

Role of Leadership in Transformation of Higher Education in Indonesia

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Abstract:

This article aims to reveal the leadership role in the transformation of higher education institution in Indonesia. The samples taken are higher education institutions in Surakarta. From the sample which is lined with purposive sampling technique, it is analyzed based on the organization's life cycle and its leadership role. The results show that based on the stages of higher education can be classified into stages of initiation, actuation, and existence. The leadership role in each of the stages varies. The stages of initiation of leadership roles are fully involved in determining organizational policies. In the actuation stage the leadership role has begun to be delegated through the process of motivating and establishing a standardized system. At the existence stage, leadership roles have only focused on strategic steps to strengthen value, quality, and innovation by prioritizing logic, skills, morality, and attitude.

Keywords: Leadership, Transformation, Initiation, Actuation, Existence.

I. Background

The transformation of higher education is a necessity. Broadly speaking, the causes can be classified as two aspects, namely external aspects and internal aspects. External aspects include national education policies, the emergence of various educational alternatives that sharpen competition among tertiary institutions, the level of interest of prospective students over these higher education institutions, the demand for qualifications of college graduates by graduates. These aspects have a direct influence on higher education institutions.

These aspects are influenced by various other changes in issues such as: labor market, technology, politics, socio-cultural, environmental, investment and capital, educational trends, and so on. While the internal aspects include various conditions that exist within the institution of higher education itself, such as HR, its operational system, its marketing orientation, and its capital and financial conditions.

The process of transformation of higher education certainly cannot only be played by one person, all organs of higher education must participate in taking on

roles according to their duties and responsibilities. But from these various resources, the role of leaders with their leadership functions plays an important role in initiating and moving the organs within the organization. Because, in leadership there are various elements which include the ability to determine strategic policies, optimize emotional intelligence, have the power of responsiveness and adaptation to change, have a consistent spirit of learning, and are oriented towards improving performance [1]. Leadership will be implemented well where there is interaction with subordinates. This interaction produces work that is collective in nature. Interaction and collective activity that causes initiation to get support from subordinates to improve performance by optimizing resources, do it according to work procedures, standardized behavior, and predetermined performance power [2].

In substance, the leadership of a higher education organization requires an understanding of the two systems, namely the performance system and the adaptation system. These two systems are needed to respond to environmental changes. The combination of these two aspects, according to Patel [3] is very useful to show the tenacity and resilience of a leader. Actions that show resilience and resilience can be seen from: 1) tenacity as a reaction to a pressure, 2) resistance to overcoming stress, 3) the level of resilience in critical conditions. This crunch and durability is an important capital and its power will increase when combined with ideographic aspects and nomothetic aspects that exist in HR within the organization. The ideographic aspect is

in the form of human knowledge gained from the accumulation of life experiences that can improve his personal quality. While nomothetic aspects are in the form of roles and tasks in the organization. When these ideographic aspects and nomothetic aspects are combined it will produce performance that is an important part of achieving organizational goals. This theoretical reasoning might be used as a starting point to strengthen the transformation argument in an organization [4]; [5].

The theoretical argument of this transformation certainly cannot be implemented just like that to transform higher education institutions. Because, higher education institutions in Indonesia are very diverse in their circumstances, size, characteristics, stages of development, and problems faced. In these diverse conditions, of course there are tricks, styles, and different roles played by leadership in their efforts to transform. However, until now there has not been an adequate reference that addresses the pattern of transformation of tertiary institutions in Indonesia. So, it is only natural if the question arises about how the process of transformation of higher education institutions in Indonesia? What is the leadership role in carrying out that transformation?

II. Research Objectives and Methods

The purpose of this study was to determine the leadership role in transforming each higher education institutions in Indonesia, especially in Surakarta. In order to achieve that goal, the analytical steps taken are: 1) classification of tertiary institutions based on

developmental stages; 2) collect relevant data for analysis; 3) analyze and discuss.

This research is a qualitative type with a phenomenological approach. The study was conducted in the period of 2015-2018. The population of this research is 246 higher education institutions in LLDIKTI Region VI, Central Java, consisting of: 36 universities, 77 colleges, 2 institutes, 110 Academies, and 21 Polytechnics. Samples were taken from the population. Sampling as many as 16 institutions, with details: 5 universities, 6 Colleges, 1 Institute, 2 Academies, and 2 polytechnics. Data collection techniques are carried out in stages starting with data collection through documents, observation, and in-depth interviews with 16 informants who each represent their institutions. Valid data are analyzed, then presented in the form of adequate modeling and discussion techniques

III. Theoretical basis

a. Theory of Greiner's Stage Organization

In this world all continue to change. Including higher education institutions, also experienced changes. Many things caused the organization to change. When viewed from the source of the factors, the source of the factors can come from internal and external organizations. The changes themselves can also be distinguished as changes by design and non-design changes. Regarding organizational change, Greiner [14] explains that organizational change generally experiences certain phases, each of which is influenced by many factors. It's just that Greiner breaks it down into two

factors, namely organizational size and organizational age. In earlier phase, organizations generally grow because of creativity. After a certain period will experience a crisis caused by the crisis of leadership. If this crisis period can be overcome, the organization will experience growth due to the direction of the leader. This phase will also experience a crisis again, the cause of which is the demand for autonomy. If this stage can be overcome, the organization will grow because of the delegation. But in the end it will also experience another crisis because of lack of adequate controls. By strengthening control, the organization will grow by collaborating. This type of growth will end due to staff shortages. Only by increasing the quantity and quality of staff will the organization grow. This growth is driven by coordination activities. But in the end it will also experience crises again with unknown triggers [14].

b. Leadership Theory

So far, leadership theory has been very diverse. Basically, leadership theory can be categorized into two types, namely organizational-oriented leadership theory and leadership theory oriented to individual leadership [6]. Organizational oriented leadership theory is based more on systemic leadership for organizational purposes, while individual orientation is based more on individual leadership styles of individuals. Generally individual oriented leadership theories discuss innate qualities and behaviors that a leader has [6]; [1] In the last two decades, what has received great attention is the organization-oriented theory of leadership. Included, and most popular are transactional and transformational

leadership theories [7]; [8]. Individual-oriented leadership such as servant leadership, situational leadership and contingency, are getting less attention [9].

Transactional leadership is often interpreted as a traditional leadership pattern that positions leaders as parties obeyed by their subordinates. The inherent characteristic of this type of leadership is the existence of rewards and penalties set for the subordinates. Transactional leadership styles are identified according to stable and static situations, but are not suitable for a situation that experiences very rapid changes or turbulence. Daarty-Baah [1] emphasizes that the basis of transactional leadership is the existence of exchanges between two parties, namely between leaders and subordinates. This exchange refers more to the benefits received by the leader and the rewards received by subordinates. There is a relationship that has benefits (mutualism) between superiors and subordinates. To maintain the certainty of this mutualism symbiosis, a system of rewards and or punishment is established. In this transactional leadership theory, patron-client relations are very thick. Patron holds bureaucratic authority, is responsible for achieving organizational goals. Subordinates provide support and show compliance with established rules. The emergence of benefits received by superiors from subordinate contributions is appreciated in the form of awards. On the contrary, a default from a subordinate will cause punishment for subordinates [10].

Transformational leadership is a charismatic leadership that is very concerned about upholding morality and ethics. This character makes it easy for

leaders to influence their subordinates to work loyally to achieve their intended goals [11]. Transformational leadership is also interpreted as visionary leadership. Through the vision he displayed, he was able to move the involvement of his subordinates to support organizational development as desired [12].

IV. Analysis and Discussion

The role of leadership of universities in Indonesia, especially in Surakarta, can be classified into three groups. Determination of this group is based on the results of observations on the reality of leadership roles on different types of college conditions. This difference in conditions is classified as stages of initiation, stages of actuation, and stages of existence.

The stages of initiation represent a situation when the higher education institution was just established. When referring to the Greiner stage, this stage is the same as the creative stage. At this stage the leadership role is still very simple. The orientation is limited to the formation of an organization that can run. Organizational preparation is not yet detailed. The main points of the organization have been held. It's just that the multiple roles of each personal in charge occur a lot. A personal can be multiple tasks. Personal possessions, both lecturers and educational staff, are still limited to meeting minimum limits. The leadership role at this stage tends to be the initiator for the formation of the organization, as well as the driving force of the organs within the organization. The position of leadership is very dominant, both to take a decision related to the determination of HR, facilities,

organization of the organization, to things that affect the formation of organizational culture. Leadership is always inherent in every stage. The delegation already exists, except that control is still absolutely held by the highest leadership as the initiator. The orientation of decision making is still short term. The things currently faced are those that need to be resolved first, adaptive in nature. The priority is still on tangible things. The steps taken are prioritized at the introduction stage. Whether it recognizes things that are faced, or introduces to other parties for the efforts made.

The stages of this actuation are generally carried out by higher education institution that have been established for a long time, and have begun to regenerate leadership. This stage is a continuation of the stages of initiation. That is, this is a stage of development from the previous stages that are fundamental. At this stage of actuation the involvement of leadership roles has begun to reduce technical matters. Technical roles have already been delegated to the staff appointed. The decision-making orientation has taken into account medium-term strategic steps. Management functions such as planning, organizing, actuating, controlling have been implemented. Strategic combination of resources owned, operational procedures, attention to the quality of marketed products, and financial capabilities get more comprehensive attention. The balance between the elements has been calculated. The response to a situation is reactive, and its tendency to pay more attention to things that are intangible, such as human resource development through training,

improvement of information systems and computerization, quality control on each element. At this stage it is generally conscious to strengthen the image of the institution. The motivating role of the leader towards his subordinates is getting stronger, especially for achievement. Thus, student academic achievement, accreditation of study programs, accreditation of institutions, networks with domestic or foreign partners are built and strengthened. Various image supporters such as academic journals produced, the involvement of lecturers in international publications, involvement in certain forums were followed, although only as participants, not as organizers. This powerful motivational element is able to move all elements. This confirms that the transformation process has strengthened in this phase.

The stages of existence represent the condition of a mature higher education institution. The leadership role is only centered on the strategic level. The leader is no longer in touch with technical matters. The delegation function has gone well. Trust between top management with middle management and lower management has been well systematized. The system has been able to control properly. So that the leader focuses on strategic matters. The priority is to strengthen institutional characterization through strengthening the value of institutions on a scientific basis. Soft skills are the things that get the most attention for strengthening values. These soft skills include the quality of logic, skill, morality, and attitude. These four things are driven by leaders to become icons in the effort to characterize institutions. The strategic policy

orientation is long-term, aggressive, and emphasizes the superiority of mastering information.

The combination of the development of the institution's life cycle, strategy

orientation, the nature of the organization's response, and leadership orientation is illustrated in the picture of the organizational transformation cycle below.

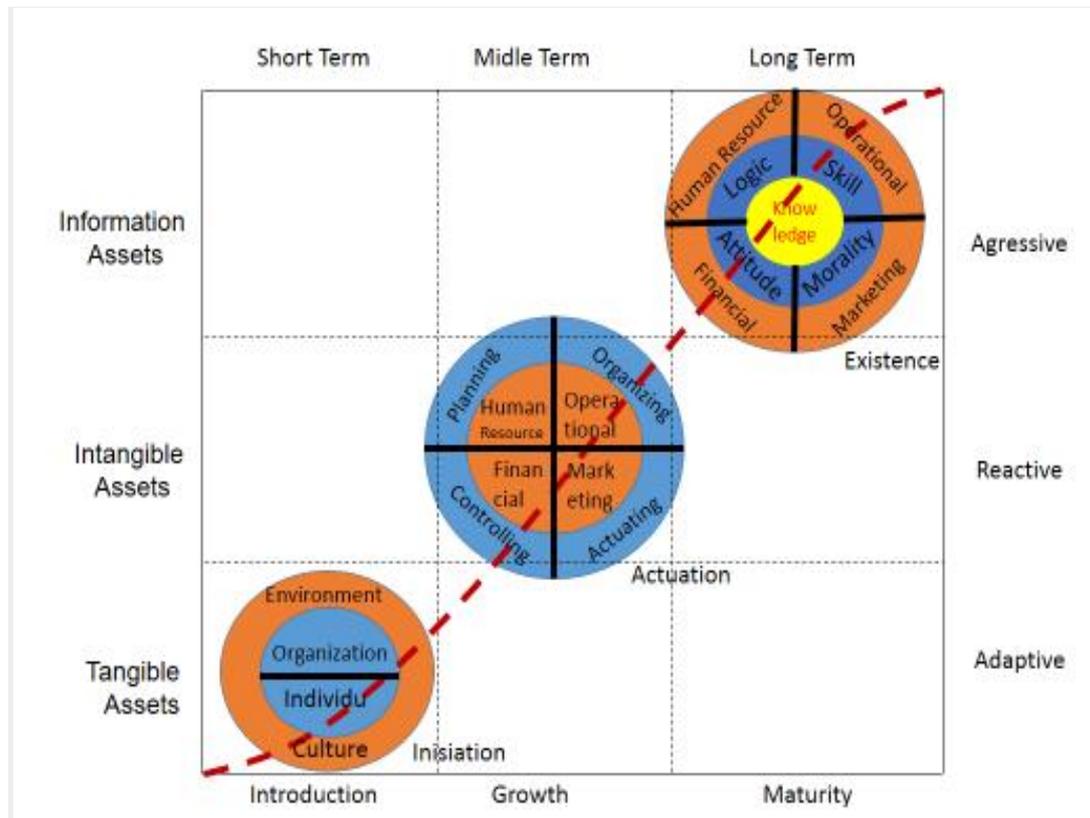


Figure 1. Organizational Transformation Cycle Model

The leadership role in the transformation of higher education institutions in Surakarta, Indonesia, as indicated by the organizational transformation cycle model above, although not similar and congruent, has similarities with the research conducted by Kopyay et al. [13] which explains that at each stage of the life cycle the organization has different leadership roles and characters. At the introduction stage, leadership styles are generally inspirational with organizations that begin to create organizational culture. At the stage of

growth, leadership is more supportive to develop organizational culture to become more standardized. The motivational and transformational processes have strengthened at this stage. At the mature stage, leadership becomes more logical and formal and focuses more on quality and development of innovation.

V. Conclusion

The process of transformation of universities in Indonesia, especially in Surakarta, varies. Some are at the stage of

initiation, actuation, and existence. Leadership roles differ at each stage. The stages of initiation of leadership roles are fully involved in determining organizational policies. In the actuation stage the leadership role has begun to be delegated through the process of motivating and establishing a standardized system. At the existence stage, leadership roles have only focused on strategic steps to strengthen value, quality, and innovation by prioritizing logic, skills, morality, and attitude.

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