LEADERSHIP IN HIGHER EDUCATION: ACADEMIC LEADER OR MANAGER?

Agung Widhi Kurniawan[1]
Zarah Puspitaningtyas[2]
Universitas Negeri Makassar[1]
Universitas Jember[2]
e-mail: agung234wk@yahoo.com[1]
e-mail: zara_4yu@yahoo.com[2]

Abstract: Leadership in Higher Education: Academic Leader or Manager? Higher education or college is an institution that gave birth to the intellectual resources expected to contribute in the human resources quality improving. All activities should be directed for the excellent academic performance. Management, especially university leaders, must start it from an awareness of the entire academic community. Awareness of university leaders should be depart from the philosophical, that not only manage the college-oriented economic capital (profit oriented), but also have socio-oriented capital. The question is what type of leadership that is appropriate to apply to higher education institutions in Indonesia? Leaders who have the spirit of academic leader or manager? Academic leaders must have the spirit of academic excellence, and is selected from the academics who have adequate leadership, communication, and interpersonal skills.

Keywords: leadership, higher education, academic leader, manager

Abstrak: Kepemimpinan dalam Perguruan Tinggi: Pemimpin Akademis atau Manager? Perguruan Tinggi adalah institusi yang melahirkan sumber intelektual yang diharapkan berkontribusi dalam perbaikan kualitas sumber daya manusia. Semua aktivitas seharusnya ditujukan pada kinerja akademis yang bagus. Manajemen, khususnya pemimpin universitas, harus memulainya dari kepedulian pada keseluruhan komunitas akademis. Kepedulian Pemimpin Universitas seharusnya berangkat dari filosofi, tidak hanya mengatur universitas dengan berorientasi pada *economic capital*, tapi juga pada *socio capital*. Pertanyaannya adalah apa tipe kepemimpinan yang sesuai diterapkan pada institusi perguruan tinggi di Indonesia. Pemimpin yang memiliki semangat kepemimpinan akademis atau manajer? Pemimpin akademis harus memiliki semangat akademis dan diseleksi dari kalangan akademis yang memiliki kemampuan kepemimpinan, komunikasi, interpersonal yang cukup.

Kata kunci: kepemimpinan, perguruan tinggi, pemimpin akademis, manajer

INTRODUCTION

The higher education or college is an institution that gave birth to the intellectual resources that are expected to contribute to improving the quality of human resources. The expected output of a process of learning in a college is competitive intellectual products. It required input, among others: students, lecturer, funding, and curriculum quality as the initial capital. Good input must be through a learning process in order to obtain the better the output that can provide satisfaction for the stakeholders (Murrell, 2003; Azahari, 2005; Menon, 2005; Sutikto, 2007; Trinanda, 2007; Trivellas and Dargenidou, 2009; Sav, 2010).

Management colleges are supposedly able to manage the organization effectively, efficiently, sustainable and accountable so that the universities in Indonesia to be innovative academic institutions (Sarwedi, 2007; Trinanda, 2007; Wibowo, 2007). Therefore, all activities should be directed to the excellent academic performance. But so far, the number of college graduates on a national scale that assessed the quality of academic accountable to the public, is relatively small. This is one of the fundamental issues in higher education management practices in Indonesia. In the end, it is not wrong if society considers that the majority of college graduates incapable of performing its mission as being educated, has a science, and has a value that identifies as the educated. Moreover, the low value of religion and ethics, has also exacerbated public assessment

of college graduates. As is known, several students from various universities in Indonesia engaged in a "brawl", an action that does not reflect the identity of the educated.

College leaders must respond wisely on various oblique views addressed to graduate college. Higher education institutions need to find the determinant factors that cause why the majority of college graduates is very low quality. Did not someone say college graduates when they have been good to meet academic standards? However, why is college graduates does not reflect the academic standards? Why they have not been able to fulfill its mission as a community renewal agency?

Many factors cause. There is a view of his lack of good input, limited funds, and even some who think the government does not favor regulation to increase the academic quality of college graduates. These factors do affect the output of universities in producing qualified human resources. However, of all these factors exist, the determinant factor indicating trend of poor quality of college graduates actually lies in the management of higher education itself. Namely, the ability to manage the college is an integral and comprehensive by optimizing the allocation and utilization of resources of each college (Murrell, 2003; Spendlove, 2007; Trinanda, 2007; Sav, 2010).

It is quite reasonable. Therefore, the availability of adequate facilities only, does not guarantee the ability to organize and optimize the availability of resources (including human resources have not mastered certain skills into competence in teaching and learning activities). This is the reason, that the university management as the basis for structuring and improvement aimed at producing qualified graduates with academic qualifications that can be accountable to the public (Murrell, 2003; Trinanda, 2007; Sav, 2010).

Management of higher education must start from an awareness of the entire academic community, especially for university leaders. That is, every policy taken solely to improve the quality of academic (Osseo-Asare et al., 2007; Spendlove, 2007; Trinanda, 2007; Trivellas and Dargenidou, 2009; Amzat and Ali, 2011; Siddique et al., 2011). Awareness of university leaders should depart from the philosophical, that not only manage the college-oriented economic capital (profit oriented), but also have socio-oriented capital. Namely, target-oriented management charactarer building.

The question is what type of leadership that is appropriate to apply to higher education institutions in Indonesia, so as to adapt in a sustainable manner in the era of globalization? This paper intends to provide a comprehensive analysis of leadership in higher education. The discussion will begin with managerial concepts in college.

LITERATURE REVIEW
Managerial Concepts In College

University management is currently faced with the dynamics of the external environment the college is strongly influenced by the market economy. In contrast, the role and position of the universities also affect the market dynamics, particularly in relation to human resource development. The problems faced by university management, can be eliminated if all the elements and the entire academic community have the commitment, consensus, and the completion of situations that support for change (Khomsan, 2002; Handoyo et al., 2004; Kurnia, 2006; Maisyaroh and Anggraini, 2007; Wibowo, 2007; Amzat and Ali, 2011).

Commitment create an awareness managerial that managing universities tend to be based on a concept, namely: (1) activation, (2) verification, investigation, and (3) succession. Managerial concept is important to be developed into a juridical-formal commitment by higher education institutions in order to have a standard in any implementation process of managing an organization that his term is an intellectual product (Trinanda, 2007). The third explanation of managerial concepts are presented in Table 1.

Table 1. Managerial Concepts In College

No.	Managerial Concepts	Explanation
1.	Activation	commitment of stakeholders in identifying, planning and construction of the concept of communication that builds institutions to the entire academic
	a. Mutual-intense	communication concept was developed on an ongoing basis based on the technical-operational activities of institutional activities
	b. Mutual-empirical	communication concept developed by stakeholders to the academic community by promoting the concept of a causal process
	c. Mutual-empatic	communication concept that emphasizes the aspects of institutions concern to civitas academica
	d. Mutual-economic	concept developed by the institutions to describe any activity, when it passed through the culture and climate of competition to achieve a good life, the economic paradigm that these institution still exist need to get positive response from the entire academic
2.	Verification-investigation	managerial stage where the college planning process, to obtain a realistic and strategic resource management. Lecturer's competency standards shall be in accordance with the intrinsic value of these lecturers, namely: cognitive, affective, and psychomotor.
	a. Cognitive	consists of knowledge, comprehension, application, analysis, synthesis, and evaluation.
	b. Affective	based on the assessment of attitudes, behaviors, emotions, specialization became educators and direct observation of interactions in the activity of teaching and learning activities
	c. Psychomotor	based on the concept of learning and mastery of the conditions and situation of the teaching-learning
3.	Succession	stage where universities are able to take an objective choices for the benefit of the target learners. Any decisions made by higher education institutions, should have the academic substance of the decision.

Source: Trinanda (2007)

The third managerial concepts is done by referring to the level of professionalism and approach to get qualified human resources. Development of managerial concepts depart from the proposition that implement these concepts is a necessity. Academic development needs must begin with the perception, imagery, consciousness, and the same knowledge. Individual commitment to the organization/ institution is required.

Organizational commitment (Hardi, 2007) describes the emotional connection and loyalty to the institution indicated the individual through personal behavior that identify themselves with the goals of the organization, willing to sacrifice for the organization, willingness to contribute effectively to the overall activity of institutes, as well as the willingness to comply with and involvement in to perform tasks in accordance with applicable rules at the institution.

Mutual trust must be developed and nurtured among individuals and among individuals with higher education leaders. Similarly, the small units are decentralized (eg, a group of expertise). If the trust is not able to be implanted, there will be conditions where the higher competence of individuals

resulted in lower a college's intellectual capital. Shared values are compiled together should be a reliable basis for reaching his goals. Culture of trust based on shared values will encourage the creation of networks and strategic alliances are synergistic.

These values must be owned by the university leaders. So, how does the type of leader who is expected to run the proper leadership at the college? Leaders who have the spirit of academic leader or manager?

RESULT AND ANALYSIS
Academic Leader Or Manager?

Leading universities may present a unique challenge. Because of the organizational complexity of the university, its multiple goals and its traditional values, the nature of leadership in higher education is often contested. Keep up the existence of college life in the community activities of society, nation and state. In other words, universities should be an elementary way for the community in its efforts to make the elite, that is, groups of people who influence, and a strong driving force as well as a leader in the middle of a community –whether political, economic, social, cultural, and so-. Therefore, needed a leader who has a balance between what is known and what is done. A leader who is able to provide academic response, which has thought of academia and bureaucracy learning

(Sherwood, 1996; Slamet, 2006; Osseo-Asare et al., 2007; Spendlove, 2007; Trinanda, 2007; Siddique et al., 2011).

Leader vs. manager? The theory of leadership describing how an effective leader should act, and a leader prototype or mental image of what characteristics of effective leader should have. The basic purpose was to achieve personal and work related goals by motivating employees individually and in groups. Leadership is the capacity to discern and develop one's resources, whether human or material. Leadership is the ability to move people in a direction they are fundamentally uncomfortable going. Leader have many of the traits of a great manager, ie inspire and motivate. However, leaders take it all a step further. Leaders are enthusiastic, optimistic, and articulate when talking about plans, hopes, and successes. Just because a person becomes a manager, he is not automatically a leader. Management is something that can be learned. But being a leader is something that should be accepted. This involves a respect and obedience from those who led (Sharma, 1997; Murrell, 2003; Ozeroff and Hull, 2003; Diamond, 2007; Vadeveloo et al., 2009; Bodla andNawaz, 2010; Seiden, 2010; Amzat and Ali, 2011). Differences leader and manager can be seen from each task (Table 2).

Tabel 2. The Job Of A Leader And Manager

No.	The job of a leader	The job of a manager
1.	Create and communicate the company vision	Oversee the subordinates that they are in charge of
2.	Establish overall goals related to the vision	Plan and implement interim objectives that lead toward overall goals delegated by the company leadership
3.	Set a direction for the company and influence all employees to move in that direction	Support subordinates as they implement delegated plans and objectives (provide direction, training, encouragement and feedback as needed)

Source: Milios (1999)

Academic leader vs. Manager? Academic leader chosen among academics based on their academic capacity. Meanwhile, the manager appointed by a managerial capacity.

Not all academic leaders have the necessary managerial capacity. Instead, managers also need a campus academic reputation enough to be accepted and respected.

Characteristics of the different colleges of business entities. The main difference lies in the transmitter of the products or services that deal directly with customers. College dean in charge of the leader, chairman of courses and lecturers all of whom are colleagues as well as peer group. Therefore, oriented leadership style strengths considered less effective than-oriented style of leadership expertise. The effective leadership and management of universities is a crucial issue for policy makers, leaders themselves, and for all of civitas academica. All of civitas academica a source of strength and power of implementation of the program thinking. Appropriate leadership style of leadership that would legitimize the civitas academica will voluntarily support the program leader (Kelley, 2002; Osseo-Asare et al., 2007; Spendlove, 2007; Amzat and Ali, 2011; Siddique et al., 2011). Authoritarian managers considered less appropriate to be applied to college. In contrast, critical collegiality applied to college. A leader should be respected, not feared.

Organizational learning and knowledge management in higher education requires leaders who can bring renewal by creating conditions that facilitate the emergence of creative spontaneity to create something new, so it can build and maintain networks of communication to connect the system with a self-leader. The main purpose of the concept of knowledge management is knowledge transfer. Necessary to bring the spontaneity of a communications network that is active with many feedback loops. Openness will bring new ideas and spontaneity, so organizations need to be open to new ideas and new knowledge through a learning culture that facilitates dialogue and appreciate every thought and innovation (Murrell, 2003; Djajadiningrat, 2005; Amzat and Ali, 2011).

Therefore, the college requires academic leader, the leader who can guide and stimulate civitas openly academica to issue creative ideas through an approach that stimulates active participation and create a positive competitive atmosphere so that the creation of innovative processes can be performed on an ongoing basis. Academic leaders must have a vision for the future and can predict and understand the changes of the idea of spontaneity and integrate into the design of the organization. Not all ideas and spontaneity can continue to make real changes. Therefore, the freedom to experiment suggested, the error can be tolerated, and appreciated the learning value of success.

Collective power is done through a process of emergence of new structures are always changing power relations through the appearance of spontaneity in the community. Leaders who facilitate the appearance of spontaneity to use his power to give power to another, thus allowing the spread of power or leadership. This does not mean creating a collective leadership with some individuals holding the reins of leadership, but the presence of various leaders who stepped forward when necessary to facilitate the creation of spontaneous emergence stages.

Academic leaders must give priority to academic excellence. Even if not all members of the college has ambitions of academic excellence, but it is a reasonable academic leader who has demonstrated academic achievement. Both in terms of scientific research as well as educators. If it is not an academic leader who persevere in academic excellence, how he could have a strong commitment to make the campus into the scientific community who appreciate the scientific achievements rigour?

The success of an academic leader is measured by the effectiveness. Pearce and Conger (2004) argued that organizational effectiveness is influenced by two factors: internal and external factors. Internal factors, consisting of: (1) human resources and relations, (2) efficiency and reliability, and (3) application and innovation. Meanwhile, external factors also known as situational factors, namely the influence of internal factors in achieving high effectiveness. External factors, consisting of: political, economic, legal, social, cultural, technological, and demographic.

However, the requirement of a specified type of leadership is situational. In certain situations, it is necessary to network and formal feedback loop. And, in other situations it is necessary to a robust framework with the goals and setting a definite time in organizing activities. Experienced leaders will be able to evaluate

the situation, if necessary be able to take command, but flexible enough to loosen and remove it. This skill allows the various lines of action in a flexible but definite (Djajadiningrat, 2005).

Academic leaders must be able to build communication networks that are able to create thinking, shared meaning, shared knowledge, behavior rules, boundaries and identities of individuals. Academic leaders must understand that the interaction between formal structure and informal structure of an innovation process to accommodate these individuals into the formal structure.

Academic leaders should also be able to create a culture of learning through various activities, such as through the expertise, inter-group skills, through the creation of networks and strategic alliances, resulting in the development and growth of knowledge. In addition, the implementation of performance management will also need an objective, fair, transparent, and to motivate individual achievement against the teaching staff and appropriate incentive systems.

Quality and competence of the right leader to be the basis for mutual trust and foster a culture of learning. At the beginning of the process, in which mutual trust and learning culture is not established, it takes a visionary and transformational leaders. That is, leaders who have a strong vision and able to transform the culture of mutual trust and learning to all the individuals as well as one system agreed. At the time of mutual trust and learning culture began to grow, in turn, required the synergistic leadership. That is, leaders who are able to synergize ideas, ideas, innovation, and creativity in the individual units that are smaller and decentralized in a whole container of togetherness.

If mutual trust and a culture of learning has been steady and well-established, then the next step is required of a leader who spirited "Tut Wuri Handayani". Namely, a leader capable of continuously guiding and maintaining the sustainability of the organization, and be able to increase value added through the creation of knowledge and technology to benefit the people of Indonesia (Djajadiningrat, 2005).

When the academic leader capable of managing knowledge and intellectual capital with organizational learning, it is proper if the entire academic community have a sense of optimism towards the realization of ideals college. Because, other than as an educational institution, research, and community service, colleges still have the intellectual capital that can constantly be developed, still has credibility, and still have extensive networks. Common desire for change management in universities can be done, if the leader to be open and transparent process, involving many parties, and accommodate a variety of academic interests. Without such attitudes will be difficult to change management in college.

CONCLUSION

The college requires academic leader. Academic leaders must have the spirit of academic excellence, and is selected from the academics who have leadership ability skills, communication skills and interpersonal skills are adequate. Academic leaders are not "individual player" is difficult to work with others. Academic leaders are expected to increase scientific knowledge for all civitas academica and eventually became enlightenment for the people and nation of Indonesia.

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