PROCEEDING

"Revisiting the Teaching and Learning in Higher Education"

Friday, September 18, 2020 & Friday, October 9, 2020

Department of Management of Education
Study Program Graduate Program
Universitas Kristen Indonesia

PROCEEDINGS

"Revisiting the Teaching and Learning in Higher Education"

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PROCEEDINGS

"Revisiting the Teaching and Learning in Higher Education"

Greetings from The Chair!

First of all, let us thank to our God, the Almighty, for His blessing for us, and we believe because of His grace, we had the opportunity to organize International Webinar, which theme "Revisiting the Teaching and Learning in Higher Education", which was held on September 18, 2020 and October 9, 2020.

Highly appreciation to all the speakers in this webinar, from Universitas Kristen Indonesia and specially to Dr. Ethel Agnes P. Valenzuela (Director of SEAMEO Secretariat, Thailand), Prof. Dr. Zenaida Quesada Reyes (Philippine Normal University, The Philippines), Dr. Chih-Hung Yang (Cheng Shui University, Taiwan) and Dr. Norfishah Binti Mat Rabi (Universitas Pendidikan Sultan Idris, Malaysia).

We believe all the topics that already presented in that webinar will give beneficial and contribute to the development of education specially in higher education.

We also give appreciation and thank to Dr. Bintang Simbolon, Director of Graduate Program and Dr. Lisa Kailola, Director of International Office Universitas Kristen Indonesia, which have given all supports to make this webinar runs successfully.

May God bless us all!

Best Regard,

October, 2020
Chairman of the committee

Dr. Dra. Mesta Limbong. M.Psi

DAFTAR ISI

SINOPSIS

International Webinar
Graduate Program Universitas Kristen Indonesia
Educational Administration Study Program

A. Overview Background

Educational Administration Study Program has a vision, namely "To become a superior study program in promoting education, research and community service in educational administration at the national and international levels with Christian values and national culture based on Pancasila." In its implementation, this vision is then elaborated in several indicators, one of which is improving the quality of graduates with integrity and competence of education and able to compete at the national and international levels. The development of international cooperation is carried out in the framework of increasing the quality and capacity of sustainable human resources.

In the current New Normal era due to the outbreak of the corona-19 virus, several international cooperation activities in the form of seminars were carried out online. The Educational Administration Study Program coordinates with the International Office Universitas Kristen Indonesia to organize an international webinar with the theme: Revisiting the Teaching and Learning in Higher Education

Highlights :
1. Effective Online Learning by Integrating Technology and Social Media
2. Maximizing Student Engagement for Online Learning
3. Mental Health Preparation and Textual Analysis for Character Education
4. Blended Learning and Pedagogy
5. Evaluation Techniques for Online Test
6. Developing Curricula Based on Online Learning
7. Leadership

Guest Lecturer :
1. Dr. Chih-Hung Yang (Dept. of Early Childhood Care & Education, Cheng Shiu University, Taiwan)
2. Prof. Dr. Zenaida Quesada Reyes - Philippine Normal University
3. Dr. Norfishah Binti Mat Rabi (Universitas Pendidikan Sultan Idris, Malaysia)
4. Dr Ethel Agnes P. Valenzuela - SEAMEO Secretariat Director

Lecturers from Universitas Kristen Indonesia :
1. Dr. Dra. Mesta Limbong, M.Psi.
2. Dr. Erni Murniarti. M.Pd.
3. Dr. Lisa G. Kailola, S.Sos., M.Pd.

4. Dr. Hotner Tampubolon, MM.
5. Dr. Drs. Witarsa Tambunan, M.Si.
6. Dr. Bintang Simbolon, M.Si.
7. Dr. dr. Dameria Sinaga, M.Pd.
8. Dr. dr. Bernadetha Nadeak, M.Pd.
9. Dr. Hotmaulina Sihotang, M.Pd.

SEAMEO Online Learning Interventions During COVID-19 Lockdown: Innovation from Southeast Asia

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Abstract

COVID-19 has created a huge impact globally, and education is not spared. COVID-19 has directly affected 1.5 billion students at all levels, resulting from lockdowns and school closures. While there is a sudden shift to online learning modality, the varying degrees of technological infrastructure remain the biggest challenge as globally, approximately 50% and 43%, lack computers or internet in the home, respectively. It is in this context that all of us in Southeast Asia have been operating in hybrid mode since the COVID-19 pandemic and higher education is not exempted from all these. How has the region responded? The initial reaction of countries is to go on lockdown and schools were closed for prolonged periods. At this point, education institutions and universities heavily relied on their technology infrastructure, maximizing the online delivery platforms that have been developed. This paper presents the experiences and contributions of SEAMEO to respond to the COVID-19 crisis. Challenges and opportunities are identified, and recommendations of the way forward for education during and post COVID-19 are presented.

Keywords: learning innovation, COVID-19, higher education, SEAMEO

The Implementation of Blended Learning and Pedagogy in Universiti Pendidikan Sultan Idris, Malaysia

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Abstract

Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. Blended learning, in other words, is almost any combination of technologies, pedagogy and even job tasks. In Universiti Pendidikan Sultan Idris (UPSI), blended learning is a compulsory for each lecturers to conduct teaching and learning. It was done via University Integrated Management System (UIMS). UIMS is an innovative web-based application developed by skilled programmers and developers of ICT Centre, management team, faculty administrators, education experts, financial managers, human resource managers, and technology experts of Universiti Pendidikan Sultan Idris. The UIMS integrates all the comprehensive modules, accessible through the web which has single sign-on feature. The main modules are MySIS and MyGuru2. MyGuru2 is an e-learning portal that offers a robust set of teaching and learning tools, functions and features. It enables lecturers to create and upload learning resources and activities for learner's access and at the same time allow them to track and monitor their learning activities. MySIS is designed for students and lecturers. For student, the platform will allow students to register, drop, defer or withdraw study. For lecturers it will allow lecturers to key in marks and set up the course content. Blended instruction is using a combination of digital instruction and one-on-one face time. Students can work on their own with new concepts which frees teachers up to circulate and support individual students who may need individualized attention. Blended learning has the potential to reduce educational expenses, although some dispute that blended learning is inherently less expensive than traditional classroom learning E-textbooks, which can be accessed digitally, may also help to drive down textbook budgets.

Flexible Learning Modalities in the Philippines

By Zenaida Q. Reyes
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Abstract

COVID 19 pandemic hastened the digitalization of the education sector in the Philippines. It has been more than a decade when some universities in the country aspired to reach out more students through distance education or open learning. The pandemic forced universities to suspend face to face learning and resorted to offer different modalities in the delivery of their courses. Moreover, the Philippine Commission on Higher Education issued guidelines to facilitate flexible learning. A cursory look at the websites of selected higher education institutions (HEIs) in the Philippines shows that each one has formulated their own models of flexible learning devoid of face-to-face encounter. Flexible learning modalities include: a) online with synchronous and asynchronous session using the learning management system; b) mixed, blended, or hybrid-a combination of print modules and online session; and c) remote learning where students have to work independently on their print modules. Flexible learning modalities intended to match the multiple realities of learners in terms of availability of devices, internet connectivity and stability, and level of digital literacy. However, HEIs are facing various challenges in the whole education experiences such as: student engagement, level of digital literacy of teachers, technological capacity of communities and learners, support to student learning while working at home, and addressing diverse groups to name a few. As a way forward, it is important to engage all stakeholders to formulate and design policies, enabling mechanisms, and programs to address problems and challenges in the education sector.

Blended Learning and Pedagogy in Education Administration Postgraduate of Universitas Kristen Indonesia

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Abstract

The current uncertain condition and situation due to the Covid-19 Pandemic requires university institutions to carry out Distance Learning for all levels of education, starting from kindergarten, elementary, junior high school, high school, vocational school to higher education. Before the Covid-19 condition, the Master of Educational Administration Study Program had pioneered blended learning, in accordance with national regulations. Just because the Covid-19 pandemic has accelerated and has done 100% PJJ. The result from the implementation of blended learning (BL), which began in the second semester of 2018/2019, provides a portrait of the results from the implementation and detects obstacles faced by lecturers and students, as follows. Students are overwhelmed by learning because the network is not always optimal, lecturers give very solid assignments, have difficulty in dividing time and fail to take several courses. The obstacles experienced by the lecturer: no sharp task analysis, network disruption, unused to using online, and students were not being on time to complete assignments. For this reason, it is necessary to carry out further debriefing of lecturers who teach lectures, make modules and integrated research for lectures.

Kata Kunci: Blended Learning, Master of Educational Administration Study Program

INTRODUCTION

Indonesia's Human Development Index in 2019 increased, one of the indicators was the increasing point through education (Ginting, 2020) Education has an impact in improving the quality of life of a nation. Students (Indonesian children) who study at the Masters in Educational Administration 85% have worked, but still have the motivation for career development in education, although they have limited time. It is hoped that through the use of technology it can be a bridge in learning activities. Especially with the condition of Pademic Covid-19 which is still endemic throughout the world, including in Indonesia and it is not clear how long this outbreak will attack human life. Because Distance Learning (PJJ) using technology can only be done by utilizing a learning

management system (LMS), for this reason, the Master of Educational Administration study program uses a vendor, so the first step in implementing Distance Learning (PJJ) by using the blended Learning can be solved.

Hotman said (2018), blended learning is a series of content blocks sequenced to create learning experience. This is a managed, trackable curriculum with a begin and end. Mima, Noyuri said (2018), The blended type learning environment of "real" and "digital" at Future University is characterized as "space" and "activity." Bonk and Grahama in Ilic Vojislav and Rahman A. (2019), is one the most efficient learning strategies. American society for training and development Blended learning takes the strengths from both face-to face and on-line learning experiences to form a unique learning experience conclusion Blended learning (BL) is holistic approach what involves rethinking and transforming teaching and learning.

This shows that blended learning is a learning process that uses technology, which is carried out between face-to-face and distance learning. Following the applicable regulations in Indonesia, BL is carried out ≥ 49% of the total face-to-face meeting. But, because of the Covid-19 pandemic, this has not been enforced since mid-March 2020 until the Even Semester of 2020/2021 plan, according to government instructions. At a minimum, the facilities ideally owned by students and lecturers in implementing blended learning include: computer / gadget, installed google chrome / zoom / teams, having a webcam, headset, and internet network. The opportunities provided by the government through regulations and due to the Covid-19 pandemic, provide opportunities for lecturers and students to increase competence in order to build a better-quality of themselves.

Education is an activity that should ideally be designed and the level of success can be measured in accordance with predetermined goals. The planned education for the Master of Education Administration Study Program was designed within two years, it is hoped that students who follow it can complete it. By following each lecture that has been determined in each semester. It is expected for the students to achieve the goals according with the predetermined time.

Likewise for the lecturers who teach. Because lecturers also have an influence on the learning process. For example, a lecturer has made a design according to the initial provision, maximizing the use of online and offline time. Prepare questions for discussion of feedback and assessment of student's work on a regular basis. Material that has been prepared during the live session, discussion and material in the form of modules that can be used by students. Lecturers who are responsible, have commitment and know the purpose of the learning that is being carried out and have an impact on the participants / students who follow. And, students as individuals who are responsible for their family, dare to follow education and work at the same time. There are consequences for the choices made. It can be concluded, that the lecturer has the duty to be responsible according to the task as an adult educator and knows the consequences of the work. Likewise, students as adults who are also mature in making decisions know the impact of working while studying.

METHODOLOGY

The method that is carried out through direct and indirect observation by making field visits, notes for 2 semesters and sharing with several lecturers who carry out learning

DISCUSSION

The initial program for implementing blended learning that is used in Universitas Kristen Indonesia (UKI) Postgraduate Education Administration (PPs UKI) study program, as a follow-up to meet the needs of people who have opportunities for further study, as well as individual motivation to open insights in education management and the opportunity to participate in education at the afternoon that suits the needs of the community users. The regulations also provide opportunities for higher education institution that managed by private company, to have the opportunity and chance to carry out blended learning with a composition of activities below 50% and face-to-face process above 51%. A

golden opportunity for study programs to follow up and create activities without losing the quality of the education that is undertaken.

Intan (2020), explained that higher education is also a pathway to build maturity and independence as well as a door to find passion and interest, this process is obtained through an academic structure that encourages more responsibly freedom, as well as student interactions with a more 'real' world and diversity community members. For the government, higher education is also required to produce graduates who can become a responsible member of society and play a good role in democracy. This has become an emphasis, because 90% of students who take education in this master program already have a job. For this reason, taking part in education is an area to sharpen one's duties in society and as a partner of the government in educating the nation's children.

The work was carried out through collaboration with the North Toraja Regional Government which was intended for teachers who can carry out blended learning. The realization of the learning implementation was carried out in the Even Semester of the 2018/2019 Academic year. Because the campus did not yet have an LMS, the institution collaborates with vendors who can realize planned activities. Of course, the implementation was not easy.

The obstacles faced by students and lecturers in implementing blended learning in the Education Management Study Program, are as shown in table 1 below.

Table 1. The obstacles faced by students and lecturers in implementing blended learning

Students	Lecturers
5 % - 10 % repeat the lectures	Students finished the work beyond the deadline
Poor network	Interrupt with the network problem
Lecturers gave a lot of assignment	Students' work analysis was not sharp enough
Difficult in divide the time	Not used with the online learning

Constraints faced by students and lecturers when implementing blended learning (BL). From the results of observations, 10% of respondents repeated for several courses. The factors causing the constraints faced because:

Constraints faced by students and lecturers when implementing blended learning (BL). From the results of observations, 10% of respondents repeated for several lectures. The factors causing the constraints are:

1. Poor signal / network, work as a teacher is time-consuming, so there is no time to read.

2. Poor time management, respondents said that the assignment given by the lecturer was too much.

3. Respondents are less aware that being a student requires the ability to be able to manage time, between work, family and duties as a student. In order not failing to follow optimally requires readiness from both lecturers and students.

4. Due to the lack of awareness of students in attending lectures, it requires more effort in order to balance the duties as a student and as an employee.

5. Likewise with lecturers, it cannot be equated with offline learning. The lecturers are also expected to prepare themselves to face students who have unique characteristics.

Referring to the obstacles that was faced in implementing blended learning, it can be overcome by conducting debriefing/workshops for lecturers and mentoring students by reminding again that lecturers and students have responsibility for their respective functions, so that obstacles can be overcome.

The positive things in the implementation of blended learning, such as: well-planned academic schedule can be done according to the schedule, Student success in implementing learning can be done above 80%. Since second semester, students have been directed to conduct initial studies for research proposals. From the ongoing process, each student knows that mentoring / guidance was in accordance with the student's choice. Since the beginning, the learning design has been prepared, so that time and space limitations did not prevent students from completing their duties and responsibilities, because they use LMS.

The conclusion from the results of the observations and mentoring that was conducted on students who take advantage of blended learning (BL) are as follows:

1. Regular monitoring
2. Reminding the assignments that are the responsibility of lecturers and students
3. Communication with the management of the Learning Management System
4. Links to take advantage of the library are continuously used
5. Advanced workshop for lecturers

CONCLUSION

Referring to the initial planning and implementation of blended learning, the results can still be considered as a good result. Because the failure rate of students who carried out activities during the 3-semester learning process is around 10%. Others, it was still possible to achieve a success rate of 90%. However, the obstacles experienced in its implementation must still receive attention and follow up in the form of periodic follow-up debriefing for lecturers. Remind students to pay attention to academic schedules, personalized learning through various learning pathways (Dwiartama A & Ahmad Intan ITB, 2020).

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The Effectiveness of Distance Learning Using Social Media during the Pandemic Period of COVID-19: A Case in Universitas Kristen Indonesia

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Abstract

Pandemic Covid-19 has made the learning system on campus forced to change drastically from face-to-face meetings to distance learning online. Many campuses that do not yet have online learning infrastructure are forced to conduct online lectures amid the existing limitations. This study aims to analyze the effectiveness of distance learning using social media during the Covid-19 Pandemic. This study used a survey method using a questionnaire conducted online to 250 students who were then analyzed using the Multi-Attribute Utility Theory (MAUT). Indonesian Christian University supports the policy of learning from home by imposing online learning using social media such as Facebook, Instagram, and Youtube to provide lecture material and assignments to students. The results of testing the effectiveness of distance learning using social media concluded that distance learning using social media is only effective for theoretical and theoretical and practical courses, whereas in practice courses and distance field courses using social media is felt to be less effective.

Keywords: Covid-19, Social Media, Distance Learning, Information Technology and Communication.

INTRODUCTION

The Covid-19 pandemic has made the learning system in Indonesia change dramatically from face-to-face learning to online learning at home. Since the emergence of positive Covid-19 patient cases in Indonesia, the Government through the Ministry of Education and Culture and the Ministry of Religion of the Republic of Indonesia has implemented a policy of learning and working from home since mid-March 2020. In line with the development of information and communication technology (ICT), Covid-19 has to force campuses to innovate and transform in learning, one of which is by using distance learning [1]. One alternative form of learning that can be implemented during the Covid-19 emergency is online learning [2]. Online learning is learning that uses internet networks with accessibility, connectivity, flexibility, and the ability to bring up

various types of learning interactions [3]. The use of the internet and multimedia technology can overhaul the way of delivering knowledge and can be alternative learning that is carried out in traditional classrooms [4].

Online learning in its implementation requires the support of mobile devices such as smartphones, tablets and laptops that can be used to access information anywhere and anytime [5]. The use of mobile technology has a major contribution to the world of education, including the achievement of distance learning goals [6]. Various media can also be used to support the implementation of online learning. For example, virtual classes use Google Classroom, Edmodo, and Schoology services [7, 8, 9], and instant messaging applications such as WhatsApp [10]. Online learning can even be done through social media such as Facebook and Instagram [11].

Many campuses, including the *Universitas Kristen Indonesia* (UKI) which are not accustomed to conducting online lectures, are forced to change the face-to-face system into online distance lectures due to the Covid-19 Pendemi which hit Indonesia amid the limited infrastructure. On the other hand, currently, students spend a lot of time every day with the internet [12]. They blog, download, and upload documents in the form of text, sound, images or movies, using Facebook, Instagram, YouTube, online games, and others. In other words, students live together with this technology [13]. At the same time, the practice of learning and learning in tertiary institutions has moved towards a student-centred and community-based learning model [14]. Therefore, now in the Covid-19 Pendemic, many lecturers began to use digital technology especially social media in the learning process to improve the quality of learning and student satisfaction.

Social networking sites such as Facebook, Instagram and Youtube have been subject to much recent debate within the educational community. Whilst growing numbers of educators celebrate the potential of social networking to reengage learners with their studies, others fear that such applications compromise and disrupt young people's engagement with 'traditional' education provision [15, 16]. Following the reference of higher education curriculum, courses consist of various types namely theoretical courses, practicum courses, theoretical and practical

courses, as well as practical work subjects [17, 18]. In the context of learning activities need to be considered the effectiveness of learning means the extent to which learning objectives that have been set can be achieved as expected.

Effectiveness in general shows to what extent the achievement of learning objectives that have been determined [19, 20, 21]. The characteristics of the effectiveness of the learning program are successful in delivering students to achieve predetermined instructional goals, provide an attractive learning experience, actively involve students to support the achievement of instructional goals and have facilities that support the teaching and learning process [21]. Effectiveness can be measured by looking at students' interest in learning activities [22]. The effectiveness of learning methods is a measure related to the level of success of the learning process. The effectiveness of the learning program is not only in terms of the level of learning achievement, but must also be reviewed in terms of the processes and supporting facilities. The effectiveness of online learning is expected to be equivalent to learning through face-to-face delivery mode [23]. This article will analyze the effectiveness of distance learning using social media during Pandemic Covid-19 from the perspective of students using MAUT.

METHOD

This research is a quantitative descriptive study using survey methods [24, 25, 26, 27, 28, 29, 30, 31, 32]. Quantitative descriptive research aims to explain the characteristics involving samples and populations and is highly dependent on numerical data and statistical analysis [33]. The primary data collection in this study was carried out by distributing electronic questionnaires to 250 respondents to be filled up, and those who filled up the questionnaire are UKI students who carried out lectures on Theory, Practicum, Mixed Practicum Theory and Field Work Practices online through social media. Besides, secondary data collection is done through literature studies to find documents, books, journals, and others related to the effectiveness of learning using social media.

Data analysis in this study uses descriptive statistics which are then analyzed and interpreted using MAUT to determine the effectiveness of online learning based on predetermined criteria [34]. MAUT is a decision support system method that is used to change from several interests into numerical values on a scale of 0-1 with 0 representing the worst choice and 1. The result is a ranking order of alternative evaluations that illustrates the choices of decision-makers.

Calculation with MAUT method, starting from determining alternatives and criteria: using the types of courses available in the curriculum, namely practicum courses, theoretical courses, courses that use a combination of theory and practicums and courses that are carried out in the field and also the criteria for online learning success, namely Achievement of Instructional Objectives, Attractive Learning Experience, Mastery Learning, Learning Outcomes, Interests and Motivation, facilities and resources, Determine the value of criteria weights on 4 scales namely Very Good, Good, Fairly Good and Not Good which are arranged starting from the number 0.25 to 0.90 until the calculation of normalization and ranking. From this, the decision support system using the MAUT method is precisely used to determine the effectiveness of distance learning using social media Facebook, Instagram, and Youtube.

RESULT AND DISSCUSION

Most universities in Indonesia have implemented distance classes or online classes, as an action on the spread of Covid-19. In addition to learning and teaching, several campuses in the country have adopted policies until the end of this even semester so that all lecture activities are carried out online, including midterm, midterm, practicum, and final assignment guidance, thesis, and dissertation. This decision was taken based on consideration of the current condition of the spread of Covid-19 at the national level. During online learning, students and lecturers are asked to conduct teaching and learning activities using online applications such as video conference applications, e-mail, and online social media. To prevent the spread of Covid-19, WHO recommends stopping activities that have the potential to cause mass crowds. For this reason,

conventional learning that gathers many students in one room needs to be reviewed for implementation. Learning must be carried out with scenarios that can minimize physical contact between students and other students, or between students and lecturers. The use of digital technology allows students and lecturers to be in different places during the learning process [34].

Many universities readily respond to these instructions, one of them is the UKI which issues a circular about the vigilance and prevention of the spread of Covid-19 infections in the UKI environment. UKI which was founded in 1953 is the oldest Christian university in Indonesia and the third private university in Indonesia, after the Islamic University in Yogyakarta and the National University in Jakarta. UKI has currently established and implemented online distance learning to support government programs in dealing with the Covid-19 outbreak that has hit Indonesia since March 2020. The majority of lecturers choose social media such as Facebook, Instagram and Youtube as learning and assignment media. However, the use of these media needs to be adjusted to the needs of existing courses such as theoretical, practical, theoretical and practical courses as well as practical fieldwork courses so that online distance learning activities can run effectively. To see the effectiveness of distance learning using social media, researchers surveyed 250 UKI students and analyzed it using the MAUT method.

There are four alternative courses in online learning, as presented in Table 1 below.

Table 1. List of Alternative Courses

No	Courses	Description
1	Theory and Practicum	A1
2	Internship	A2
3	Theory	A3
4	Practicum	A4

Determination of the level of importance of each criterion based on the weight value used to recommend the effectiveness of distance learning using social media Facebook, Instagram and Youtube is a case in table 2 below.

Table 2. Criteria and Range

No	Criteria	Range
1	Achievement of Instructional Objectives (C1)	0.25-0.90
2	Attractive Learning Experience (C2)	0.25-0.90
3	Mastery Learning (C3)	0.25-0.90
4	Learning Outcomes (C4)	0.25-0.90
5	Interest and Motivation (C5)	0.25-0.90
6	Facilities and Resources (C6)	0.25-0.90

Each perception of assessment is given an SB rating (Very Good) = 0.90, B (Good) = 0.75, C (Fair) = 0.50, TB (Not Good) = 0.25. The following are the respondents' assessment data on alternatives available using a questionnaire for 4 subject categories. The questionnaire for each course consisted of 3 questions for each criterion. The questionnaire results obtained from 100 people were classified based on the type of course (Theory, Practicum, Practical Theory, Field) by calculating the average value for each course as presented in Table 3 below.

Table 3. Average Evaluation of Respondents on Alternative Courses

No	Course	C1	C2	C3	C4	C5	C6
1	Theory and Practicum (A1)	0.78	0.76	0.75	0.78	0.75	0.79
2	Internship (A2)	0.60	0.60	0.54	0.58	0.59	0.85
3	Theory (A3)	0.79	0.81	0.79	0.94	0.80	0.79
4	Practicum (A4)	0.79	0.66	0.72	0.62	0.68	0.75

Furthermore, giving preference weight of each criterion for each alternative course type. The preference weights for each criterion for the effectiveness of the courses are as follows:

Achievement of Instructional Objectives = 0.10

Learning Outcomes = 0.20

Mastery Learning = 0.30

Attractive Learning Experience = 0.10

Interest and Motivation = 0.10

Facilities and Resources = 0.20

Then the normalization calculation is performed using the MAUT method as in table 4 below:

Table 4. Normalization Matrix and Preference Range

No	Course	C1	C2	C3	C4	C5	C6
1	Theory and Practicum (A1)	0.78	0.76	0.75	0.78	0.75	0.79
2	Internship (A2)	0.60	0.60	0.54	0.58	0.59	0.85
3	Theory (A3)	0.79	0.81	0.79	0.94	0.80	0.79
4	Practicum (A4)	0.79	0.66	0.72	0.62	0.68	0.75
	Preferance Range	0.10	0.20	0.30	0.10	0.10	0.20

Furthermore, normalization of an effective recommendation matrix for distance learning using social media Facebook, Instagram and Youtube are obtained using the equation formula (2). Then the results obtained as in the table in the following 5.

Table 5. Matrix Normalization Results

No	Course	C1	C2	C3	C4	C5	C6
1	Theory and Practicum (A1)	0.91	0.78	0.82	0.56	0.73	0.40
2	Internship (A2)	0.00	0.00	0.00	0.00	0.00	1.00
3	Theory (A3)	1.00	1.00	1.00	1.00	1.00	0.42
4	Practicum (A4)	0.98	0.29	0.72	0.10	0.41	0.00

After the matrix normalization results are obtained, the next step to do the matrix normalization results is by weighting the preferences by using the equation formula (1).

A1 = (0.10 x 0.91) + (0.20 x 0.78) + (0.30 x 0.82) + (0.10 x 0.56) + (0.10 x 0.73) + (0.20 x 0.4) = 0.70

A2 = (0.10 x 0.00) + (0.20 x 0.00) + (0.30 x 0.00) + (0.10 x 0.00) + (0.10 x 0.00) + (0.20 x 1.00) = 0.20

A3 = (0.10 x 1.00) + (0.20 x 1.00) + (0.30 x 1.00) + (0.10 x 1.00) + (0.10 x 1.00) + (0.20 x 0.42) = 0.88

A4 = (0.10 x 0.98) + (0.20 x 0.29) + (0.30 x 0.72) + (0.10 x 0.10) + (0.10 x 0.41) + (0.20 x 0.00) = 0.42

Calculation results based on the Equation formula (1) are displayed in a matrix form, as in table 6 below.

Table 6. Normalized Matrix Multiplication Results with Preference Range

No	Course	Result	Rank
1	Theory and Practicum (A1)	0.70	2
2	Internship (A2)	0.20	4
3	Theory (A3)	0.88	1
4	Practicum (A4)	0.42	3

The results of calculations using the MAUT method for the case study of the effectiveness of distance learning using social media in the UKI produce more objective choices with the theoretical course assessment (0.88) as the highest assessment, followed by the Theory and Practicum courses (0.70), Practicum courses (0.42) and Field courses (0.20). This means that online learning is only effective for theoretical and theoretical and practical courses, while for practical courses and field courses are not effective online and are more effective using conventional face-to-face lectures [35].

Online learning implemented at UKI is to suppress the spread of Covid-19 implemented using learning applications and virtual class services that can be accessed through social media using the internet network. In general, students feel satisfied with the flexibility of conducting lectures. Students are not pressed by time because they can set their schedule and place where they want to attend lectures. Through online learning, lecturers give lectures through virtual classes that can be accessed anywhere and anytime. This allows students to freely choose which subjects to attend and assignments that must be done first. The flexibility of time, location, and online learning methods affect student satisfaction with learning [36].

There is one interesting finding in this study, where students feel more comfortable to ask questions and express opinions in a lecture forum that is held online through social media [37; 38]. Learning from home makes them not feel the pressure from friends they usually feel when studying in lectures face to face. The physical absence of lecturers also makes them not feel awkward in expressing their opinions. The absence of physical barriers and the limitations of space and time make it easier for students to communicate. Besides, online learning

eliminates awkward feelings so students can express their thoughts and ask questions freely [39].

Online distance learning using social media is also able to foster student learning independence. Learning without direct guidance from lecturers makes students independently look for information about course material and assignments given to them. Some of the activities carried out are reading reference books, online articles, scientific journals, or discussing with peers through instant messaging applications. Online learning is more students centred so that it can bring up the responsibility and autonomy of students in learning [40]. Online learning requires students to prepare their learning, organize and evaluate and simultaneously maintain motivation to learn [41; 42].

Learning conducted online also has its challenges. Separate lecturer and student locations when carrying out learning make lecturers unable to directly monitor student activities during the lecture process. There is no guarantee that students pay attention to the explanation given by the lecturer. Students fantasize more frequently in online lectures compared to face-to-face lectures [43; 44]. For this reason, online lectures must be held in a short time because students have difficulty maintaining concentration if online lectures are held for more than an hour [45; 46]. The survey results also showed that many students had difficulty in understanding course material provided online. The lecture material which is mostly in the form of reading material cannot be understood thoroughly by students. Students assume that reading the material and doing the assignments is not enough, they need verbal explanation directly from the lecturer about some complex material. Communication with lecturers through the application of instant messages or in the discussion column provided by the application of virtual classes is not able to provide a thorough explanation of the material being discussed. In the class where the involvement of lecturers is very small, it does not show the existence of deep and meaningful learning [47; 48]. Interaction with lecturers becomes very important in online learning because it can reduce psychological distance which in turn will lead to better learning [49; 50].

CONCLUSION

Based on the results of testing with the MAUT method of the effectiveness of distance learning using social media (Facebook, Instagram, and Youtube) in theory courses ranked first at a value of 0.88, followed by theory and practicum courses at the second position with scores 0.70, practicum subjects are in the third sequence with a value of 0.42 and courses in the fourth field are worth 0.20. This means that distance learning using social media is only effective for theoretical and theoretical and practical courses, while for practical courses and field courses are not effectively done remotely using social media such as Facebook, Instagram and Youtube.

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Leadership Competencies: An Effort to Improve the Quality of Higher Education

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Abstract

This study aims to reveal leadership competencies in an effort to improve the quality of higher education. This research was conducted at Universitas Kristen Indonesia. This research uses a qualitative case study approach with descriptive analysis. Primary data were obtained through interviews with deans and heads of study programs and data obtained from the quality assurance agency. External data obtained from the BAN-PT website. The results of UKI's research have implemented internal quality assurance (IQA) system by following the $P_1P_2EP_3P_4$ cycle. The IQA system document stipulated by the head of the foundation UKI management after obtaining approval from the UKI senate, is carried out in the academic and non-academic fields, the implementation is evaluated through an internal quality audit, controlled and carried out on an ongoing basis. Higher education leadership competencies are able to empower human resources, understand IQA system and be able to implement IQA system.

Keywords: Competence, leadership, quality, higher education

INTRODUCTION

Education is a fundamental need for every human being and education is believed to be the escalator of socio-economy (Anies Baswedan). Education as an instrument to raise the socioeconomic degree. Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Law of RI number 12 year 2012). Therefore education must be managed properly. Good governance certainly requires leaders who have a number of leadership competencies that are relevant to their core business. Competence is a set of knowledge, skills, and behaviors that must be possessed, lived in and mastered in carrying out tasks (Sihotang, H., 2020). Leadership is a process of mobilizing people in an organization because they have

power, authority and ability, so that they can work in an atmosphere of high morality and can enthusiastically complete their work according to the expected results (Salam, 2002). According to Silalahi (2002), leadership is an activity to influence the behavior of others, both individually and in groups to carry out activities in an effort to achieve goals in certain situations. Leadership that is never consistent and unreliable, undoubtedly innovative ideas will continue to be hidden, and can even have an impact on the flight of knowledgeable human resources to private companies (Soeling, 2005). So based on the description above, leadership competence is knowledge, skills and behavior in moving subordinates to work to achieve organizational goals.

Higher education as the provider of higher education is tasked with carrying out education and teaching, research, and community service in the context of realizing the goals of national education, namely the development of the potential of students to become human beings who believe and have devotion to God Almighty, noble, healthy, knowledgeable, capable , creative, independent, and a democratic and responsible citizen (Law of RI number 20 year 2003). The performance of a university is determined by the performance of the higher education leadership itself. In order to achieve effective performance, qualified leaders are needed, therefore special attention needs to be paid to the quality of the leadership as the main manager and executor of the education process, and at the same time the main person responsible for the performance of the institution. Individual competence and creativity, as well as environmental factors, are thought to be able to influence the performance of the leadership which reflects the performance of the university they lead. Therefore, universities are required to carry out quality assurance as an accountability to stakeholders to ensure that universities produce graduates who are competent and can compete in the job market. However, the reality is that the quality of higher education in Indonesia is still low. In the study, there are four parameters that indicate the quality of higher education in Indonesia is still low. First, QS World University Ranking (WUR). Higher education ranking in Indonesia, University of Indonesia, is ranked 296, Gajah Mada University is in 320, Bandung Institute of Technology 331 and IPB is

in 601. This means that the best universities in Indonesia have not yet entered the top 100 in the world level. Second, the quality of education is still low, it can be seen that the gross enrollment rate of diploma and undergraduate population aged 19-23 years 29.15% (2014), 29.92% (2015), 31.61% (2016), 33.37% (2017)), 34.58% (2018). In Europe and much of East Asia more than two thirds of all school students enter tertiary education. Universities are intended to be sources of new knowledge, engines of prosperity and innovation, drivers of regional growth, skilled migration and global competitiveness, and makers of equal opportunity. Yet universities cannot promote prosperity on their own and they cannot do much to stop rising income inequality, which is shaped by taxation policies and workplace income determination (Marginson, 2016).

Third, IQA SYSTEM Mapping: 3,537 data from 4666 (75.8%) were filled in the IQA system mapping and 1129 (24.19%) were not filled. Fourth, BAN-PT (2017): Rank A (4.5%), Rank B (30%), Rank C (65.5%). This shows that most of the quality of higher education still needs guidance so that it can move forward more quickly to catch up with what is left behind. Universitas Kristen Indonesia as one of the higher education institutions must also struggle because it currently has higher education accreditation rank B and is in cluster 3 (Higher Education Clusterization, August 2020).

Sadler (2017) quality assurance requires careful and critical quality principles. Quality assurance must be based on academic achievement standards and properly formulated according to higher education standards and higher education capabilities. Higher education quality and the quality of study programs are still low. This condition is necessary and interesting to research which requires a study based on case studies. In this connection, this study was conducted to explain how leadership competencies in private universities can improve the quality of higher education.

METHOD

This research uses a qualitative approach with a case study at the Universitas Kristen Indonesia. A case study is a series of scientific activities carried out

intensively, in detail and in depth about organizational programs to obtain in-depth knowledge of the events that took place (Rahardjo, 2017). The case study uses the why and how questions (Yin, 2013). The data used in this study are primary data and secondary data. Primary data were obtained from in-depth interviews with UKI leaders, namely deans and heads of study programs and quality documents from the UKI quality assurance agency office. Interviewed leaders are deans and heads of study programs. External data was obtained from the portal of LL-Dikti Wilayah 3 Region 3 Jakarta, namely the 2019 IQA system mapping data and data on institutional accreditation and study program accreditation obtained from BAN-PT. Data validation by triangulation. Data analysis with descriptive statistics. Descriptive statistics relate to describing or providing information about data or circumstances or phenomena. Descriptive statistical data serves to explain the condition or symptoms. Descriptive analysis is used to provide conclusions on leadership competence at the UKI.

RESULTS AND DISCUSSION

Universitas Kristen Indonesia was founded on October 15, 1953. At the age of 67, UKI manages higher education, has Diploma, Bachelor, Masters and Doctoral Programs. There are 33 study programs as shown in table 1.

Table 1. Study programs at the Universitas Kristen Indonesia Indonesia

Faculty	Programs	Study Programs
Postgraduate Programs	Doktoral Programs	1. Christian education 2. Law
	Post Graduate program	3. Education Administration 4. Law 5. Christian education 6. Management
Faculty of Teacher Training and Education	Graduate program	7. Electrical Engineering 8. Architecture 9. Counseling guidance 10. English language education 11. Christian education 12. Mathematics education 13. Biology education 14. Physical education

		15. Chemical education
		16. Mandarin Language Education
Faculty of Literatures	Graduate Program	English literature
Faculty of Law	Graduate program	Law
Faculty of engineering	Graduate Program	1. Electrical engineering
		2. mechanical engineering
		3. Aarchitectural
		4. Civil Engineering
Faculty of Medicine	Graduate Programs Pprofessional Program	5. Sarjana Kedokteran
		6. Medical profession
Faculty of Economics and Business	Graduate Program	7. Accounting
		8. Management
Faculty of social and political science	Graduate Program	9. International Relations
		10. Communication Studies
		11. Political science
Faculty of Vocational	Diploma 3	12. Physiotherapy
		13. Nursing
		14. Banking and Finance
		15. Tax Management

Higher education performance is the performance of the leader as the manager of the college. Higher education managers are obliged to carry out quality assurance (Sihotang, H., & Nadeak, B. 2017). Quality assurance aims to ensure the quality of graduates as an accountability to all stakeholders. Higher Education Quality is the level of conformity of Higher Education with Higher Education Standards, which consist of National Higher Education Standards and Higher Education Standards set by Tertiary Education Institutions. Quality assurance requires basic principles of careful and critical quality which are based on academic achievement standards and formulated according to higher education standards (Sadler, 2017). Quality assurance is meeting product specifications consistently or producing products that are always good from the start (Sallis, 2011).

Quality assurance is built on three pillars, namely the higher education database, IQA system, and accreditation.
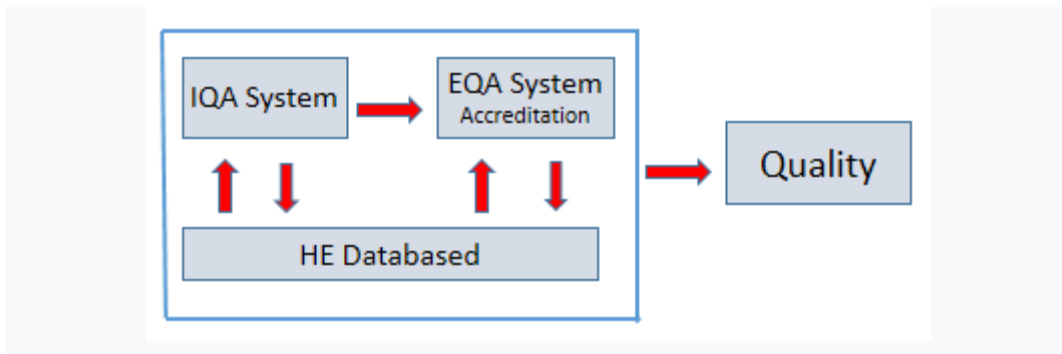
Figure 1 Quality Assurance of HEIs

The findings at UKI have carried out the quality assurance process. First, the higher education database. The higher education database describes the course profile, student statistics, and lecturer statistics. The data listed on the data base HE is used as the basis for making decisions in the guidance and development of the quality of higher education by the government. Universitas Kristen Indonesia reports the data base HE to the forlab according to the time specified. Second, the internal quality assurance system. Every university is required to implement IQA system. IQA system is a systemic activity of higher education quality assurance by each university autonomously to control and improve the implementation of higher education in a planned and sustainable manner. Universities that have implemented IQA system.

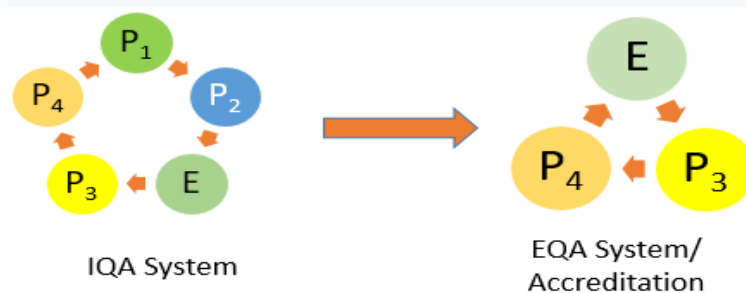Figure 2 IQA and EQA System

Effective implementation can be seen from the ownership of IQA system documents consisting of policy documents, IQA system manuals, standards in IQA system, and forms. The standards in IQA system are in accordance with the national standards of higher education and even exceed (Regulation of the Minister of Education and Culture Number 3 year 2020). IQA system documents

owned by UKI are IQA system policy documents, IQA system Manuals, Standards in IQA system, and Forms. There are 31 standards in IQA system that have been implemented since 2015. In line with the dynamics of regulations, UKI has developed an inline IQA system with nine criteria for APT 3.0 and APS 4.0, so that there are 49 IQA system standards in 2020.

Table 2. IQA System at Universitas Kristen Indonesia

NO	STANDARD	
	IQA System 2015	IQA system 2020
1	Competency for graduates standards	Competency standards for graduates
2	Learning content standards	Standard learning content
3	Learning process standards	Standard learning process
4	Learning assessment standards	Learning assessment standards
5	Lecturers and educational staff standards	Standards for lecturers and educational staff
6	Learning facilities and infrastructure standards	Standards of learning facilities and infrastructure
7	Learning management standards	Learning management standards
8	Learning financing standards	Learning financing standards
9	Research standards	Research standards
10	Research content standards	Research content standards
11	Research process standards	Research process standards
12	Research assessment standards	Research assessment standards
13	Researcher's standards	Researcher's standards
14	Research facilities and infrastructure standards	Research facilities and infrastructure standards
15	Research management standards	Research management standards
16	Research funding and financing standards	Research funding and financing standards
17	Results of community service standard	Results of community service standard
18	Content of community service standard	Content of community service standard
19	Community service proces standard	Community service proces standard
20	Community service assessment standard	Community service assessment standard
21	Implementing community service standard	Implementing community service standard
22	Facilities and infrastructure for community service standard	Facilities and infrastructure for community service standard
23	Management of community service standard	Management of community service standard

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24	Funding and financing community service standard	Funding and financing community service standard
25	Identity standards	Research content standards
26	Student standards	Research process standards
27	Welfare standards	Research assessment standards
28	Cooperation and marketing standards	Researcher's standards
29	Information system standards	Research facilities and infrastructure standards
30	Cooperation standards	Research management standards
31	Academic atmosphere standards	Research funding and financing standards
32		Curriculum Standards
33		Student Standards
34		career center standards
35		Entrepreneurship Standard and Business Incubator
36		Public Relations and Marketing Standards
37		Staffing standards
38		Welfare Standards
39		Financial Standards
40		Law Standar Hukum
41		Cooperation Standards
42		System Informasi standard
43		facilities and infrastructure
44		Library Technical Service Standards
45		Library Facilities and Infrastructure standards
46		Library Information System Standards
46		Library Service Standards
48		Language Service Center Standards
49		Publishing and Printing Standards

Source: Quality Assurance Agency, UKI, October 2020

In accordance with the mandate of Regulation of the Minister of Research, Technology and Higher Education Number 62 Year 2016 concerning the Higher Education Quality Assurance System in private tertiary institutions, the IQA system document is stipulated through a foundation management regulation after obtaining approval from the senate College. IQA system can be implemented if there is an institution and its functions are supported by programs and budget. The

implementation of IQA system is monitored in stages at the Prodi, Faculty and University levels. Meanwhile, the evaluation is carried out by means of an internal quality audit. During the Covid 19 pandemic, evaluation can be carried out offline by limiting the number of auditors and auditors, carried out in a room with a capacity that is in accordance with PSBB regulations as well as complying with health protocols. If an internal quality audit system already exists, internal quality audit can be done online. Softfile document and URL have been prepared. So it depends on the conditions and college readiness.

Third, an external quality assurance or accreditation system. Accreditation is an assessment activity through accreditation to determine the feasibility and level of achievement of the quality of study programs and universities. Institutional accreditation and study program accreditation except for Medicine and Health Sciences are carried out by BAN-PT. The accreditation of the Medical and Health Sciences Study Program is carried out by LAM-PT Kesehatan. After implementing the IQA system in a planned manner. The implementation of IQA system at UKI has an impact on increasing the accreditation of study programs. The following are the results of accreditation of study programs at UKI.

Quality assurance can be implemented effectively supported by leadership competencies. Leadership competencies are skills and behaviors that play a role in producing superior performance for a leader. They divided the overall structure into three things: competence to lead the organization, competence to lead oneself and competence to lead others. A leader as a university quality guarantor should understand IQA system, data base higher education and External Quality Assurance (Sihotang, H., & Nadeak, B., 2017). Based on APT 3.0 and APS 4.0 on criterion 2, it is stated that superior governance, governance, and cooperation are evidence of the functioning of the functional and operational management system including planning, organizing, staffing, leading, and controlling (controlling). In addition, leadership competencies include 3 aspects of operational leadership, organizational leadership, and public leadership. Operational leadership, shown through the ability to optimally mobilize all internal resources in implementing the tridharma towards achieving the vision.

Figure 3. Study Program Accreditation, BAN-PT

Quality assurance can be implemented effectively supported by leadership competencies. Leadership competencies are skills and behaviors that play a role in producing superior performance for a leader. They divided the overall structure into three things: competence to lead the organization, competence to lead oneself and competence to lead others. A leader as a university quality guarantor should understand IQA system, data base higher education and External Quality Assurance (Sihotang, H., & Nadeak, B., 2017). Based on APT 3.0 and APS 4.0 on criterion 2, it is stated that superior governance, governance, and cooperation are evidence of the functioning of the functional and operational management system including planning, organizing, staffing, leading, and controlling (controlling). In addition, leadership competencies include 3 aspects of

operational leadership, organizational leadership, and public leadership. Operational leadership, shown through the ability to optimally mobilize all internal resources in implementing the tridharma towards achieving the vision.

Organizational leadership, shown through the ability to move the organization and harmonize a conducive work atmosphere to ensure the achievement of the vision. Public leadership, shown through the ability to establish collaborations that make study programs a reference for people in their scientific fields. In line with Yukl (2020), the main factor in leadership is the process of influencing and mobilizing subordinates.

The core business of higher education is the tridharma of higher education, namely education, research, and community service. The problem with higher education is that the quality of higher education is still low. This is indicated by the college ranking. Leadership competence is not simple in the future, more comprehensive (Hollenbeck, G. P., McCall Jr, M. W., & Silzer, R. F .: 2006). Leadership and management as drivers of quality improvement (Ololube, N. P., Agbor, C. N., & Agabi, C. O. 2017). A leader must be patient and steadfast when maintaining organizational members to achieve organizational goals (Fitch, P., & Van Brunt, B., 2016). Meanwhile, Ramjeawon, P. V., & Rowley, J. (2017) did not have a single university that had a knowledge management strategy. In Malaysia, there are five clusters of higher education leadership competencies, namely (1) Impact and Influence, (2) Achievement & Action, (3) management, (4) cognition, and (5) personal efficiency (Jaisa, IRM, Yahayab, N., & Ghanic, EK: 2020). In Nigeria, existing leadership and management practices in universities in Nigeria use the Quality Management model to identify several factors related to excellence associated with success in the model (Ololube, N. P., Agbor, C. N., & Agabi, C. O.: 2017).

CONCLUSION

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General Overview on the Daily Conducts at the Graduate Programs of Universitas Kristen Indonesia during Covid-19 Pandemic

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Abstract

This paper is written due to many ways of analyses and evaluating the impacts of many limitations caused by Covid-19 pandemic that spread all over the world, especially starting from March 2020. Inevitably impacts also happened at Graduate Programs. Facts that taken to be the bases of writing are taken from the daily activities as monitored through many units of activities which resulted to the learning dynamics up to the day of writing. The contents of writing are structured in accordance with the three dharma (dedication) of Graduate Programs as stipulated by the National Education System Law. Those are teaching activities, research activities and public responsibility activities. In all of the general overview it was found out that even though there are many limitations difficulties, and troubles caused by the situation, some advantages also appeared. The conclusions for teaching activities are the urgent efforts either by students or lecturers to grasp latest technology are very important, cost reduction and efforts minimization, chances for developing learning line are opened to be discussed in the future. For research activities the enhancement of better communication services by the library are very important. These is due to the efforts of providing all data required by students, lecturers and everybody. For the public responsibility activities it is concluded that the arrangement of good and constructive transformations are needed to be found by all parties.

Keywords: Covid-19, teaching activities, research activities, public responsibility activities

INTRODUCTION

The management team of the Graduate Programs of Universitas Kristen Indonesia is now running the second year of their duties*. Unfortunately, since last semester (March 2020), the whole components and structure of management, as well the rest of the world, are facing great difficulties due to the Covid-19 pandemic. It has been happening now for seven (7) months. This situation forces the management team of the Graduate Programs of UKI to work harder in ensuring that the whole activities can be running as expected, in accordance to the

authorized missions and targets. Activity rhythms must always be periodically reviewed and restructured.

There are many difficult things resulted which must be tackled as thorough as possible, but behind those difficulties, there are also some positive things that, if handled properly, will potentially bring good things for the future. This general overview is meant to capture the impacted areas of the Graduate Programs of UKI that have distrupted the ways of doing things. Essentially, the daily conducts, together with the perspective on the negative and positive outcomes in accordance with the three dharma dedication of higher education of Indonesia.

DISCUSSION

In higher education, there are three dharma (dedications) that consists of teaching activities, research activities and public responsibility activities.

1. Teaching Activities

The entire teaching activities are facing difficulties in performing complete direct learning, which has been in place since the start of it all. The traditional, usual face-to-face teaching consists of physical gestures, direct explanation, instant questioning and answering, and puts an emphasis on emotions and word accentuation or tones. These very essential components are not able to be provided now, which is a major disruption to what we have known and mastered thus far. Today, we are forced to switch from direct learning to distance learning.

Of course the lessons are still able to be performed by way of online execution, but our students usually absorb the learning through direct teaching. Not all students are ready yet to receive the essence of learning through distance learning. We must never forget that in giving the best teaching, either students or lecturers must recognize each other personally. And especially for students of graduate programs, the extent and sharpness of study absorption is no longer merely about defining the basics of the study, but more to the deeper analysis and exploitation of practices in the field, and the sinergies of various kinds of study and knowledge.

Therefore, it is esensial for the students to inherit many ways of thinking and approaches from their professors. On the other thing, the lecturers are not yet instantly able either to perform distance teaching because so far they have been conducting the teaching directly in the classroom facing all students. Technology does provide the face to face discussion with applications such as Zoom, Teams, Google Meet, etc. However, there are still incompleteness felt and things missing while using those applications. Especially when some of the lectures have already, for so many years, found special art in explaining some learning matters, including providing teaching instruments that are usually best explained by direct learning.

To attempt to execute good learning nowadays using online tools, the availability of technology capacity requires money, extra effort in refilling bandwith and quota, and especially in ensuring the quality of the signals and network. Often, failure in addressing these preconditions lead to the lower absorption of the teachings, hence ineffectiveness. A very different atmosphere from the usual conduct is the process of supervisory. Such as for thesis, papers, any kinds of strengthening and widening the scope of thinking of students, and special skill enrichment. This is a must, rather than everything performed online through screen. The data shows that the number of students promoted/graduated last semester tends to decrease, with one of the programs shows the decrease of 50%.

But thanks to the situation, distance learning reduces the difficulties of students to attend the class, as now they need less preparation time to go to the school, therefore the late attendance to the class. Learning from home allows both students and lectures to have simpler preparations and executions. The learning done by Graduate Programs of UKI before the pandemic hit includes mostly students who lead a busy lifestyle in Jakarta, spanning across various locations. Jakarta is a very huge city with congested traffic everywhere, especially during late afternoon and early evening, which is when most students are required to attend classes at the Graduate Programs of UKI. Because of that, it is inevitable for students to show up late at class.

As previously touched that majority contexts of the studies at Graduate Programs are more to the cross and deeper analysis of various knowledges, containing multiple rich discussions, coming late to class is a big disadvantage for students. Even worse when the traffic forces them to miss the class entirely. But now, as technology provides the possibility of study from home, these disadvantages of tardy attendance can easily be overcome.

Through this difficult condition, thankfully the management has also been able to perform effective coordination and teamwork with the available technology. The effort to have a wider view of knowledge is also still attainable, with the ease of coming together with long distance contacts. We are very lucky that we are able to have a varying degree of valuable webinars from different remote sources. Last week, for example, we had a professor from Taiwan strengthen the students, lecturers, and alumni of the Graduate Programs of UKI through his talk about the advantage of online learning nowadays. Many of us see the big benefits coming from this kind of strengthening. We plan for more webinars like this. For instance, two weeks from now we will have the webinar by speakers from three countries (Thailand, the Philippines, and Malaysia) who will share Flexible Learning and Pedagogy online in pandemic era. They are invited for free from many countries. Reducing extra efforts of working preparations, traveling vehicles, traveling time. Formerly these kinds of activities need much more preparations, effort, cost and good coordination with other parties.

2. Research Activities

From all activities, one of the biggest difficulties is the lack of access to the library. Of cource some sources can still be obtained through online media, but this still falls short on the experience compared to when we are in the library. In the library, various books and literature are available and we may choose what we need. We can then easily find cross searching between books. We can also put in the desk and open more than one book at a time and easily search pages book by book. Moreover, it is very easy to open and compare the contents of certain books

from newest edition the previous, some editions in the back and the old edition, etc., to see what has been changed over the years.

This is not the case for online media. It takes a lot longer to do cross-referencing and everything is limited by one screen at a time. This is the major disadvantage of not being able to visit a physical library. Another difficulty is in obtaining the data for the research, especially primary data. If the objects analysis are human, primary data can still be done by spreading questionnaires to some people through online approaching (by google form). Or a little chance to do qualitative analysis, or interviews by approaching people using health protocols. But if the analysis objects are not people / human, obtaining the data is a lot more difficult due to the limited situation where we can't easily approach the objects.

Fortunately, the secondary data obtaining is now made easier. Because of the pandemic, companies and other resources tend to also store every valuable data to public in online media, making it more accessible for civitas academica who are now limited to only online media as a place to gather data. Therefore, we have to say that now it requires less effort in obtaining secondary data.

3. Public Responsibilities

Usually contribution to public is proven to be well done when direct contacts are provided. We can imagine how difficult it is to give a change of public life quality without direct contact. Pandemic era reduces much possibility for such, meanwhile public responsibilities are still demanded. It is difficult to expect the successful impact by only doing the online executions. Cultivating contents of change will not be able to be done only within a short approach, especially online. Even more for programs where the changing force need more practices and direct interventions. Ideally, to reach the maximum beneficial result, public must see actions through repetition of online efforts. The possibility of post communication must also be opened or therefore a repetition of conducts are needed, to provide people with knowledge/skill adequately.

The good thing is, because of the pandemic, special physical visits to some remoted area are being put on hold. Before this, usually we have to provide

transportations (which can be an exhausting) to the site and back, where intense preparation and accommodation are also needed. All kinds of distance is now a matter of opening a laptop or another gadget.

CONCLUSIONS

In whatsoever either students or lecturers must enhance their ability to work with the latest available technology. Even for some experiences these months difficulties appeared, some positive things also appeared. Through all implementations so far there is a hidden sign that maybe in the future we may develop a special learning classes which will be performed by online. Library must enhance a good communication with the students/lecturers about the need of students/lecturers. So that even the attendance physically is limited but the possibility of providing data is expanded. For the public responsibility both university and the community must seek good solutions in terms of the successful public responsibility missions.

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Maximizing Student Engagement for Online Learning in Higher Education

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Abstract

The involvement of a student on the learning process to achieve the purpose of learning .The purpose of learning have drawn up on by learning plan.In the new normal era, all aspects of learning done with online. Lecturers have been devising online learning in accordance with the internal college .The learning online at higher education reference on state regulations.Online learning there are obstacles .Obstacles online learning at the pandemics it consists of human factors and the problem of supporting factors.The discussion on the conceptual it is about human problem in learning. This review are mapped how the engagement of student in online learning and supporting factors. The engagement of lecturers and students in learning have experienced several factors in support of .Online learning by factors in support of this sets maximum sebarapa involvement student in online learning .Maximum involvement by factors in support of how students in online learning is the support parents on leraning from home , the motivation to study college student , the internet network , the design of an interesting pembelajaraan , an instrument of learning and either physical or mental health .Research diperluhan a deep and specific about maximize the involvement of student in online learning and by prediction fore

Keywords: online learning, student engagement, parental support.

INTRODUCTION

Since the beginning of 2019 there have been major changes in the learning process around the world, including in Indonesia. The change makes all education providers including higher education conduct significant educational manufer. All learning is carried out online in response to the pandemic. The Indonesian government through the ministry of education and culture also responded quickly by issuing ministerial regulation No. 40 of 2020 in February on the implementation of education policies in the emergency period of the spread of Covid 19. A few important policies have been implemented nationally, including requiring that learning at all levels be implemented online including in higher

education. Lecturers and students who have limited ability in terms of learning technology make involvement in online learning cannot be maximal.

The design of online learning is also carried out by modifying the curriculum that has been arranged in the previous year, into an online learning method. Lecturers at the same time to overhaul the learning plan also adapted quickly to master the tools and learning media based on technology, the most advanced learning management system. Online learning media is available, some are free and some are paid. Many examples learning media that can be used. Another problem that needs to be reviewed and needs a solution is the internet network which is still limited to some areas and still paid. Indeed, the government has prepared internet networks and quotas for all education communities in Indonesia, but there are still other problems, namely online learning devices such as smartphones and laptops are still expensive goods. While in online learning must use devices such as laptops, computers, smartphones and other instruments.

The role of parents in the family is also a determinant of student involvement in this online learning. Limited knowledge and economic limitations are also obstacles because family income is also affected during this pandemic. Family worry can also interfere with students' mental readiness, learning atmosphere, learning motivation, and boredom at home, limited outdoor activities, and also meeting friends to study together is also very limited. Problems in students such as physical health and feeling cooped up to make there is a reluctance to engage maximally in learning. Family communication and self-management of each family member are also the determining factors of engagement.

The process of online learning in higher education can be carried out well with the condition of facilities and infrastructure available equally in all academic community even though it is not physically present on campus. How to respond to the need to learn online is not fully designed by higher education providers because it is implemented suddenly and thoroughly including the support system. The many obstacles that make the demands in learning achievement depend on the involvement of students in online learning that has been designed by lecturers.

The purpose of this conceptual study is to identify factors that influence student involvement in online learning.

DISCUSSION

1. Online Learning in higher education

Learning can be done in several ways and methods. Learning design is determined based on the level and objectives of the learner. Learning in college students with andragogy. Andragogy is learning designed for adults. In this case, students are considered to understand and familiar with this online learning. So that it can be ensured that online learning independently can be done by students. Online learning can also be done synchronously and asynchronously. Online learning can be identified through expert opinions and research findings, including Benson and Conrad in Joi L. Mooreat.at.all (2010: 2) identifying online learning as a more recent version of distance learning that improves access to educational opportunities for learners described as both nontraditional and disenfranchised. According to Siemens et al. in Hyejin Park and Peter Shea (2020:226), online learning means a form of distance education where technology mediates the learning process, teaching is delivered completely using the Internet.

Hasnan Baber (2020:286) Online learning refers to an electronic learning environment where, unlike traditional learning, there are no physical peer learners, and there is freedom of time and space. McIsaac & Gunawardena in Hasnan Baber (2020:286) state that indeed there are numerous pros of online learning, especially in modern times, but conversely, there are some concerns that lead to the attrition of online learners and that eventually impede the progress of online courses. According to Benson, Carliner, Conrad in Gwo-Jen Hwang, Sheng-Yuan Wang , Chiu-Lin Lai (2020:3) Online learning means that learners use the Internet to study and gain learning experiences by using computers. Hiltz & Turoff in Gwo-Jen Hwang, Sheng-Yuan Wang , Chiu-Lin Lai (2020:3) Timing and location will no longer be barriers between teachers and learners. This learning model has either increased the learning opportunities for learners or enhanced connectedness, flexibility, and interactions during learning activities. Singh & Thurman in

Chuanmei Donga, Simin Caob , Hui L (2020: 1) Online learning refers to "the learning experienced through the internet" either in the synchronous or asynchronous environment where students engage with instructors and other students at their convenient time and place.

Chen in Chuanmei et all (2020: 1) Online learning has seen a fast growth during the past decade because it has greater flexibility in terms of time, place, and pace of the study, easier and more effective access to a wider variety and greater quantity of information, and lower financial cost. In the meantime Oblinger in Joi L. Moore at,all (2010: 2) , Online learning can be the most difficult of all three to define. Some prefer to distinguish the variance by describing online learning as "wholly" online learning. According to Mardi Turnip at.all (2019:1) The use of technology encourages the development of technology in various fields, one of which is in the field of education. Logan's findings in Dakhi, Murniarti, at.all (2019:159) It was stated that the internalization is a process of learning something so that it can be used as a basis for production.

From these concepts can be formulated that online learning can be carried out with a variety of careful preparation. The preparation can be in the form of learning instrument design since the planning, implementation, enrichment evaluation, and follow-up. Similarly, the tool to form online learning tools can be used. Currently, there are a variety of online learning tools, there is paid some are free. The level of mastery of learning technology in the learning management system determines the success of learning. Lecturers and students are required to be able to use the process in these online learning tools. If there is a weakness in the mastery of online learning tools, then the level of student involvement will be not maximum.

2. Student Engagement in online learning

Students are adult learners so that the implementation of the online learning process is carried out based on andragogy. Student involvement both in groups and independently makes learning smooth and active. Melissa Bondat .all (2020: 3) states that Student engagement is the energy and effort that students employ

within their learning community, observable via any number of behavioral, cognitive, or affective indicators across a continuum. It is shaped by a range of structural and internal influences, including the complex interplay of relationships, learning activities, and the learning environment. The more students are engaged and empowered within their learning community, the more likely they are to channel that energy back into their learning, leading to a range of short and long term outcomes, that can be likewise further fuel engagement.

Abbas in Octana Ayu Prasetyawati and Priyatno Ardi (2020:43) Student engagement plays a great role in language teaching and learning processes because the students who are engaged often work well in the learning process. Lester in Octana AP and Priyatno (2020:43) As a result, student engagement can increase the positive learning outcomes, in other words, student engagement is the result of the meaningful learning which is experienced by the students during the learning process. Kahu, Stephens, Zepke, & Leach in Orna Farrell and James Brunton (2020:2) Student engagement can be defined as a student's emotional, behavioral and cognitive connection to their study which has a direct impact on student success and achievement.

Finn, Kuh, at.all in Melissa Bond, (2020: 3) Student engagement has been linked to improved achievement, persistence and retention. whereas student engagement is energy and effort in action; an observable manifestation. Chris A. Boulton , (2019:1) student engagement is measured from the interactions a student has within a virtual learning environment and student engagement is related to success in both online learning. The engagement has been referred to as the active commitment and purposeful effort expended by students towards all aspects of their learning, including both formal and informal activities. Fun-built interactions are also a determining factor in student engagement. Among them is asking for news, health, mood, and health receive lessons on the absorption of learning. Core learning activities are not dominated by lecturers only, allow students to respond and ask at a certain time by calling the name of the student. Thus, other students whose names have not been called will prepare themselves and listen to learning. Students' attention and emotional attention can also be

noticed during learning. It is not easy because there is no face-to-face between lecturers and students. Special art is needed in arranging learning to increase student engagement.

CONCLUSIONS

Maximum student involvement in online learning in universities can be identified by the role of lecturers as facilitators of online learning, the role of parents as supporters and motivators of online learning, and the student's own factors. The role of lecturers in maximizing student involvement in online learning include designing fun learning, mastery of learning technology and its tools, mastery of classes with creative and fun management, balanced interaction during learning, assignments that are not too burdensome with clear guidelines, and harmonious communication. The role of parents to maximize student involvement in online learning is to prepare a good and harmonious home atmosphere, complete learning tools, adequate health support facilities, and good communication between parents and students. Preparing time with family with refreshing and doing hobby even in limited circumstances. Students independently also determine their involvement in online learning, namely self-motivation, high spirit of learning, confidence, communication with friends, can channel hobbies, and mastery of learning technology. Thus, can be achieved maximum student involvement in learning.

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Leadership of Higher Education Institutions in Indonesia, a Literature Study

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Abstract

A study of the literature that do writers who describe the opportunities or potential which allows achieved higher education private when higher education campuses High- prepared with quality and capacity to provide the service excellent for customers. But the case is not be in reach with the conditions existing because weaknesses and constraints that overshadow higher education private sector, both in the procurement of source power human and facilities and infrastructure. Total power work that requires agencies college high for the development of competence and education amounted to 41.44% of the number of personnel working that exist in Indonesia. Paying attention to the demands of the higher education private sector should create a breakthrough that can provide the service that is excellent for prospective workers working or students who would plunge spaciousness work with competence that is satisfactory to the user. Higher education in expected able to design a curriculum that is relevant to the needs of construction and industry, so that every outcome university higher in accordance with the needs of the market power of work (link and match). It was realized that the higher education private sector has a constraint that the complex of the funding as well as efforts to improve the image of the university high, in conjunction with competition among higher education private. Competitive is also overshadowed by governance higher education in which the source of funding of government or budget expenditure State, so problems that include higher education private sector to uphold the vision, mission and realize the tri dharma higher education very constrained. By thus in need of leadership that is effective, a leader who is able to increase the role of higher education private sector to fill the development of national, especially in the procurement of energy work that is relevant to the needs of development.

Keywords: Leadership, higher education, effectiveness.

INTRODUCTION

An organization of institutions of education in general and particularly the education of high and especially higher education which already has a history long in educated tillers education source power human in Indonesia. Development institutions of education is noticeably stagnating at a time certain, could be

because they situation economic state, politics, security and the issue of domestic in the state or government. Although we realize that education in Indonesia is very potential, to meet the needs of education people with the number, 237 641 326 inhabitants (census of population in 2010). Based decline of the number of people in Indonesia can in be sure that the higher education in Indonesia must undergo development and advancement of minimally on the position of rivalry college high at the level of Asia. However the matter is not yet achieved due to factors management that do not follow governance are good . Observing the development of higher education means common in Indonesia, can be in the plot besides institutions of education higher which is already long, there are newcomers just education high in Indonesia , namely the corporations that conglomerate , the trend of directing its attention to the sectors of education , raised the question of small whether corporate which is already established in sector specific such as property, retail petroleum, pitch university in order to fulfill the needs of the source of the power of human corporate or on purpose right and wanted to fill in the competition among higher education that there is , just the vision and mission of the institution who can answer .

Noting the number of higher education in Indonesia very rapidly even impressed much more substantial when in compare with the number of higher education in asean countries and even in countries of Europe Developments Education High In Indonesia in decades past growth is significant. Total higher education in Indonesia reached 4,259 units with the details as follows: Academic 1,064 units, Polytechnic 27 8 units, School High 2,303 units, the Institute 122, and 509 units of the University. Higher education is spread in the entire territory of Indonesia. Although the number of corpulent still be on the island of Java, which reached 1,708 units. (Web site of Higher number of universities in Indonesia). Data from the quantitative amount of higher education in Indonesia it is large when compared with the higher education at some regional asean countries. Total Education High shows how massive the education high in Indonesia. But the number of those having an is disparities that stand out. Due to lack of details, the difference mission among higher education there, whether higher education

research, higher education are comprehensive, or institution that focuses on teaching as polytechnics or colleges. So that the role of higher education as the development of the economy and the source power of man becomes not clear. Although it must be recognized not slightly universities featured in Indonesia are accredited superior. It is demonstrated from the amount already adequate, but the disparity in quality is not to be denied very different inter- higher education, matter is the cause there are higher education that are very outside of the usual number of students and there are higher education that the number of students very little.

Likewise also the case with the means and infrastructure of higher education, there were higher education that is already quite adequate funds and the ingredients are there higher education that not meet the standards minimal by role in charge by the government. if we searched for more in no little higher education already able implement tri dharma higher education with the quality already in the account for the level of asean country, especially public universities rely on the state budget as a source of funding, even if there are higher education private sector are capable of it only a few only. The ability of higher education private here who became the spotlight writer who in expectation evolving, meet the standard of quality that is in charge of government but still meet the needs of the market industry because of the number of higher education private very dominant and support financial from sector private is more than enough.

1. Higher Education Management

Data last number of higher education in Indonesia as many as 3,000 college high and among higher education private sector as much as in 2928, of the amount it clearly can be seen the role of higher education private very dominant. The dominance of the amount it is moral must demonstrate motivation management of higher education as professional, considering the number of students who become the responsibility he replied in an increase resources human are superior in order to increase the power of competitiveness of the nation. According to Law No. 20

Year of 2003 on Nasional Education System 2003, Indonesian higher education institutions (HEIs) are divided as follows.

Academies. An academy only offers vocational education of one particular applied science, technology, or art. A number of academies aim primarily to educate staff of ministries. Polytechnics, A polytechnic conducts vocational education in various applied sciences and technologies. Polytechnics Reviews their equip graduates with applicable and transferable knowledge and skill ls conducts vocational education in various applied sciences and technologies. Colleges or advanced usually schools consist of one faculty with some majors that only provide courses of related subject areas. They offer both academic education and vocational education. Some particular colleges conduct professional education as well. Institutes and universities, Institutes and universities comprise of faculties that conducts vocational and technical education and academic education. Institutes specialize their courses within a specific discipline, agriculture, technology, arts, etc. An agricultural related institute only offers courses in agricultural related fields. It is often indicated by its official name ending with the area of specialization.

Universities rarely specialize but offers a large number of courses for rom various disciplines. Medium term national plant (RPJMN), 2015 - 2019 the Ministry of education and culture there are some missions that became the target of education in national cover (1) improve availability of education services (2) improve affordability of education services (3) improve the quality and relevance of education services (4) improve equality in training education services (5) improve the assurance / guarantee of obtaining education services (6) will be directed at achieving economic competitiveness on the base of natural resources and the quality of human resources, and increasing capability to master science and technology. So from Plant (RPJM) the then higher education private must refers to the planned construction period of the medium on one side but on beside higher education should also pay attention to the interests of market labor that is the source of power of man who is ready for work . Needs a source of power of man that is ready -made in Indonesia is very large to be able to increase the power

of competitiveness of the nation 's, but this has not been achieved since higher education have not been able to print the source of the power of man who is ready for work. Even the tendency that there are many unemployed are actually educated, the increase of unemployment is in caused, higher education private sector are not oriented to the needs of the market, in addition to those investors who are oriented " ready -made " without wishing to train a source of power human in the corporate university.

2. Challenges of Higher Education Management

Management of higher education private in principle should follow the standard of education higher which is already in outline government (UU No. 12/2012 on the education higher) wherein each of the standard which required that have ratings as a guarantee of quality externally , whether a higher education positioning themselves just for meet the standard external are assigned or guarantee internal exceeds the standards specified in accordance with the needs of the market. It is very depend on the challenges of higher education in internal extent to which commitments carry out higher education that send envy, are common challenges that include,

a. Enrolment, Equity and Capacity.

Captivate the hearts prospective students to enroll in higher education private does not matter that easy, the number of higher education private that offer services that together very much and very varied, so that every student who graduated from senior high school, in faced with many chooce. Just to educate the selection of this, government already made a list ranking higher education are referenced, but the ranking was also not become a benchmark in determining the choice for the prospective students because still many factors into consideration for the students, the location of which is located, means the infrastructure as well as information about other support genuineness higher education meant. If you pay attention to the number of prospective students in Indonesian it is very adequate, increased from year to year, it can be seen from the statistics the number of graduates of senior high school who grow loyal every years with percentage, 5

up to 10%, the data last year teachings 2016/2017; 1,263,211 student. So pay attention to the number of prospective students, a very big opportunity or an opportunity that should be achieved higher education private. But to put yourself as a higher education that so selection of prospective students need quality of service in give, when students want to put out a budget as money college, whether the sacrifice was very appropriate to what are in obtained, many higher education have not been thinking deep as this.

Sometimes the ratio of lecturers for student not be requirements of the standard are internal, especially when in compare with the means of infrastructure and facilities to learn teaching that has not been adequate. Means of building that adequately allows students carry out proses learning, with the exception of the current pandemic covid 19 in which the process of learning by learning distance away with a virtual, things have to create an atmosphere of learning that is conducive to that paid by the student. Sometimes a lot of higher education with all the shortcomings facilities and infrastructures supporting the process of learning to accommodate the number of students , above capacity because only rely on the ease in issuing sertificate as output learning .This is going to damage the image of the higher education private and forever not be able to create a source of power human superior to that can fill out the field work for the development of the economy nationwide .

b. Admission in Public University

Getting recognition from the public for a higher education need through the stages certain who has been assigned by the government in the form of accreditation, so as to get the criteria of superior or "A" is not easy for the higher education private. But no doubt some higher education private though not with the criteria of "A" from the government, but the recognition of community general entry categories that interest so that the number of students exceeds capacity means supporting. Besically case this can happen because the higher education it can give something " values over " in the learning process while on campus. Value is here that by some higher education private in the created as an assurance of quality internal can in purpose the students after they entered in field work.

Each higher education private have the right to created guarantee the quality of its internal and is not no limit, even by the government of things in appreciation as is a good value. A good value it can create a very in specified by the community of academics that exist on higher education as internally, the entire stakeholder coordination to achieve a goal, synergy between division/ faculty and subordinate in racing, especially in participation personal. higher education is an institution that core "knowledge base on" which means contribution source of the power of man very dominant, the energy educator professional and labor education that is able to present the "excellent service" so that standard guarantees the quality of its internal running with good.

Power educator with all its competence should be the maximum empowered, the talents of its researched given the opportunity to conduct research with the support of the faculty or the institution. if talent as a teacher, even can be a motivator for the students, also must be in empowered, thus also to write and devotion to goodness' society, so are cumulative higher education to achieve the task of Tri Dharma higher education. Mapping of the competence of personnel educator is in higher education private sector has not been able to in implemented in synergy, the mapping of competence is only to be administrative as given of agencies that arbitrarily at the ministry of education high. The role of the leadership of the institution higher education for harmonize power educators greatly in expected to increase accessibility higher education against the needs of the market, the harmonization of the empowerment of competence is   "academic leadership" is required to be applied to the leadership of higher education so what are becoming the expectations of the market can be achieved   and the recognition of public for glue institution appreciated.

3. Financing

For higher education private matter finance are things that crucial, but as if on watch developments establishments higher education private relatively evolved from the quantitative actually no source of funds that strong of stakeholders each institution. And become a concern in itself when investors glanced at sector level

as a line activity, meaning there is "SUGAR" in the sector of education which is attractive, a trend that occurred a few conglomerates that already excis on the line of business specific, glanced to the sector of education. From the condition this can be taken a conclusion while that regard the financial can be in the tackle as internally with relevant stakeholders. Problems that appears is the determination of the amount of money college, if the amount of the cost of money to higher education is in charge in accordance with the waitress the services, or in the given or simply rely on the comparison of the amount of money lectures at higher education which is similar on the market or competitors.

Absorber amount of money to college is actually should have a strategy in itself each institution higher education , greatly depends on the position and the willingness of stakeholders, but thought to be long term donation external , grants both research and grant others must be in managed in a holistic not by partial, multiplier effect of the grant should be optimized not only for personal but more holistic to institute higher education . Such as the placement Workers who have lecturer certificate, which is financial gain support from the budget of the government should be a resource that should be on empowering be integrated by the leadership of the institution higher education. Things more important again financing is to be transparent minimal to stakeholders that can in known directions and utilize, it is in knowing the cost of education will to be expensive, because it is effect logical from the condition of the macro- economy of a country. But whatever the obstacles that face the if in to manage is transparent definitely can covered, especially with the orchestra led manage that excellent. Confidence in the leadership of the institution higher education is a value that is high even the organization of non-government (NGO) is very interested in putting the funds as grants to the institution of education high on guaranty sustainability of the earth is, of course, with project particular. Would however have very in specified by contributions Leadership of institutions higher education that can harmonize the entire source of power either internal and externally to achieve the purpose of education high.

4. Cross - Boder Education

Challenges to the service of education in the higher education also experiencing competition that is not perfect, compete with higher education from outside the territory of the province and even from higher education in outside the country in class distance away. Competition is potency for each competitor but that compare not quality but cheaper than the cost of education , by so if the competition between institutions of education higher only for differences in the cost of college can be in sure no quality again target the competition . By thus for higher education private very expects the setting is more detailed and controlled, concerning the implementation of education distance away / blended learning, especially class university who live in outside the country. It is not in deny each personally as a student has the desire or expectation to develop themselves on higher education, but the government must assert the attitude that ensures the student can have teaching, competence or certificate should be in accordance with sacrifice.

5. Unemployment

Unemployment are open are increasingly rising to be the sole responsibility of the government that should be ready to create a field of work for number of work, will but unemployment educated not escape from responsibility of higher education responsible. higher education does not guarantee ease of got right job, stuff it in caused because the process of learning both content and contextual not relevancy to the needs of the work. Oversight employ educated actually increased, and ironically employ by under school low quick to get a job, especially in the concept of sharing economy are again a trend in the economy nationwide. Field work for the personnel working educated actually quite roomy even occupied by personnel working foreigners because of the power of educated graduates of higher education many are not able meet the requirements of the work that is in charge of the company. Data from the Central Statistics Agency (BPS) announced Monday (5/5/2019) showed that in February 2019, open unemployment in Indonesia reached 6.8 million or 5.01% of the workforce which reached 136.2

million. Judging from the level of education, unemployment most high is the graduate school secondary vocational (SMK), 8.63%, turn of the position of 8.92% in February 2018. unemployment open top also occur in the graduate diploma I, II, and III which reaches 6 89% and senior high school (SMA) 6.78%. Who holds a diploma higher education, a minimum of Strata-1, there were 6.24% unemployment open. By thus higher education should complement the institution higher education to be able to be the institution that is competent to cover gaps of skills that need market with prospective labor work that is in the students.

6. The Importance of Leadership

Leadership can be defined as the art or a way to affect the resources of human or workers who are on around us in order to be able to work together to achieve the goal that is expected in an organization or institution higher education. Thus achieving the purpose of interest organization very significant in determined by the ability of a leader to lead the entire potential of the organization or resources towards the achievement of the purpose of the organization. To be able to mobilize the resources that exist then need a spirit that is equal to the entire participant organization, unity of view of the entire power of work, both energy education and energy educator. higher education as a   unit of organization have uniqueness of its own, because higher education based on the knowledge that its domain is the source of the power of man, somewhat different to other industries that use the machine in the process of production to produce the product. Then to harmonize or synergize the power of education and labor educators needed leadership, and the leadership was in the hoped for,

Motivating Employees - Knowingly actually force working at the institution higher education is the power of work   that educated because various kind corner with arguments each very much   in found in institutions of higher education. Even innovation and discourse are not applicable institution higher education is the nest, by thus the potential power of this to be in governance by carefully with a motivation for together to be able to be shared equally reach the destination organization. To have a spirit or soul as a leader, must be involved in cooperation

as a team working in an all activity or activities. So if someone often involved be cooperation (teamwork) then from activities that can generate ideas, or the idea that the purpose of the cooperation that is formed may soon be in implemented. Due process in teamwork are at essentially there are elements of communication, discussion, solutions, ideas, as well as solving the problem, which will be greatly needed in a partnership (Teamwork) which is great. Leadership or leader in essentially be formed and trained, so that at the time later when faced some problems will be easy to find a solution to some option if the settlement of the problem. For it, learn to apply how the Leadership or leader work order activity or activities and planning are already in the set can be run with a smooth and according with the direction of interest are in want.

Leadership is very important to be applied in the life of association, because someone who has the spirit or soul of leadership that is ripe to have a sense of responsibility are high on any mandate or activity that had become a responsibility he replied. To motivate employee Daymond John, said that Here are 14 unique motivational techniques, 1. Gamify and Incentivize ,2. Let Them Know You Trust Them , 3. Set Smaller Weekly Goals , 4. Give Your Employees Purpose , 5. Radiate Positivity , 6. Be Transparent , 7. Motivate Individuals Rather Than the Team , 8. Learn What Makes Each Employee Tick , 9. Reward Based on Feedback , 10. Prioritize Work-Life Balance , 11. Have an Open-Door Policy , 12. Let Them Lead , 13. Show Them the Bigger Picture , 14. Create Recognition Rituals. With such leadership can move the entire staff working both labor educators and staff education and movement was harmonized in a motion, that every individual has a duty is that so responsibility he replied. Especially in higher education institutions where the approach is to human resources because the product is knowledge.

Better Utilization of Human Resources - Strategy utilization of human resources as optimal is a matter that is crucial to the institute higher education, regard this in caused the role of human resources in achieving the purpose of higher education that based knowledge. In general employee work on higher education most dominant is the power of staff education and labor educator, of

course, both Classification force is to be in synergic to be able to work together. How to Harmonize the source power the workers is in need of a style of leadership. To manage the power of staff education is relatively more modest , because they 've been in classified by rank, years of work and ladder positions of structural and assessment of performance , can in be sure if someone started a career in higher education as the power of staff education , which concerned already can estimated, how many years which will be the get to rank what, and how the future can obtain the post of structural exist . And if in the notice level post of structural labor education administrative at the higher education relatively short and limited, so for a staff educators to follow the rules of normative can in be sure someone can grab the post of the peak on the organization that is the head of the field or agency.

However the different with the power of educators or lecture, various kinds of requirements that must be in comply to achieve the level of rank academic, by because of its many higher education are not able to meet the qualifications of personnel educators in accordance with standard that set by the Rule of the government. Some higher education experiencing scarcity professor (Guru besar) even associated professor (Lector kepala) with qualifications Phd (S3), although higher education of the already aged stepping 50 years. Why is happening so on caused the increase in the level of rank it relative very in specified by the effort and dedication of personal power educators are concerned, without the encouragement of cultural organizations in an atmosphere of academic, labor educators or lecture relatively slow motion. Supposedly at the age of higher education already reached 30 years or older, is already quite getting regenerating power of educators in accordance with standard regulations. of course, with the leadership that is excellent from the leader. To create admosfir academic in institutes higher education very in need of Academic leadership of the leader, it is no burden of tasks   are the same between institution higher education to force educators tri dharma higher education that way need an empowering of leaders in specialty academic leadership for power of educators or lecture, of course, is not the same with the model of management of labor as staff education.

Creating Confidence - In some cases occur very little people succeed in carrying out the mission of certain level of confidence themselves are high, even quite a lot of leaders do not dare to become as initiative in terms of certain because level of confidence themselves are not strong, even if the cause to things are good. Every effort work that exist in institutions higher education should be at the wake-up level of confidence itself, more specifically the power of educators, to create research that verily it became or research that is applicable to the industry sector. Thousands of studies were conducted of students both levels, essay, thesis and dissertation in the whole higher education majority as research that is not applicable, the results are pro forma for the complete unit of credit semester in charge, and everything was just filling the shelves of books in the library. How leaders can improve the confidence themselves the power of educators in order to become a mentor innovative in research that is conducted student research, especially the students of strata – 2 (S2) and Phd (S3).

Results of research students in the form of duties final theses and dissertations already should have the development of science and technology, that already exist or the discovery of new which can in be applied in a unit of analysis that carefully. It is happening because of lack of its identification of gaps problems are in need as well as analysts so that advice and conclusion is not give implications for in implemented, so that the study only requirement . By thus leaders must create 's level of trust themselves to force educators to be the initiator of the study are applicable, of course, with the way the leadership exemplifies the nature of the trust themselves in decision making, which can be rule model for the energy educators. Leaders must map the strengths and weaknesses of the labor educators, to thus be able analysis will need them to increase trust him, if the level of trust yourself power educators then the power educators can continue to all students, so the implication is not only affecting the individual but also to the institution.

Promoting the Spirit of coordination - Team spirit of coordination usually come from the leadership of the highest in an organization, because leadership is a position of decision maker who is always on the watch subordinate, whole

participant in organization, how leaders take decisions, whether for taking decision with a mechanism that organize as well. Surely not no worker or a man who successfully won only rely on the ability of its own, especially in an organization, every person must have need the help of a friend coworker in an organization, but sometimes stuff is not done is synergistic because the lack of a spirit of coordination, aversion to each other in need. Though attention to the task force educator is the same between one and the other that is carrying out the tri dharma higher education, must task together is going to be easy in doing when done with spirit and coordination that integrated. Guide road map folder of research strategic relate with the vision and mission higher education and with attention to the interests of the national as a contributing role in developing the power of competitiveness of national already clear to educators. Implementation of spirit of coordination also can be implemented in public service to society, the latter is in need of assistance in needs a holistic certainly be on serve with a spirit of coordination across faculty in a higher education, so that the dimensions of togetherness can be created, not with a view that is partial. Application of this must be initiated from the leadership of higher education which gives the rule model in the implementation of the tasks and functions of higher education, regard this would be a culture for the power educators are individual in applying the spirit of coordination.

Morale Builds - Build up the morale of the personnel working in an organization does not matter which is difficult especially on higher education where participants comprised of the scholars who already have achievements were adequate. But the case is not considered to be not important, when the workers work educated or lecture this regard is not no concern about the morale within the institution, they will more quickly take the attitude that is arrogant and is individual, because they are people they can achieve what they hope are individually and even able to collaborate with other institutions. So build morale power educators this is a thing that is very important for leaders higher education, like where that every effort educators have a goal that is common to the higher education, so any achievement that achieved power educator is also the

achievements of the institution higher education. To build morale have led higher education should carry out communication are intense against the force of educators, build trust to the educators in the competence they are which should be in respect. Need in some things leaders should participate in the activities of the activities of tri dharma higher education with the way it can be known needs to be operational which later can be estimated budgeting that right. So that if the leadership can be together with the educators perform some activity then by itself or entanglement of emotional in a team is created which is directly build a moral work that is synergistic. Entanglement emotional this is what should be on creating leadership in a mechanism of collaboration among staff educator.

Directing Group Activity - The role of active from the leadership in moving the activities of the group is an obligation for professional, often occurs an obstacle when the leadership is deeply not feel atmosphere activities of the group then there was a misperception. In college higher education activity group of the power of educators is the duty tri dharma higher education, carry out teaching, research and to the public service (pkm). Implements selected activity is actually can be implemented by individual by force educators, even fees for implementation can be independent. Similarly as with the results, research and public service can at publish it independently in the journal externally, so that results in an increase in academic function can be in getting itself. But if the entire force educators to think and act in self certainly not encourage atmosphere academic that expected from the leadership of higher education. Though actually when the results of research and public service are published 've definitely improve the reputation of higher education that concerned if in associated with the institution. Then to establish atmosphere academic in the culture of the organization at the higher education, leader higher education must hold the role of active to organize activities empirically and public service are synergistic fellow workers educator. Demands for leadership of higher education is the ability of academic leadership that can to integration vision of the mission of higher education with the activity of research and public service were carried out with the purpose specified. It is expected that with the coordination that both the synergic

budgeting also can be more efficient and effective, with a budget that is the same is not closed possibility in getting 2 or 3 activity. Then in activities with a budget that is equal the power of educators or lecture from various disciplines of science can carry out collaborative public service and research, which multiplier effect of its very good for excellence higher education. By potential higher education can be directed in accordance with the excellence that possess.

Develops Good Human Relations - Communications are poor can be dwart the role of both personal and team work even institutions ,by this problem of communication among workers labor / employees of both educators and staff education should be at the wake in harmony. The relationship between force working that well can accelerate all coordination and collaboration were carried out in inter personal and across departments and even across institutions. Special relationship work between staff of educators is very urgent in achieving the goal, to produce a pass late that reliable this is the result of combined efforts of the staff of educators, with such a relationship work very in hope to create graduates. Build relations are good between labor educators in a higher education is a challenge in itself because of its relationship with the disciplines of science and linearity of science and technology. But should easel in sole responsibility of the leadership of institutions higher education, however the challenge, leader must build relation that both fellow workers educator, relationship professional of the power educators can create a synergy that is beyond the ordinary. The ability of a labor educator junior can be lifted and motivated by the Senior if the relationship communication is established with the good. Even the teachers major in order duties have an obligation to foster the junior builds up level positions academic, mentoring both in research, teaching and public service. But everything that is not meaningful and does not mean if the relationship among power educators are not awakened, for the leadership and subordinate must have atmosphere the same to create and build relations were good between fellow workers educator.

Helps To Fulfil Social Responsibilities - Every organization has a responsibility responsible social which is the existence of its presence in the environment, social and community, as well as with personnel working both

energy staff education and energy educator. More specifically power educators as scientists have sole responsibility of the moral on the whole its activities in an institution, to the environment in society, scientists may have the result of research and teaching, but not all of the results it brings meaning that positive. The impact of the results of research and teaching that can be responsible moral of researchers in society. Because accountability answers social it is in faced on one's individual as a citizen of society. Because it institution should create something that responsibility both the environment and the economy can be answered by an institution or individual labor educators. Leaders higher education should see this as something that principle which must be in initiated by the leadership that the entire staff of educators feel secure as citizens of the institution as well as citizens of countries that are ethical.

7. Higher Education Needs Effective Leader

According tendency of the role of higher education sustain the economy of Indonesia is not growing is significant when we compare with other countries in Asia even Asean regional, where on the side of the income per capita Indonesia is still lagging behind, the last touches on the level of income per capita medium Rp 4,193.109 in year 2019. composition Profile workers in Indonesia in 2019, the number of personnel working as much as 129.36 million, and if we pay attention more in composition personnel work with the level of education most low nominated by employee who has a level of education Diploma I/II/III, which is only 2.82% years 2019. Graduates of the University has a portion of 9.75% of the total personnel working in Indonesia. It's is a challenge for higher education because clearly seen that the higher education has not been able to put his position as a higher education that can fill the void at once motivator for the development of education personnel working in Indonesia.

Implementation of education at the higher education has not been able to align the curriculum with the needs of skills on world of industry (links and match), The curriculum at higher education must be compiled according needs of stakeholders such is the user or industry. It is this which is a challenge that must

be answered by the institution higher education when higher education would put himself as an educator personnel work which has the power of competitiveness and professions. higher education should have the stem internal able to create a unity of motion for the vision and mission of the build higher education, some of the sources of the main that is very strategic, labor education, labor educators as well as the means and infrastructure. Staff education and labor educators as a resource principal remember higher education line of business based on knowledge, so that the management of personnel work is very significant to achieve the role of higher education that is expected. The role of leaders to manage the higher education very in need, style and goodwill are stronger manage in particular the source power human, innovation, creating and motivation for clicking force all power humans.

At the level of higher education private time is, both are new and are quite old, load tri dharma higher education has not been fully able in laurels with good, although in fact it is also the task required a labor educator as an individual. Should with provide a stimulus for the employee educators, need to vigorously carry out its function as , teachers, research and public service, as the result of the final is make up will be a wealth of intellectual power educators that can elevate levels of rank . By so that the power of education and labor educators can work together in harmony needed leadership that is effective from a leader of the institution. an effective leader possess characteristics, self-confidence, which has a trust themselves are strong become leader can be an example for subordinate as well as transparent create a system career that motivates. Having strong communication and management skills, in managing the potential stakeholders to become inspiration in created profiles of graduates are in accordance with the needs of the market, things it can in trying to accomplish with the skills of communication. Leaders can create creative and innovative thinking, in the form of new ideas or thoughts in the educational process that keep up with the times and be anticipation in the future. Then Leaders also need perseverance in the face of failure, leaders must be able to make a trial for things that just as creating and

promoted as an invention, do not be afraid to failure and must be diligent and consistent.

Courage willingness to take risks, the leadership can take an attitude to accept the occurrence of a failure, but of course with all the consideration that is right, because it is not there is an action in activity without a risk. leader that anticipate changes in the future and be the agent of the change it themselves, institution that became the initiator of the change is the institution that led the leadership of a visionary. Leaders are able adaptive to the environment does not become a tower of ivory in an environment as to be in knowing that higher education it is an institution that should be sensitive to the problems the environment / community , as much as possible higher education to be able to handle the problems that faced by society. So issues that in dealing with the public is a problem that must be in solved by higher education, meaning college high to be responsive to the situation of the community environment and to be reactive to the situation of the crisis.

CONCLUSION

Higher education in Indonesia especially higher education private very potential to evolve as which occur in other countries, with the number of residents that so big 237 641 326 inhabitants . While the force labor 136.18 million, and when seeing the profile of workers by level of education, covering the level of primary 40.51%, 7.75% junior high school, vocational school / high school 28.97% and the University / Diploma 12.57%. From the profile of workers in indonesia obviously aesthetically chances are prospective for college while in, because of course the workers need a higher education as a place to improve the capacity, competence and careers them. So that the demands of the institution higher education to increase the capacity and quality of absolutes that should be on improving in order to meet the demands of the needs of the market power of work. But looks are still many higher education not to create a power of work that is ready to plunge the spaciousness of employment in professional, regard this in caused the weak capacity of higher education for designing curriculum and the

process of learning in accordance with the needs of the market. By thus in need of leadership to be able to manage higher education private in the right order in fulfilling the needs of the market, a leader as visionary, capable in academic as well as have an insight into the area . an effective leader has the following characteristics: self-confidence, strong communication and management skills, creative and innovative thinking, perseverance in the face of failure, willingness to take risks, openness to change, and level of headedness and reactiveness in times of crisis.

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Undang – Undang Sistem Pendidikan Nasional.

Learning through the Virtual Network at Indonesia Christian University Postgraduate Program Faculty

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Abstract

The world of education is now experiencing a period of globalization that is growing rapidly. 21st century education has the objective to build a knowledge society. Society is characterized according to the UN of the 21st century is to have (1) technology and media literacy skills, (2) thinking skills, (3) problem-solving skills (4) effective communication skills, (5) collaborative work skills. One example that easily found is the use of Internet technology in education. This paper focuses on learning through a virtual network which includes the notion of learning through the internet and the potential and challenges.

Keywords: Learning, virtual network

INTRODUCTION

Continuous technological developments in the world of work not only requires a college graduate that has a broad knowledge but also have a professional skills ready for use in the field of work. This fact brings the consequence that universities constantly need to improve the quality of graduates that have competencies as desires. UNESCO in this context suggests the necessary competence possessed by graduates college, namely: (1) an adequate knowledge (to know), (2) skills in carrying out duties in a professional manner (to do), (3) ability to perform in science / profession (to be), and (4) their ability to use science for the common ethical (to live together). To be able to produce graduates with the competencies, Universities, in this case, Indonesian Christian University (UKI), especially the Postgraduate Program Faculty need to make continuous improvements to the learning facilities that they owned. One form of learning facilities which can contribute to the quality of the abilities and skills of students is the availability and use of media and learning technologies.

The availability and use of media and learning technologies in UKI Jakarta is very important in order to improve the quality of student abilities and skills.

This in turn can contribute positively to improving the quality of competence lulusansehingga able to play a significant role, both in academics and in the world of work in the future. In learning activities, the media can be defined as something that can bring information and knowledge in the interaction that takes place between lecturers and students (Heinich, et al, 1996). In other words, learning media act as intermediaries in the study conducted by the lecturers and students. Heinich, Molenda, & Russel proposed classification of media that can be used in learning activities one of which is a computer-based multimedia.

Internet is a virtual world of communication is one of the multimedia-based computer. Internet network system improvement is one of the effects of the progress of development in the telecommunications world of information and communication technologies (ICTs). Nowadays the existence of ICTs has been entered into the world of education. IT no longer be viewed as a complement, but more than the advancement of ICTs provides enormous impacts and benefits in learning activities. One use of ICT in education is the use of the Internet that allows for learning through a virtual network. The concept of learning nowadays referred to *online learning*.

1.   Advantage and Disadvantage of Virtual Network Learning

The wealth of information that now available on the Internet has already surpassed expectations and even the imagination of the inventor of the first system. The Internet was originally created for the needs of military defense systems that can be decentralized so as to reduce the risk of total failure, just maybe this could happen if a centralized system main computer was destroyed.

Internet can also be decentralized and empowered. By using the Internet we can access information sources without limit and is expanding rapidly. We can communicate individual or mass to practically anywhere in the world within a few seconds. We can deploy (publish) information that can be accessed from anywhere around the world in no time at all. We can communicate directly (in real time) by telephone and video processing units. We can "chat" through a network of free "chat" is very broad, namely mIRC. Here are some of the advantages and

of the Internet as a media and learning resources are: 1) For Teachers: (a) improving the knowledge (b) to share resources among Collegial / peers (c) working with teachers from abroad (d) the opportunity to publish / directly (e) arrange regular communication (f) participate in forums with colleagues both locally and internationally. 2) For Students: (a) improving the knowledge; (b) to learn interactively; (c) Develop skills in the field of research; (d) improve communication with other students; and (e) Increase sensitivity to problems that exist throughout the world.

In addition to the above advantages, drawbacks of using the Internet as a media and learning resources are is a lack of availability of human resources, the transformation process technology, telecommunications infrastructure and the laws that govern them. Operational infrastructure underlying legal education in Indonesia is quite adequate to accommodate the new developments of the application of IT to education. However, please note that the Cyber Law has not been applied to the world of law in Indonesia.

In addition there are shortcomings in terms of infrastructure provision of telecommunications technology, multimedia and information is a prerequisite for the implementation of IT education while the penetration of computers (PC) in Indonesia is still low. Fee for the use of telecommunication services are still expensive even telephone network is still not available in many places in Indonesia.Untuk it needs to consider access to the Internet without going through a personal computer at home. Meanwhile where Internet access could be extended reach through the facilities on campus, schools, and even through the stalls is certainly confronted Internet. Hal back to the government and the private sector; although eventually return also to the government. Therefore, it is the government that can create a policy and regulatory climate conducive to private investment in education.

2. General Planning of Research On Learning Through The Virtual World

The study design learning through virtual network can be formulated in the title "Development of Internet-Based Learning Strategy Model". The background of this development research is their high tendency in utilizing the Internet as a media and learning resources at the college. However, the opportunity can not be fully utilized by Higher Education institutions. Utilization of the Internet network system for learning in universities is also in search of the latest learning resources, qualified and accountable in science.

Encountered education problems in Indonesia in the utilization of the Internet for online learning are:

1. What is the effective utilization of the virtual world of learning to improve learning outcomes students of the Indonesia Christian University Postgraduate Program Faculty?

2. Is the world implementation of virtual learning contribute to improve the quality of teaching in Indonesia Christian University Postgraduate Program Faculty?

Meanwhile the research objectives to be Achieved, is to Obtain an overview of:

a. How big is the role of the virtual world learning to learning outcome students of the Post Graduate Program Faculty UKI Jakarta.

b. How big is the role of the world virtual learning towards improving the quality of teaching in the Postgraduate Program Faculty UKI Jakarta.

Review of the literature used in the study design are theories related to communication and telecommunication network systems expressed by experts based on research results. Experts such as Clark Quin with his theory of learning moble, Heinich and Molenda with Multimedia theory, Richard Mayer in the form of multimedia research results, and Dabbagh with online learning theory. The research methodology used in this design is research and development. From this development research is expected to produce a web-based learning product. While the development model used is the model used by Trollip and Allesi (2001). This

model consists of 3 stages, namely: 1) planning, 2) designing, and 3) development. The three major stages contain operational stages starting from program development planning to field evaluation.

According to the model Trollip and Allesi, evaluation of product development is divided into two, namely: 1) on-going evaluation, and 2) evaluation of product development. On going evaluations conducted throughout the development process is done. That is, at the time of product development was done and found components that need to be improved based on feedback from various parties, then at that time must be revised.

Meanwhile, evaluation of product development done in 2 ways, namely: 1) alpha test and 2) beta test. Alfa tests in the research design development of learning through cyberspace in the Faculty of Postgraduate Program UKI conducted by experts in this matter. The experts who will undertake the development of this product is an expert in Education Technology, Media Expert, Expert Content and Expert Evaluation. Fourth These experts will provide an assessment of the product development. Suggestions, comments and input from experts will be used as the basis for product revision. Meanwhile, the beta test is an evaluation conducted in the field by the user. Beta tests include tests of the one consisting of 3 students representing three groups of different abilities. After testing the test a small group, consisting of 8-15 students representing different levels of ability and reflects the characteristics of the user. While the last beta test is a test of major groups, which was conducted on more than 15 students. The number of large groups should reflect the end-use products. If within one single test, test a small group, and large group trials have encountered many comments are not satisfactory about product development, it needs to be revised. The revised draft further tested back on a different subject to the same scheme. The aim is to avoid the invalidity of the data obtained. In addition, the process of field trials should be performed by different lecturers, not by the developer. This is also done to avoid a subjective element in the acquisition of research data.

3. **Applications of Educational Technology Trends Prediction**

Along with the development, computer technology today is no longer only used as a means of computing and word processing (word processor), but also as a multimedia learning tool that allows students to make a concept design and engineering and science. Computer-based multimedia presentation can be defined as technology that optimizes the role of the computer as a means to display and manipulate text, graphics, and sound in an integrated view. With a view that can combine various elements of information and delivery, the computer can be designed and used as a medium for effective technologies to study and teach relevant lecture material graphic design machines and also animation. According Panen, et al (2003), the use of media and learning technologies at universities in addition to contributing to the knowledge and skills students can also help a lecturer at the College to facilitate the learning process, clarify learning materials with a variety of concrete example, facilitates interaction with students, giving students the opportunity to practice, and allow evaluation of various forms of media and learning technologies. In order for the use of media and learning technologies can contribute positively to student learning outcomes, then professor of media users should consider several factors media selection.

The use of computer networks for the acquisition of information is also increasingly being carried out by the students. The growth of Internet cafes services (computer cafe) on campus has also added the student access to information through the network. The high intensity of the changes in the world of telecommunications, information and communication requires a fundamental change in the implementation of learning in PT. The learning process at this time, not only in the strategy and the conventional model, but it leads to a blended learning system, which combines conventional learning pattern with a learning system that utilizes virtual world.

4. **Relationship between Learning Method Changes and Virtual Network Learning**

Changes that occur in the world of learning in universities, particularly in the Christian University of Indonesia who seek leveraged the Internet as a media and learning resources has put the technology education as an essential element as a discipline that aims to design learning systems. This is in line with the definition of Educational Technology, as issued by the AECT 2004 saying that "Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing Appropriate technological processes and resources".

This definition indicates that the Educational Technology as a system has four interrelated components and integrated. The four components are: 1) the study and practice of ethics; 2) facilitate learning and improve performance; 3) creating, using, and managing; and 4) the processes and resources. The integration of all the components that show the system can be visualized as follows:

Figure 1.1. A visual summary of key elements of the current definition.
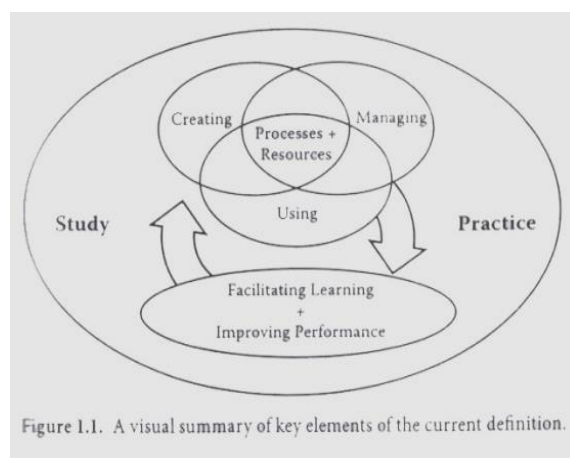
The above definition suggests, that the Education Technology concerns in studies of theoretical level conceptual through a variety of research and practice on how to facilitate learning and improve learning performance by creating, using, and managing various processes and sources of the most suitable technology for teaching and learning activities. The definition of the concept of Educational Technology as described, clearly illustrated that the Educational Technology is a

discipline that seeks to create a design that aims to facilitate the learning that will ultimately improve performance. Facilitate learning in this context is not only addressed to students, but also professors as manager in the classroom. The changes were rapid and fundamental advancement of ICT requires a learning design that can be easily accessed by students and professors to finding the source of learning. A close relationship between progress and the changes to the role of ICT in Education Technology described as two sides of a coin that can not be separated. Utilization of the Internet and the virtual world of learning at the Indonesian Christian University Faculty of Postgraduate Program can only take place smoothly and make a positive contribution if it is designed using the principles of Educational Technology.

Internet use in the virtual world of learning at the Postgraduate Program Faculty of the Indonesian Christian University will be able to facilitate the Distance Learning Process between students and lecturers. This application can at least bridge the learning needs of students who cannot come to class. In addition, students can also take advantage of this facility for the improvement of knowledge without having to attend a class, or go out of town, the participants could be in place each, while the lecturers are in a different place. The interaction can be run on-line and real-time or off-line or archieved.

Use of a computer device, equipped multimedia device, with a CD drive and an Internet connection or a local internet, widespread and widely used in educational institutions today. So the number of students who can participate and take advantage of this medium as a source of learning is not limited by the capacity of the class. Lecture materials can be designed and the same standards for each level. In addition, the learning material is easily accessible because it is available on the web. Students just choose the desired material. In addition, learning materials can also be updated at any time, as well as the evaluation system can be designed with diverse and cannot be the same for every student.

Fully realized, studying with the use of Internet in a virtual world on a new Indonesian Christian University Faculty of Postgraduate Program can meet the needs of an understanding of the theory. For the realm of practice, students are

still required to be present in a regular classroom. But at least, understanding the theory as the basis of the practice can be studied with the Internet-assisted learning system. The combination of conventional learning and use of the Internet as a media and learning resources at the Indonesian Christian University Faculty of Postgraduate Program have wanted a fundamental change in the system of learning to do. The changes are not only required of students and faculty, but also from existing learning environment. With the onset of change and transformation, hence Indonesian Christian University Faculty of Postgradute Program institution as a learning organization is expected to mengadapasi and to collaborate with any changes in the global environment.

5. **Supporting and inhibiting factors and how to overcome it**

By maximizing the use of computers and the Internet as a learning facility in the virtual world, the Indonesian Christian University School of Postgraduate Program Jakarta, make the Internet as an education infrastructure which has a carrying capacity in the learning process. Things that make the Internet as a factor that has supporters learning process, are:

  a. Can be used as access to the library;
  b. Can be used as access to experts;
  c. Can undertake an online course;
  d. Academic information services can provide an educational institution;
  e. Search engine may provide the data;
  f. Can be providing discussion facilities;
  g. Can provide facilities and school alumni directory;
  h. May provide cooperation; and others.

Lecturers need to take advantage of the use of computers and the Internet as a media and learning technologies to improve the quality of mastery of competencies that need to be owned by the students. Make your computer use can contribute optimally to the quality of student learning outcomes, the use of computers as media and technologies must be integrated with learning activities of students.

1. The main obstacles that hinder the learning process by using the Internet is the lack of human resources (HR) managers operationalize and maintain the facilities or infrastructure network.

2. There is still a lack of ability of the dosenmenggunakan Internet as a learning resource.

3. Required considerable cost and expensive to procure the means and infrastructure with access to fast internet (bandwicth) were great. Mainly to do lectures teleconference.

6. **How to overcome it**

a. Provide and train professionals to serve as operator assisted learning program internet.

b. Provide special maintenance personnel to maintain the computer multimedia devices that serve as a means of learning.

c. Please provide specific special study room to perform live distance learning.

d. Provide special training and continuing to the faculty to use the internet as a multimedia learning.

e. Provide special training to the faculty to be able to design internet-assisted learning.

CONCLUSION

IT is very useful performance help the development of education. Utilization of IT should really be done for positive activities appropriate and well-being. Principles learned about along hanyat ranging from the content hinga keliang hendanya grave can motivate us to always learn anytime and anywhere. For the development of IT has enabled us to access all learning resources globally.

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Emotional Intelligence and Employee's Performance
(A Literature Review)

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Abstract

This paper critically reviews conceptualizations and empirical evidence in support of emotional intelligence (EI) and its claimed role in the occupational environment. Consideration is given to the status of EI in occupational and its affected to employee's work performance. Overall, this review demonstrates that recent research has made important strides towards understanding the usefulness of EI in the workplace. The review concludes by providing several practical guidelines for the development and implementation of EI measures within occupational settings.

Keywords: *Emotional Intelligence, employee's performance.*

INTRODUCTION

The development of science and technology and the flow of globalization have brought changes and created new paradigms in the workplace and in the world of education. This change will require human resources or employees to immediately adjust to the changes. Human resources are assets which is very vital for the progress and development of the organization due to the changes that occur.

Organizations are not just about pursuing achievement high productivity only, but also pay more attention to performance in the process achievement, thus performance is a key factor for each individual and organization in achieving productivity. To improve the quality of employees, it is necessary to improve the methods and models of employee coaching and ensure that employees can carry out their duties properly, without experiencing various interference that could affect performance.

Man is what becomes the planners, actors, and determinants of the organization, therefore, sophisticated tools nothing can operate without the active role of human resources. Good employee performance will certainly result in

good service too. To realize good service, passion, persistence and motivation of employees must remain stable. According to Mangkunegara (2002: 61), performance is: quality work results and the quantity that can be achieved by an employee in carrying out the task according to the responsibilities assigned to him. According to Martin (2000: 26), employee performance is not only seen from perfect employability, but also the ability to master and manage himself and the ability to build relationships with others. This ability by Daniel Goleman is called Emotional Intelligence. Goleman (2006: 44) states that as high as possible intellectual intelligence accounts for about 20% of the factors determine individual success in life. Meanwhile, 80% is filled by other strengths including emotional intelligence.

There are some researchers who argue that intellectual intelligence cannot be much changed by experience and education, intellectual intelligence tends to be innate so we can't do much to improve it. Meanwhile emotional intelligence can be trained, learned, and developed in childhood, so there are still opportunities to develop and increase it to contribute to the success of one's life. Emotional intelligence is a situation in which a person who is able to control himself, spirit, emotions, and withstand stress which can happen due to anything both in the work environment and outside the work environment that will have a bad impact in the future. Goleman (2000: 37) as a well-known psychologist, in his book once said that to achieve success in the world of work is not only cognitive intelligence is needed but also emotional intelligence.

Employee performance lately is not only seen by intellectual factor only but also determined by emotional factors. Someone who can control emotion well it will be able to produce good performance too. This matter in accordance with what was expressed by Mayer (Psikologi.com, 2004) that Emotional intelligence is a factor that is as important as the combination technical and analytical capabilities to produce optimal performance. In particular, corporate leaders need high emotional intelligence because they represent the organization, and interact with people both inside and outside the organization and play an important role in shaping morale and discipline of employees (Estining Widyastini, 2003). Leader

who has high empathy will be able to understand the needs of employees and can provide constructive feedback. Fundamental values developed with displaying emotional intelligence is the implication for trainings, noting that emotional intelligence plays an active role for one's success at work. The training program is one such effort to improve employee performance in facing various kinds of changes both internal and external. Appropriate training models and methods varied will be able to reduce employee boredom and burnout. So that employee performance remains stable and quality.

According to Cooper and Sawaf (2002: 15) emotional intelligence includes self-control, passion, and persistence and the ability to motivate oneself and endure frustration; the ability to control impulses and emotions, and not exaggerating pleasure set the mood of the feeling and keep the burden of stress from crippling ; the ability to think, read other people's deepest feelings (empathy) and pray, to nurture the best possible relationship; the ability to resolve conflicts, as well as tolerating people who lack of self-control. Then Goleman (2001: 39) says that the ability of emotional intelligence is the ability to monitor and control one's own feelings and others and use those feelings to guide thought and actions. So, emotional intelligence is indispensable for success in work and produce a prominent performance in the job. But when compared between technical ability, IQ and emotional intelligence as determinant of the brilliant performance, emotional intelligence occupies portions are twice as important as others at all levels of work or job.

In certain occupations the personality traits of a person are very associated with success at work and will affect performance. In order to work well, emotional intelligence is needed to be able to recognize self-emotion, ability to manage emotions, ability to motivate yourself, the ability to recognize the emotions of others, and the ability to build relationships with other people. Based on the description above in relation to the importance of emotional intelligence of professional workers as one of the important factors to have that good performance in supporting the company. This paper is a critically reviews

conceptualizations and empirical evidence in support of emotional intelligence (EI) and its claimed role in employee's performance.

1. Emotional Intelligence

According to Goleman (2006: 44), emotional intelligence includes aspects of the ability to motivate yourself, overcome frustration, control pressure mood, mood control, empathy, and the ability to cooperate. Furthermore said by Goleman that the intellectual intelligence factor (IQ) only contribute 20% to success of career, while 80% is the contribution of other factors, including emotional intelligence. In line with Goleman's opinion, Segal (2000: 27) also states the importance of emotional intelligence, especially in terms of profession. According to him, emotional intelligence has an important role in the workplace; besides also playing a role in the family environment, community, experience romantic and spiritual life. Even emotional awareness creates a state of the soul more deeply, so that it is possible to determine the choices be better about what to do, how to balance between personal needs and the needs of others, and also in choosing a life partner.

Emotional intelligence is a situation where a person must be able to control himself, enthusiasm, emotions, and endure frustration. It could be happen because of anything both in the work environment and outside the work environment that will have a bad impact in the future. According to Goleman (2000: 6) there are five dimensions or components of intelligence emotional (EQ) reduced to twenty-five in total competence. If we have enough of six or more competencies spread on the five dimensions (EQ), will make someone become reliable professional. The five dimensions or components are:

a. *Self awareness,* which means knowing the state within oneself, that is preferred, and intuition. The first dimension is recognize one's own emotions, know one's strengths and limitations, and confidence in one's own abilities.

b. *Self-control,* which means managing the situation within yourself and own resources. This second dimensional competence is holding back emotions

and negative encouragement, maintaining the norms of honesty and integrity, taking responsibility for personal performance, flexible to change, and open to innovative ideas and information.

c. *Motivation (Motivation)*, which means encouragement that guides or helps goal. The third competence is the impetus force better, adjust to the target group or organization, readiness to take advantage of opportunities; and persistence within fighting for failure and obstacles.

d. *Empathy (empathy)*, which is awareness of feelings, interests, and concerns person. The fourth dimension consists of the competence of understanding others, developing others, customer service, create opportunities through association with a wide variety of people, reading relationships between emotional states and the strength of a group's relationship.

e. *Social skills (social skills)* means proficiency in arousing responses desired by others. Among them is ability of persuasion, listening openly and giving a clear message, ability of resolving opinions, the spirit of leadership, collaboration and cooperation, as well team building.

2. Performance

Performance is an important aspect in achieving a goal. The achievement of maximum goals is the result of team or good individual performance, and vice versa failure, in achieving targets that have been formulated is also the result of individual or team performance that is not optimal. Many limitations put forward by experts related to performance. Rivai (2004: 309) for example says that performance is a real behavior displayed each person as the work performance generated by the appropriate employee with its role in the company. Referring to this view, it can interpreted that a person's performance is associated with routine tasks what he did.

Nurlaila (2010: 71) says that performance is the result or output of a process. (Luthans, 2005: 165) According to the approach behavior in management, performance is the quantity or quality of something that is produced or services

rendered by someone doing the job. Mangkunegara (2002: 68) says that performance is "the result of work in quality and quantity achieved by someone in implementing duties in accordance with the responsibilities given to him ".

Generally it can be said that performance (performance) is a form or success the work of a person or organization in achieving its goals. Result or performance achieved is not only limited in terms of quantity, but also in quality.

3. The Aspects of Performance

Speed - Speed is very important for a company's competitive advantage. Speed associated with the elements:

a. The employee's actions indicate an understanding of degrees the importance of speed in a competitive environment.
b. Employees do a great job.
c. Employees complete work according to schedule.
d. Employees are looking for ways to get routine work done quickly.

Quality - Quality is very important in supporting a company's competitive advantage. Regarding quality, it can be seen from the following elements:

a. Employees are proud of their work.
b. Employees do their job right from the start.
c. Employees look for ways to improve the quality of their work.

Service - The speed and quality benefits can easily turn into bad service. This can be seen through the following:

a. The employee's actions can indicate an understanding of its importance serve our customers.
b. Employees show a desire to serve others with good.
c. Employees respond to customers in a timely manner.
d. Employees provide more than customers ask for.

Value - Understanding of value is very important in purchasing decisions, setting targets, setting priorities and work effectiveness. At least two things which is covered in the value aspect, namely:

a. Employee actions indicate an understanding of the concept of value.

b. Value is something that is considered by employees indecision-making.

Interpersonal Skills - Interpersonal skills include:

a. Employees show concern for the feelings of others.

b. Employees use language that encourages others.

c. Employees are willing to help others.

d. Employees sincerely celebrate the success of others.

Mental for Success - This includes the following elements:

a. The employee has an attitude that he can do anything.

b. Employees are looking for ways to increase their knowledge.

c. Employees are looking for ways to enrich their experiences.

d. Employees are realistic in measuring their abilities.

Be open to change - This condition is related to the following:

a. Employees are willing to accept changes.

b. Employees are looking for new ways to complete old tasks.

c. The employee's actions indicate curiosity.

d. Employees view their roles as roles.

Creativity

a. Employees show creativity in problem solving.

b. Employees demonstrate the ability to see relationships between problems that seem unrelated.

c. Employees can take abstract concepts and develop them into a workable concept.

d. Employees apply their creativity to their daily work.

Communication skills.

a. Employees present logical ideas in language that is easy to understand by others.

b. The employee expresses his disagreement without creating a conflict.

c. Employees write using clear and precise words.

d. Employees use language that is optimistic.

Initiative.

a. Employees are always willing to help others if the job has been done.

b. Employees want to always be involved in new projects.

c. Employees always try to develop their skills outside.

d. Employees are a source of ideas for performance improvement.

Organizational Planning.

a. Employees always make personal schedules.

b. Employees work according to this schedule.

c. Employees always decide in advance which approach to use task before starting it

4. Relationship between Emotional Intelligence and Employee's Performance

The world of work has various problems and challenges that must be faced by employees. These problems in the world of work are not a thing only requires intellectual ability, but in solving it also requires emotional abilities or emotional intelligence. Goleman (2000: 37)as a famous psychologist, in his book once said that to achieving success in the world of work is not just cognitive intelligence needed but also emotional intelligence. Employee performance lately is not only seen by intellectual factor only but also determined by emotional factors. Someone who can control emotion well it will be able to produce good performance too. According to Goleman (2006: 44), emotional intelligence includes aspects of the ability to motivate yourself, overcome frustration, control pressure mood, mood control, empathy, and the ability to cooperate. Furthermore said by Goleman that the intellectual intelligence factor (IQ) only contribute 20% to career success, while 80% is the contribution of other factors, including emotional intelligence.

In line with Goleman's opinion, Segal32(2000: 27) also states the importance of emotional intelligence, especially in terms of profession. According to him emotional intelligence has an important role in the workplace; besides also playing a role in the family environment, community, experience romantic and spiritual life. Even emotional awareness creates a state of the soul more attention so that it is possible to determine the choices be better about what to do, how to

balance between personal needs and the needs of others, and in choosing a partner life.

Based on the two opinions above, it can be seen that emotional intelligence contains very important aspects that are needed in work. Such as the ability to motivate yourself, control emotions, recognizing other people's emotions, coping with frustration, regulating mood, and other important factors. If these aspects can be owned properly by every employee at work, it will help realize that performance good. Thus it can be seen clearly that emotional intelligence has an effect on employee performance. The basic references of this research include: Thesis Laras Tris Ambar in 2006 with the title Analysis of the Influence of Competence, Communication, Emotional Intelligence and Organizational Culture on Employee Performance. Result of his research states that there is a significant positive effect between emotional intelligence on HR performance. The second research reference is the thesis of Dodi R. Setiawan in 2009with the title Emotional Intelligence in Improving Employee Performance at Azzahra University. The results of his research state that there is a relationship positive significant between the emotional Intelligence variable and the performance variable Azzahra University Employees. The third research reference is Ahmad Sani's thesis in 2012with the title Burnout Effect Analysis and Emotional Intelligence on Performance Employees of PT Bank Mega Syariah Malang Branch. The results of his research stated that the burnout and Emotional Intelligence variables simultaneously have significant influence on employee performance.

CONCLUSION

Emotional Intelligence of someone is very important role in his performance because when emotionally disturbed then the activity will be disturbed. This study has shown that if the employee has high emotional intelligence, he could do more tasks and give a good performance. He can be an asset for his company. The leaders in the company should notice their employee competence and give them

more soft skills training, like EI Program. The company have to be able to improve its employee performance, and make aa job evaluation regularly.

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**Analysis of Leader Decision-Taking Style
(Case Study of the Four Minister of Education of the Republic of Indonesia)**

Witarsa Tambunan, Mijchela Dwij Syanse

INTRODUCTION

Leadership is a process in directing or influence the activities of an organization or group in order to achieve certain goals. As a process of achieving goals, leadership has its own art and method which is called "Style" to influence people (to rule), but it is not then make someone a good leader. So in achieving organizational goals the leadership role is very decisive. The role itself is a regulated and expected behavior of a person in a certain position. One of the functions a leader must perform in an effort to achieve goals is how the leader can make decisions effectively. In reality, decision making is not a simple matter, because every decision making usually has two consequences at once, both positive and negative consequences. However, a leader must have the courage to make decisions from the several options it faces. Leaders are expected in making decisions to choose the best from the various alternatives available. One of the most important tasks of a leader is to determine what would be the best for the organization and its members. However, in making decisions, sometimes leaders face dilemmas and seem to be at a crossroads.

Drommond (1985) argues that decision making is an attempt to create events and formation of future (events during the choice and afterward). This opinion confirms that decision making is the process when a number of steps must be done by evaluating alternatives to make a decision from all available alternatives (Syaruddin: 48). The decision-making style is a quadrant bounded by dimensions: Way of thinking, consisting of: logical and rational; process information serially. Low need to structure information, so that it can process multiple thoughts at the same time . According to Robin and DenCenzo, the basic style of leadership in the decision-making process, can be found in four quadrants.

1. Directive = low tolerance for ambiguity (unclearity) and rationality way of thinking. Efficient in making decisions quickly and is short term oriented. Managers who use this style often make decisions quickly because they do not like to deal with a lot of information and only consider one or two alternatives.

2. Analytic = high tolerance for ambiguity (unclearity) high and rationality way of thinking. A careful decision maker is able to adapt to new situations. He/she likes to consider complex solutions based on as much possible data he/she could collect.

3. Conceptual = high tolerance for ambiguity (unclear) and intuitive way of thinking (feeling). Long-term oriented, often pressing creative solutions over the problem. He/she likes to consider a large amount of information.

4. Behavioral = low tolerance for ambiguity (unclear) and intuitive way of thinking. Trying to avoid conflict and seek acceptance.

Thus style is often applied by managers who have great concern for others as individuals. Managers who use this style like to talk to others individually and understand how they feel about problems and how certain decisions will affect them. This paper only wants to portray the Decision Making Style of the 4 Ministers of Education of the Republic of Indonesia based on the Robis Cs theory, meaning that the position of the Minister is included in which quadrant in making decisions/policies, so it does not mean to say the position of the Minister is negative or positive if it is in the position of the quadrant.

1. **Decision Making Style of 4 Ministers of Education of the Republic of Indonesia.**

Nadiem Anwar Makarim, B.A., M.B.A (2019 - present) Minister of Education and Culture of Indonesia in the Advanced Indonesia Cabinet. The government of President Joko Widodo-K.H Ma'ruf Amin, inaugurated 23 October 2019.

a. Policy

1) National Standard School Examination (USBN) of 2020 is cancelled inclusive of Test of Competency for Special Senior High School

2) Study Process from Home .Study process from home given based on online so as to give meaningful learning experience.

3) School examination is carried out without gathering the students , that can be made in the form of portfolio of rapport value, assignments, on line test or long distance assessment.

4) for new admittance of student candidates, schools are requested to prepare PPDB mechanism by folowong health protocol to avoid the corona virus (Covid-19) which contains how to prioritize the health of students, teachers and all school members. including the cancellation of the 2020 national exam.

   The Five Policies of Nadiem Makarim

a. UN 2020 is canceled, including the Skills Competency Test 2020 for Vocational High Schools.

b. The process of learning from home. The learning process from home is carried out through online learning to provide meaningful learning experiences for students.

c. School exams and class promotions are carried out without gathering students, can be done in the form of a report card and achievement portfolio, assignments and online tests or assessments

d. For the acceptance of New Students, schools are asked to prepare a PPDB mechanism by following health protocols to prevent Covid-19.

e. School Operational Assistance Fund, can be used to pay for school needsin preventing the Covid-19 pandemic.

b. Analysis

1. Behavioral decision-making style is characterized by attention to the achievements of subordinates and highly accepting suggestions from others.

2. Simplifying the lesson plan into 1 sheet is the answer to the complaints of teachers with their daily administration activities.

3. Behavioral decision-making styles are characterized by efforts to avoid conflict. Because according to Nadiem Makarim is said to be able to understand the Policy of the Regional Government to emporarily halt school activities related to the spread of the corona virus.

4. Nadiem Makarim is reluctant to comment on various problems in the world of education. Because according to Nadiem Makarim, as a new official within the Ministry of Education and Culture, he still has a lot to learn. Acceptance by others is important for behavioral decision makers.

5. After the Regional Government issued a policy of temporarily stopping school activities related to the corona virus, then Nadiem Makarim made several policies to support the policies of the Regional Government.

6. Nadiem in making decisions takes into account and pays attention to the people around him and also has tolerance. Such leaders are included in the leadership who take the Behavioral Style policy, namely = low tolerance for ambiguity and intuitive way of thinking. Trying to avoid conflict and seek acceptance. This style is often applied by managers who have great concern for others as individuals

c. Conclusion

Nadiem Makarim in leading the Ministry of Education and Culture applies Behavioral Decision Making Styles.

2. Muhadjir Effendy (2016-2019)

Minister of Education and Culture (Mendikbud) period 2016-2019.

a. Policy

1) Full day school system.
2) Five days of school a week.
3) Smart Indonesia Card Program.
4) Revitalization of Vocational High Schools (SMK)
5) The policy on the school zoning system.

b. Analysis

1) The concept of full day school that is proposed is not immediately used as a decision. Muhadjir Effendy collected various information related to this concept, ranging from the study on success of other countries in implementing the full day school concept to the opinions of various groups about the concept.

2) The information obtained becomes material for Minster Muhadjir Effendy to analyze the advantages and disadvantages of the program, so that he can get it decisions to not apply the concept.

3) Decision making process is characterized by prudence and is able to adapt to situations that he did not make decision quickly. For example application of Smart Indonesia Card Program, Vocationan School and School of Character Eduation are only applied after receiving guidance from the President.

4) In making decision Mr. Mahajir was willing to listen to the guidance of his superior (President), thus his style of decision making can be classified as **high amibiguity and rational thinking.**He was prudent in making decision and was able to adjust hmself with the existing situation. He liked to consider complex situation based on as much as possible collected information.

c. Conclusion

Muhadjir Effendy in leading the Ministry of Education and Culture applied an Analytical Decision Making Style.

3. **Anies Rasyid Baswedan, S.E., M.P.P., Ph.D** Minister of Education and Culture in the Jokowi-JK Working Cabinet for the 2014-2019 period.

a. **Policy**

1) Delaying the implementation of the 2013 Curriculum and returning it to the 2006 Curriculum, and implementing the 2013 Curriculum in a limited number of schools.

2) Changing the National Examination not as a measure of graduation, but only as a mapping of equal distribution of the quality of regional education.

3) Create a teacher competency test and teacher certification program. The teacher competency test program implemented in 2015 became the basis for the launch of the teacher learning program.

4) Removing the School Orientation Period carried out by Students / OSIS and replaced by the Introduction of the School Environment from the School to reduce hazing by seniors.

5) Make schools a fun place by conducting Movement Campaigns, such as:

   a) Movement of Honoring Teachers. By inviting adults to meet teachers on teacher day to honor them, and various collaborations between the Ministry of Education and Culture with State Owned Corporations (BUMN) and private companies to provide convenience, discounted prices to the teachers.

   b) Reading Movement 15 Minutes before Starting Lessons for Encourage Reading Interest.

   c) Delivering Children on the First Day of School for Parents of Students. This is intended to increase the emotional bond between parents and school and their children.

b. Analysis

1. The movements initiated by Anies Baswedan show creativity in overcoming educational problems.

2. Conceptual decision makers tend to be good at finding creative solutions to problems. Conceptual style is decision making that uses basic concepts on the phenomena that occur.

3. Postponement of the 2013 curriculum, this decision making is based on information obtained from various parties

4. Anies Baswedan used his intuition without thinking about the rationality of the budget problem when delaying the implementation of this 2013 curriculum.

5. Conceptual style decision maker oriented to the future on achievement and reward, recognition, and independence.

6. Anies Baswedan strives to build a positive image with various amazing breakthroughs in the Indonesian education system, such as the implementation of the Computer-Based National Examination which was held for the first time in 2015.

7. Anies Baswedan abolished the Student Orientation Period (MOS) which is often suspected of being a means of bullying and hazing.

8. Thus, Anies' decision-making style is conceptual = tolerance for high ambiguity and intuitive (feeling). Long-term oriented, often pressing creative solutions to problems. Like to consider a number great information.

c. **Conclusion**

Anies Bawesdan in leading the Ministry of Education and Culture applies a Conceptual Decision Making Style.

4. **Prof. Dr. Ir. K.H. Mohammad Nuh, DEA,** Minister of National Education of Indonesia since 22 October 2009 - 20 October 2014.

a. **Policy**

1) The 2006 Education Unit Level Curriculum (KTSP) was replaced with the 2013 curriculum.

2) Four policies regarding Early Childhood Education (PAUD), among others:
   a) Institutional arrangement,
   b) PAUD Teachers,
   c) PAUD curriculum,
   d) Availability of infrastructure

3) Provided a new formula for assessing student graduation from educational units. Mohammad Nuh said that with the new formula that evaluates students comprehensively during the three years of study, that the emerging UN polemic that appears every year is expected to stop.

b. Analysis

1) Mohammad Nuh's policy of 35% voting rights in rector elections in state universities, demonstrating his authority as the current minister of education and culture during his term.

2) The 2013 curriculum was implemented without careful preparation from the education implementers. The rationale used is that educators have received sufficient training to implement the 2013 curriculum, even though in reality not all educators have received adequate training.

3) M.Nuh is more focused on facts, this can be seen from Mohammad Nuh's decision on the 12-year compulsory education program, up to the secondary education level which was set in 2012. This decision was made based on existing facts about the gross enrollment rate secondary education in 2009/2010 which only reached 69.6 percent.

4) The focus of national education policies is to overcome availability. Education at the level of Senior High School and Vocational Senor Hih School were deemed to be difficult to be achieved due to the problem of tuition fee.

5) M. Noah included into Directive Style = Low tolerance for ambiguity and looking for rationality. Efficient, make decisions quickly and are short term oriented. Managers who use this style often make decisions quickly because they do not like to deal with a lot of information and only consider one or two alternatives.

c. Conclusion

Muh. Noah in leading the Ministry of Education and Culture applied Directive Decision Making Style.

CONCLUSION

It turns out that a person's leadership can be measured from his decision-making style by looking at the policies issued / set by the leader. Whether the position of the leader is in one of these quadrants will correlate with his decision or whether it is influential in his leadership requires separate research.

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