



## The Role of Leadership and Academic Atmosphere in Private Universities in Improving the Quality of Lecturers (Study at Warmadewa University)



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### Abstract

The purpose of this study is first, to analyze and describe the quality level of lecturers. Second, to analyze the effect of the leadership role on improving the quality of lecturers. Third, to analyze the influence of the academic atmosphere on improving the quality of lecturers. This research used quantitative methods with descriptive analysis and classic assumption test, multiple linear tests, and hypothesis testing. The research was conducted at Warmadewa University, Denpasar. The findings of this study indicated that first, the quality of lecturers at the University of Warmadewa was good, and this could be seen from several indicators including academic qualifications (all lecturers were qualified from S2 and S3). Based on academic positions, all of them had academic positions. In terms of lecturer certification, it is shown that 20% were not certified and 80% were certified. In the indicators of writing scientific papers, it is shown that on average 85% of the lecturers already had articles in international and national journals as well as international and national seminar proceedings. While based on the implementation of the three Tridharma of higher learning in the field of teaching, in the field of research and the field of community service, the lecturers had played an active role and were doing it continuously. Second, this research has also shown that the role of leadership had a positive effect on the quality of lecturers, the better the role of leaders in managing higher education institutions, the better the quality of lecturers at these institutions. Third, the academic atmosphere also had a positive effect on the quality of lecturers.

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## 1 Introduction

The problem of tertiary education in Indonesia in the 2015 Ministry of Technology and Higher Education strategic plan states that the quality of tertiary education is still relatively low in the context of tertiary institutions and the study programs indicated by the majority of tertiary institutions are only C accredited and only a few are accredited A or B. Based on the classification and ranking of tertiary institutions in Indonesia in 2018, it shows that the top 10 ranks are occupied by state universities with the type of university and institute colleges, while PTS in the LLDikti Region VIII working area is only two tertiary institutions which are included in the top 100 best tertiary institutions, namely Warmadewa University in the ranking 63 and the University of National Education ranked 93. This shows that the quality of private tertiary institutions in Bali and NTB is still behind that of state tertiary institutions in Indonesia.

LLDIKTI Region VIII in carrying out supervision, control, and coaching at private tertiary institutions established the Wasdalbin annual program since 2007 which aims to encourage PTS to continually strive to improve quality according to national education standards and is expected to contribute significantly to improving the quality of private tertiary institutions high competitiveness. The results of the Wasdalbin 2018 conducted at 112 PTS in East Java showed that 50.13% of PTS lecturers did not yet have lecturer academic positions, PTS lecturers who had an undergraduate education qualification (S1) of 20.7%, PTS lecturers had not routinely conducted research amounted to 56.39%, and 45.34% of PTS lecturers have not routinely done community service.

Kirwani (2001), states that the successes and failures experienced by most organizations are determined by the quality of organizational leadership. McRoy & Gibbs (2009), state that leadership plays a central function and an important role in the process of change management in the higher education sector. Afrizal (2016), states that one of the factors that influence the quality of teachers is the environmental factor which is a supporting factor in carrying out educational and teaching activities. Environmental factors related to the lecturer room, facilities, and academic atmosphere. Based on the problems above, the focus of this research is on the role of leadership in improving the quality of lecturers with research questions, namely:

- 1) What is the quality of the lecturers at the University of Warmadewa?
- 2) Does the leadership role influence the improvement of the quality of lecturers at Warmadewa University?
- 3) Does the academic atmosphere affect the quality improvement of lecturers at Warmadewa University

Research on leadership in improving the quality of lecturers has been done in universities, but research on the role of leadership and academic atmosphere in private universities in improving the quality of lecturers with a case study approach in the Kopertis / Higher Education Services Institute (LLDIKTI) region VIII (Bali and NTB) to the best of the researchers' knowledge. The difference between this research and previous research is the focus of the problem on managing the quality of lecturers, the influence of the role of leadership, and the atmosphere that can improve the quality of lecturers (Fanggidae *et al.*, 2016; Cornell, 2004; Bektaş-Çetinkaya & Oruç, 2010).

The purpose of this study is: Analyzing and describing the quality of lecturers at the University of Warmadewa; Analyzing the influence of the leadership role on improving the quality of lecturers at Warmadewa University; analyze the influence of the academic atmosphere on improving the quality of lecturers at Warmadewa University.

### *Theoretical Framework*

#### *Literature review*

Research conducted by Rauf (2015), shows that the dean's leadership role in improving the performance of lecturers in Tridharma tertiary institutions in the Faculty of Tarbiyah and Teacher Training is very important and this is demonstrated by how deans become drafter, motivators, decision-makers, dynamists and catalysts, supervisors (Yogasari & Budiasih, 2019; Avolio *et al.*, 2009; Arvey *et al.*, 2006; Li *et al.*, 2011). Research conducted by Rohiyatun (2011), shows that lecturers' human resource development techniques in both PTS use advanced study techniques, training or upgrading, workshops or workshops, and seminars. The technique is based on the needs of lecturers and the needs of tertiary institutions and the determination of the technique involves the participation of university leaders and foundation elements. Research conducted by Yasir (2008), shows that the dominant factors affecting the quality of lecturers at the Faculty of Tarbiyah (UIN) Malang in the management of lecturer quality improvement are internal factors, external factors, and leadership excellence factors that have divine, natural, insanity, scientific, and scientific characteristics global. Research conducted by Sudari (2007), shows that the process of developing lecturer quality improvement programs at a new state university environment is carried out top-down and button-up, lecturer quality improvement programs are carried out in the form of advanced study programs, Training Programs for Technical

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Instructional Skills Development Training (PEKERTI), Applied Approach (AA) program, apprenticeship program, and through deterring program.

### *Theoretical basis*

Wirawan (2013), defines leadership as the process of leaders creating a vision and interacting with one another with followers to realize the vision. Leadership is a process that requires time and length of time depending on the situation at the leadership altar, the quality of the leader, and the quality of followers. Robbins (2015), defines leadership as the ability to fulfill a group towards achieving a vision or set goals. The notion of leadership is very diverse, contextual, and unique because each leader has a different way of dealing with organizational dynamics that have certain characteristics or characteristics.

Leadership has certain functions that differ from one social system to another. The leadership function in military organizations is different from the leadership function in educational organizations and business organizations. But in general Wirawan (2010), states that leadership has the same basic pattern. The functions of leadership are: creating a vision, developing organizational culture, creating synergy, creating change, motivating followers, empowering followers, representing social systems, conflict managers, learning organizations.

Higher education is a structured system consisting of various components that are closely related to each other functionally so that it is a synergistic cohesiveness (Tampubolon, 2001; Hiller *et al.*, 2006; Girdeuskiene & Savanevičienė, 2012; Henry & Stevens, 1999). The success of higher education is very dependent on input, process, output, and outcome, all of which are controlled by a leader who is capable in his field. Tampubolon (2001), states that there are five main characteristics and roles of leadership in managing quality tertiary institutions, namely:

a) Creating a Vision

Creating a vision implies having broad and mature insights so that it can predict the future, implying the ability to formulate the vision and mission of higher education, and to behave and act proactively. Leaders who can create can create a vision to act as agents of change.

b) Unifying

The leader can unite all the different elements and potentials so that they become a synergistic force that benefits all parties. Diversity for a unifying leader is a beauty and strength that can bring happiness together.

c) Empowerment

Leaders are able and always trying to encourage, motivate, and help others to develop themselves become more qualified. Empowerment implies the existence of characteristics and abilities of democratic, open, delegation, communicative, empathic, responsive, motivating, and facilitating.

d) Strengthening Integrity

Integrity implies always obeying moral and legal principles, especially religious teachings, in all aspects of life including academic life. People who always have a good name, are respected, are respected properly, and sincerely during society. Likewise, university leaders in all levels of management. As follows:

According to Sedarmayanti (2001), quality is an expression that states how far various requirements, perspectives, and expectations have been met. Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and arts through education, research, and community service (Law No. 14 of 2005 on Teachers and Lecturers). Lecturer competence is defined as a set of knowledge, skills, and behaviors that must be possessed, internalized, mastered, and realized by lecturers in carrying out their professional duties. Lecturer competencies include pedagogic competencies, professional competencies, personality competencies, and social competencies.

Karta Dinata (in Yasir, 2008) argues that qualified lecturers are a contextual process so that improving the quality of lecturers through education is not limited to preparing people who master knowledge and skills that are suitable for the world of work at this time, but also humans who are able and willing to learn for life. Quality lecturers are lecturers who carry out the tasks of teaching responsibility, guidance, and skills training for their students. Good quality teaching staff, namely lecturers who can always interact synergistically with students, actively anticipate the development of knowledge substantively, or adapt to scientific societies, have the expertise and ability to access knowledge, and conduct research and scientific cooperation (Noor, 2011). Law No. 14/2005 article 45 states that lecturers are required to have the lowest academic qualifications of S2, have competence, have academic positions, certified educators, be physically and mentally healthy, and fulfill other qualifications required by higher education units on duty, and can realize national education goals. Academic qualifications of minimum lecturer graduates of master programs for

diploma or undergraduate programs and doctoral program graduates for graduate programs and can realize national education goals. Academic qualifications of minimum lecturer graduates of master programs for diploma or undergraduate programs and doctoral program graduates for graduate programs and can realize national education goals. Academic qualifications of minimum lecturer graduates of master programs for diploma or undergraduate programs and doctoral program graduates for graduate programs.

Based on the lecturer workload guidelines and evaluation of the implementation of the three Tridharma of the university (Dikti, 2010) states that the main task of the lecturer is to carry out the three Tridharma of the college. Based on Law Number 14 the Year 2005 article 60 states that lecturers have obligations in carrying out the tasks, namely: Carry out the education, research, and community service; Plan, carry out the learning process and assess and evaluate learning outcomes; Improve and develop academic qualifications and competencies in a sustainable manner in line with the development of science, technology, and art; Acting objectively and not discriminatory based on consideration of gender, race, ethnicity, certain physical conditions or socioeconomic background of students in learning; Uphold the laws and regulations, the law, the code of ethics and religious and ethical values; Maintain and foster national unity and integrity.

Academic atmosphere shows a conducive climate for academic activities, interactions between lecturers and students, between fellow students, and between lecturers to optimize the learning process (Wening, 2012). Based on the BAN-PT standard five instruments, it describes that the academic atmosphere is a condition that is built to foster enthusiasm and academic interaction between student-lecturer-education staff, experts, guest lecturers, resource persons to improve the quality of academic activities inside and outside the classroom. A good academic atmosphere is shown by behavior that prioritizes scientific truth, professionalism, academic freedom, academic pulpit freedom, and consistent application of academic ethics.

Barbara E. Taylor and William F. Massy in the strategic indicators for higher education stated that one indicator of the quality of higher education is an indicator of the success of the academic atmosphere which includes the number of library visitors (lecturers/students), the amount of internet usage, the presence of students in lectures/studios/practicum, lecturer-student contact is not programmed, scientific forums conducted by departments, faculties, universities, national, international which are held every year, the number of guest lecturers and student/education / professional association activities on campus. Other parameters used to measure the academic atmosphere are academic interactions between the academic community, academic activities, academic behavior, student participation in academic activities, and campus harmony (Purwono, 2015).

## 2 Materials and Methods

The approach taken in this study is the correlational approach, which is an approach intended to find out the relationship or influence between two variables or several variables, namely X and Y. This study also uses a quantitative approach that analyzes data with statistical tools in the form of numbers. To determine the effect of variable X, X<sup>2</sup> on Y, the classical Asusmi test, hypothesis test, and multiple linear regression tests are used. Based on the two approaches, the direction of this study is to try to determine the influence of the research variables by analyzing the numbers with statistical tools sourced from the research questionnaire. The questionnaire or research questionnaire was based on theory and adjusted to the situation and conditions that occurred at the University of Warmadewa. To analyze the level of quality of the lecturers of this study also used descriptive analysis. According to Sugiyono (2007), descriptive statistics are statistics used to analyze data by describing or describing data collected as it is without intending to make conclusions that apply to the public or generalizations. The location of this research is Warmadewa University with the subject being lecturers from each study program determined by proportional random sampling so that the number of respondents obtained was 77 lecturers According to Sugiyono (2007), descriptive statistics are statistics used to analyze data by describing or describing data collected as it is without intending to make conclusions that apply to the public or generalizations. The location of this research is Warmadewa University with the subject being lecturers from each study program determined by proportional random sampling so that the number of respondents obtained was 77 lecturers According to Sugiyono (2007), descriptive statistics are statistics used to analyze data by describing or describing data collected as it is without intending to make conclusions that apply to the public or generalizations. The location of this research is Warmadewa University with the subject being lecturers from each study program determined by proportional random sampling so that the number of respondents obtained was 77 lecturers.

### 3 Results and Discussions

From the results of processing the data collected through a questionnaire, it can be described the level of quality of lecturers at Warmadewa University with several indicators, namely educational qualifications, academic positions, lecturers' certification of scientific papers, and Tridharma of higher education. Based on academic qualifications it shows that, 64% master's education (S2) and 36% doctoral education (S3). The quality of lecturers based on academic positions shows that 31% are expert assistants, 29% are lecturers, 36% are head lecturers and 4% are professors. The quality of lecturers based on lecturer certification shows that 20% are not certified and 80% are certified. In the indicators of scientific writing, 72% of lecturers have Scopus-related articles, 89% have articles in international journals, 84% have articles that are accredited in national journals, 87% have articles in journals that are not accredited, 76% have international seminar proceedings, and 71% have national seminar proceedings. The quality of lecturers based on implementing Tridharma of higher education in the teaching field shows that lecturers are involved in curriculum preparation (75%), lecturers compile or write textbooks (76%), and lecturers make program plans and semester learning activities according to the standards given by higher education institutions (90%). In the field of research shows that lecturers write scientific journals every year (90%), lecturers publish the results of research every year as the main writer (89%), and lecturer's research with other lecturers (93%). In the field of service shows that lecturers make a report on community service activities (91%),

Based on quantitative data, in general, the role of leadership in improving the quality of lecturers consists of five dimensions of leadership roles, namely (1) Dimension of creating a vision with indicators of leaders fostering innovation (new ideas) for lecturers (72.48%), leaders fostering lecturer creativity (69, 73%), leaders invite the academic community to implement changes (69.73%). (2) The unifying dimension with the leader indicator forms the team in carrying out the task (66.06%), the leader creates synergy and harmony (64.22%), and the leader can unite the diversity of employee characteristics (62.39%). (3) Dimensions of empowerment with leadership indicators planning and implementing human resource development programs (79.82%), leaders coordinate with lecturers (77.07%), and responsive leaders in dealing with problems experienced by lecturers (75.23%). (4) Dimensions of strengthening integrity with indicators of leaders having a willingness to respond to the smooth functioning of lecturers (81.65%), leaders have the trust of lecturers (67.89%), and leaders uphold the principle of democracy through openness by respecting the aspirations of lecturers (65.14 %).

Program activities and efforts undertaken by higher education leaders to improve the quality of lecturers, namely leaders providing facilities to meet the needs of lecturers (78.90%), leaders holding scientific seminar activities (77.98%), leaders organizing lecturer quality improvement activities following lecturer needs (77.98%), leaders conduct routine monitoring and evaluation of lecturer quality improvement (75.23%). The academic atmosphere created through the interaction between lecturers, that is, lecturers conduct dissemination/socialization/sharing reports on scientific activities (73.39%), lecturers discuss with other lecturers about knowledge clusters (69.72%), and lecturers attend general lectures (guest lecturers) to add insight (67.89%). The academic atmosphere that is supported by physical facilities is utilizing library facilities (69.73%),

#### *Classic Asus Msi Test Normality test*

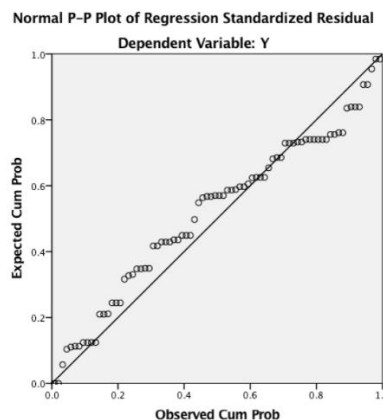


Figure 1. Based on Figure 1 the SPSS test results show that the data are normally distributed, this can be seen from the plots that follow the fit line, and then the variables are normally distributed

*Multicollinearity test*

Multicollinearity is a condition where one or more independent variables can be expressed as a linear combination of other independent variables, such a relationship is perfect or imperfect. Conditions that must be met to avoid multicollinearity are Tolerance values higher than 0.10 or Variance Inflation Factor (VIF) smaller than 10. Based on SPSS testing the results obtained from TOL and VIF calculations are shown in the Tolerance Calculation Table and Variance Inflation Factor.

Table 1  
Calculation of tolerance and variance inflation factor

Model	Collinearity Statistics	
	Tolerance	VIF
X1	.462	2,163
X2	.462	2,163

Source: SPSS 2020 data defeat

The Tolerance and Variance Inflation Factor Calculation table shows that the values of X1 and X2 have a VIF below 10 and a Tolerance value above 0.10. This means there is no multicollinearity.

*Heteroscedasticity test*

The heteroscedasticity test aims to test whether in the regression model there is a variable inequality from one observation to another. Heteroscedasticity testing uses Park Test. The results of heteroscedasticity analysis can be seen in the Heteroscedasticity Test Results Table with the Park Test

Heteroscedasticity Test Results Table with the Park Test shows, that in the leadership role variable (X1) and in Academic Atmosphere variable (X2), then the results of the heteroscedasticity test show that the regression model used does not occur heteroscedasticity.

Table 2  
Heteroscedasticity test results with the Park test

Variable	Sig
Role of Leadership (X1)	0.066
Academic Susana (X2)	0.935

*Autocorrelation test*

Autocorrelation test can be seen in the results of Regression Analysis using SPSS, using the autocorrelation benchmark value based on Watson's Durbin value of 2.087 falling in the area of doubt that can be said to be autocorrelation free.

Table 3  
Autocorrelation test results

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate	Durbin-Watson
1	0.910a	.0829	.0824	.2014	2,087

*Multiple Linear Regression*

Multiple linear regression is an analysis used to determine the effect of leadership role variables (X1) and academic atmosphere (X2) on the value of lecturer quality (Y). As the basis of calculation the following linear equation is used:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \mu \dots \dots \dots (5.1)$$

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By using the SPSS program, the research results are obtained in Table 4

Table 4  
Summary of Regression Results

Variable Bound	Independent Variable	Coefficient Regression	Standard Error	count	Sig
Variable Y	X1	,422	,054	7,843	0,000
	X2	,269	,043	6,231	0,000
Constant = 0.371			F-count = 186,015		
R-square = 0.829			Sig. = 0,000		

$\alpha$	= intercept / constant	= 0.371
$\beta_1$	= Regression coefficient of variable X1	= 0.422
$\beta_2$	= Regression coefficient of variable X2	= 0.269

The equation of the linear line is:  $Y = 0.371 + 0.422 X1 + 0.269 X2$

Based on the Summary of Regression Results, the following results are obtained:

$\alpha$	= intercept / constant	= 0.371
$\beta_1$	= Regression coefficient of variable X1	= 0.422
$\beta_2$	= Regression coefficient of variable X2	= 0.269

The equation of the double linear line is:

$$Y = 0.371 + 0.422 X1 + 0.269 X2$$

#### *Hypothesis testing*

##### *Simultaneous significant test*

Simultaneous testing is used to determine the effect of leadership variables (X1) and academic atmosphere (X2), simultaneously to the dependent variable of lecturer quality (Y). Testing in unison using the F test. The steps are as follows:

- a) Hypothesis formulation
  - H0:  $\beta_1 = \beta_2 = 0$ , meaning that there is no real influence of the leadership role and academic atmosphere simultaneously on the quality of lecturers at the University of Warmadewa Denpasar
  - H1: At least one of  $\beta_1 \neq 0$ , meaning that the role of leadership and academic atmosphere simultaneously has a significant effect on the dependent variable, namely the quality of lecturers at Warmadewa University
- b) Using a real level of 5 percent or a 95 percent confidence level
- c) Testing Criteria
  - H0 is accepted if: sig.  $\geq 0.05$
  - H0 is rejected if: sig.  $\leq 0.05$
- d) Based on Table 4 Concerning the summary results of the regression found that the sig value of 0,000 <of 0.5 means that the variables of the leadership role and academic atmosphere simultaneously have a significant effect on the quality of lecturers at Warmadewa University.

##### *Significant Test of Partial influence (T-Test)*

Tests carried out partially against parameters were carried out using the t-test. This test was conducted to determine the effect of leadership roles and academic atmosphere partially on the quality of lecturers at Warmadewa University. Based on the analysis summary in the following table:

Table 5  
Significant test for partial influence (T-test)

Variable Bound	Independent Variable	Coefficient Regression	Standard Error	count	Sig
Variable	X1	,422	,054	7,843	0,000
Y	X2	,269	,043	6,231	0,000
Constant = 0.371			F-count = 186,015		
R-square = 0.829			Sig. = 0,000		

Test the influence of leadership roles (X1) on the quality of lecturers at Warmadewa University.

a) Hypothesis formulation

$H_0: \beta_1 = 0$ , means that the leadership role variable has no significant effect on the lecturer quality variable at Warmadewa University.

$H_0: \beta_1 > 0$ , it means that the leadership role variable has a positive and real impact on the lecturer quality variable at Warmadewa University

b) Use a 95 percent confidence level ( $\alpha =$  percent)

c) Testing criteria

$H_0$  is accepted if: value sig.  $\geq 0.05$

$H_0$  is rejected if: value sig.  $\leq 0.05$

d) Conclusions

Therefore the value of sig.  $0.00 < 0.05$  then  $H_0$  is rejected, this means that the role of leadership has a positive and significant effect on the quality of lecturers at Warmadewa University. The better the role of leadership in managing the institution will greatly affect the better quality of lecturers.

Test the influence of the academic atmosphere on the quality of lecturers at the University of Wamadewa

a) Hypothesis formulation

$H_0: \beta_2 = 0$ , it means that the academic atmosphere partially does not have a significant effect on the variable quality of lecturers at Warmadewa University

$H_0: \beta_2 > 0$ , it means that the academic atmosphere variable has a positive and real impact on the lecturer quality variable at Warmadewa University

b) Use a 95 percent confidence level ( $\alpha =$  percent)

c) Testing criteria

$H_0$  is accepted if: value sig.  $\geq 0.05$

$H_0$  is rejected if: value sig.  $\leq 0.05$

d) Conclusions

Therefore the value of sig.  $0.00 < 0.05$  then  $H_0$  is rejected, this means the role of a positive and real academic atmosphere on the quality of lecturers at Warmadewa University. The better academic atmosphere that is created, it will greatly affect the better quality of lecturers (add an explanation)

*Coefficient of Determination ( $R^2$ )*

The calculation of the coefficient of determination is used to see the magnitude of the variety of changes in leadership roles and academic atmosphere towards variations in changes in the quality of lecturers at Warmadewa University. The determinant coefficient is a value that indicates the change from the independent variable to the dependent variable, the results obtained

$R^2 = 0.829$  (based on the table 4 Summary of Regression Results) shows variations in the rise and fall of leadership roles at Warmadewa University by 82.9 percent influenced variations in the rise and fall of leadership roles and academic atmosphere and the rest by 17.1 percent is influenced by other variables not included in the model.



#### 4 Conclusion

This study provides an overview of the role of leadership and academic atmosphere in improving the quality of lecturers with a study approach at Warmadewa University as one of the top 100 private tertiary universities according to the clustering of the Ministry of Research, Technology and Higher Education in 2018.

Based on the results of the research discussed in Chapter V and to answer the research problem formulation, the researcher can make conclusions including:

- 1) The quality of lecturers at the University of Warmadewa is quite good, this can be seen from several indicators including educational qualifications, academic positions, lecturer certification, scientific work, and implementing Tridharma of higher education namely teaching, research and community service. Of the 81 respondents 64% had S2 degrees and 34% had S3 degrees, in terms of academic positions almost all lecturers already had academic positions consisting of 31% expert assistants, 29% lecturers, 36% lecturer heads, and 4% professors. 80% of the lecturers at the University of Warmadewa have already been certified lecturers and only 20% have not, as well as from writing scientific papers in the form of journals and proceedings - each lecturer has written in international journals, accredited national and international proceedings and national. In carrying out the Tridharma of higher education lecturers - lecturers at the University of Warmadewa have also carried out well and continuously, as in the teaching field almost on average above 80% of active lecturers in the preparation of textbooks, involved team teaching, curriculum preparation, and others. Whereas in the field of research lecturers at Warmadewa University participate in carrying out some researches following the field of science, annually routinely researching as the main researcher, researching together with other lecturers and with students with an average percentage above 80%. In the field of community service, the participation of lecturers at Warmadewa University can also be said to be good,
- 2) From the results of data collection obtained by using questionnaire then processed with the SPSS application, it can be concluded that the role of leadership has a positive effect on improving the quality of lecturers at Warmadewa University, the better the role of leadership in regulating eating institutions will greatly affect the improvement in the quality of lecturers.

Besides the leadership role, the quality of lecturers is also influenced by the academic atmosphere, this conclusion is obtained from the processing of data that has been collected from respondents, namely lecturers at Warmadewa University. The academic atmosphere has a positive effect on improving the quality of lecturers, which means the better the academic atmosphere, the better the quality of lecturers at Warmadewa University.

##### *Conflict of interest statement*

The authors declared that they have no competing interests.

##### *Statement of authorship*

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

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