# Academic and Scientific Leaderships of Private Colleges

**Hotmaulina Sihotang**
Magister of Educational Management, Postgraduate Programs, Universitas Kristen Indonesia, Jakarta, Indonesia
Email: hotmaulina.sihotang@uki.ac.id

**Abstract.** This study aims to find out the academic and scientific leadership performances based on an internal quality assurance system at the Christian University of Indonesia. This study used qualitative and quantitative approaches. The data were obtained through interview results, internal quality audit results, and quality documents. The data analysis is done by organizing, synthesizing, and making conclusions. The findings are as follows:  leadership in colleges can be divided into two parts academic leadership and scientific leadership. Being academic leaders is contested compared to being scientific leaders. Academic leaders are contested with some reasons, such as having power, being respected, getting substantial benefits, and obtaining some facilities. Becoming academic leaders are less desired because of having big responsibilities which are not balanced with the benefits received, less understanding of the internal quality assurance system, and the demands to prepare the study program accreditation process with some more administrative works.

**Keywords:** *Academic, Scientific, Leadership, Performance.*

## Introduction

Leading colleges requires particular expertise and knowledge because colleges are a unique entity. Higher education (HE) is a knowledge and expertise development entity, whose purpose is to create a knowledgeable and skilled community. The quality of HE highly depends on leadership [1; 2]. There are two kinds of leaderships in HE, namely academic leadership and scientific leadership [3; 4]. Some universities are organized by the government, hereinafter referred to as state college while managed by the public are called private college. The manager of tertiary college strives to continuously improve quality to be able to contribute to increasing the nation's competitiveness. HE managers are expected to apply governance according to the principles of good university governance. The reality "of higher education governance in Indonesia is not in line with expectations" as indicated by the implementation of the (IQA-system), higher education accreditation and study program accreditation.

Based on the IQA system mapping in 2018, there were 2,756 (59.13%) participating tertiary institutions filling out the mapping of 4,676 private colleges, which result revealed 37.68% of participants had not implemented IQA system (Directorate of Quality Assurance, 27 May 2019). Higher education institutions in Indonesia were 4,486, of which 1,159 (25.8%) tertiary institutions were accredited and 3,327 (74.2%) tertiary institutions were not accredited. There are 25,060 study programs of which 81.3% was accredited, and 18.7% are not. The ranking of HE and study program accreditations is shown in table 1 (Data of National Accreditation Board, May 29, 2017).

**Table 1.  Accreditation of Higher Education and Accreditation of Study Program (May 2017)**

| Accreditation | Very Good (A) | Good (B) | Enough (C) | Accredited | Not Accredited | Total |
|---|---|---|---|---|---|---|
| Higher Education | 51 (4,5%) | 359 (30%) | 749 (65.5%) | 1.159 (25,8%) | 3.327 (74,2%) | 4.486 |
| Study Program | 2.554 (12,5%) | 10.071 (49,4) | 7.757 (38,1%) | 20.382 (81,3%) | 4.678 (18,7%) | 25.060 |

The quality assurance requires basic principles of meticulous and critical quality [5;6]. IQA must be based on academic achievement standards and be properly formulated following higher education standards and abilities. The quality of HE and the quality of study programs is still low. This condition is necessary and interesting to study that requires a study based on the study of literature, the primary and the secondary data and supporting documents. This study was conducted to explain how academic leadership and scientific leadership improves the higher education quality. This study was done at *Universitas Kristen Indonesia*.

## Methods

This case study was conducted at *Universitas Kristen Indonesia* (UKI). UKI was chosen since it has 33 study programs. The university is well accredited, and all study programs are accredited. The method used in this study was a qualitative approach. Data were obtained through in-depth interviews, 2018 internal quality audit documents, and IQA system documents. In-depth interviews were conducted with academic leaders, scientific leaders and lecturers. Academic leaders are the rector, vice-rector, deans, vice-deans, director of graduate programs, and vice-director of graduate programs. The scientific leader is the chair of the study program and the head of the department. IQA system documents consist of IQA policies, Manuals, Standards, and Standard Operational Procedures (SOP) related to governance standards. Data analysis is done by organizing, synthesizing, and making conclusions.

## Results and Discussion

**IQA System**

The portrait of higher education quality in Indonesia still shows a significant disparity in quality, as shown in table 1. In responding to the portrait, a systematic, structured, and effective strategy is needed to continuously improve the quality of HE [7; 8]. The big challenge faced is raising awareness about quality culture for each tertiary institution. The strategy that can be done is with an external approach and an internal approach to tertiary institutions in managing tertiary education where education, research, and community services are like the core business [9; 10].

The external approach is carried out with a strategy of making HE regulations as a legal basis for university managers. On the order side, the internal approach is carried out by increasing awareness of building a quality culture in higher education institutions by implementing an IQA system [11; 12; 13]. The government takes the external approach through the issuance of "Law No. 20 of 2003 concerning the National Education System". This regulation was later strengthened by "Law No. 12 of 2012 concerning Higher Education". The organization and management of tertiary institutions are regulated in "Government Regulation No. 4 of 2014", and sharpened through "Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 44 of 2015 concerning National Standards of Higher Education, Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 62 of 2016 concerning "Higher Education Quality Assurance System of Higher Education" (QA-HE), and three years later, by Regulation of the Minister of Research, Technology and Higher Education Number 50 of 2018 concerning changes in standards national higher education. QA-HE consists of IQA and external quality assurance (EQA) system. IQA system was developed by tertiary institutions by setting higher education standards based on the standard of higher education nationally and even exceeding the standard of higher education nationally [14; 15].

Minister of Technology and Higher Education study Regulation number 44 of 2015 concerning "the national standard of higher education contains twenty-four national standards of higher education namely: (1) standard of graduate competence; (2) standard of learning content; (3) standard of learning process; (4) standard of learning assessment; (5) standard of lecturer and educational staff; (6) standard of learning facilities and infrastructure; (7) standard of learning management; (8) standard of learning funding; (9) standards of research result; (10) standard of research content; (11) standard of research process, (12) standard of research evaluation, (13) standard of researcher; (14) standard of research facilities and infrastructure; (15) standard of research management; (16) Standard of research funding; (17) standard of community service; (18) standards of community service content; (19) standard of community service process; (20) standard of community service evaluation; (21) standard of community service subject; (22) standard of community service facilities and infrastructure; (23) standard of community service management; and (24) standard of community service funding". Each tertiary institution is required to implement 24 national higher education standards and even facilities and infrastructure following the existence of each tertiary institution hereinafter referred to as the IQA system. To implement higher education quality standards, leaders who understand about IQA system are needed, both academic leaders and scientific leaders [14; 15].

The findings are based on in-depth interviews with academic leaders and are supported by IQA system data obtained from the IQA UKI Agency through quality documents that since 2015 UKI has implemented the IQA system. The IQA document has been established, namely the IQA policy, Manual, namely the establishment, implementation of standards, evaluation of implementation, control and improvement of standards, 31 Standards, and SOPs related to the standard implementation [6; 16; 17]. All standards are implemented in the academic and non-academic fields. "No distinction between the management of academic units and non-academic units. That recognizes the underlying reasons for the prolonged and continuing interest in 'management fads' and, faced with reality; he offers a set of suggestions on how institutions can 'manage' management fads" [18; 19; 20]. Implementation of standards is gradually monitored at the level of study programs, faculties, and universities.

EQA or accreditation is developed by the National Accreditation Board and independent study program accreditation. UKI, after implementing the IQA system of study programs, in general, is improved. Based on the interviews with the head of the study program, it was found that all permanent lecturers of study programs received additional tasks as academic leaders so that the main tasks of core business were not optimal. The accreditation of study programs and the tertiary institution have not yet become an awareness of the tertiary institution. This condition cannot be tolerated. There must be a new strategy; specifically, the university must implement the IQA system. It means that private college must make IQA system policies, manuals, standards, and forms. The next step for HE to implement IQA system with IQA system management is "setting standards, implementing standards, evaluating standards, controlling standards, raising standards"[21; 22]. The standards set must be implemented consistently and continuously. During the implementation process, it is monitored gradually so that any implementation of standards that have not been achieved can be improved. If the standard is implemented within a period, it must be audited, which aims to provide quality improvement space. If the implementation has not been met, corrective action will be taken, and if the implementation of the standard meets the standard, the standard will be improved. If there is a deviant implementation, it must be fixed [23; 24]. EQA system management is evaluating the implementation of standards, controlling, and improving standards. So it can be concluded that

College must strengthen the IQA system [25; 26]. If the IQA system is strong, the excellent accreditation of study programs and the university will be obtained.
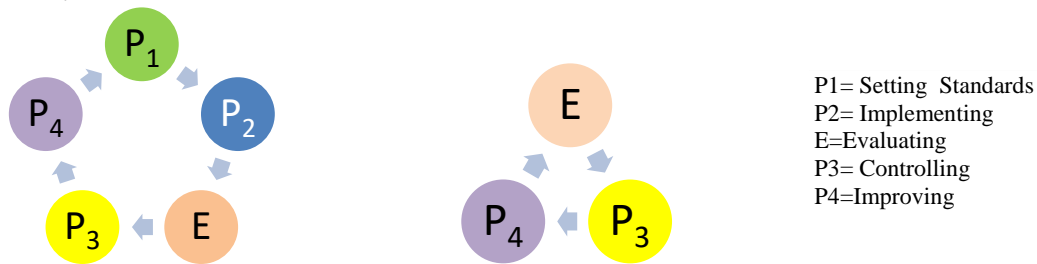


P1= Setting  Standards
P2= Implementing
E=Evaluating
P3= Controlling
P4=Improving

**Figure 1a: Management of IQA   Figure 1b:  Management of EQA**

Implementation of the IQA system has succeeded in increasing the accreditation of study programs. IQA system has begun to be cultivated. Academic and scientific leaders have begun to realize that the IQA system and accreditation are not only regulatory mandates but must become cultural [27]. The results of the implementation of the IQA system can improve accreditation can be seen in Figure 2.
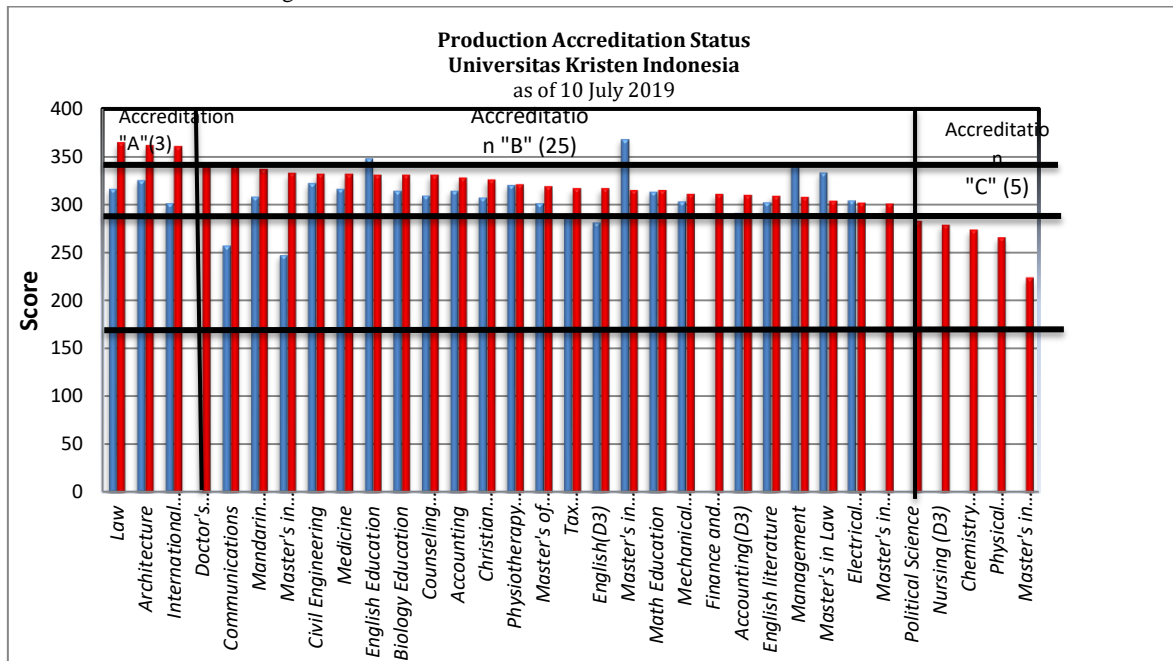


**Figure 2. Increased Accreditation for the successful implementation of the IQA system**

HE leaders must understand the IQA system and become a role model for their subordinates. Besides, it must be strengthened by an IQA agency that can make an annual program, have sufficient budget and have resources that commit to continuous quality improvement [28].

**Academic and Scientific Leaderships in the Context of IQA System**

HE is a scientific college and campus is a scientific community. The logical consistency of the position of college, both as scientific parties, refers to the responsibilities and obligations to carry out roles, functions to achieve educational goals, which in turn require human elements, methods, and materials, which are jointly interrelated and support each other in the framework of implementing an effective educational process. Law number 12 of 2012, article 7 states that "higher education aims to: (a) develop the potential of students to become human beings who believe and fear God almighty and have noble, healthy, knowledgeable, capable, creative, independent, skilled, competent, and cultured for the benefit of the nation; (b) produce graduates who master the branches of science and/or technology to meet national interests and increase national competitiveness; (c) produce science and technology through a study that pays attention to and applies the value of the Humanities to benefit the progress of the nation, as well as the progress of civilization and the well-being of humanity; and (d) the realization of community service based on reasoning and study work that is useful in advancing public welfare and intellectual life of the nation". Implementation of higher education can act as a driving force as well as a moral force of the community. To achieve these objectives, academic and scientific leaderships based on IQA system are needed. The implementation of the IQA system in education, research, and community service is carried out by lecturers as academic capitalism [29;30;31]. These lecturers are called leaders of scientists. The results of learning can be measured from the learning outcomes of the graduates, including values owned by the graduates through attitudes and behaviours, knowledge,

general skills, and specific skills. The research results can be used as learning references and by other organizations/industries/agencies. The results of community services can be measured from the usefulness carried out following the study program.

There are two groups of leaders in UKI research, academic leaders and scientific leaders. Scientific leaders are leaders in the field of science who have vision, dedication, passion, networking, and have great influence and are valued by the group in the development of science. Furthermore, the scientific leader was the lecturer who becomes the leader of the study program, the head of the laboratory, the study centre, and the study institute. "Scientific leaders who lead science groups, respected by their peers, have scientific followers in the form of students, researchers, or the community". Scientific leaders will improve university performance and develop knowledge [32]. Scientific leaders who discover new knowledge, provide enlightenment to the community, to guide the nation's future leaders. So that the scientific leaders can work well, there are deans, vice-deans, the rector and vice-rectors. The effectiveness of the implementation of higher education governance is the responsibility of higher education leaders. This characteristic is needed to sustain scientific leaders. The leader of a tertiary institution is only one chancellor and three vice-chancellors, but there are many leaders of scientists. At the practical level, academic leaders are more desirable than scientific leaders. Based on interviews with lecturers, the election of rector and deans is of concern and contested. The selection process for the dean or rector is often characterized by political or popularity considerations.

The leader is someone who is given the trust to be able to give command or direction to subordinates or people who have given confidence in achieving certain goals, in the hope that the creditor will be better than the previous leadership [33;34]. A leader "must also be able to influence and motivate subordinates so that subordinates can move following what is desired in achieving the goals set". The "adaptive leadership is a practical leadership framework that helps individuals and organizations to adapt to changing environments and effectively responds to recurring problems [35]. First, the change itself needs to be considered, specifically to take on challenges and respond to the change subsequently" [36]. "Transformative change requires multitier leadership with an integrated commitment to a shared vision for reforming and its goals. Besides, it was found that top-level institutional leaders and middle-level leaders both had important roles in carrying out their duties to achieve the vision".

"Leadership challenges are identified such as: (1) changing university context, including relations with the foundation and faculties; (2) study strategies, considering decisions about diversity or focused perspectives; (3) management, handling administrative work priorities; (4) affiliation, a sense of belonging to a strategic study centre, consisting of issues of leadership, trust, attitudes toward recruitment and succession". It can be concluded that a leader must be able to master the core business of higher education, empower each unit, be able to influence and communicate, and administer the work [37;38].

Referring to the scope of duties of lecturers and educational staff, "leaders in higher education can be divided into two groups: (1) academic leaders and scientific leaders, which includes academic leaders: the rector, vice-rectors, deans, and vice-deans. Scientific leaders in the context of governance are the chair of the study program, the head of the laboratory, the head of the study team. While in the context of learning, the scientific leader is a lecturer. Scientific leaders are leaders of science groups, respected by their peers, have scientific followers, students, researchers, or the general public". "Scientific leaders must have knowledge, skills, varied experience and vision. Furthermore, the leader can be said as one of the *lumpers* or *Splitters*". Lumpers are "people who see the big picture. They tend to deal with generalizations, but they can build an attractive future for the university. Splitters and most of us scientists, splitters reduce problems or situations to their parts and then, from parts, begin to assemble their future views. Lumpers and splitters can be leaders, but they can take somewhat different routes to develop their vision". The second reason is that the scientific leader must be able to anticipate the consequences.

Academic leadership at *UKI* includes deans, vice-deans, the rector and vice-rectors. They are administrative and academic leaders who support the lecturers. Academic leadership is also called leadership. Scientist leaders are something that is not interesting or little interest even though the scientist leader is the power of the university. In various faculties, there are no facilities for scientific leaders, scientific leaders lack in roles and facilities[39;40]. The way to get academic leaders can be run politically by closing to the foundation's management. The concept of supportive leaders is not emphasized, the academic atmosphere in the tertiary institution declines and becomes minimal, and there can be an atmosphere of lecturers boxing on a non-scientific basis.

Academic and scientific leadership are needed to achieve the vision of higher education. Experts debate the difference between leadership and management. That leadership seeks to make changes in organizations by (a) developing future visions and strategies to make the changes needed, (b) communicating and explaining visions, and (c) motivating and inspiring others to achieve that vision. Whereas management seeks to make estimations and rules by (a) setting operational targets, making action plans based on a schedule, and allocating resources, and (b) organizing and assigning people to various jobs, (c) monitoring results and solving problems [41]. Leadership and management both involve decisions about what to do, create a network of relationships to do it and try to ensure that happens. But both processes have conflicting elements. Strong leadership can disrupt rules or efficiency, while strong leadership can also hinder risk-taking and innovation [42]. "Three prominent issues in higher education, namely organization, personnel and management". These three issues must be managed

by the academic leaders. Accordingly, there are certain strategies for tertiary education in managing the institution including increasing educational contributions, seeking resources by developing entrepreneurship, raising philanthropic, cultural awareness, using technology in carrying out tasks, implementing strategic management, new decision-making mechanisms, and administrating professionals.

A leader can read the situation he is facing correctly and adjust his leadership style to suit the demands of the situation he is facing, even though the adjustment is only temporary. "Leadership is a universal phenomenon that is very important in educational organizations. That is because in the process of interaction to achieve goals, people within need someone who can coordinate, direct, and facilitate these people to achieve goals, both individual goals and organizational goals" [43;44]. Based on some experts' opinions, the author synthesizes academic leaders are leaders who can develop a vision of the future and strategies to make the changes needed, communicate and explain the vision, and motivate and inspire others to achieve that vision with management principles [. The leader can function as a leader and at the same time as a manager. "In carrying out leadership tasks, strategic planning and implementation will be effective if the leader (1) understands the context; (2) understands the people involved, including yourself; (3) supports the process; (4) awards the process, (5) facilitates the process; (6) supports joint leadership; (7) uses dialogue and discussion to create a useful process, clarifies the mandate; (8) voices missions; (9) recognizes strategic problems, develops effective strategies, (10) develops a vision of success, (11) makes and implements decision making policies, (12) emphasizes norms, handles disputes, and deals with conflicts that arise, and (13) puts all the elements together". Academic leadership based on its position is expected to be able to plan, organize, control and direct the citizens of the tertiary institutions to be able to work according to standards or exceed the actions ordered by formal authorities.

Leaders are expected to make consistent choices and maximize value with certain constraints. In some cases when making decisions, assumptions are used: (a) be rational, objective and logical, (b) define the problem carefully and identify all possible alternatives, (c) have clear and specific targets, and (d) choose alternatives that maximize results for the benefits of the organization rather than the interests of certain individuals or groups. The ability to plan, coordinate, control and direct college citizens to organizational policies have become important. First, the extent to which the ability to involve and provide understanding to all HE stakeholders on the policies that have been determined; second, to what extent leaders involve stakeholders in decision making through participatory methods; and third to what extent the program designed and determined is quite effective in answering existing problems; and fourth, the extent to which the optimization of the use of resources to carry out the stages in the implementation of an institutional policy.

Scientific leaders are the leaders in the field of science such as heads of study programs, heads of laboratories, and lecturers. Scientific leaders have the following characteristics: (1) having a vision, high dedication and passion for the development of their knowledge; (2) leading researchers/ scientists in universities/faculties/study programs; (3) valued by its peers at the faculty/ university, national and international levels, for example, invited to national/international seminars as speakers; (4) having an influence on the development of knowledge so that it has followers in the academic world; (5) having systematic regeneration to develop knowledge through mentoring and nurturing assistants and a new generation of scientists; (6) disseminating study results and knowledge through journals, proceedings, books, or other media; (7) having networking capabilities; (8) having no ambition to become a academic leader outside the field of science; (9) having income outside the salary derived from expertise; (10) complying with tertiary regulations (http://pendukasikedempuan.net/index.php/2-uncategorised/666-kepemership-scientific-and-challenges, downloaded April 2, 2015). So there is a mutualistic symbiotic relationship between academic leaders and scientific leaders.

## Conclusion

In private colleges, there are two leaderships, namely academic leadership and scientific leadership. Academic leadership is also called academic leadership. Academic leadership is interesting and even contested. Academic leadership positions become contested because having power is respected, gets relatively high allowances, and gets facilities. While scientific leaders are less desirable because of having big responsibilities, which is not balanced with the benefits received. Scientific leaders are required to understand and must implement the IQA system. IQA system is still relatively new that, the scientific leaders feel a lack of understanding of the IQA system. The researcher suggests that IQA system as a regulatory mandate so that universities must implement it and make it become a culture in tertiary education for accreditation of the study programs and the universities.

## References

[1]    Dopson, S., Ferlie, E., McGivern, G., Behrens, S., & Fischer, M. D. (2016). The impact of leadership and leadership development in higher education: a review of the literature and evidence.
[2]    Searcy, D. N. (2010). Presidential leadership during strategic transition: A case study of two Christian institutions of higher education.
[3]    Riggs, J. (2009). Leadership for tomorrow's community colleges. *Community College Enterprise*, *15*(2), 27.
[4]    Nadeak, B. (2019). Effects of Servant Leadership and Training Programs on Servant motivation of Hospital Medical Personnel. *Indian Journal of Public Health Research & Development*, *10*(9), 1772-1775.

[5]     Sadler, D. R. (2017). Academic achievement standards and quality assurance. Journal of Quality in Higher Education, Volume 23, 2017 - Issue 2, Pages 81-99 | Published online: 29 Aug 2017.

[6]     Sihotang, H., & Nadeak, B. (2017, May). Leadership Based on the Internal Quality Assurance System in the Christian University of Indonesia. In *1st Yogyakarta International Conference on Educational Management/Administration and Pedagogy (YICEMAP 2017)*. Atlantis Press.

[7]     Huet, I., Figueiredo, C., Abreu, O., Oliveira, J. M., Costa, N., Rafael, J. A., & Vieira, C. (2011). Linking a research dimension to an internal quality assurance system to enhance teaching and learning in Higher Education. *Procedia-Social and Behavioral Sciences*, *29*, 947-956.

[8]     Gynnild, V. (2007). Quality assurance reconsidered: A case study. *Quality in higher education*, *13*(3), 263-273.

[9]     Kristensen, B. (2010). Has external quality assurance actually improved quality in higher education over the course of 20 years of the 'Quality Revolution'?. *Quality in Higher Education*, *16*(2), 153-157.

[10]    Misiūnas, M. (2007). Internal quality assurance system and its implementation in Kaunas College. *Aukštojo mokslo kokybė*, (04), 38-52.

[11]    Rosa, M. J., & Teixeira, P. (2014). Policy reforms, Trojan horses, and imaginary friends: the role of external stakeholders in internal quality assurance systems. *Higher Education Policy*, *27*(2), 219-237.

[12]    Sinthukhot, K., Srihamongkol, Y., Luanganggoon, N., & Suwannoi, P. (2013). The Development of Evaluation Model for Internal Quality Assurance System of Dramatic Arts College of Bunditpattanasilpa Institute. *International Education Studies*, *6*(11), 69-76.

[13]    Daromes, F. E., & Ng, S. (2015). Embedding core value into the internal quality assurance systems in higher education. *Procedia-Social and Behavioral Sciences*, *211*, 660-664.

[14]    Regulation of the Minister of Research, Technology and Higher Education Number 62 Year 2016 concerning the Higher Education Quality Assurance System.

[15]    Guidelines for the Quality Assurance System of Higher Education. 2018. Directorate of Quality Assurance, Directorate General of Learning and Student Affairs, Ministry of Research, Technology and Higher Education.

[16]    Tavares, O., Sin, C., Videira, P., & Amaral, A. (2017). Academics' perceptions of the impact of internal quality assurance on teaching and learning. *Assessment & Evaluation in Higher Education*, *42*(8), 1293-1305.

[17]    Darandari, E. Z., Al-Qahtani, S. A., Allen, I. D., Al-Yafi, W. A., Al-Sudairi, A. A., & Catapang, J. (2009). The quality assurance system for post-secondary education in Saudi Arabia: A comprehensive, developmental and unified approach. *Quality in Higher Education*, *15*(1), 39-50

[18]    Alsaleh, B. A. (2019). K-12 Education Reforms in Saudi Arabia: Implications for Change Management and Leadership Education. In *Teaching Educational Leadership in Muslim Countries* (pp. 171-186). Springer, Singapore.

[19]    Mangnale, V. S., & Potluri, R. M. (2011). Quality management in Indian higher education system: Role of internal quality assurance cell (IQAC). *Asian Journal of Business Management*, *3*(4), 251-256.

[20]    Christine, Blomqvist, et al. (2016). Leadership challenges of strategic research centres in relation to degree of institutionalization. Journal of Higher Education Policy and Management Volume 38, 2016 - Issue 6. Pages 649-663 | Published online: Jul 24 201.

[21]    Vukasovic, M. (2014). Institutionalisation of internal quality assurance: focusing on institutional work and the significance of disciplinary differences. *Quality in Higher Education*, *20*(1), 44-63.

[22]    Tavares, O., Sin, C., & Amaral, A. (2016). Internal quality assurance systems in Portugal: What their strengths and weaknesses reveal. *Assessment & Evaluation in Higher Education*, *41*(7), 1049-1064.

[23]    Hou, A. Y. C., Ince, M., Tsai, S., & Chiang, C. L. (2015). Quality assurance of quality assurance agencies from an Asian perspective: Regulation, autonomy and accountability. *Asia Pacific Education Review*, *16*(1), 95-106.

[24]    Stalmeijer, R., Whittingham, J., de Grave, W., & Dolmans, D. (2016). Strengthening internal quality assurance processes: Facilitating student evaluation committees to contribute. *Assessment & Evaluation in Higher Education*, *41*(1), 53-66.

[25]    Tutko, M. (2016). Internal quality assurance systems in Polish higher education institutions in the light of the ESG 2015. *Zarządzanie publiczne*, *36*(4), 277-287.

[26]    Nadeak, B., Naibaho, L., Sormin, E., & Juwita, C. P. (2019). Healthy Work Culture Stimulate Performance. *Indian Journal of Public Health Research & Development*, *10*(6), 1385-1389.

[27]    Manatos, M. J., Rosa, M. J., & Sarrico, C. S. (2015). The importance and degree of implementation of the European standards and guidelines for internal quality assurance in universities: The views of Portuguese academics. *Tertiary Education and Management*, *21*(3), 245-261.

[28]    Nadeak, B., Simanjuntak, D. R., Naibaho, L., Sormin, E., Juwita, C. P., & Pardede, S. O. (2019). Analysis of Nursing Quality Services. *Indian Journal of Public Health Research & Development*, *10*(6), 1380-1384.

[29]    Bass, B. M., & Bass, R. (2009). *The Bass handbook of leadership: Theory, research, and managerial applications*. Simon and Schuster.

[30]    Shapiro, J. P., & Stefkovich, J. A. (2016). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas*. Routledge.

[31]    Hawamdeh, B. A. (2012). The Degree of Possessing Strategic Planning Skills among Academic Leaderships at the Jordanian Private Universities. *European Scientific Journal*, *8*(13).

[32]    Nadeak, B., Naibaho, L., Sormin, E., & Juwita, C. P. (2019). Healthy Work Culture Stimulate Performance. *Indian Journal of Public Health Research & Development*, *10*(6), 1385-1389.

[33]    Gagliardo, J. C. M. (2006). *Temperament types and perceived leadership styles of North Carolina community college Chief Academic Officers*. East Carolina University.

[34]    Gunter, H. M. (2016). *An intellectual history of school leadership practice and research*. Bloomsbury Publishing.

[35] Lai, T. T., Luen, W. K., & Hong, N. M. (2011, March). School principal leadership styles and teachers organizational commitment. A research agenda. In *2nd International Conference on Business and Economic Research (2nd ICBER 2011) Proceeding* (pp. 165-176). Conference Master Resources.

[36] Tyas, E. H., & Naibaho, L. (2018). Leadership: Style and It's Role on Implementing Mental Revolution. National Seminar on Psychology Proceeding. Pelita Harapan University Surabaya.

[37] Valeau, E. J., & Raby, R. L. (2016). Building the pipeline for community college international education leadership. In *International Education at Community Colleges* (pp. 163-172). Palgrave Macmillan, New York.

[38] Hossain, M. Z., & Mozumder, M. A. K. (2019). Prospects of Principal Leadership in Schools and Colleges in Bangladesh. *Open Journal of Social Sciences*, 7(9), 44-50.

[39] Leithwood, K., & Sun, J. (2012). The nature and effects of transformational school leadership: A meta-analytic review of unpublished research. *Educational Administration Quarterly*, 48(3), 387-423.

[40] Nadeak, B., Iriani, U. E., Naibaho, L., Sormin, E., & Juwita, C. P. (2019). Building Employees' Mental Health: The Correlation between Transactional Leadership and Training Program with Employees' Work Motivation at XWJ Factory. *Indian Journal of Public Health Research & Development*, 10(6), 1373-1379.

[41] Bonner, B. J. (2013). Leading the charge: A multiple case study of presidential perceptions of essential leadership characteristics for the 21st century community college.

[42] Swanson, J. A., Kowalski, K. B., Gettman, H. J., & Lee, J. (2012). Leadership characteristics and Title IX: A possible mechanism for the impact of sports participation on work outcomes. *International Leadership Journal*, 4(2), 40-61.

[43] Jones, S., Lefoe, G., Harvey, M., & Ryland, K. (2012). Distributed leadership: A collaborative framework for academics, executives and professionals in higher education. *Journal of Higher Education Policy and Management*, 34(1), 67-78.

[44] Jones, S., Harvey, M., Lefoe, G., & Ryland, K. (2014). Synthesising theory and practice: Distributed leadership in higher education. *Educational Management Administration & Leadership*, 42(5), 603-619.