

# ABS 104

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# Analysis of Transformational Leadership of Academic Leaders at Indonesia Aviation Polytechnic Curug Period 2016-2019

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## ABSTRACT

The study reports and documents an analysis of responses of six academics leaders at Indonesia Aviation Polytechnic Curug. The former name Indonesia Aviation Polytechnic Curug is Indonesia Civil Aviation Institute Curug. It is one of the tertiary institutions under the ministry of transportation, Republic of Indonesia. An interview schedule was prepared to obtain responses from the leaders on various aspects of transformational leadership from the perspective of the academic leader, which were examined in the context of Bass' and Riggio's conceptual framework of transformational leadership. The study finds that the responses of the six academic leaders were close to the theoretical model of Bass and Riggio in many respects. However, some differences were found in the style of leadership of the six leaders. The study finds that academic leadership in higher education institution under the ministry poses problems that are distinctly different than leadership in usual public or private tertiary institutions. It is the combination of business and government agency. To face the changes, academic leaders need to transform the usual way of teaching, learning, research, and public services, they also need to understand the generation gap and new technology adaption to bring out the best among academics. The study could help leaders in similar tertiary

25 institutions to reflect on their qualities as academic leaders and such reflection may help  
26 improve their leadership style to achieve positive outcomes.

27

28 **Keywords:** qualitative, teaching, learning, research, public service, higher education

29

### 30 **Abbreviations**

31 MLQ = Multi Leadership Questionnaire

32 VUCA = Volatile, Uncertainty, Complexity, and Ambiguity

33

### 34 **Introduction**

35 In Indonesia, the tertiary institution can be held under the ministry or non-ministry agency. It  
36 is usually called an official school. Indonesia Aviation Polytechnic Curug is one of the  
37 tertiary institutions under the ministry of transportation that concentrate in the aviation  
38 industries. Since 2016 when the new era of government, the minister for transportation started  
39 to do mutation for their office include for the higher education institution. This policy makes  
40 the organization shaking because it can happen to anyone. This makes the office that doesn't  
41 have an academic background can be placed in the education field and vice versa. Though  
42 under the ministry of transportation, the tertiary institution under the ministry also has to  
43 make coordinate with the ministry of education. The complex bureaucracy, the resistance of  
44 employment which is a civil servant, the conflict of interest, scarce resources need to be  
45 organized effectively to meet the public expectations. Meanwhile, the globalization  
46 phenomenon creating a VUCA environment. Between 2016 and 2019, Indonesia Aviation  
47 Polytechnic Curug was preparing to transform from Indonesia Civil Aviation Institute Curug.  
48 Besides the transformation shape of the institution, it was the time when they started to  
49 implement the Public Service Agency. This transformation was the mandate from the Agency

50 of Human Resources Development on Transportations from advisory of the Ministry of  
51 Education, thus it can be focused more on vocational education.

52 To deal with these rapid changes and the resistance of change situations, the tertiary  
53 institution needs transformation leadership. Thus, this research purposed to analyze how  
54 leadership was demonstrated from transformational leadership dimensions, include: the leader  
55 in giving <sup>3</sup>idealized influence, inspirational motivation, intellectual stimulation, and individual  
56 <sup>2</sup>consideration. “Within Transformational Leadership Framework, the four dimensions gain  
57 importance in the administration of higher education” (Olcum & Fayda, 2015).

58

### 59 **Conceptual Framework**

60 <sup>1</sup>At the outset, it is important to define the concept of “transformational leadership” in general  
61 and “academic leadership” in particular. According to Fisher and Koch (1996)  
62 transformational leadership is a style of leadership <sup>3</sup>that “inspires followers with challenge and  
63 persuasion, providing both meaning and understanding... is intellectually stimulating,  
64 expanding the followers’ use of their abilities... (and) is individually considerate, providing  
65 the follower with support, mentoring and coaching”. It is about involvement and maintains a  
66 relationship with followers.

67 <sup>1</sup>As already indicated above, a conceptual framework of transformational leadership in higher  
68 education underpins this study. According to Bass and Riggio (2006), effective  
69 transformational leadership in higher education is a function of several factors of  
70 characteristics. This include:

- 71 • <sup>3</sup>Idealized influence
- 72 • Inspirational motivation
- 73 • Intellectual stimulation
- 74 • Individual consideration

75

76

77 <sup>2</sup>  
**Methodology**

78 In this part, research design, informant, data collection, and data analysis of this study will be  
79 explained in detail.

80 ***Research design***

81 The research design of this study is specified as qualitative data collection.

82

83 ***Informant***

84 The informants were selected from leaders of several levels such as the director, vice  
85 directors, and dean in the Indonesia Aviation Polytechnic Curug. The purposive sample was  
86 used to get the data from the leaders' perspective. The job position was used as consideration  
87 for picking the informant. Of eight targeted informants, only six agreed to participate in this  
88 study.

89

90 ***Data collection***

91 Merriam (2009) provides <sup>8</sup> a useful guide for qualitative interviewing. These points were  
92 kept in sight while designing the questions within the interview schedule and conducting  
93 the interview. Bass and Riggio (2006) mentioned the interview as the other measure of  
94 transformational leadership. <sup>7</sup> “Interviews with executives about the leadership they saw  
95 produced numerous other behavioral examples of transformational leadership and were  
96 helpful in both constructing the MLQ and in better understanding, transformational  
97 leadership” (Bass & Riggio, 2006).

<sup>1</sup>  
98 To facilitate the interview and to obtain the responses of six academic leaders, an interview  
99 schedule with a set of questions was prepared. Having such a set interview schedule also

100 enabled the comparison of responses of each of the six leaders. All of the leaders were  
 101 interviewed by the author. Hence a set open-ended interview schedule was used.  
 102 The informants were contacted by short message text in advance and a time was set for the  
 103 interview. Each informant was interviewed separately. Six informants willingly agreed to give  
 104 the interview. The responses were recorded by their permission. For each of the questions,  
 105 informants were requested to cite suitable examples from their practice of leadership. The  
 106 intention was to understand how the aspects of leadership considered important by them  
 107 are brought into practice by them. To protect the identity of the respondents, in the  
 108 following paragraph, they are identified as leader 1, leader 2, leader 3, leader 4, leader 5, and  
 109 leader 6. It was clarified to them that the data gathered would be used only for this paper.

110

### 111 *Data analysis*

112 There are several methods for analyzing and interpreting qualitative interviews. Miles and  
 113 Huberman (2014) presented three streams to analyze qualitative data, namely data  
 114 condensation, data display, and conclusion drawing/verification. "Five main approaches to the  
 115 analysis of meaning are condensation, categorization, narrative structuring, interpretation, and  
 116 ad hoc methods" (Kvale, 1996). Depending on the purpose of interviewing one or more  
 117 methods or a combination thereof could be used. As the purpose of this study was to compare  
 118 the meaning attached to the concept of "transformational leadership" by the six academic  
 119 leaders. The combination of meaning categorization and meaning interpretation methods was  
 120 used in this study (Sathye, 2004). Briefly, this involved categorizing words with meaning  
 121 similar to those in the framework of the study and interpreting the "whole" meaning of the  
 122 language used by the leaders to explain their styles and therefore the meaning they  
 123 attached to "transformational leadership".

124

## 125 **Result and Discussion**

126 The responses of the leaders to each of the characteristics are analyzed below. Then the  
 127 response was benchmarked with the theory and decided whether it matches or differs from the  
 128 literature. After that, the author summarises the attributes of transformational leadership  
 129 indicated by each of these leaders and how they compare with theory.

### 131 *Profile of respondents*

132 At the time of the interview was conducted, Leader 1 (L1) has been in the current academic  
 133 leadership role for about 3 years. In previous positions, he played a different level of the  
 134 academic leadership role. Before in academics leadership role, he was at the quality control  
 135 related to finance. Leader 2 (L2) has been in the current academic leadership role for one and  
 136 a half years and was in an academic leadership role for the research and community service  
 137 department. Leader 3 (L3) has been in the current leadership role for 2 years and was in a  
 138 leadership position previously and never been in a non-academic position. Leader 4 (L4) has  
 139 been in the current academic leadership role for 1 year. He had ever been a leader of the  
 140 tertiary institution and also had an experience in a non-academic leadership role. Leader 5  
 141 (L5) has been in the current academic leadership role for 5 years. In the previous position, he  
 142 was and also had experience in a non-academic leadership role. Leader 6 (L6) has been in the  
 143 current academic leadership role for 2 years. He was at the military service leadership role  
 144 before entered the ministry of transportation. At the time of the interview was conducted,  
 145 Leader 1 (L1) has been in the current academic leadership role for about 3 years. In previous  
 146 positions, he played a different level of the academic leadership role. Before in academics  
 147 leadership role, he was at the quality control related to finance. Leader 2 (L2) has been in the  
 148 current academic leadership role for one and a half years and was in an academic leadership  
 149 role for the research and community service department. Leader 3 (L3) has been in the current

150 leadership role for 2 years and was in a leadership position previously and never been in a  
 151 non-academic position. Leader 4 (L4) <sup>1</sup> has been in the current academic leadership role for 1  
 152 year. He had ever been a leader of the tertiary institution and also had an experience in a non-  
 153 academic leadership role. Leader 5 (L5) <sup>1</sup> has been in the current academic leadership role for 5  
 154 years. In the previous position, he was and also had experience in a non-academic leadership  
 155 role. Leader 6 (L6) <sup>1</sup> has been in the current academic leadership role for 2 years. He was at the  
 156 military service leadership role before entered the ministry of transportation.

157

### 158 ***Idealized Influenced***

159 From the analysis of the interview, the authors conclude the main statement of idealized  
 160 influenced demonstrated by leaders as follows:

- 161 • Teamwork treats as a family

162 All the leaders agreed that all members of the team kinship as a family. The bounding  
 163 among the members could make them feel equal to each other.

- 164 • Appreciation not be given by money

165 Due to the achievement of the staff, all the leader doesn't have a budget to give the award.

166 Thus, the leader celebrates the staff achievement by saying "thank you" and proud of their  
 167 achievement.

- 168 • Sometimes using their power

- 169 • Mostly have special competence in the aviation field

170

### 171 ***Inspirational Motivation***

172 From the analysis of the interview, the authors conclude the main statement of inspirational  
 173 motivation demonstrated by leaders as follows:

- 174 • Often talk about the future at a meeting or a relaxing time.



- 175 • Enthusiasm only when supported by the funding.
- 176 • Optimism is showed excitedly
- 177 • Goodwill and hard work are the way to the expression of success.
- 178 • Wrong timing and comfort zone are the obstacles to give motivation.

179

### 180 *Intellectual Stimulation*

181 From the analysis of the interview, the authors conclude that leaders faced some problems  
182 when doing intellectual stimulation:

- 183 • By the imitation of time and resources, they can't afford to fulfill all of each person desire
- 184 • Delegation of authority
- 185 • No fixed time to do coaching and mentoring
- 186 • Young people tend to be easier to foster than the old one.
- 187 • Different experience
- 188 • Not all open

189

### 190 *Individual consideration*

191 From the analysis of the interview, the authors conclude the main statement of individual  
192 consideration demonstrated by leaders as follows:

- 193 • The only leader can make the decision. Mitigation is prepared to tackle the risk  
194 occurrence.
- 195 • The problem is solved by discussed with several people.
- 196 • Stimulation is given by telling that the staff already do an innovative job.
- 197 • Each people have a different level of capability.

198

### 199 **Conclusion**

200 The study finds that academic leadership in higher education institution under the ministry  
 201 <sup>1</sup> poses problems that are distinctly different than leadership in usual public or private tertiary  
 202 institutions. It is the combination of business and government agency. To face the changes,  
 203 academic leaders need to transform the usual way of teaching, learning, research, and public  
 204 services, they also need to understand the generation gap and new technology adaption <sup>1</sup> to  
 205 bring out the best among academics. Issues of academic management are of great importance  
 206 and relevance in this context. From above responses it seems that all the six leaders are close  
 207 to a theoretical model of effective leadership proposed by Bass and Riggio provide further  
 208 <sup>1</sup> support to that model. The author finds that L6 conforms to theory to a great extent and would  
 209 like to emulate these attributes in his own practice of academic leadership with his own way.  
 210 <sup>2</sup> In conclusion, within Transformational Leadership Framework, the four dimensions gain  
 211 importance in the management of higher education. Therefore, if leaders of higher education  
 212 are planning to transform their organizations, they should be respected and admired by  
 213 followers as they have a clear vision and sense of purpose. It is highly suggested that  
 214 followers should be motivated through demonstrating a commitment to goals and a shared  
 215 vision; moreover, creativity should be encouraged for the issues occurred in organizations.

216

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222

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