TRANSFORMATIONAL LEADERSHIP IN PRIVATE UNIVERSITIES IN DKI JAKARTA

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ABSTRACT

The study of transformational leadership has received a lot of attention among academics in many fields of study including higher education. At the higher education level, transformational leadership can be cited as the key to success. This study aims to describe the perceptions of leaders and educational staff about transformational leadership at the universities where they work. Data were collected from the leader and educational staff of leading private universities in DKI Jakarta which are included in clusters 1-3 based on the results of the higher education clustering of the Ministry of Education and Culture. The data obtained from the questionnaire were analyzed using descriptive statistics. The results showed that leaders of leading private universities in DKI Jakarta have implemented transformational leadership which is characterized by charisma, high social abilities, vision for the future, transactional abilities when needed, good delegation of authority, and ability to become capable executors.

KEYWORDS: *transformational leadership, private universities, Jakarta*

1.0 INTRODUCTION

Higher education institutions around the world are currently facing a decline in public funding, while at the same time they are required to continue investing in order to remain relevant in an increasingly competitive market (Bendermacher, Egbrink, Wolfhagen & Dolmans, 2016). In line with that, higher education institutions in Indonesia are also faced with major transformation challenges that require extraordinary leadership, especially those related to various changes in government policies, communication and information technology, as well as the economic, social and cultural conditions of society. Sirat, Ahmad and Azman (2012) shared the same opinion and identified the need for higher education leaders who are not only credible scholars but also progressive visionary and inspirational leaders.

This research on transformational leadership took the case of leading private universities in DKI Jakarta. The research objective was to describe the perceptions of leaders and educational staff about transformational leadership at the universities where they work. The research findings are useful for recommending ways of implementing effective transformational leadership, given that transformational leadership is very important in developing education in higher education.

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2.0 LITERATURE REVIEW

Several researchers concluded that effective leadership has a positive impact on the effectiveness of higher education (Lim & Cromartie, 2001); process quality and student learning outcomes (Martin, Trigwell, Prosser and Ramsden, 2003); and service quality in higher education institutions which leads to increased competitiveness and long-term sustainability (Garwe, 2014).

Jovanovic and Cyric (2016) argue that "leadership in an educational context is the ability of vision, respectively, a leader must have a clear vision of the institutions including the futuristic dimension of actions, taking into account the achievement of the desired state in the long run that he/she would divide with all the members at the institutional level but that would also further reflect and create new programs of teaching and learning as well as politics, priorities, plans and procedures which daily life of the institution is consisted of". One type of leadership, namely transformational leadership, is very important in developing education in higher education. Rashed and Daud (2013) found that the quality of transformational leadership in higher education was significantly related to the collective organizational commitment of academic staff. Transformational leadership and participatory decision making also have a significant positive effect on lecturer job satisfaction (Zulfqar, Devos, Shahzad & Valke, 2015).

James MacGregor Burns (1978) was the first to introduce the concept of leadership transformation in his descriptive research of political leaders. According to Burns, transformation leadership is a process in which "leaders and followers help each other to advance to a higher level of morale and motivation". Burns distinguishes between transformation leadership and transactional leadership. According to Burns, the transformation approach creates significant changes in people's lives and organizations. A transformation approach redesigns perceptions and values, and changes employee expectations and aspirations.

In contrast to the transactional approach, the transformation approach is not based on a "give" and "take" relationship, but on the leader's personality, nature and ability to make change through example, articulation of an energizing vision and challenging goals. Transformation leaders are moral role models at work for the benefit of the team, organization and/ or society. According to Burns, transformation leadership and transactional leadership are mutually exclusive. Transactional leaders usually do not try to change the culture in the organization but work within the existing culture whereas transformational leaders try to change the organizational culture.

Bass (1985) describes the psychological mechanisms for extending Burns' work. In this case, Bass replaces transformation with the term "transformational". Bass describes how to measure transformational leadership, as well as how it affects followers' motivation and performance. The extent to which a leader's transformational nature can be measured in terms of its effect on followers. Followers feel trust, admiration, and loyalty and respect to leaders because leaders are willing to work harder than originally expected. This is because transformational leaders offer followers something more than just working for their own benefit; leaders give followers a mission and vision that inspires and gives them identity, transforming and motivating followers through idealized influence (charisma), intellectual stimulation and individual judgment. In addition, this leader encourages followers to find new and unique ways to challenge the status quo and change the environment to support success.

In contrast to Burns, Bass stated that leadership can simultaneously display transformational and transactional leadership. Bass (1985) suggests three ways that leaders can influence followers: "1) increasing awareness of the importance of tasks and values; 2) focuses on team and organizational goals rather than on goals alone; and 3. generating high-level needs". Bass (1985) further argues that transformational leadership consists of 4 elements: "1) individual consideration (the extent to which the leader pays attention to the needs of each follower, acts as a mentor or coach for followers and listens to the attention and needs of followers); 2) intellectual stimulation (the degree to which the leader challenges assumptions, takes risks and solicits followers for ideas); 3) inspirational motivation (the extent to which the leader articulates a vision that is attractive and inspiring to followers); and 4) idealized influence (providing role models for high ethical behavior, instilling pride, earning respect and trust)".

Yukl (2002) states that only people who have high ideals, moral values and high-level needs of followers can be called transformational leaders. Through idealized charisma or influence, the leader expresses his beliefs, takes a stand and attracts followers on an emotional level through a clear value system that is expressed in all actions as soon as he becomes a model for followers. Charisma is one of the main identifiers of transformational leaders. House (1976) identified the characteristics of charismatic leaders: "1) strong role models; 2) demonstrate competence; 3) articulate goals; 4) communicating high expectations; 5) expresses belief; and 6) evokes motives". Simola et al. (2012) define transformational leadership as "a type of leadership in which interactions among interested parties are organized around a collective purpose in such a way that transform, motivate and enhance the actions and ethical aspirations of followers."

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3.0 METHOD

The approach used in this research is descriptive quantitative using a data collection instrument in the form of a questionnaire. The questionnaire was distributed to 200 leaders and educational staff who work at leading private universities that are in clusters 1-3 in the higher education cluster list published by the Ministry of Education and Culture in 2020. Because the research is univariate, the data were analyzed using a frequency distribution to see the arrangement of the data in a table that has been classified according to certain categories by calculating raw data or percentages. The categories used as shown in Table 1.

Table 1: *Mean Scores*

Level of Agreement	Mean Score
Never	1.00 - 1.49
Rarely	1.50 - 2.49
Sometimes	2.50 - 3.49
Often	3.50 - 4.49
Always	4.50 - 5.00

Mean score used to determine the respondents' perceptions of the items studied regarding transformational leadership. After the questionnaire was compiled, the instrument was validated by three experts in the field of educational management. After making adjustments to the suggestions given by experts regarding the understanding of the item statement and its relevance and appropriateness in each factor, the questionnaire was tested on 30 random people who were not research respondents.

To determine reliability, Cronbach's Alpha model was used. The total reliability coefficient was 0.95 (Table 2) while for each factor ranged from 0.89 to 0.96 (Table 3). Therefore, it can be concluded that the questionnaire developed for this study has very high reliability, because the coefficient is close to 1, a value that reflects a high level of internal consistency.

The assumption of normality is tested through the Kolmogorov-Smirnova and Shapiro-Wilk examinations which show that normality is an acceptable assumption. Cronbach's Alpha was used to test the reliability of the scale. The total responses from 200 participants were used in the analysis.

Table 2: *Reliability Test*

Cronbach's Alpha	N
0.94	30

Reliability was found to be 95% for a scale of 30 items. So, the scale is very reliable.

Table 3: *Factor Reliability*

Factor	Cronbach's Alpha
Charisma	0.96
Social	0.89
Vision	0.95
Transactional	0.91
Delegation	0.98
Execution	0.95

4.0 RESULT AND DISCUSSION

The research results were described based on the data obtained from respondents through a questionnaire. The results and findings were described based on a number of statements grouped by the factors studied regarding transformational leadership. The results and discussion of transformational leadership were categorized as charismatic, social, vision, transactional, delegation, and execution factors.

To analyze the perceptions of leaders and educational staff regarding transformational leadership, an examination of the average score and standard deviation obtained for each item from various factors formed the basis of the questionnaire. In general, the results can be seen in Table 4.

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Table 4: *General Results for Transformational Leadership*

Dimensions	Mean	S.D
Charisma	4.32	0.152
Social	4.37	0.174
Vision	4.35	0.173
Transactional	4.63	0.168
Delegation	4.31	0.130
Execution	4.50	0.082

Next, Table 5 till Table 10 shown the statement that related to transformational leadership.

Table 5: *Charisma*

Statement	Mean	S.D
"Leaders do their best to make people feel good about them."	4.13	0.123
"Leaders have a growing network of people who trust and depend on them."	4.31	0.163
"Leaders listen to organizational ideas and concerns not because of fear, but because of their skills, knowledge, and personality."	4.52	0.169

Table 6: *Social*

Statement	Mean	S.D
"Leaders help people develop themselves."	4.61	0.153
"Leaders provide challenges for team members to help them grow."	4.32	0.178
"Leaders empathically sheds their shoulders when people need help."	4.19	0.191

Table 7: *Vision*

Statement	Mean	S.D
"Leaders help people understand their vision through the use of tools, such as pictures, stories, and models."	4.13	0.115
"Leaders use simple words, pictures and symbols to tell others what to do or can do together."	4.48	0.201
"Leaders help people in new ways to perceive new and complex ideas or concepts."	4.43	0.203

Table 8: *Transactional*

Statement	Mean	S.D
"Leaders ensure people get recognition and/or reward when they achieve difficult or complex goals."	4.53	0.221
"Leaders manage the team by setting mutually agreed standards"	4.64	0.179
"Leaders make sure poor performance is corrected."	4.71	0.103

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Table 9: *Delegation*

Statement	Mean	S.D
"Leaders let people work the way they want"	3.91	0.232
"Leaders rarely provide direction or guidance to people if leaders feel they can achieve their goals."	4.36	0.089
"As long as everything goes well leaders are satisfied."	4.67	0.068

Table 10: *Execution*

Statement	Mean	S.D
"Leaders get things done."	4.12	0.116
"Leaders consistently provide training and feedback so team members know what they are doing."	4.59	0.092
"Leaders monitor everything for which they are responsible to ensure the team meets its objectives."	4.78	0.038

The results of the study, referring to the findings summarized in Table 3-9, show that the type of leadership found in leading private universities in DKI Jakarta is transformational leadership. The transformational leadership shown makes the leaders admire and trust the team members, and this makes the team members agree with the various decisions taken by leaders. The leaders pay attention to the special needs of team members so that they know the weaknesses and strengths in the performance of each team member. This enables the leaders to make effective strategic decisions by considering the strengths of team members and overcoming their weaknesses. The leaders stimulate team members by listening to their ideas and suggestions so that they can get a variety of inputs from different points of view and perspective.

The leaders' behavior and actions clarify expectations for followers and encourage team spirit and commitment to achieving organizational goals and implementing strategic decisions. The leaders create a conducive organizational climate. The leaders' behavior that allows knowledge sharing also increases interpersonal trust which leads to a smoother exchange of information among team members, thereby increasing the effectiveness of strategic decisions. The leaders are able to manage conflict effectively so as to increase the effectiveness of strategic decisions through minimal levels of conflict and create cooperative behavior among team members. Lastly, the leaders are able to generate greater awareness and acceptance of the organization's mission and promote a shared vision among team members thereby increasing the effectiveness of strategic decisions.

Overall the study findings reinforce the results of previous studies (Lim & Cromartie, 2001; Martin, Trigwell, Prosser and Ramsden, 2003; Garwe, 2014) that transformational leadership is very important to improve the quality of education, performance, and long-term sustainability of higher education. These results have important implications for universities in two main ways: leader selection and leadership development. First, succession planning, recruitment, selection, and promotion decisions for leaders must be able to find individuals with potential who have the attributes of transformational leadership. Second, universities should invest more in building transformational leadership capabilities for leaders by providing them with adequate training programs in various aspects of transformational leadership.

5.0 CONCLUSION

The results showed that the leaders of the leading private universities in DKI Jakarta who were in the top ranks in terms of performance (clusters 1-3 based on the results of the higher education clustering of the Ministry of Education and Culture) had implemented transformational leadership. Leaders show charisma, have high social abilities, have a far-reaching vision, are able to be transactional when the situation requires, have good delegation skills, and are capable of being capable executors. Thus, the character of transformational leadership is very important for higher education institutions that want to improve their performance. This finding is in line with the results of previous research on leadership in higher education.

In order for private higher education institutions with good performance to maintain their

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performance, succession planning, recruitment, selection, and promotion decisions must be oriented towards finding transformational leaders. Because leadership is a skill, which is something that can be learned, there needs to be a transformational leadership training program held in higher education institutions. This program can be carried out independently at each institution or as a future program for the Ministry of Education and Culture. The ministry's program can help leaders of other private higher education institutions whose performance has not been satisfactory to transform themselves into transformational leaders.

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