DIGITAL LEADERSHIP CONCEPTS

GLOBAL COMPETITION IN HIGHER EDUCATION

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ABSTRACT

Leaders are people in groups who have a combination of personality and leadership skills that make others want to follow their lead. There are 5 leadership styles according to the leadership grid, namely defeatist, middle, relaxed and working styles. In the midst of fast-paced advances in science and technology and the digital era, today's leaders must also be able to compete in creating digitally literate leadership. Digital transformation of employees is an effective strategy to maintain quality and excellence. There are still educational leadership in tertiary institutions that have not implemented digital leadership as a form of transformation from faster technological developments. The facts show that there are not a few universities that are on the rise and then suddenly collapse. On the other hand, not a few universities continue to maintain a trend of increasing performance. This phenomenon is closely related to the influence of globalization. Transformative leaders are able to see challenges as opportunities so that technological advances can become opportunities in carrying out digital leadership. There are seven characteristics of digital leadership: responsibility, results, distribution of information, goals and judgment, mistakes and conflicts, change, and innovation. Facing global competition, there are several challenges faced in carrying out educational leadership, namely mastery of digital technology, creating new innovations, increasing human resource qualifications, certification programs, increasing competence and career development.

Keywords: *Digital Leadership; Global competition*

INTRODUCTION

The leadership style in this millennial era is different from the leadership style in the past. Leaders in the current era need leaders who have the best leadership style, have an agile concept and because they are engaged in financial services, they must support the creation of good governance .

Leaders who have an agile concept are leaders who are able to inspire, move quickly and creatively, so that they can deal with various conditions, when a company or institution is running well or when the company is facing a conflict. In Susanto's view (2019, 174), a leader is required to think and rack his brain. It must be sensitive to change.

In an organization or institution, both public and private, requires a leader who can catch the signs of the times. An organization needs leaders who can feel, then think and act strategically. For Adrianto (2019, 8), the leader must be innovative. A leader must initiate new thinking to make changes, both in terms of the process of interaction in his environment, adjustment of goals and objectives, configuration, procedures, input or output of the organization or institution he leads with the demands of development. That's why a leader must be agile (agile).

One of the leadership styles is that proposed by Blake and Mouton (in Face, 2018, 280), which is called the leadership grid or managerial grid. This grid bases the manager's attention on the tasks or on the things the organization plans to accomplish, and the concern on the people and organizational elements that affect them. There are 5 leadership styles according to the leadership grid, namely: defeatist style, mid-leader style, team style, relaxed style and work style. These five styles affect the performance of each employee or subordinate.

In the midst of fast-paced advances in science and technology and the digital era, today's leaders must also be able to compete in creating digitally literate leadership. By digitally transforming employees into an effective strategy to stay ahead (Berampu & Sari, 2021).

In digitally transforming employees or subordinates, a leadership style is needed that is able to prepare employees for transformation or is called digital leadership . Digital leadership capabilities combine visionary leadership and transformational leadership with digital attitude skills consisting of digital knowledge and digital experience (Wasono & Furinto, 2018). Has a university already implemented this leadership style and how important is this leadership style in managing a university ? Some of these questions will be discussed in this short paper.

METHODOLOGY

This paper uses a descriptive qualitative approach model as the main writing approach. The data used in this writing is secondary data, where secondary data is generally in the form of historical evidence, notes, or reports that have been compiled in archives (documentary data), both published and unpublished (Moleong, 2014).

The techniques used to collect data in this paper are: (1) Literature study, a series of activities related to methods of collecting literature, reading, recording, and processing research materials; (2) Documentary, documentation studies are carried out by reading previous writing reports and journals related to this writing.

In this method, the authors only transfer relevant data from the sources or documents needed; (3) Discussion, collecting data by discussing ideas with people who are competent in this matter to solve certain problems related to this paper; (4) Intuitive-Subjective, is the involvement of the author's opinion about the problem being discussed (Ghofar, 1999).

RESULTS AND DISCUSSION

Definition of Educational leadership in language leadership is a translation of the word " leadership " which comes from the word " leader ". Leaders are people who lead. While leadership is his position.

Leadership comes from the word "leader", in the Qur'an as in Qs. An-Nisa: 58-59, which means: Verily, Allah orders you to convey the mandate to those who are entitled to receive it, and (orders you) when establishing laws among humans so that you determine fairly. Verily, Allah gives the best teaching to you. Verily Allah is All-hearing, All-seeing. O you who believe, obey Allah and obey the Messenger (His), and Ulil Amri among you. then if you have different opinions about something, then return it to Allah (the Quran) and the Messenger (the Sunnah), if you truly believe in Allah and the Last Day. that is more important (for you) and better consequences.

Based on the verse above, we can know that a leader is a person who gets a mandate to be passed on to others who are under his policy, of course according to the capacity, department, or expertise in his field. Besides that, the concept of closeness to the Creator and his emissary has always been the spirit of the leader.

Educational leadership is the capacity and willingness of an individual to be able to influence, encourage, invite, empower, welcome, direct, move, individuals or groups to recognize the impact and then do something that can achieve certain goals that have been set in educational institutions.

According to Bush and Marianne (Wulandari et al, 2019) leadership in the field of education has the understanding that leaders must have skills in influencing, encouraging, guiding, directing, and mobilizing other people who have something to do with the implementation and development of education and teaching or training so that all activities can run effectively and efficiently which in turn will achieve the educational and teaching objectives that have been set. The expected leadership is future-oriented leadership (transformation leadership).

Management of higher education towards various styles of leadership

According to Susan Ward in Leadership Definition: What Is Leadership? And Can You Learn to Be a Good Leader? (2019), the simple definition of leadership (leadership) is the art of motivating a group of people to act towards achieving common goals. Definition in the business environment, can mean directing workers and colleagues with strategies to meet the needs of the company.

This means that leadership includes what is important and what inspires others and is prepared to do it. Effective leadership is based on ideas (both original and borrowed), but those ideas will not materialize without being communicated to others by involving them to act as the leader wants. Simply

put, leaders are inspiration and action drivers. So, a leader is a person in a group who has a combination of personality and leadership skills that makes others want to follow his lead.

One of the leadership styles is that proposed by Blake and Mouton (in Face, 2018, 280), which is called the leadership grid or managerial grid. This grid bases the manager's attention on the tasks or on the things the organization plans to accomplish, and the concern on the people and organizational elements that affect them. There are 5 leadership styles according to the leadership grid, namely:

i.   Loser style

This style is characterized by a lack of concern for production. Weak leaders tend to accept the decisions of others, agree with the opinions, attitudes, and ideas of others, and avoid taking sides. When a conflict occurs, this type of leader remains neutral and stands outside the problem. The defeatist leader makes little effort to overcome the situation.

ii.   Middle leadership style

This style is characterized by a balanced concern for production and people. This type of leader looks for useful, though perhaps imperfect, ways to solve problems.

iii.   Team style

This style is characterized by a high concern for tasks and people. Team leaders value logical and creative decisions as a result of the understanding and agreement of organizational members.

iv.   Relaxed style

This style is characterized by low concern for tasks and high concern for people. This type of leader really values good relations between people.

v.   Work style

This style is characterized by high concern for work execution but very little attention to people. The work style leader highly values the decisions that have been made. The work style leader is a person whose main concern is carrying out and completing work efficiently.

Based on the various leadership styles seen from the leadership grid, the mid-leader style, team style and work style are very suitable to be applied in universities in the current era.

In the industrial era 4.0, we recognize the existence of a transformative leadership style as created by James MacGregor Burns in 1978. Transformational leadership or transformational leadership is a leadership style that identifies the changes needed, develops a vision that will pave the way for the changes made and implements the necessary plans so that the change happened. The characteristics of transformational leadership are charismatic, inspirational motivation, intellectual stimulation and individual attention.

Furthermore, Ivancevich mentions that there are three characteristics of transformational leadership, namely: 1) Charisma , namely the leader is able to instill a sense of value, respect, and pride and executes the vision, 2) Individual attention , namely the leader pays attention to the needs of his followers and provides meaningful projects so that followers will grow personally, 3) Intellectual Drive , namely the leader helps followers to rethink in a rational way how to analyze the situation.

If applied in the context of higher education, these leaders can effectively mobilize human resources and available assets to achieve the goals that have been set. In Rhenald Kasali's terms, transformational leaders can turn challenges into opportunities (Rhenald Kasali, Disruption, 2017).

Why are there tertiary institutions that are of good quality and not of high quality, even though the budget and capital they have are the same? The first thing to look at is his leadership style. With equal degrees and levels, differences in tertiary institutions occur because different leadership choices have been taken and become a joint decision without their being aware of it.

Good and transformational leadership can mobilize available human resources to see the details of the problem and then solve it. For example, why do UI and ITB often go up and down in a leadership period? The roots can be seen from the chosen leadership style.

Within the Islamic Religious Higher Education (PTKIN) environment, leadership excellence determines the ranking of tertiary institutions, or the achievements achieved according to the assessment of the National Accreditation Board for Higher Education (BAN-PT) and/or other international accreditation institutions. Leadership with transformational traits clearly demonstrates superiority over other traditional or charismatic leadership traits.

The concept of digital leadership in today's era

Leadership 4.0, also known as digital leadership, is not about status, positions of power, control, and rank which are part of the culture of 'imperial leadership' and charisma. Leaders 4.0 will not make decisions or be the sole executive decision maker or idea generator. Ideas, decisions, and innovations will be generated through open collaboration and collaborative networks. This will result in several organizational restructurings, the design of collaborative networks, and a radical shift in the mindset of individuals.

Digital leadership is the knowledge of a leader and prospective leaders so they can direct the organization or business they lead to transform towards digital. A transformation that can be called an innovation and not just a "forced situation". Digital leadership is also needed for those who want to develop a business in this industrial revolution 4.0 era.

Digital leadership is the strategic use of a company's digital assets to achieve business objectives. Digital leadership is at the organizational and individual levels.

At the individual level, digital leadership can be exercised by the Chief Information Officer (CIO) or other individual responsible for overseeing digital assets, including e-mail and electronic documents. No matter what a person's title is, an effective digital leader is always aware of the company's goals and knows how their job responsibilities support them.

At an organizational level within a given market, a digital leader can be a company that is successfully leveraging its own digital assets to gain and maintain a competitive advantage. Digital leaders are willing to explore how information technology (IT) can be used to help organizations become more responsive to customer needs and changing business requirements. Successful digital leaders understand the importance of, and take responsibility for, the in-company data and processes that support it, as well as the outgoing digital information that companies generate across the various ecosystems in which they participate.

Organizations that value digital leadership often place a value on communication, creativity, and a willingness to explore new ways that digital technology and information can be used to address external and internal business projects, projects affecting operations and unplanned work. With effective digital leadership, organizations can create workflows and business processes that enable new applications, products and services to be launched quickly, while also ensuring that legacy applications and IT operations are maintained at optimal levels.

According to Christina Boesenberg, a leadership consultant at Global Leadership Consultants Oxford Leadership, there are seven characteristics of digital leadership: responsibility, results, distribution of information, goals and judgments, errors and conflicts, change, and innovation.

a) Responsibility

Guiding a group of employees as they complete projects. They are responsible for developing and implementing a timeline that their team will use to achieve their ultimate goal.

Traditional leaders define responsibilities and roles; team-oriented or cross-functional tasks outside the hierarchy that can lead to conflict. Meanwhile, digital leaders learn how to distribute tasks according to the situation and team competencies.

b) Information Distribution

The practice of transmitting leadership information to a number of people who work cooperatively and interdependently to achieve their group goals. Unlike the heroic leadership model that relies on the ability of one-person, distributed leadership encourages all members to contribute their knowledge and expertise.

Traditional leaders typically distribute information downward to provide data " strategically " and piecemeal (a manifestation of the "knowledge is power" syndrome). Digital leaders create transparent frameworks, relying on a collectable debt of self-responsibility and proactive behavior.

c) Results

Digital leaders control voting processes and discourse, evaluate tasks and results together with team members, and use resources according to potential and competence (cross-functional and cross-hierarchical).

Traditional leaders control orders, plan resources, and evaluate results (and as a rule, their own comfort zone will define the boundaries of a project).

d) Purpose and Assessment

The main purpose of performance appraisal is to evaluate how well the employee has done his job. Performance appraisals help keep a record of each employee's performance, including what efforts they have made and what they have achieved. Employee performance appraisal in general provides various benefits for both parties, namely the organization and employees.

e) Mistakes And Conflicts

Leaders carry a number of responsibilities, including handling workplace problems and setting a good example. Leaders often have high expectations of being in charge, and managing an entire team of people can be intimidating.

However, nothing is perfect, there is always room to learn and grow, and to help employees do the same. Here are some common mistakes faced by many leaders (Sammi Caramela, 2018), namely Not Giving Feedback, Not Taking Time for Your Team, Failing to Set Goals, Misunderstanding Motivation, Not Delegating work to others, Lack of humility, Avoiding conflict.

f) Change

The digital leader sustains a high level of willingness and ability for change within the company while purposefully promoting and driving high agility between markets, customers, and employees.

g) Innovation

Generating new ideas for new products is usually very challenging for traditional leaders, as it doesn't conform to normal cycles or processes. The future is created and designed; a digital leader knows that innovation is based on a team focus on a common goal to make the best of each individual's abilities. Innovation can be learned; this is aided by changing old structures through the use of multidisciplinary teams, flexible work environments, and creative processes.

Agility is a key tenet of digital leadership, which is concerned with customer orientation and responding directly to the needs and wants of target groups.

h) The challenge of higher education leadership in facing global competition

In principle, globalization will open a round of free competition among universities globally. So in this context universities in the country that operate under quality standards will naturally be eliminated.

The facts show that there are not a few universities that are on the rise and then suddenly collapse. On the other hand, not a few universities continue to maintain a trend of increasing performance. This phenomenon is closely related to the influence of globalization.

What is interesting to discuss in the context of globalization in higher education is the role of information technology. Information technology has become the focus of attention of all stakeholders in higher education. It is no exaggeration to say that the role of information technology is vital for universities.

Appropriate application of information technology in tertiary institutions can be a competitive advantage for tertiary institutions to survive. (Wayong, 2017: 230). The implication of the globalization era for higher education today is "learning without boundaries" (learning without boundaries) (Sonedi, 2018, 76). There are several important things related to this concept. Private universities in this global

era need to develop self-stability and self-organization in order to survive and adapt to an environment without boundaries.

Currently private tertiary institutions must proactively develop a feedback system through empowering students by demanding better ones through a basic evaluation process and learning programs and contracts. Furthermore, in this transition process, superior Indonesian people are needed. This rich natural resource can be processed by human resources who have added value and are superior.

This superior human being can compete competitively in a free market. Universities, especially the private sector, have a role to play in developing superior and competitive quality human resources. Tilar (2002: 155), suggests the functions of higher education as follows: (1) functions as a center for human resource development, (2) functions in national development, (3) functions in regional development, (4) functions in regional cooperation, and (5) functioning in global cooperation as well as competition. Competitive Strategy, in this study is intended to Screen Students (students) The quality of students will affect the process and results of education. The quality of students also determines the role in determining the study program and in turn will determine the image of the private tertiary institution concerned. Favorite tertiary institutions have a higher chance of attracting the best students/students. The steps needed to raise the best students/students according to Sonedi (2018, 77) are as follows:

- Leaders of private tertiary institutions need to disseminate the best understanding of the characteristics of students/students.
- Disseminate the vision and mission of the private tertiary institution concerned and inform the public about the profiles of students/students.
- Providing scholarships to outstanding students and providing employment services for graduates of the relevant tertiary institutions.
- Must develop a valid and reliable selection instrument to capture the expected prospective students/students.
- Fostering private tertiary institutions by developing higher education profiles.

According to Ahmadi (2021: 234-236), there are several challenges that must be faced and completed in carrying out educational leadership in the era of globalization in the industrial revolution 4.0, namely:

i.   Mastery of digital technology

Readiness to face changes from the mechanical world to the virtual world is something that is absolutely mastered by an educational leader. All forms of education administration are entirely through digital processes. Starting from the process of staff and student attendance, the process of assessing and inputting values, supervising members, financial accounting, inventory of facilities and infrastructure, to the final national exam process for students. This of course requires that all elements and actors of education within educational institutions must be able to master digital technology. Members must also master digital technology, especially educational leaders who become leaders in their environment.

ii.   Creating new innovations

Innovation is the process of making changes to something that has been established by introducing something new that provides added value for customers. 13 A leader is expected to be able to create new innovations in educational resources, for example: learning process innovations, learning facilities innovations, financial management innovations, innovations and innovative management of educators and educational supervisors.

iii.   Improvement of qualifications according to the standards set by the government

According to PP No. 19 of 2005 concerning National Education Standards article 28 paragraph (1) states that educators must have academic qualifications and competence as learning agents, be mentally and physically healthy, and have the ability to realize the goals of National education. Therefore, someone who wants to become a teacher or lecturer must have educational qualification requirements in the form of a diploma, while meeting the minimum competency requirements is evidenced by an educator certificate. Thus, leaders must provide motivation and administrative assistance to their members to improve qualifications.

iv.   Certification program

According to the 2005 Law of the Republic of Indonesia concerning teachers and lecturers, an educator certificate is given to someone who has completed a professional teaching education program and passed the educator certification exam. By having educator certification, he has the authority to become a teacher and lecturer at the type and level of education, as well as certain fields of study or fields.

v.   Competence improvement

There are four competencies that must be owned by an educator, namely: pedagogic, professional, personality, and social competence. Meanwhile, the principal is added with managerial or leadership competencies.

vi.   Development for teachers and lecturers with Civil Servants (PNS) status

Career development is manifested in smooth promotions/grades to a higher level until promoted to become a leader in an educational institution or other appropriate position. For promotions/grades, a work performance appraisal system is applied in the form of credit scores and achievements in working out details of activities. At the end of the discussion, we need to underline that the acceleration of the flow of information in the era of the industrial revolution 4.0 requires all areas of life to adjust their vision, mission, goals and strategies so that they are in accordance with needs and are not outdated. These adjustments directly change the order in the macro, meso and micro systems, as well as in the education system. The national education system continues to be developed according to the needs and developments that occur both locally, nationally and globally. Educational leaders must be able to face these challenges.

CONCLUSION

Based on the discussion above, it can be seen that future leaders are leaders who have an agile concept and are able to create good governance. There are 5 leadership styles according to the leadership grid, namely: defeatist style, mid-leader style, team style, relaxed style and work style. These five styles affect the performance of each employee or subordinate.

In the era of globalization, we know transformational leadership or transformational leadership is a leadership style that identifies the changes needed, develops a vision that will pave the way for changes to be made and implements the necessary plans for these changes to occur. transformational leaders can turn challenges into opportunities,

One of the transformations carried out in leadership management is towards digital. So we need leaders who are able to place value on communication, creativity, and a willingness to explore new ways that digital technology and information can be used to handle external and internal business projects, projects that affect operations and unplanned work.

Facing global competition, there are several challenges faced in carrying out educational leadership, namely mastery of digital technology, creating new innovations, increasing human resource qualifications, certification programs, increasing competence and career development.

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