Leadership and Management Challenges for the New Paradigm of Indonesian Higher Education

Sapto J. Poerwowidagdo

Abstract: The study intends to discuss the key issues and challenges which confront the higher education institutions in the New Paradigm. Eleven leaders of the higher education institutions were selected by the Director of Higher Education (DGHE) to join a workshop on that issue. Globalization, e-learning, growth and rationalization, leadership, staff development, and entrepreneurial management are among the subjects that were discussed in that important meeting, which covered the topics in the first of five modules. A mini research was done on the relevant issues anticipated by the leaders of the higher education institutions. The result should be a milestone for the DGHE in the policy and strategy facing the New Paradigm in the higher education sector in Indonesia.

Keywords: new paradigm, leadership challenges, management challenges, Indonesian higher education.

The Indonesian New Paradigm issue is reported by the Chairman of the National Accreditation Board to the SEAAIR Conference in Sarawak in October 2001. The higher education policy presently aims at improving quality by increasing relevance, academic atmosphere, institutional management, sustainability, and efficiency. The quality assurance is the in-

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tended outcome of increasing institutional autonomy, improving account-ability, periodic self-evaluation, and national accreditation.

The national policy for higher education integrates economic, social and political dimensions through the goals of inclusiveness, widespread participation, and the enhanced motivation, confidence, competence, and employability of graduates. This goal contributes improving economic performance and competitiveness and cultural inclusiveness. These goals present significant challenges of more transparent accountability.

In 1998 El-Khawas, DePietro-Jurand, Holm-Nielsen reported a comparative study of higher education in Argentina, Brazil, Chile and Indonesia. They highlighted four key areas for reform: encouraging institutional differentiation, encouraging public institutions to diversify funding sources, redefining the role of government in higher education, and giving priority to quality and equity objectives (Gordon, 2002).

Twelve higher education institutions' rectors were selected from sixty five applicants of hundreds of the state and private higher education institution in Indonesia, to discuss the issues of the challenges faces by the higher education in a workshop (sponsored by the British Council and the Director General of Higher Education [DGHE]) on leadership and management challenges for the new paradigm. The discussed topics are major challenges facing higher education: globalization, e-learning, and growth and rationalization; leadership, management and transformation/change; entrepreneurial university; and management of change; the issue of merger and collaboration.

Regarding globalization, it is good to refer to the statement of Clark Kerr in the analysis of trend in international higher education (Kerr, 1993) that for the first time, a really international world of learning, highly competitive, is emerging. If you want to get into that orbit, you have to do so on merit. You cannot rely on politics or anything else. You have to give a good deal of autonomy to institutions for them to be dynamic and to move fast in international competition. You have to develop entrepreneurial leadership to go along with institutional autonomy.

The decision of the World Trade Organization to include higher education as one of its concerns, ensuring that the import and export of higher education as one of its concerns, has quickened the statement of Kerr on the international competition. The European University Association has joined with the American Council of Education and the As-

...iation of Universities and Colleges of Canada in declaring opposition to the inclusion of Higher Education service in the GATS system. The organizations have declared their faith in internationalization but not globalization. Internationalization is related to social aspect, whereas, globalization is related to economical aspect. If higher education was covered by the General Agreement on Trade, then for Indonesia, the program of national accreditation could be seen as an artificial barrier to trade, preventing competition.

Some would argue that there have been several false dawns associated with the impact of technology on learning and teaching in higher education. E-learning can operate at a wide variety of scales and in many forms. These can be largely organizational, enabling or deeply transformative (Laurillard, 2002). Aspects of e-learning could occur in any of these categories, although they would be least influential in the narrative domain. A small number of institutions have adopted a different approach, seeking to maximize the use of e-learning. E-learning creates the need for additional staff development, and indeed, the nurturing of capacity for some key new skills such as moderating online learning.

Staff development covers the human resource development cycle: recruitment, education and training, job placement and career planning, and retirement or disposal.

A strongly held view within universities is that the key to the people dimensions is the recruitment of outstanding, self-motivated high achievers. Recruiting the 'wrong' people is certainly costly and problematic, so recruitment is a crucial activity, which requires careful thought and enactment. However, even outstanding success at the recruitment stage would not guarantee ongoing performance, commitment and creativity or adaptation to meet new challenges, development of new skills and progression to higher levels of responsibility and attainment. From a strategic standpoint the pressures of external accountability push the goal of enhanced performance center-stage.

A related issue is leadership and management in institutions. The idea of leadership is complex, difficult to capture and open to numerous definitions and interpretation (Middlehurst, 1993).

The leadership style of rectors as the leader of the institutions affects the management of the institution. Besides Likert's four types of leadership, there are six more commonly used terms of leadership: charismatic lead-

ership, action centered leadership, personal leadership, transactional leadership, trans-formational leadership, situated leadership, and multi-centered leadership (Bargh et al, 2000).

The entrepreneurial university or innovative university is a university that applies entrepreneurship in the management of the university. The word innovative university, in some cases, is more acceptable than entrepreneurial university. It avoids the negative connotation that many academics attach to individual entrepreneurs as aggressive business-oriented people seeking to maximize profit. Five elements constitute an irreducible minimum that characterize the entrepreneurial university, i.e. the strengthened steering core, the expanded development periphery, the diversified funding base, the stimulated academic heartland, and the integrated entrepreneurial culture (Clark, 2001).

METHODS

A mini piece of research of how the Indonesian higher education institution perceived the leadership and management challenges of the new paradigm was held during the discussion in the workshop. The material of the workshop is the first module of five (modules), which is set up by the team from Strathclyde University of Glasgow, United Kingdom. The eleven participants are considered to represent a stratified sampling, out of all of the rectors of the higher education institutions in Indonesia. The participants were selected by the DGHE out of 65 applicants from all over Indonesian universities. They are from Sriwijaya University Palembang, Bandar Lampung Polytechnic of Agriculture, University of Indonesia Jakarta, Open University Jakarta, Atma Jaya Catholic University Jakarta, Islamic University of Indonesia Yogyakarta, Muhamadiyah University Surakarta, Sugijopranoto Catholic University Semarang, Airlangga University Surabaya, Hang Tuah University Surabaya, and National Economic College Samarinda. The eleven participants represent several specific contexts. There are five state (and six private) higher education institutions. There are eight higher education institutions from Java: three from Jakarta, three from Central Java, two from East Java; two form Sumatra; and one from Kalimantan. Besides nine universities, there is one polytechnic, and one college. There are seven rectors, two vice rectors (one is an acting rector), one director, and one chairwoman. There are nine male and two female participants.

Nevertheless, the selection omits some criteria, i.e. *regionally*; the institutions from the east part of Indonesia (Sulawesi, Maluku, Nusa Tenggara, Irian Jaya) were not included, perhaps because none of them applied. Regarding *religious* based HE institutions, Islamic based and Catholic based institutions were represented, but no Protestant or Buddhist and Hindu based institutions. The teacher colleges/teacher training institutions (former IKIP) were also not represented. So it is possible that a different sample of participants might have produced slightly different responses, perceptions and experiences.

Each of the participants gave his or her view on the key issues and challenges which confront his or her university, and how he or she is managing the change. They were also given a short questionnaire which sought feedback on how the participants perceived the material of the workshop related to their institutions. The participants should give their perception on: *globalization, international cooperation, merger or collaboration with the other HE institutions, staff development, style or type leadership,* and *entrepreneurial management.* Both quantitative and qualitative analysis were done on those subjects by comparing all the views of the participants and their responses to the questionnaire. Numerical statistics is followed by verbal analysis on the discussed and compared subjects.

The rectors apply the leadership style such as: charismatic leadership, action centered leadership, personal leadership, transactional leadership, transformational leadership, situated leadership, *and* multi-centered leadership.

A charismatic leader uses his or her charisma in leading, motivating, and directing the academic community and staff to his or her and the institutional goals. Action-centered leader directs the institution by the specific actions that should be done to achieve his or her and institutional goal. Personal leader relies on his or her personal capability in handling his or her institution toward his or her and the institutional goal. Transactional leadership is often characterized by an exchange approach, where some form of exchange gains commitment. By contrast, transformational leaders are viewed as seeking deeper changes, accessing motivation, nurturing innovators, and emphasizing communication, organizational culture and values. Situated leadership is characterized by the specific situation that the organization is facing, and how the top executive manages change and issues

in articulating institutional goals. Multi-centered leadership occurs where managerial and leadership responsibilities are allocated to a range of post holders. The role of senior managers becomes a combination of setting agendas and ensuring coordination of the delegated leadership.

Most rectors favored transformational leadership whilst fewest espoused charismatic, personal or situated leadership. The rectors tried to abstract the five elements that characterize the entrepreneurial university and how those elements apply to the entrepreneurial aura of their own universities, particularly the strengthened steering core.

RESULTS AND DISCUSSION

The issues and challenges faced by the higher education institutions in Indonesia, although only represented by eleven participants of the workshop, are several and substantial, covering a wide spectrum of the higher education problems. The span extends from the enrollment to the graduation. These can be framed by viewing higher education as a system which is visualized in Figure 1.
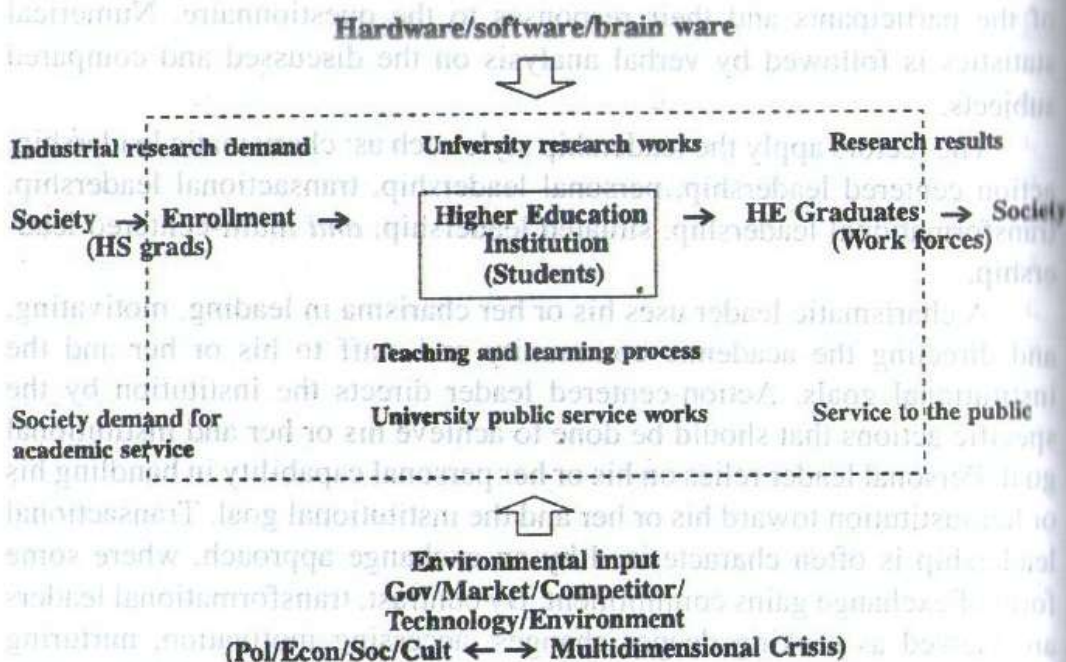

Figure 1 Higher Education as a System

The issues and challenges vary from the input side, through the HE functional process to the output side, but, most of the rectors are primarily concerned about the quality of the output, i.e. the graduates, and the quality and the quantity of the input, i.e. the enrollments of the high school graduates to the higher education sector. Quality assurance and corporate governance of the institutions are also matters that interest the rectors. The perception of the rectors of the higher education institution, represented by eleven participants of the workshop can be analyzed as follows.

Regarding the globalization, most rectors consider it as an opportunity (55%) although some see it as a threat (18%). Most rectors agree that it should be handled nationally (64%). Most of the institutions have co-operation with the international higher education institutions. The highest concentration is with the ASEAN higher education institutions or Australian and New Zealand institutions (55%), and with European (45%). Two institutions collaborated with American institutions (18%) but none of them has cooperation with African higher education institutions. Internationalization is perceived as one way to neutralize the negative impacts of the hard competition of the globalization.

Merger or collaboration is perceived as an attractive option by some of the rectors (27%), but most institutions (64%) do collaborate with other higher educations in Indonesia, although only 9% consider to collaborate with international institutions.

Staff development is a subject that most rectors considered to be very important. Most of them consider training for staff should be planned as needed (64%), and 36% of them prioritized the lecturer to be sent to such training. For advanced studies and seminars, almost all of them prioritized lecturers being sent to those programs, though it should be planned and done as needed.

The budget allocated for staff development varied. Most of them allocated more than 3% of their yearly budget for staff development (89%). Only a few (9%) allocate only less than 2% of the institution's budget. Some (18%) allocate between 5-7%, and some (27%) allocated more than 8% of the institution's budget.

Transformational leadership and transactional leadership are the types of leadership that are applied in most of the institutions (82%). Some

apply action centered and personal leadership (36%) and quite a few apply charismatic leadership and situated leadership (18%).

E-learning is a subject that is quite new for the rectors, but some (18%) have already used it as a part of the teaching and learning process. Most are at the stage of considering adoption and will start to include it as a part of the educational tools in their institutions (81%).

Almost half (45%) of the rectors apply the strengthened steering core in transforming them to the entrepreneurial higher education institutions. The expanded development periphery, the diversified funding base, the simulated academic heartland, and the integrated entrepreneurial culture are distributed accordingly (18% each), in the way the rectors transform their institutions into entrepreneurial ones. Some of them apply more than one element of the entrepreneurial university.

CONCLUSION AND SUGGESTION

Conclusion

The leaders of the higher education institutions in Indonesia should anticipate the leadership and management challenges for the new paradigm in the higher education proactively. The leaders of the institutions discussed and participated in a workshop on these issues to identify challenges and find the possible solutions for the higher education as a whole in Indonesia.

While the number is small and does not include all of the constituents of the higher education institutions, the participants were selected to represent the higher education institution leaders in Indonesia.

A mini piece of research has been done to compile the views of the leaders of the higher education institutions on the issues and challenges which confronted their institutions. Globalization, e-learning, leadership, entrepreneurial management, and staff development are amongst the subject of the research and discussion.

The results illustrated some significant aspects of the attitudes and behaviors of the leaders of the higher education institutions in facing these issues and challenges and how they put policies and strategies in place to anticipate the new paradigm in the higher education in Indonesia. Though it might not fully represent all of the leaders of the high education institutions in Indonesia, it could be used as a compass in directing the higher education sector in the world of competition in this globalization and internationalization in the new century and millennium.

Suggestions

Since the workshop consist of five modules, the modules should be disseminated through a process that could cover a wide range of participants of the higher education institutions. In time as the program is developed and extended distance learning through virtual or e-learning process might be a way in achieving this goal of disseminating these subject matters broadly, although the participants in Module 1 greatly valued the opportunities and benefits which accrued from a face-to-face intensive residential event.

When the next workshop is implemented, it would be useful if the number of the participants was expanded to 15 participants, to include three new participants, one form the eastern part of Indonesia, one from a Protestant based institution, and one form a teacher training institution (former IKIP).

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