

The role of higher education leaders actualize independent learning program independent campus

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Submission date: 06-Dec-2023 02:40AM (UTC-0600)

Submission ID: 2249844085

File name: cjes.v17i12.8589_1.pdf (564.99K)

Word count: 9045

Character count: 50707

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Suggested Citation:

Rony, Z. T., Lubis, F. M., Yasin, M. & Soegiarto, I. (2022). The role of higher education leaders actualize independent learning program independent campus. *Cypriot Journal of Educational Science*. 17(12), 4683-4698. <https://doi.org/10.18844/cjes.v17i12.8589>

Received from August 10, 2022; revised from September 20, 2022; accepted from December 26, 2022

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Abstract

The government designed the program "Freedom of Learning in Independent Campuses" and required universities to overhaul the pattern of higher education because it is the spearhead of the world of work and the nation's future. The research aims to explain the dynamics of higher education leaders, including faculty deans, study program heads, and study program secretaries, in realizing independent learning program activities at the independent campus of Bhayangkara University, Jabodetabek. The research paradigm used is post-positivism, with a case study approach involving 12 informants and 4 key informants. Collecting research data through interviews, observations, and documentation studies about the involvement of university leaders, faculties, and study programs in the implementation of MBKM. Data were analyzed descriptively with manual data analysis procedures. The results of the study indicate that the standard of leadership understanding of the implementation of the Independent Learning Campus has not been standardized properly. In addition, managerial competence and leadership agility have not been optimally categorized as satisfactory.

Keywords: Independent Learning Program Independent Campus (MBKM). Managerial Competence, Agility.

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1. INTRODUCTION

In the Era of Society 5.0, all sectors competed in building human resources (HR) to have competencies according to the needs of current conditions. Innovations such as fast and complex force almost all elements of life to adapt, which is understood as new innovative skills (OECD, 2016). The government welcomed the challenges of the era of society 5.0 with the most significant innovation, namely the emergence of the Independent Learning Program Independent Campus.

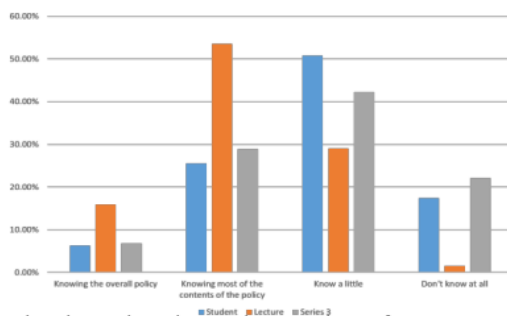
(MBKM) program launched by the Minister of Education, Culture, Research, and Technology, Nadiem Makarin. MBKM is one of the innovations in educational programs in higher education (Fuadi & Irdalisa, 2022), either public or private. The program offers students the freedom to add experiences outside of their study program to improve the quality of learning for students.

Basically, the MBKM program provides flexibility for students to gain various knowledge and insights according to their field of interest and talent and are ready to compete in the global world (Darling-Hammond et al., 2020). This policy also provides autonomy rights for universities with the principle of changing the education paradigm to be a more autonomous and innovative learning culture, so that the learning programs pursued in universities become more flexible. This MBKM innovation program carries various student-centered learning concepts by providing challenges to increase innovation, creativity and build students' independent personalities to develop themselves according to the dynamics in the real world (Astuti et al., 2022). Through MBKM, students have hard and soft skills that are useful and relevant to the needs of the times, which in turn can prepare students as future leaders of the nation. The presence of experiential learning programs with flexible pathways is expected to facilitate students to develop their potential according to their passions and talents to produce a superior, intelligent, humane and independent generation. The various programs offered are campus teaching programs, student exchanges, research, humanitarian projects, research, entrepreneurial activities, independent studies internships in a large company and participation in State Defense activities. (KEMDIKBUDRISTEKDIKI, 2021).

In order to realize the government's desire for the success of the MBKM program, it is hoped that strong commitment from all dimensions of higher education is expected, including students, educators, education staff, facilities and infrastructure, systems, culture and the reliability of leaders at the University. Breakthroughs and leadership skills in faculties and study programs are keys to successfully implementing MBKM policies in a university. Leaders of Faculty and study programs are challenged to change the mindset starting from a rigid content-based curriculum approach to a curriculum based on learning outcomes that are adaptive and flexible in encouraging preparing students to become independent adults (Endrawan et al., 2021). Study programs can adapt to the increasingly rapid development of the times without leaving the goal of producing graduates following predetermined learning outcomes. In addition, implementing the MBKM policy requires collaboration and cooperation with partners or other parties related to their scientific fields and supporting the desired learning outcomes. The lofty ideal of implementing MBKM activities in order to increase the capacity of human resources is not an easy thing to realize. There are obstacles from various elements, especially managerial competence, including; collaboration competence, communication competence and monitoring. The leaders are shown in the management of special management in the MBKM program.

From initial interviews with heads of study programs, secretaries of study programs, and deans related to MBKM, it was recognized that this program benefited students. Therefore, leaders are expected to have a complete understanding of MBKM because policies and proper treatment can

encourage the realization of the MBKM program. Without realizing it, the MBKM program has been implemented for two years. In December 2021, Higher Education wanted to know about implementing MBKM in all universities, including Bhayangkara University, Jakarta Raya. The survey results on the Spada Dikti website on December 22, 2021, showed 6378 students, 254 lecturers and 275 education staff at Bhayangkara Jakarta Raya University (source, 2021). With the following results:



The survey results show that the understanding of MBKM is still not optimal, where as many as 402 students understand it in its entirety and 1627 students understand only in general terms. Of the 329 lecturers who know about the MBKM policy as a whole, there are 41 people, 138 people know most of it, the remaining 75 people know minimally, and four do not know about the MBKM program at all. The survey results show that information related to MBKM has not been appropriately conveyed even though to realize a successful MBKM program, all elements of lecturers and students, as well as teaching staff, are expected to have the same understanding.

The importance of the activities and results of the implementation of the MBKM program is the government's attention and this program is ogled by researchers with various previous studies (Astuti et al., 2022; Endrawan et al., 2021; Fuadi & Irdalisa, 2022; Sopiansyah & Masruroh, 2021) and this research is different from previous research, this research explains the readiness and reliability as well as the obstacles of the heads of study programs, secretary of study programs, and the dean of Bhayangkara University in realizing the MBKM. Therefore, it is important to research this research in order to know the role of the leadership of Bhayangkara University in realizing the success of MBKM. To explore and focus on the problem, the researchers set 3 research sub-focuses (1) How is the managerial competence of higher education leaders in realizing MBKM (2) How are the efforts of higher education leaders in dealing with obstacles in realizing MBKM (3) Factors that encourage the success of leaders in realizing MBKM. To explain this problem, the paradigm chosen is the post-positivism paradigm with a case study approach. The hope from this research is that managerial competence college leaders can face changes not only in the MBKM program but also important changes in the world of higher education.

2. LITERATURE REVIEW

Independent Learning Program Independent Campus. Independent Learning Policy Independent Campus is a program that answers the challenges faced by universities to produce graduates according to the development of science and technology, the demands of the business world, and the industrial world (Astuti et al., 2022). The objectives of the Independent Learning–Independent Campus policy are a. encourage an increasingly autonomous and flexible learning process in higher education; b. create an innovative learning culture and in accordance with the needs of students; c. improve the quality of graduates so that they have the capabilities needed in the era of 21st-century life and the era of society 5.0; d. improve student learning capabilities by fulfilling student learning rights

by using a life-based, capability and transdisciplinary learning approach; e. facilitating student learning rights in accordance with their interests and potential in order to become graduates who are competitive and have personality; f. provide insight and experience for students to become graduates according to the graduate profile (Kamalia & Andriansyah, 2021).

In order to realize the goals of MBKM, study programs are required to design and implement their curriculum through creative and innovative learning processes so that students can achieve learning outcomes covering aspects of attitudes, knowledge, and skills optimally so that the need for links and matches between the world of education and the world of business and industry are met (Suwarma & Apriyani, 2022). The study program designs curriculum by prioritizing the principle of relevance in an effort to prepare students to enter the world of work. The Independent Learning Study Program-Independent Campus curriculum is a form of autonomy and flexibility in learning in higher education to create a learning culture that is creative, innovative, liberating, meaningful, functional and follows student needs (Maipita et al., 2021).

Through the right to study for three semesters outside the study program, students are given the freedom to take credits outside the study program. Three semesters can be taken for learning outside the study program within the University and learning outside the University. Learning programs outside of tertiary institutions include internships/work practices, village projects, teaching assistance in educational units (schools/madrasas), student/student exchanges, research/research, entrepreneurial activities, independent studies/projects, humanitarian projects and State Defense (KEMDIKBUDRISTEKDIKTI, 2021). All learning activities are accompanied and guided by lecturers and relevant parties.

Managerial Competence. In order to effectively carry out the operations of universities, faculties and study programs, various competencies are required for leaders. Competence is a collection of knowledge, skills and attitudes that exist in a person to carry out activities effectively in a job or job function which is the standard expected of employees. Competencies are also used by individuals to guide self-improvement (Richey & Klein, 2005). This competence is determined by the factors of motives, character, self-concept, knowledge and skills that will determine and distinguish between people who have superior or average performance or effective and ineffective performance (Čiarniene et al., 2010).

Competence can be divided into four types, namely: (1) Technical competence, (2) Managerial Competence, (3) Interpersonal Competence or Social/Communication competence, and (4) Intellectual Competence. a. Technical Competence or technical Competence is Competence regarding certain fields which are the main tasks and must be carried out by each personnel. b. Managerial competence relates to the managerial ability needed to handle organizational tasks. c. Interpersonal Competence organization in the implementation of tasks. d. Intellectual competence or intellectual competence, namely the ability to think strategically for the future, such as formulating a vision, mission and strategy to achieve organizational goals as part of national development (Taiwo et al., 2016).

Leaders are responsible for leading a group of individuals or teams, so they are ready to work with others through coordinating various work activities to achieve organizational goals. Leaders can be called managers because their job is to direct people. A manager certainly does the planning, implementation, monitoring and evaluation. In other words, leaders who understand managerial competence are those who use a formal authority in organizing, directing and controlling the team responsible for achieving company goals. From several previous studies, various managerial competencies (Ismail et al., 2014), among others: visionary leadership is a leadership style that sees a

vision for the future and takes steps to make it happen. A leader determines direction and goals and then guides his team, organization and company toward a better direction (Pring et al., 2021). He can see a head, a few steps ahead of everyone else on his team. In other words, he can see the potential of a company or organization that is not seen by others and can create brilliant ideas that allow companies to compete with competitors.

In addition, the competence of decision-making and problem-solving. Problem-solving is a mental and intellectual process of finding problems and solving them based on accurate data and information, so that appropriate and accurate conclusions can be drawn. Problem Solving competence depends on one's leadership ability in making judgments to take the best way through obstacles or obstacles. The 'problem' in question can be in the form of operational obstacles, resource constraints, external obstacles, or other possibilities. While Decision Making is the ability of leaders to consider reasoning in decision making, including understanding the situation, considering various factors, considering cost-benefit, opportunity costs, and other considerations for the best results, and conveying them firmly to the team (Li et al., 2022).

Leaders ideally have the ability to use appropriate resources by considering individual potential so that they can delegate tasks to the right people (Sahertian & Jawas, 2021). Delegation is a formal delegation of authority and responsibility to others to carry out certain activities. Delegation is the delegation of power, authority and responsibility to others. Routine jobs should be delegated to others so a manager can use his time to do his job. According to (Nævestad et al., 2021), authority is the basis for acting, acting, and carrying out activities or activities within a company. Leaders who are not firm in providing a division of labor to employees can create conflicts within the company, resulting in operational work bottlenecks within the company, as well as having an impact on company losses. Delegation is the activity of someone assigning their team to carry out work while giving the team power to carry out those tasks as well as possible and be responsible for the things that are delegated (Davis, 2001).

Conflict Management. In such a tight and dynamic business competition situation, companies must be flexible and adapt to the demands of changing environments. Changes cause adjustments in all areas, including handling conflicts that occur in the organization's daily activities. Understanding conflict management is very important. Conflict is commonplace and occurs when organizations have a large number of members (Ferine et al., 2021). A leader is expected to deal with internal or external conflicts wisely. This competency is an ability to develop and use cognitive and emotional skills (Rautakoski et al., 2021). The leadership's ability to reduce the risk of strategic business advantage is because the leader can see a problem as a whole, not just conclude from one side and then make wrong and detrimental decisions.

Agility Leadership. In carrying out tasks effectively and efficiently, leaders need agility and speed in deciding things. Decisions are made based on the situation, conditions, problems, and leadership experience. That is the picture of agility competence. More specifically, the notion of agility leadership is a leader who runs an organization with a more flexible leadership style, builds collaboration, has agility in various perspectives, is able to adapt in all conditions, and is able to move quickly to deal with various problems and opportunities that come up (Saputra, 2019). As emphasized (Attar & Abdul-Kareem, 2020), Agile leadership is the dynamic ability of a leader to sense and respond to changes in the business environment by taking focused, fast and flexible actions.

According to (Neubauer et al., 2017), There are four agile leadership competencies: 1. Humility is the ability to accept input of knowledge from others who are more experienced. Leaders need to learn

new knowledge developments that occur in the organizational ecosystem. Agile leaders have a willingness to learn and seek advice from others both inside and outside the organization. Agile leaders solve complex problems. They realize they have weaknesses and are willing to listen to others and appreciate feedback, 2. Adaptability, agile leaders do not avoid change, but are flexible and adapt to changes. They are very open to the possibility of revising their decisions based on the latest data. Rapid technological change in this digital era requires adaptability for leaders. Adaptability is the key to success for both organizations and leaders (Rony, 2019). 3. Visionary, a visionary leader has clearly defined ideas to show their organization's direction, even though they are still unsure how to get there. The strategy created by the leader has changed from a long-term linear plan to a more agile plan. 4. Engaged, the leader's willingness to listen, interact and communicate with internal and external stakeholders combined with a clear understanding of what is currently trending. A clear articulation of the vision and adaptability will help the leader to recognize when actions need to be changed are competencies an agile leader must possess. An agile leader will always engage with consumers, partners, suppliers, group members, staff, or other parts of the business ecosystem. Agile leaders are leaders who listen and communicate. They spend much time interacting with the outside world (Parker et al., 2015).

3. METHODS

This study describes the dynamics of the experience of university leaders, faculties and study programs in organizing the MBKM that occurred at Bhayangkara Jakarta Raya University, in 2020-2021. The researcher chose the post-positivism paradigm with a quasi-qualitative research method with a case study approach. Researchers combine Yin and Stake. Case study research design (Stake, 1995; Yin, 2012). In analyzing the problems, selected literature related to curriculum, MBKM, and managerial competence. Researchers conducted observations for one year as well as collected and examined documents related to MBKM guidelines from DIKTI and Bhayangkara Jakarta Raya University. To get more comprehensive results, the researchers used survey data designed by DIKTI. Respondents who took part in the survey consisted of 6378 students, 254 lecturers, and 275 education staff. The survey data became secondary data, while the primary data was obtained from interviews and observations. A Focus Group Discussion (FGD) was conducted to obtain comprehensive data results in all faculties involving heads of study programs, study program secretaries, deans, vice deans, and educators. The following is the flow of the research stages:

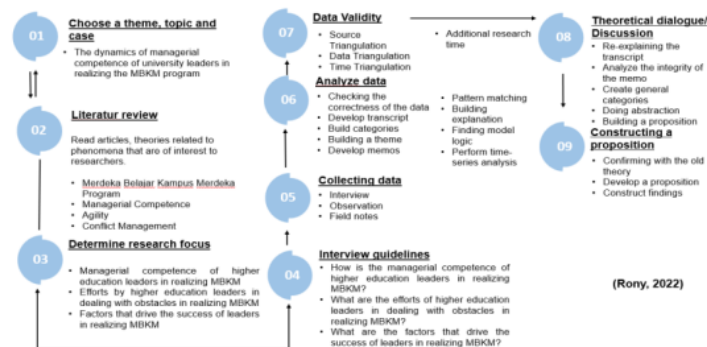


Figure 2. Research Flow

Informants. Determination of informants and key informants was done by purposive and quota sampling of as many as 16 people. Purposive sampling is a technique that determines certain criteria (Babbie, 2007). The purpose of purposive sampling is to produce a representative sample of the

population. While quota sampling is sampling from the target population where the total sample has the same distribution of characteristics of the overall characteristics studied (Rony, 2017a). Informants are selected and determined by the number of researchers for certain reasons. Researchers chose informants because they were directly involved in MBKM activities (Rony, 2017a). The selected informants were the deans, deputy deans, heads of study programs and study program secretaries, totaling 16 people. For key informants, four lecturers and two education staff were selected. Informants and key informants were selected according to the criteria and standards that had been previously set.

Data Collection and Processing. Data were obtained from a number of student respondents, as many as 9075 people, lecturers 329 people, and educators 285 people. The interview location for informants and key informants is on campus II Jalan Raya Perjuangan, North Bekasi. Bhayangkara Jakarta Raya University (Ubhara Jaya) is one of the private higher education institutions in Jakarta under the guidance of the Brata Bakti Foundation, which has seven faculties and 12 study programs. Ubhara Jaya was established based on the Decree of the Directorate General of Higher Education number 074/D/O/1995 dated September 8, 1995, having its address at Jl. Harsono RM No. 67, RT. 7/RW. 4, Ragunan, Sunday Market, South Jakarta.

In order to prepare data collection, the researcher prepared interview guidelines (McLafferty, 2004). Three core questions are designed to find out these problems according to the research sub-focus as follows: (1) How is the managerial competence of higher education leaders in realizing MBKM (2) How are the efforts of higher education leaders in dealing with obstacles in realizing MBKM (3) Factors that encourage success leadership to realize MBKM. During the interview was recorded with informed consent. The observation experience for three months was recorded in detail. The results of interviews and observations were transcribed and analyzed using manual data analysis procedures. In other words, these stages are thoroughly carried out by the researcher. In the completed transcript, data reduction was done by sorting out the necessary answers. Furthermore, categorizing the results of the entire research process according to the themes represented (phrases, sentences, or paragraphs), the units are grouped into codes (Creswell & Clark, 2011), followed by looking for relationships that emerged from the data and then poured into a memo (Rony, 2017). The results of the memos are described as follows:

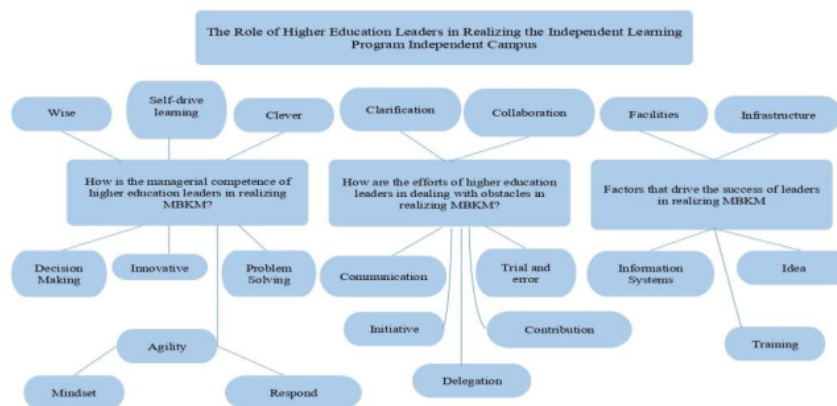


Figure 3 Memos

Data validation. Researchers tested the validity of the data to ensure that all data obtained were credible. This study's credibility was achieved by triangulating sources, data, and time by conducting focus group discussions with informants and key informants, discussions with several deans at other universities, and extending the research time to 3 months (Bungin, 2011). To ensure validity, the results of the interviews were recorded through a voice recorder with the consent of the informants. In order to gain insight and results from an in-depth discussion of the research results, the researchers selected relevant literature by paying attention to research methods and results from previous studies. In addition, the researchers discussed with the heads of other institutions that support the MBKM program.

Findings. In order to get an explanation related to the three research sub-focuses, the researchers collected data related to 3 related sub-focuses (1) How is the managerial competence of higher education leaders in realizing MBKM (2) How are the efforts of higher education leaders in facing obstacles in realizing MBKM (3) Factors that encourage the success of leaders in realizing MBKM with the following findings:

(1) How is the managerial competence of higher education leaders in realizing MBKM

The MBKM is one of the government's efforts to make a giant leap in the field of education. However, in practice, for one year, the campus has struggled to implement the MBKM program, starting to adjust to the curriculum, lecturers' work culture, student motivation, and the information systems available on the Ubhara Jaya campus. Especially at the beginning of the program, the complexity of administrative affairs and communication patterns in universities becomes a problem. Most leaders do not fully understand, so they are reluctant to change their mindset and are still shackled in the old mindset, among which still requires students to take all courses like the old pattern. Responsiveness in responding to MBKM activities is said to be slow. The leadership mindset still makes the MBKM program an achievement, not a milestone. Some leaders do not yet have a standard of understanding self-drive learning in making and printing students to have the ability to survive on their learning so as to motivate them to seek learning resources and do a recreation of their knowledge. Faculty leaders and study program heads still have limited visionary competencies. Some of them wait to get into trouble instead of taking preventive measures. In other words, innovative efforts are only carried out partially in each study program. Most of the ideas that leaders have not been matched with certain discipline, focus, and actions that are included with regular targets. In addition, activities to empower each member to take action on plans at the university level, faculties, heads of study programs, study program secretaries and lecturers still often encounter obstacles. It is not easy to encourage innovation and unite university members toward one goal. Some leaders admit they are tired of spending much energy dealing with leadership characters who cannot work together, especially during the covid-19 pandemic. Uniting goals to have the same value is something that drains energy and thought.

The confusion of information and ineffective monitoring makes the message received not appropriate so that the results of the work experience delays and do not meet expectations. Mainly when LLDikti provides policies that must be implemented in a short time. All study programs must be involved in realizing policies and implementing them while understanding and infrastructure are limited, therefore, the results of the MBKM program have not been maximized, for example, when a study program has to provide lecturers, modules and a short schedule for the Permata Sakti program.

(2) How are the efforts of higher education leaders in dealing with obstacles in realizing MBKM

According to some leaders, namely the dean and the head of study programs to overcome obstacles, the leaders often hold meetings related to MBKM, and even at the university level, gather all leaders so that problems related to MBKM are immediately resolved. However, there are times when leaders provide solutions that do not include comprehensive data and resources so that they do not have an impact on the problems at hand and slow down a decision. In the end, many activities are delayed. It takes more than one meeting to make a decision. The meeting held still leaves questions. In fact, the vice-rectors should handle many problems, but the final decision must wait for the Rector's decision. Many meetings but not end in a solution to the problem. Leaders are reluctant to open up to each other and do not realize the shortcomings that each of them needs to work on. All performance blockages point to someone else's underperformance.

„,It seems that there is no need for a leadership meeting to be held for all field heads every week. Meetings can be adjusted according to priority, especially in situations where there are many announcements from LLdikti. Meetings can be more focused. Many meetings are also not effective are invited and do not provide a solution so that the problem does not go away,

Few leaders can delegate work well. Some deans assign work only to their trusted team. According to them, although work must be delegated, not all of them have the competence, so instead, the work can only be done by certain people. Several times they have tried to be delegated according to their roles and responsibilities, but in fact, the work is getting slower because they rely on each other, even though, according to the deans, delegating work can save time, make it easier to control, can supervise the work and do the things that need to be done. The deans also understand that when delegating means empowering well. When carrying out work delegation activities related to MBKM to study programs and teams directly, the deans can feel and see the strengths and limitations of the competencies possessed by each personnel.

I try to divide the tasks according to the job description to each of the personnel on my team, but not all of them work according to my expectations, sometimes it is slow, some are fast and in and I also finish their work. I want a delegation, but not all personnel can be invited to cooperate, which is expected.

Some deans and heads of study programs said that sometimes conflicts occurred within the faculties because the goals and values of the leaders and faculty representatives, as well as the heads of study programs and lecturers, were usually different. Some of the ordinary lecturers without structural positions only care for their interests. For those who are important to carry out the tri dharma of higher education because they only cancel their duties and obligations when there are MBKM activities, it seems that MBKM is only information and must be done for lecturers with structural positions. They feel they do not need to be far away from MBKM activities, even though lecturers are facilitators and motivators for students to help reinforce that the MBKM program provides many benefits for students and lecturers. Many active lecturers come to campus because they have completed their duties and have no desire to do more. It is these different interests that can lead to conflict. In addition, confusing and unconfirmed information makes the communication distance wider, so much work is delayed because each party does not complete unclear perceptions and information.

Most of the deans and their representatives have worked well together, but for now, they are looking for and developing their ideas with their respective faculties in completing assignments and

solving problems related to MBKM problems. Deans and vice deans encourage the head of study programs to actively contribute, communicate needs, overcome obstacles and facilitate agreement or reconciliation in dealing with MBKM problems and needs. The MBKM program is like a separate program between one Faculty and another. The University does not yet have a holistic MBKM grand design and in fact, each Faculty makes a mapping of each MBKM program plan. The involvement of lecturers in making the MBKM program is also still limited. Not all lecturers want to be a part of MBKM's success. This is a problem in every Faculty, guidance for the success of MBKM is not an easy thing. Some leaders do not have the mental resilience and desire to make changes and are enthusiastic about learning new knowledge. Several deans and heads of study programs still feel that what they do is good and that they are in a comfortable atmosphere.

(3) Factors that encourage the success of leaders in realizing MBKM

MBKM activities in Ubhara Jaya are well supported by the University, especially the Rector, who cares and focuses on regularly monitoring the MBKM program. The Rector's involvement encouraged all parties to move towards realizing the implementation of MBKM even though it was not yet in line with the target. The Rector's decisive leadership and quick decisions help the Faculty adjust and complete the assigned tasks. Support for facilities and infrastructure is considered properly so that the key to success lies with the leaders under the leadership of the Rector in conducting collaboration and communication within and between faculties as well as between rectorates and faculties. However, there are things to note that not all leaders under the leadership of the Rector are responsive in realizing the success of MBKM activities. Some leaders wait for directions even though the MBKM activities have clear goals and targets. Some leaders do not have the desire to achieve, so they are constrained in achieving satisfactory results. Some leaders have not been able to make scheduled priorities and monitoring patterns are still a problem.

Salute to the Rector for his involvement and curiosity in mastering MBKM material and helping to make MBKM a success. However, the pattern of disseminating MBKM information and efforts to resolve obstacles cannot be resolved by a leadership meeting where all fields participate, sometimes, meetings are held with the vice-rectors in each field to be more focused.

The implementation of training and workshops and seminars related to MBKM is well supported. The faculty and study programs are quick to implement in order to provide information and understanding to lecturers, especially to academic advisor lecturers. The planning to carry out has been going well, only each person doing the work must be considered and escorted so that work related to MBKM can run and be carried out properly, including curriculum preparation and preparation of lecture schedules and rules and guidelines in the implementation of MBKM although it does not run fast but goes well and gradually.

4. DISCUSSION

This section is a discussion which is the result of findings from the field that is synthesized and analyzed and juxtaposed with previous research and theories relevant to related problems (1) How is the managerial competence of higher education leaders in realizing MBKM (2) How are the efforts of higher education leaders in dealing with obstacles in realizing MBKM (3) Factors that encourage the success of leaders in realizing MBKM.

Becoming a leader in the era of globalization and post-pandemic is not an easy job, including at Ubhara Jaya. In order to make Ubhara Jaya superior and at the same time implement MBKM quickly,

various managerial competencies and agility leadership are required. Starting with the intelligence of capturing challenges and immediately completing tasks and getting results with high standards is a demand for every leader consisting of deans and vice deans, leaders of other institutions, heads of study programs and study programs (Tonidandel et al., 2021). In addition, these leaders are also required to have a team that can work together, supports each other and of course have the capacity in each field. In other words, the team members are expected to be able to translate the vision and character of the leader into plans, processes, and work procedures so that the system in the Faculty and study program runs well and the routine work process is maintained stability. However, currently conducive conditions have not been optimally implemented because some leadership competencies have not met the requirements, especially in leadership agility abilities (Fitaloka et al., 2020b). Leaders should also be able to reflect on the competencies that need to be honed and improved and are expected to evaluate the MBKM program that has been carried out so far. How is the planning, organization, program implemented, and how far has the success been achieved (Elbanna et al., 2016). Leaders also need to raise awareness to improve their learning process properly and last but not least, leaders can choose an effective team that will join from the start. Faculty leaders and study programs must be involved in selecting members who will be part of the success team. In other words, lecturers who are selected by lecturers who have the desire to work together, have a strong mentality and are reliable (Rony, Yasin, et al., 2020).

With the maximum support given by the top leadership, there should be no obstacles to the MBKM program. However, the fact is that the leaders, namely the dean, vice dean, the head of study programs and study programs, seem that they are having problems with the personnel who help in the field beside that the leaders also wait a lot for directions, as if they do not take the initiative and even seem not to dare to take risks, the leadership avoids trial and error (Pont et al., 2008). Therefore much work is pending. Many jobs ultimately have to be handled directly by top management. It is not uncommon for the leadership to call in a limited meeting, but unfortunately, the meeting's objectives were not achieved on several occasions. In addition to, the personnel involved are not people who can provide data, among which some meeting participants did not contribute to helping solve problems.

On the other hand, if the solution is clearly formulated, the progress of completion in the field is slow. This shows that the competence of initiative, collaboration, and communication is experiencing obstacles among leaders. Leaders and teams are reluctant to communicate and clarify and negotiate things that are not clear (Assbeihat, 2016).

Ideally, leaders, deans and institutions can not only solve inter-institutional problems but can formulate joint ideas every time LLDikti introduces a new activity. Some vice-rectors still rarely hold meetings and some even never invite meetings even though MBKM activities are closely related to students. Some vice-rectors rely on the weekly leadership meeting to represent sufficient information or consider all problems in their field safe and have no problems, even though many things need to be resolved and monitored in detail. The way they implement managerial competence is still minimal. The deans at the Faculty admit that some of the vice-rectors, let alone solve problems or can come up with amazing wild ideas, currently some of them have not been able to map or make plans in their fields every year (Eva et al., 2019), Yet one of the most important tasks of a leader is planning. Without doing that, not only is the running activity unfocused, it affects all team performance. Planning and organizing are time-consuming work. Therefore delegating work is a way of allowing sufficient time for effective planning. Leaders can perform the most important tasks while other team members handle delegated tasks. This is something they know but tend to forget about (Bechtoldt, 2015).

One of the important elements of the findings is the information system that has not been able to accommodate the needs of faculties and study programs. This is important but not something that needs to be exaggerated. Systems can be designed and built in a planned and programmed manner. Discussions and mutual input between the IT team, the deans, and the head of study programs must be carried out. Maintaining openness and humbling each other is one of the characteristics of agility leadership (Appelbaum et al., 2017). The leader is not a superman who understands everything. Therefore a wise and wise attitude is needed in listening to a problem, it can be criticized. When making mistakes, on the contrary, make criticism with constructive statements. Not bringing each other down but building each other up, so there is no prolonged conflict. A good leader realizes that it is easy to create and get conflicts in any organization. Therefore, leaders need to know where conflicts come from and overcome them (Rony, Lubis, et al., 2020). One way to compromise (Skartland, 2022). Through compromise, try to resolve the conflict by finding a middle ground between the two conflicting parties. This method minimizes the possibility of the emergence of latent hostility from the two conflicting parties because neither party feels they have won or lost. However, from an organizational point of view, this solution is not the best way because it does not make the best solution for the organization, only to please the two conflicting or conflicting parties. Moreover, other things are needed to communicate and clarify effectively (Tabassi et al., 2017).

Several suggestions were conveyed by the informants, namely making informal meetings involving personnel according to their responsibilities to contribute to each other. So far, in Ubhara Jaya, the atmosphere of formal meetings has sometimes been less effective. In fact, at each meeting, he hopes to get a solution and the progress of the implementation of activities without having to be completed at the leadership meeting. At the meeting, the leadership can discuss freely so that all leaders understand their respective roles and duties. Specifically for the MBKM program, it is necessary to hold regular meetings held by the vice-rectors, especially the vice-rector one who is in charge of academic tasks, especially for MBKM program activities by formulating strategies for establishing university and faculty policies and study programs so that synchronization occurs and has an impact on MBKM activities that support university development strategies. With regular meetings, the vice-rectors can ensure the quality of business processes in a sustainable manner, besides being able to determine the achievement of long-term and short-term goals in each field so that it runs effectively. From the findings and juxtaposed with previous theories, university-level leaders, faculties and study program heads are expected to immediately improve managerial competence and leadership agility in order to realize MBKM successfully and ultimately bring Ubhara Jaya to excellence (Astuti et al., 2022; Fitaloka et al., 2020a; Joiner & Josephs, 2007; Sopiandah & Masruroh, 2021).

5. CONCLUSION

1. Implementation of the MBKM program is constrained by managerial competence and leadership agility that is not yet optimal. Some of the university leaders, faculties, heads of institutions, as well as heads of study programs and study program secretaries have not made MBKM management and MBKM program targets, in other words, there is no grand design at the University. MBKM activities are still partially planned and implemented.
2. Efforts to overcome the obstacles from the delay in the MBKM program are held every week by inviting resource persons and discussing solutions to find solutions. However, the meetings sometimes do not run effectively because the personnel do not perform their duties and roles well. The culture of the meeting suggests that some personnel are reluctant to contribute and even seem unconcerned as if they do not want to prolong the conflict between departments.

3. The success of MBKM is because the Rector as the highest leader is directly involved and has a commitment to dealing with challenges and obstacles to realize the success of MBKM. The Rector's concern for moving all heads of institutions, faculties, study program heads and study program secretaries has not been matched by rapid response and progress due to limited agility, initiative, communication and collaboration competencies and a culture of openness that has not been implemented effectively.

ACKNOWLEDGMENT

Thanks are conveyed to Ubhara Jaya for the permission to grant research permission. Presented to the speakers are deans, heads of study programs and secretary of study programs for their assistance in presenting the complete report of this article. Thanks to Prisilia, PGSD Ubhara Jaya student who helped complete this article.

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