***EDUCATIONAL LEADERSHIP IN DISRUPTIVE ERA:***

***A FAITH CHALLENGE FACING INDONESIA***

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***Abstract***

*Higher education in Indonesia as an education service provider also inevitably has to change in the digital age. Higher education must be able to organize education by adjusting facilities according to the needs of students and the community, also in preparing leadership education. This era directs leadership in a new perspective. In a changing world, integrated strategic planning in line with institutional reforms in higher education and social responsibility dimensions is very important. Higher education institutions are an important component of economic and social infrastructure. Education is primarily a way to train students in the skills they will need as adults to get jobs, skills, and a good life. At the same time the formation of faith is a process of life. The next problem with catechesis is how catechetical institutions and catechists maintain faith in this era. Catechists must be educated to be leaders. Leadership education is very important in the global era. In a country where religious values ​​are highly respected, especially in Indonesia, catechists and catechetical institutions need to reflect more on the prophetic voice as a leader. As a leader, catechists have the ability to inspire, provide energy and to positively influence and motivate. Catechists and catechetical institutions must be involved in exploring, investigating, and experimenting with how things can be better than they are now.*

***Keywords****: Leadership Education, Faith, Indonesia, Service*

**I.  PRELIMINARY**

The era of disruption is coming at higher education levels. At the very personal level leadership facing problem how to improve winning mentality, high performance skill sets, and open mind sets. At institutional level, leadership and understanding trend are paramount, “the positive core elements of new work arrangements, namely flexibility and autonomy” (Friedman, 2016:370). The challenge ‘has almost inevitably been conceived regarding what the leaders of an organization ‘plan’ to do in the future’ (Mintzberg & Waters, 1985:257). Implementing strategic planning process, to some extent, results in enhanced institutional performance. In the shoulder of the leader are the burdens to lead in the era of disruption. This essay generates a contextually Indonesian overview of leading strategic planning of university leaders before they assume strategic leadership and planning responsibilities. Firstly, this essay tries to update the concept of strategic planning in disruptive era using Friedman’s “Thank You for Being Late.” Secondly, proposing strategic planning as an administrator leader in higher education setting. Thirdly, build a reflection of strategic planning and implementation in Indonesia as a context, with reflection on leadership from the organizational leadership at the higher education levels. Faith as the last in conclusion is a contextual for student and catechists in Indonesia. The author proposed SERVANT as a model to lead in challenge facing Indonesia.

**II. INDONESIA: EDUCATIONAL LEADERS FACING THE ERA OF DISRUPTIVE**

Changing the manual system to a new, all-digital system has caused a shift in the order of life in various fields, including services. The field of services, such as transportation, food, banking, education, and others, are also changing as consumers change towards a more sophisticated and advanced in the era of disruption. Higher education in Indonesia as providers of educational services also inevitably have to change in the era of digital disruption. Higher education must be able to organize education by adjusting the facilities according to the needs of students and the society. The era of disruption, which is present today, directs leadership in a new perspective.

How might a leader in institution organize his/her responsibility efficiently? Planning is the answer. As administrators tackle the challenges of heading disruptive change within each institution, it is their responsibility and within their power to stimulate, motivates, and inspire (Eberhard, 2013:45; Lunenburg and Ornstein, 2004:375). In the future, strategic planning allows leaders to utilize a greater level of control and impact over external forces and direct their institution toward a new future. For instance, Microsoft established a set of strategic goals. And sometime in the future, they announced that they would make it work on Mac and Linux (Friedman, 2016:86). Practicing the planning strategy and implementation is paramount.

Leadership at higher education levels need strategic planning that works. In every organization, the quality and effectiveness of the strategic program depend on the ability of the leaders to play the leading role. Each person in the institutions can play that role. Take a good example, “The most engaged employees ... consistently attributed their success in the workplace to having had a professor or professors “who cared about them as a person,” or having had “a mentor who encouraged their goals and dreams,” or having had “an internship where they applied what they were learning.” (Friedman, 2016:371)

Strategic planning is essential to see the bigger picture and understand whole organization needs. “Think of it as an optimist’s guide to thriving and building resilience in this age of accelerations, surely one of the great transformative moments in history” (Friedman, 2016:26). Generally strategic planning begins with objectives, moves to strategies and then into programs and a range of actions. But, strategic planning is not just planning for long-term financial planning or capital planning but involves a thorough assessment of the environment and organization to develop broad strategies for resolving critical issues facing the institution (Hendrick, 2010:66).

All of the research that analyzes strategic content operationalizes the concept by focusing on strategic stance, the enduring orientation with which an organization relates to its environment. Citizens and governments need have to be addressed well. As an example, in a case of new Artificial Intelligent, “We will need a new social contract between governments and citizens: we need to create every possible regulatory and tax incentive for every company to provide, and every worker to get access to, intelligent assistance, intelligent assistants, intelligent networks, and intelligent financing for lifelong learning” (Friedman, 2016:295). There are some consistent findings that the way an organization implements a strategy in alignment with environment need has consequences for outcomes and an organization’s performance. Studies found that linking the strategic plan to the budget, “using the strategic plan to drive the organization's overall performance management system, and using performance measures to monitor the progress of strategic initiatives leads to better outcomes” (Poister, 2010:539).

Effective leaders must understand how to mobilize their strategic planning to tackle challenging issues and confront problems successfully. It is a good example to take a look at the digital world. Friedman wrote, “And that is the point …with the advances in sensing, digitization, computation, storage, networking, and software: all industries are becoming computable. When an industry becomes computable, it goes through a series of predictable changes: It moves from being digitized to being disrupted to being democratized” (Friedman, 2016:133). In an era of change local and global leader need to address change the difficulties into opportunities.

**2.1. Strategic Planning in Higher Education Institution**

It is important to understand the framework necessary for achieving a strategic planning posture in a higher education institution. The most important benefit of strategic planning for higher education decision makers is that it forces them to undertake a more market-oriented and systematic approach to long-range planning (Kotler & Murphy, 1981: 488). Strategic planning in higher education is an attempt to match the resources (human capital, fund) and an activity of organization (learning, research, and social) to the environment in which it operates, define, clear objectives, and develops strategies to reach those strategic objectives in academic and administrative. The purpose of strategic planning is to develop desirable future results by adapting current programs and actions to produce more favorable outcomes. The process of strategic planning is rather complex and requires all stakeholders' participation to work together to diverge and converge on a vision, mission, and core values (Zechlin, 2010; 112).

Universities and other higher education institutions are one of the central pillars of civil society. The core values and mission of the university must be sustained if the university is to fulfill its traditional role of learning, scholarship, and service (Steck, 2003:81). The most important stance of philosophical endeavor that triggers strategic planning is the desire to serve the people and the duty (Cashman, 2008:101; Fullan, 2014:123; Matthews & Crow, 2010:160). Moreover, strategic planning is grounded on the philosophy of management in the use of the strategic planning process and the resulting strategic plan.

The strategic planning in higher education institution as part of management is seen as a process that focuses on the long-term health of an organization. It primarily relies on the integration of the strategic planning, resource allocation, and control and evaluation process to achieve strategic goals. Strategic management is a comprehensive management approach incorporating numerous elements of the philosophy and the theory of management science, which has developed after years of evolution (Vinzant, 1996:140-202). In part of strategic management, the literature revealed strengths, weaknesses, opportunities, and threats (SWOT) analysis to constitute the general strategic planning process common to many models. SWOT analysis also prevails in strategic planning models in higher education (Morrill, 2007:162–177).

**2.2. Indonesia as Context: Leading Strategic Planning in Higher Education Institution**

Higher quality in education is one of the keys to a country’s social and economic development. Leaders in various higher education institutions in developing nations such as Indonesia are searching to the successful implementation of strategic planning. Indonesia is a middle-income country with well-established and growing higher education systems and now increasingly focused on quality improvement. This fast growth in students’ enrolment trend in private universities of the country indicates that Indonesia has been aggressively engaged in the expansion of higher education (OECD/Asian Development Bank, 2015).

The strategic plan needs a leader to drive the process. A strategic plan is an important tool to guide the work of any organization. It will help maintain a focused, long-term vision of the organization's mission and purpose, and aid decisions about the allocation of human and financial resources. In this matters, it is the responsibility of the leader and the team to maintain the system and culture of academic decision-making through strategic planning process (Morril, 2007:39-54). There are some responsibilities that the leader has to maintain the detail of the process:

* Goals and objectives monitoring, follow up and feedback systems
* Policies and decisions making process aligning priority areas and objectives
* Actions in alignment to achieve strategic goals and objectives
* Strategic leadership competencies to deploy the human talents and material resources, managing crisis and the culture of institution in accord with the goals, objectives, and policies

It is the leader responsibility to maintaining of these cases arising and to deal with them promptly and competently when they do. These imply a strong, competent leader to lead institutional efforts toward efficiency and effectiveness, among other variables, cannot overlook the merits of ensuring a well-established strategic planning system. The more decisions are dispersed, the more individuals and groups become directly accountable for their performance. The roles of leader and follower become fluid, as individuals and groups both respond to the influence of others and exercise their leadership. Leadership becomes a disposition and a process that is incorporated into the workings of the organization (Morrill, 2007:11).

Higher education setting in Indonesia is changing time to time. In ten years there have been more than five different laws in the area of the private university. Indonesia is possibly one of the most dynamics countries in the world in the sense that the government endeavor to implement higher education reform is facing serious resistance from various groups in the society (Buchori & Malik, 2004:33; Sulistiyono, 2007:76). In private universities, without government allocation funds it is understandable the high costs involved and the relatively low strengths of Indonesian universities institutions against world benchmarks. Consequently, leading a widely understood and accepted university strategic plan is not a minor exercise.

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| Table 2 Total Enrolment and Gross Enrolment Rate (GER) |
|  | 2009/10 | 2013/2013 |
| Public | 1,636,122 | 1,649,267 |
| Private | 2,451,451 | 3,645,869 |
| MORA\* | 503,439 | 653,846 |
| State\*\* | 66,535 | 103,072 |
| Total | 4,657,457 | 6,052,054 |
| \*Ministries of Religious Affairs  |
| \*\*HEIs operated by state institution other than MORA (Ministry of Religion Affairs) and MOEC ((Ministry of Education and Culture) |
| Source: OECD/Asian Development Bank, 2015, p. 188 |

Higher education strategic planning plays important factor to build better future of Indonesia. Public institutions account for over 25% of enrolments but makeup only 4% of the total number of institutions, which means that private institutions can be extremely small – as few as 500 students. The number of institutions has grown every year between 2007/08 and 2011/12 from 2,680 to 3,170, and the majority of them were established in the private sector. However, the increase in the number of institutions has not been able to keep up with the influx of new students, which has led to a 38.5% rise in the student/institution ratio in that period (OECD/Asian Development Bank, 2015:188).

Failure to plan is planning to fail. But good strategic planning is not easy. Higher education institutions are founded not for their purpose but are designed to solve problems of their country. In this sense, they need to address the institutional, social, economic, and cultural objectives of their national or regional context. In Indonesia, as part of deep interview concerning strategic planning a young leader in public university mentioned about the need of improvement. He stated, “Inducing vision and mission needs consistency. Consistency between what is spoken and action are the most valuable things. Strategic planning and blue print of implementation are part of the necessary thing. In doing this working, I knew that vision create important things in the institution. When vision and mission well nurtured every single action has their soul and spirit. As a public institution, we have vision and mission, but the strategic planning and implementation are poor. It is because the leader and all the leadership position not wear it all together as part of identity. The vision and mission are too broad and rarely discussed within the building by the leadership position.

**SERVANT as a pathway to lead.** As a leader, catechists have the ability to inspire, energize and to positively influence institution if we learn the language of our community to motivate them. It means, we have to be involved in exploring, investigating and experimenting with how things could be better than they are now (Kouzes & Posner, 2016:100). Using SERVANT as an acronym, here are the seven characters that will set us apart as a leader using Kouzes & Posner as a pathway to lead:

* *Selfless*: "If we're going to be authentic in our leadership, we have to be willing to serve, and we have to be ready to suffer." (Kouzes & Posner, 2006:14). Selfless means that you have to put principles and purpose ahead of everything else. The larger mission is what calls everyone, leader and constituent alike, forward (see all in Kouzes & Posner, 2016, Chapter 9: You Have to Serve a Larger Purpose).
* *Empathetic*: close themselves from those they serve, “People want to know about you. They want to know about your values and beliefs, your aims and aspirations, and your hopes and dreams.” (Kouzes & Posner, 2006:52). Emphatic also means that leaders have to be a good listener to begin to build a bigger trust within the community.
* *Resilience*: Never give up; mastery of the art of leadership comes from the knowledge of the self. (Kouzes & Posner, 2016:55-156). People often describe resilience as bouncing back after being knocked down by the stuff life throws at you, but from a learning perspective, it is more about bouncing forward. Instead of just returning to the state you were in before the setback occurred, you move ahead and are in better shape than you were previously (see in Kouzes & Posner, 2016, Part II: Fundamental One Believe You Can).
* *Virtuous*: Clearly, how you behave, as a leader matters the most to others. (Kouzes & Posner, 2016:16). People demand good leaders. Nothing undermines a leader's mission faster than a failure of his or her character. “Whatever your role in life may be, you make a difference. There is a 100 percent chance that you can be a role model for leadership.” (Kouzes& Posner, 2006:36)
* *Authentic*: Authenticity ties intentions to actions without pretense. To serve others effectively, you must be transparent about actions and intentions. “Who I am, what I do, and how I do it make a difference.” (Kouzes& Posner, 2016:43). Find your unique voice, sometimes when you’re first developing your skills and abilities, it can be quite useful to read, observe, and imitate the practices of leaders you admire. (Kouzes & Posner, 2016:58)
* *Needful*: For your organization to thrive, you must always be on the lookout for new ideas. The willingness to seek new way is why servant leaders must be open-minded and ready to be vulnerable to their people. Great leaders understand that great ideas may come from anywhere. “Showing appreciation ensures that everyone will realize that they aren’t being taken for granted, that they aren’t an assumption and that they aren’t ignored” (Kouzes & Posner, 2006:45).
* *Thorough*: Leaders maximize the sustainability of results. They do this by being thorough. A collective failure of executives today is an emphasis on short-term results without regard for the long-term costs. ‘No leader ever made anything extraordinary happen by keeping things the same’ (Kouzes & Posner, 2016, Chapter 1 and p. 99).

**III. CONCLUSION**

We live in a world today where change has become a common occurrence. In the changing world integrated strategic planning in alignment with the higher education institutional reform and social responsibility dimension is essential. The next problem with catechesis is how we nurture faith in this era. Maintaining student success, ethics, institutional community relationship, and leadership are crucial as a global and local leader. In a nation where, religious value is a highly respected we need to reflect more about prophetic voice. Higher education institutions are essential components of economic and social infrastructure. Education is primarily a way to train students in the skills they will need as adults to find good jobs and live well. At the same time faith formation is a life process.

People in today’s world needs directions. They need to know where they are going. Goal and vision orientation are needed desperately in this era. Thomas Merton warned us that we live in a world of perfected means and confused ends. In pastoral institution as well as faith formation the leadership had passed into new generation. There are some discussions on factors that influence this lifelong formation. These themes are only suggestions and you may add others. We will never be seen as a real leader until we become a servant people those around us. SERVANT as an acronym is studied and learned from the exemplary leader to practice as a better leader. You cannot get any better at leading without practice. Indonesia and around the world need better leaders in the era of change as an educational leader. The point is that ‘learning leadership requires practice, practice takes time, and you can learn to be a better leader than you are today.’ Fantastic leadership journey is not yet to come. Writing an essay and at the end, come to find some inspiration in the journey to leads give me hope to be a better collaborator leader of faith in our society.

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