

Investigation of the Role of Leadership in Management of the Educational Process in Private Religious Colleges in the Development of Student Leadership (Case Study at College X Cianjur)

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Abstract— The leadership competencies of students in higher education are determined by the role of the leader in managing the college. The purpose of this study is to analyze and describe the role of leadership in managing the educational process which includes the establishment, planning, and implementation in Private Religion College X concerning the development of student leadership competencies. This study used a qualitative approach with a case study. Data collection methods used interviews, observation, and study of the document/artifact. The participants of this study were college leaders, lecturers, and education staff. The results showed that the purpose of developing student leadership competencies has not been integrated with all teaching and learning activities. Practically the role of leadership in the management of education administration related to the development of student leadership has not been carried out intentionally. This research has implications for the demands of increasing leadership effectiveness, policy setting, and specific planning to contribute to student leadership development.

Keywords— Investigation; Leadership Roles; Management of Education; Policies; Strategic Planning; Student Leadership.

INTRODUCTION

Higher education can be seen as a terminal for the preparation of future leaders. Colleges play a fundamental role in preparing the next generation of leaders [1]. History proves that higher education has produced leaders in all sectors of life. With such a position, higher education has a very strategic role in preparing prospective leaders through the process of providing quality education. Leadership competence is a result that is expected to be achieved through the education process in higher education. The educational process in higher education is part of the responsibility to educate and prepare future leaders [2].

Higher education leadership has a very important role in achieving these goals. For the objectives to be achieved, it is necessary, to begin with, a good plan that is supported by clear and directed policies, so that management can be carried out with clear guidelines. In this case, leadership is the main driving factor in formulating a plan and establishing

an appropriate policy so that it can be managed properly. Leaders must be able to create and implement mechanisms for setting goals, identifying needs, setting priorities, planning, budgeting, implementing, and evaluating [3].

Leadership is simply defined as a process by which individuals influence other individuals in a group to achieve common goals [4]. In general, leadership involves a process in which activities are assigned to others to guide, organize and facilitate activities in groups or organizations to achieve common goals [5]. Based on this understanding, leadership competence can be obtained through a process of experience and learning that is influenced by the situation and environmental conditions in which these processes occur. The development of leadership competencies for students in higher education can be done through the educational process outlined in the classroom learning curriculum, special training, or extracurricular activities such as mentoring students. The effectiveness of developing student leadership competencies depends on the role of leadership, management of the educational process, the establishment of relevant policies, and the formulation of appropriate plans. Student leadership competencies are not only important because it refers to the specific goals of higher education for its graduates but are also important for stakeholders and

the wider community, considering the problems faced are increasingly complex and competing with the rapid flow of change due to economic globalization and the industrial revolution fourth generation, including the uncertainty and ambiguity resulting from the Covid-19 Pandemic.

This study aims to investigate the role of leadership in managing the educational process, the determination of relevant policies, and strategic planning at Private Religious College X concerning the developing student leadership competencies (graduates).

LITERATURE REVIEW

Leadership and Management Roles

Leadership is an influencing process that takes place within a group and involves a common goal [6], that is, a person or group of people (leaders) influence other individuals in a group to achieve common goals [4]. Leaders and leadership are one unit. Leadership is one of the main factors that determine organizational success [7]. This view is in line with Hoy and Miskel who state that leaders and leadership have a very significant role in an organization and are seen as the single most important factor in the success or failure of an institution. [6]. Quality universities are always characterized by the presence of good leadership. Thus, one thing that needs to be prioritized is to ensure the continuity of higher education excellence is through the development of qualified prospective leaders [8], [9].

Based on previous studies, Hoy and Miskel highlight that educational leadership has a very important role, namely setting direction by providing a clear and socialized vision, easy to understand and implement; building and empowering students by providing educator resources and other supporting resources, as well as redesigning the educational institutions they lead by ensuring that the various resources needed can support the ongoing quality teaching and learning process. [6]. Referring to

this leadership concept, the leader is at the same time a manager who acts to influence and move other individuals to collaborate to achieve goals and objectives such as making changes and achieving the targets set. By these definitions and concepts, the intended goals can be in the form of the vision, mission, and objectives of an educational process, in this study related to student leadership competencies.

Referring to the understanding and role of educational leadership above, the development of leadership competencies for students in educational institutions is placed in the entire educational process that takes place in higher education institutions. This is in line with the notion of education administration which emphasizes the whole process of cooperation between various parties by empowering all resources through the functions of planning, organizing, mobilizing, motivating, controlling, supervising, and supervising, as well as evaluating to realize an effective, efficient and quality education system [10]. Cooperation carried out by two or more people is based on certain rationality to achieve the goals that have been set [11].

About management (quality), the role of leaders is to encourage followers (subordinates) to achieve goals (Figure 1) through a series of certain processes.

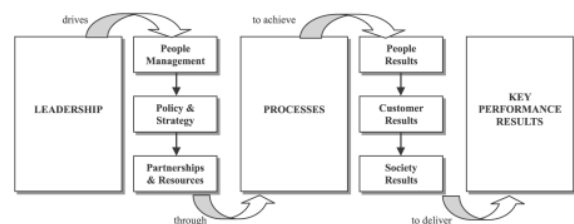


Figure 1. The role of leadership in achieving common goals. Source:[12]

Educational Strategic Planning

Planning is the process by which directions are mapped and then the means and means to follow that direction are determined. A plan is

a product of the planning process and can be defined as a series of decisions about what to do, why, and how to do it [13]. Decisions about what is expected to happen, in this case, can be in the form of events, certain circumstances, atmosphere, and so on, and then understanding what is to be done, for example, the form of action in the form of intensification, essentialization, revision, renovation, substitution, creation, and so on. [14]. A plan serves as a guide for action based on a consensus that has been agreed upon by all parties contributing to its implementation. The plan serves as an indicative framework that allows adjustments to be made regarding the dynamics that occur. The plan covers the direction of the policy, also includes the strategy for its implementation, actions, and benchmarks for implementation and evaluation, as well as the budget framework [13]. The whole series of processes are carried out so that expectations can be realized into reality in the future, namely within a certain period, starting from the short term, medium-term, and long term. [11].

Planning is related to the concept of management and/or administration, and in the concept of management and/or administration, planning is the main and first element and function [13]. On this basis, many experts agree that if the planning is made correctly, most of the work has been completed. Planning serves as a guideline for implementation and control, avoiding wastage of resources, a tool for developing quality assurance, and efforts to fulfill the accountability of educational institutions.

Educational planning is a link between the concept of education and the concept of planning. Educational planning is a process to prepare a set of decisions for future activities that are directed to achieve goals in an optimal way in the overall economic and social development of a country. Four things should be included in good educational planning, namely a) the goals to be achieved in planning,

b) the current situation, c) alternative policy choices and priorities in achieving the goals, and d) strategies for determining the best way to achieve the goals. education [14].

Education Policy

Education policy is the whole process and result of the formulation of educational strategic steps which is described from the vision, mission of education, in realizing the achievement of educational goals in a society for a certain period [15]. Internal factors that always influence educational policies include the nation's ideology, politics, and economy. Meanwhile, external influences come from regional and international economic and political developments. To understand more about policy, it is necessary to understand the concept of a conceptual framework for policymaking.

Policies will be the main reference for members of the organization or community members in their behavior and policies, in general, are problem-solving and proactive. Policies must provide opportunities to be interpreted according to the specific conditions that exist. The functions of implementing education policies are as follows: first: guidelines for action; second, limiting behavior; and third: assistance to decision-makers. The policy function is made to be a guide in acting, directing activities within the organization to achieve the goals that have been set. The policy is a general line of action for decision-making at all levels of the organization. For the determination of the vision, mission, goals, and objectives of educational institutions, it is necessary to formulate in advance a policy that can be used as a guide for acting and making decisions.

Higher education management has a very central role in the framework of achieving institutional goals, namely organizing the educational process to achieve the main goals of higher education, namely quality graduates, including leadership competencies. Some

universities specifically design policies and programs to develop the leadership competencies of their students, but some have not intentionally made plans to develop these leadership characteristics. To comprehensively understand the interrelationships between management, leadership, policy, and planning, an analysis of the four elements in education administration is carried out.

RESEARCH METHODOLOGY

This research design uses a case study qualitative approach [16], conducted by observation and interviews to understand the experiences and perceptions of participants [16]. With this approach, researchers obtained various themes from the results of an analysis of participants' perceptions and experiences [17]. Data were collected by direct observation of the research site, analysis of documents, interviews, and surveys using questionnaires. Interview data were analyzed based on the research objectives. Quantitative data from Likert scale measurements were processed by simple tabulation to obtain an index of participants' perceptions of the object under study, namely the role of leadership, management, policy-making, and planning of the education process. Data collection was also carried out through interviews with research participants to understand the role of leadership and management of the education process. To get data credibility Then the triangulation method was carried out. The data obtained were then arranged based on four main categories, namely the anatomy of higher education management, leadership, policy, and planning. The participants involved in this study were the leaders, lecturers, and staff of the Private Religious College X Cianjur.

DISCUSSIONS

Leadership Roles and Functions

Based on observations and surveys conducted, in the organizational structure of the Private Religious College X Cianjur, the chairman (leader) is the main person in charge of the organization and leads the entire administration of education. In carrying out its

duties, the chairperson is assisted by three deputy chairmen, hereinafter referred to as the leadership team. The majority of participants agreed that the role of the leadership team in the educational process includes a commitment to goals, clear authority, leading planning, maintaining relationships, seeking cooperation, evaluating lecturers and staff, promotion, direction, supervision, and evaluation well (81.38%), the function of leadership development for lecturers, staff, students well (79.52%), carrying out their main duties and responsibilities well; need to get note is deputy head of the administration (75.24%).

The decision-making mechanism by the leadership team is carried out through meeting forums such as leadership meetings, limited meetings, plenary meetings every month, and annual meetings at the end of each year, which is preceded by a discussion of various alternative decisions. Based on surveys and interviews, the majority of participants agreed that decision-making had involved lecturers and staff or all meeting participants (80.95%) and built good communication with all vice chairmen, lecturers, and staff (82.86%). Decision-making on such things that arise outside of the plan, such as the implementation of online learning during the Covid-19 pandemic, is decided by the leadership team individually without involving the wider party. The majority of participants agree that the leadership team and its staff have led well (81.38%). Those who need attention to improve performance are the vice chairman for administration and boarding and business units. During the Covid-19 pandemic, participants agreed that all elements of leadership had worked well together (78.65%). Control and supervision mechanisms are also carried out through meetings with various levels. In addition, it is also carried out through internal quality audits and direct supervision.

Educational Process Management

By good university governance, the implementation of education by Private Religious Colleges X Cianjur refers to the vision, mission, and goals that contain philosophical foundations, ideals, and values,

namely to produce graduates who have the competence to empower rural communities [18]. A good educational process starts from the clarity of the direction of the goal, and this is one factor in the effectiveness of the leader, namely a clear sense of direction/strategic vision [19].

Based on direct observations both based on documents and through interviews, management /administration at the Private Religious College X Cianjur includes management activities in the academic field which include the learning process, research, community service, and student management. Furthermore, non-academic management includes personnel/employment, infrastructure, finance, environment, and business units. In the implementation of learning management, it is the authority of the leader which in practice is delegated to the deputy leader of the academic field, starting from curriculum formulation, new student admissions, student debriefing, academic planning, academic calendar design, and setting learning schedules and setting up teaching lecturers.

Management of the academic process is directed at achieving the institution's goals, namely "to produce competent graduates in the field of theology who are holistic, creative, and adaptive to developments in science and technology, have leadership qualities, can communicate and work together and have high integrity". Student leadership competence as one of the competencies to be formed has been clearly stated. This objective has been described in the curriculum of the Private Religious College X Cianjur which is further elaborated in the instructional objectives in the learning plan, such as the Semester Learning Plan.

The learning process also includes other activities, which provide students with experience on how to have technical skills, such as appropriate technology, agricultural cultivation, animal husbandry, computer, and IT literacy as well as service skills. Through these various activities, students are involved who indirectly train their leadership competencies. In addition to technical

production skills, the desired competencies from students are cooperation, independence, responsibility, discipline, management, thoroughness, and accuracy. Indirectly, these characteristics are part of the characteristics of leadership. It's just that both in writing and based on the process that takes place here are not "intentionally" designed as part of leadership development because there is no special program along with the indicators.

The formulation of the goal of producing leadership competencies, in writing, has been clearly stated in various important documents, such as Statutes and Curriculum Documents, but in the learning process in the classroom, outside the classroom, and in spiritual development, it needs to be specifically designed to be part of leadership development. The leadership development program of course cannot be run by itself through various activities, but through relationships between leaders, lecturers, supervisors of skills activities, and students. Observations of the practices carried out, both in class and outside the classroom, have not been explicitly (intentionally) colored by leadership development actions. Based on these observations, it is assumed that leadership development is more emphasized through various activities, not how to nurture leadership competencies by leaders.

Non-academic Activity Process Management

The educational process carried out at the Private Religious College X Cianjur includes classroom learning based on the curriculum and extracurricular learning. Extracurricular learning is related to the development of students' talents and soft skills. By the concept of administration/management, the management of existing resources is distributed to the deputy leaders accompanied by good interactions. Practically this is consistent with the concept of distributed leadership, which states that interactions between people, including the leadership team, are more important than the nature of the leadership role

and have been shown to benefit educational institutions. [20].

Based on the survey conducted, it appears that management functions such as planning functions, organizing functions, actualization, control, and supervision in general run quite well (74.05%), organizational governance such as stewardship, accountability, non-profit, continuous quality improvement, equity, proper personnel placement and clear division of tasks have been carried out well (74.17%); what needs to be improved is the application of the principle of justice. Enforcement of this justice is important to the effectiveness of education leaders [21]. Participants agreed that in general the management which includes curriculum, human resources, students, infrastructure, services to students has been carried out well (77.14%) as well as the management of character building and student leadership, has been carried out well (75, 17%).

The planning function of this leadership is practically carried out through regular meetings every month and work meetings at the end of every year. The monthly meeting involves all leaders and staff, while the annual work meeting involves elements from the organizing body. The organizing function is implemented through the determination of the main tasks and functions, as well as the authority of each element of the leadership and every personnel in the organization which has been regulated in the main document of the high school. The actualization function is carried out through monthly meetings that acknowledge the planning documents that have been made. The application of governance principles that must be improved is the principles of transparency and fairness. In practice, communication still needs to be improved. Good communication will increase the effectiveness of the leader [19]. In leadership development, students have been involved in various activities outside of learning such as student organizations, training in various skills, being a dormitory leader, being a lecturer assistant/practice coordinator, and field practice.

Management Policies

The basic policies set at the Private Religious College X Cianjur, first of all, relate to the legal status as a theological higher education institution. Operationally, Private Religious College X Cianjur has official permission from the government, accredited by both study programs and institutions. Other legal aspects such as permits related to the organizing body have been obtained from the Government.

The organizational structure has undergone several changes to implement education more effectively and efficiently. The organizational structure is accompanied by an explanation of the authorities, responsibilities, and main duties and functions of all structural elements as outlined in the Civil Service Administration document which refers to the Statute. In this organizational structure policy, the task of fostering student affairs is academically managed by the Deputy Head of Academic Affairs, and non-academic (non-curriculum) coaching is managed by the Deputy Head of Student Affairs. A general policy that can be used as a reference in fostering student leadership is a policy on a curriculum that has been revised and adapted to an Indonesian National Qualifications Framework (KKNI) and Independent Learning (MBKM)-based curriculum

In addition to policies related to student development, technically the Minimum Service Standards contain standards for the process of providing education. Based on observations made, policies made specifically for the development of student leadership competencies have not yet been prepared.

Strategic Planning and Implementation

Based on observations of policies at the Private Religious Colleges X Cianjur, it was found that the forms of planning implemented included: 1) a four-year medium-term strategic plan in which the formulation of the objectives of the education administration was regulated; namely to produce graduates who have knowledge competence in the field of theology and holistic ministry; creative and adaptive; have a leadership spirit, communicate and work

together; and high integrity. It also regulates general strategies, one of which is improving the quality of graduates; 2) Based on the search, there are no specific indicators or parameters to measure the results of leadership development through academic and non-academic activities, although according to participants strategic planning has included character building and student leadership (74.29%); 3) The strategic plan is described in an annual activity plan that includes a student development program but tends to be spiritual and character development. From the documents searched, there was no specific program designed to build leadership competence in students. The majority of participants agree that strategic planning is designed to anticipate future changes, pays attention to SWOT, is carried out periodically, has been carried out well (77.38%)

The effectiveness of achieving the vision, mission, and goals of the Private Religious College X Cianjur, which was socialized leaders, was perceived by the participants as going well (74.60%), stated that they understood the vision, mission, and goals of the institution (75.9%). In addition to the vision, mission, and goals, practically the leadership has socialized the mid-term and short-term strategic plans of the academy. Based on observations, the Private Religious College X Cianjur does not yet have a development master plan or long-term strategic plan. Strategic planning applied is at the level of short-term and medium-term planning [14].

Integration of the Roles of Leadership, Management, Policy Setting, and Planning

Based on observations and interviews conducted with five participants who are middle managers who are practically more responsible for implementing the operational tasks of their superiors; than the role of leadership in the management of education through the establishment of policies and the formulation of plans, found several indications. First, in practice, management, leadership, policy, and planning based on participants' perceptions stated that it was going well, although, in a minor way, there was the low quality of communication. Low

communication quality occurs due to a lack of direct coordination, accompanied by a lack of ability to listen more openly and delivered convincingly [22]. Second, strategic and operational planning is seen as still less anticipatory to external conditions, still more inclined to be oriented to internal conditions, and are routine. The strategic planning that has been carried out is not fully based on data, the tendency is to refer to the planning of the previous period and is more of a projection and prediction/estimate. Strategic planning that is not based on data will be weak in operational plans and eventually seems to run in place [22]. Third, minor participants perceive that the authority of the leadership and deputy leadership does not have clear boundaries, resulting in ambiguity (confusion) at the middle management level. Therefore, the core values of higher education management such as collegiality and consultation are used as a culture for effective leadership [19], [23].

Of the four pillars in the administration of the Private Religious College X Cianjur, participants perceive that policy is seen as the weakest aspect in terms of its design and socialization. The policies made tend to be formalities, but in the implementation of programs and activities, they have not been fully used as guidelines. In the implementation of policies, there are still inconsistencies, for example, changes in decisions that are not communicated, so that the "middle managers" are confused (ambiguous). The function of leadership in controlling and supervising strategic planning and management of its implementation, according to interview respondents' perceptions is still weak due to weak communication quality. The decisions of the leadership perceived by the respondents are sometimes not accepted and implemented by their subordinates. The plan and its implementation are not in line with the policies that have been made. A process that involves a feedback mechanism between leadership and management has not yet fully occurred so the goals set that have an impact on the development of student leadership competencies have not been achieved. [24]

CONCLUSION

Based on the interviews, participants perceived that the leadership had tried to organize the management of the education implementation process, starting by adjusting the organizational structure, setting policies, short and medium-term strategic planning. The relationship between management, leadership, policy, and planning is largely regulated, but in practice leaders still experience obstacles in moving the organization to make changes more quickly. The management of academic and non-academic processes has been distributed to the vice-leaders and mind-managers under them. Although they have been actively involved in various activities, the student leadership development process has not been specific, intentional, and measurable. Although the majority of participants considered that the role of leadership in managing the educational process at the Private Religious College X Cianjur was at an index of 77.98% which means good, in practice, students' leadership abilities are expected to be formed through various academic and non-academic activities, not on how to develop leadership competencies by leaders who are specifically designed. For student leadership competencies to be formed, higher education leaders need to specifically design a student leadership competency development program in institutional strategic planning.

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