OBSERVING LEADERSHIP STYLE EEMSC RECTOR'S UNIVERSITY ISLAM SYEKH-YUSUF TANGERANG-INDONESIA

M. ROSUL ASMAWI

Jurusan Ilmu Administrasi, Program Studi Ilmu Administrasi Negara, Fakultas Ilmu Sosial dan Ilmu Politik, Universitas Islam Syekh -Yusuf , Tangerang Banten, Indonesia. E-mail: mrosul@unis.ac.id, Orcid: http://orcid.org/0009-0008-1903-2113

Abstract

Backgrounds: *This article provides a qualitative review of the analysis of the Chancellor's leadership style in Indonesian tertiary institutions. This research is very unique and interesting to do research so that the results are clear. Leadership style; Exemplary Worship, Exemplary in Organization, Motivation, Stimulation and Consideration (EEMSC).* **Methodology:** *The author uses two approaches, first reviewing the literature on relevant leadership style in Indonesia theories from the publication and secondly empirical studies based on observations so that the Chancellor's leadership style is examined. The theory of the Chancellor's leadership style has been widely published by researchers according to the results of their research. Results: In determining the results of research, the examination of leadership styles in tertiary institutions in Indonesia is very interesting because the handling of leadership styles today is influenced by transformational styles.* **Conclusions:** *The findings of this study conclude that examining leadership styles in tertiary institutions in Indonesia is unique because it involves the behavior of the Rector.*

Keywords: *Observing, Leadership Style, College. Exemplary Worship, Exemplary In Organization, Motivation, Stimulation, Consideration*

1. INTRODUCTION

Universities in today's world have a big role in producing quality graduates. Because of that, universities have a big and strategic role both in producing graduates and in managing organizations. In order to produce this, a leader who has a good leadership style is needed, especially in producing graduates who are professional and in managing their own universities. These two things must be produced by world universities, therefore professional graduates are produced as a result of managing a leadership style that is able to move followers. The issue of improving quality due to leadership performance is currently developing in the world of education (Tanzeh et al., 2021).

One of the causes that causes this is the phenomenon of an increase in higher education graduates who are not absorbed in the world of work. Many graduates are not absorbed into the world of work due to several reasons, such as limited job opportunities and also the low quality of the graduate workforce (Sugianto & Yul, 2020). Universities in Indonesia face many problems, including problems in efforts to build quality education. The development of educational quality requires an effective organization (Narzulloevna et al., 2020).

This condition is a challenge and a driving force for tertiary institutions to improve the educational process in order to increase graduates. As a reflection of an intelligent nation, qualified scholars will become a force capable of surviving various difficulties. More specifically, those in charge of certain positions in tertiary institutions must have good leadership to bring the quality of the institution in general (Patangani & Kasmah, 2022:989-990).

Ten characteristics of TQM are considered important in improving the quality of education, namely (1) focusing on consumers (internal & external), (2) continuously developing quality, (3) using a scientific approach, (4) having a long term, (5) working together, (6) improving quality gradually, (7) organizing education and training, (8) implementing controlled freedom, (8) having unity of purpose, involving and (10) empowering employees (Saifulloh et al., 2012). This model has been implemented in a variety of educational settings and has been shown to help manage organizations better (Patangani & Kasmah, 2022:990). Furthermore, educational leadership in TQM must at least reflect: (1) focus on customers, (2) focus on preventing problems, (3) investing in human resources, (4) having strategic quality, (5) determining quality in administrative areas, (6) has a quality policy and plan, (7) continuous process of quality improvement, (8) creativity, (9) has clear rules and responsibilities, (10) makes partners as customers (11) has a clear evaluation strategy, (12) treat co-workers as customers (Patangani & Kasmah, 2022:991).

Leadership as referred to is reflected in the TQM concept, so in this study the authors try to describe the participant's leadership model based on the modified TQM concept. Based on the leadership model, it can be seen that there are four characteristics displayed by the participants to represent superior leadership, namely (1) knowledge, (2) competence, (3) experience, and (4) personal character (Patandingi & Kasmah, 2022:994). The characteristics of educational leadership are unique and broad. It is not only related to the learning and personality formation aspects but also touches on management aspects so that they cannot be managed in general, but there is a unique touch that is able to unite these two aspects. TQM-based leadership in the principles of operational leadership, public leadership, and organizational leadership must be the main plan that can be realized as soon as possible in order to improve academic services, create education, optimal customer satisfaction to build loyalty which will become the spirit of improving the quality of study programs. The contribution of TQM which is very significant in the world of leadership in the field of education is to make a significant contribution to continuous quality improvement which focuses on customer satisfaction in solving problems encountered in the field. Subsequent research to develop other leadership models in tertiary institutions is recommended to be carried out to provide other alternatives to reference leadership models (Patangani & Kasmah, 2022: 997).

Leadership means leading somebody or something, namely it is an ability to 'guide' smaller or bigger groups of one's followers (Cambrige Dictionary, 2020). The ability involves the skill to indicate and communicate the vision of future conditions that the group should strive for. The vision shall be attractive enough to evoke in the leader's followers the state of strong desire to implement the vision. For the leader's followers to experience such an emotional state, they need to be convinced that the leader is exceptional, i.e., has extraordinary talents, skills, knowledge, predicting skills, and moral superiority over others (Mnich et al, 2022:82). In the article Ensign (2002:31), "Characteristics of Good leadership", leadership is "taking and completely separate and distinct sets of expectations". The characteristics of good leadership involve, "the fundamental organizational aspects of communication, consistency, character, and motivation". Leadership also demands a level of humility, encouraging others to learn, grow and succeed (Wrigh, 2022:39).

2. LITERATURE REVIEW

Leadership has been shown to be crucial in the success of organizations, especially in higher education. However, little research has been done about leadership styles and effectiveness in North American Division (NAD) of Seventh-Day Adventists (SDA) higher education institutions. My study examined transformational, transactional, and passive avoidant leadership styles and leadership effectiveness

in these higher education institutions (Wrigh, 2022:39). The best of leader characters that can be given are: (a) understand themselves, (b) accept responsibility, (c) build and communicated shared values and vision, (d) inspire interest by living their values and vision, (e) build trust, relationship, and cooperation among collegeaus, (f) take action to realise goals of their own and the potential of their own (Ardini, 2017:121). Referring to the thoughts above, then the fundamental organizational aspects of communication, consistency, character, and motivation. Leadership also demands a level of humility, encouraging others to learn, grow and succeed.

Certain leadership styles such as transformational and transactional leadership have been shown to be effective in different contexts, but these differences between transformational and transactional leadership have not been thoroughly studied among college and university leaders. However, leaders play an important role in higher education institutions because they "implement strategic goals: (1) prepare; and (2) monitor the budget; (3) uphold the image of the university in front of the public and staff; and (4) have supervision throughout the university" (Brunot, 2017). In addition, scientific literature shows that effective leadership is influenced by variables such as (5) gender, (6) age, and (7) experience (Davis, 2011; Carter, 2012;, Dagu, 2013; Fadar, 2016; Martin 2015; Newton, 2016; Wright, 2022:1).

Marquez's (2015) study identified the leadership styles (transformational, transactional, and passive avoidance) of administration vice presidents at public and private universities in California and determined whether there was a significant relationship between their leadership styles. However, there is not enough research on the leadership style of leaders because it affects their effectiveness (Wrigh, 2022:3).

Burns and Bass's philosophy on transactional leadership centers on exchanges that take place between leaders and followers (Bass 1985; Burn 1978). The exchanges result in promotion of the leaders' accomplishment of their performance objectives and allowance of followers to satisfy their self-interest and increase productivity (McCleskey, 2014). Transactional leadership consists of two factors: contingent rewards (CR) and management-by-exception: active (MBEA) (Bass & Avolio, 2004). Contingent rewards are exhibited by leaders who clarify expectations (Bass & Avolio, 2004), "contracts exchange of rewards for effort, promises rewards for good performance, recognizes accomplishments" (Bass 1990, p. 22). On the other hand, in management-by-exception: active, leaders stipulate the standards for compliance and ineffective performance and take corrective measures for subordinates who are not compliant (Bass & Avolio, 2004). These factors provide leader led constructive and corrective transactions (Bass & Avolio, 2004); (Wrigh, 2022:8).

Bass's philosophy on transformational leadership is based on superior leadership which stems from increasing and broadening employees' interests. It involves employees' cognizance and adoption of the mission and purposes of their team. Transformational leaders motivate employees to avoid self-interest and work with the good of their team in mind (1985). Transformational leadership consists of five components: idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation, and individual consideration (Bass & Avolio, 2004). Idealized attributes refer to the attributes of leaders which include being admired, respected, and trusted (Bass & Avolio, 2004); (Wrigh, 2022:10).

Idealized behaviors describe the behavior of leaders which consists of leaders exhibiting values and ethical behavior (Bass & Avolio, 2004). Inspirational motivation refers to leaders who exhibit optimism and enthusiasm and motive their subordinates with meaning and challenge articulated by a vision (Bass & Avolio, 2004). Intellectual stimulation denotes leaders who foster creativity and innovation;

include the input of followers in problem solving; and promote rationality (Bass & Avolio, 2004). Individual consideration consists of leaders who pay attention to individual needs to foster continuous growth and development through coaching and mentoring (Bass & Avolio, 2004). These components serve as the means for leaders to motivate subordinates to perform beyond what is expected (Bass & Avolio, 2004); (Wrigh, 2022:9).

Transformation leadership includes persuasion, charisma, and inspiration, impacting high levels of morality, and addressing the needs of subordinates. The transformational leader is one that motivates followers to do more than is expected of them (Bass, 1985). The general concepts of transformational leadership can date back to the bible and its focus on leaders like David and Daniel. In more modern times, Max Weber's work as a German sociologist in the late 1800s and early 1900s gave rise to more sociological explanations of influence and leadership (Weber 1924, 1947). Since that time, others have looked at this more charismatic and inspirational nature of leadership (Downtown, 1973; House, 1977; Burns, 1978).
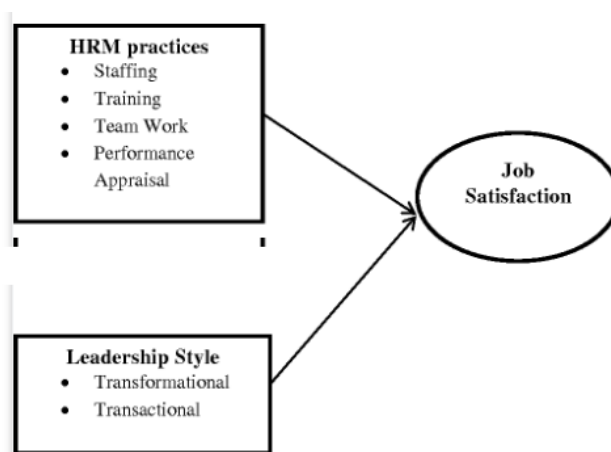

Figure 1: The Impact of Leadership Style on Job Satisfaction

The other major leadership style often discussed in relationship with transformational style is the transactional style. This leadership style has been researched and developed throughout the years from theories proposed by Bass (1985), and Bass and Avolio (1994, 1997,) Burns (1978), and Downtown (1973) (Avolio & Yammarino, 2013:5, 8). Downtown (1973) advanced a transactional theory "as being an economic exchange process, and believed that the fulfillment of mutual transactional commitments forms the basis of trust" (Avolio & Yammarino, 2013, p. 5). Furthermore, Downtown proposed that positive transactions resulted in subordinates rewarded for their achieved desired outcome while negative transactions such as punishment resulted from subordinates' failure to achieve desired outcome (Avolio & Yammarino, 2013;5); (Wrigh, 2022:19).

Passive Avoidant leadership style consists of two factors: management-by exception: passive (MBEP) and laissez-faire (LF) (Bass & Avolio, 2004). Managementby-exception: passive leadership is "more passive and reactive" (Bass & Avolio, 2004). By contrast, Bradford and Lippitt (1945) perceive laissez-faire leaders as avoiding to influence their followers and to evade their supervisory responsibility (Bass & Bass, 2009). Leaders employing both management-by-exception and laissez-faire leadership styles negatively influence their followers and associates (Bass & Avolio, 2004). These full leadership theories will espouse the notion that certain leadership theories (transformational, transactional, and passive avoidant) and their characteristics impact leadership effectiveness to a larger or lesser degree (Wrigh, 2022:9-10).

This study focused on leaders' leadership styles in higher education. Leaders' leadership styles have been shown as one of the most important factors in determining the performance of higher education institutions. Literature has **indicated that leadership styles** influence the capability and effectiveness of leaders (Chi, Lan, & Dorjgotov, 2012; Mahdinezhad & Suandi, 2013; Obiwuru, Okwu, Akpa, & Nwankwere, 2011). Leadership **styles** has been shown to be a key component of successful leadership (Chi et al., 2012; Mahdinezhad & Suandi, 2013; Obiwuru, et al., 2011). Understanding **leadership styles** might be beneficial to higher education institutions (Wrigh, 2022:9-15).

The best of leader characters that can be given to early childhood are: (a) understand themselves, (b) accept responsibility, (c) build and communicated shared values and vision, (d) inspire interest by living their values and vision, (e) build trust, relationship, and cooperation among collegeaus, (f) take action to realise goals of their own and the potential of their own (Ardini, 2017:121).

The two theories have differences, namely in higher education and early childhood, but it is indicated that leadership styles and leader characters have similarities, namely leaders and leadership. Transformational leadership is a leadership style that leads to rapid and revolutionary change. Every tertiary education institution is expected to continue to be able to grow and develop in accordance with the developments and needs of the community, so that concrete efforts and efforts are needed so that educational institutions continue to exist on an ongoing basis. To maintain the existence and sustainability of higher education institutions requires leaders, namely rectors who are able to seize opportunities and read situations and challenges so that a chancellor has an important and strategic role in the managerial institution. In the context of a leadership style that aims at the direction of rapid progress and change is transformational leadership, so that this leadership style is very relevant to use as a basis and to be studied scientifically. Practically in this article, it will be explained about the transformational leadership of the Rector in tertiary institutions which substantially examines how the Rector provides exemplary, motivational, intellectual stimulation and consideration with subordinates in the tertiary environment.

Rector's transformational leadership in private tertiary institutions includes: (1) exemplary which is manifested through uswah hasanah, morals, work and work ethic; (2) motivation is carried out in two ways, namely orally and in writing, while the mechanism is carried out through formal and non-formal forums; (3) stimulation by the Rector by providing I'tibar or inspirational examples to work well and sincerely to advance the institution; whereas (4) consideration is carried out through humane relationships with all elements within the institution by prioritizing kinship that sharpens, loves and cares for each other (Wakit et al, 2022:79-80).

In general, the example that is implemented and becomes a uswah for the entire academic community of higher education is exemplary in 3 aspects, namely worship, morals, and performance. Based on the findings of these three aspects, it is a concept that must be cultivated in a religious institution. In principle, educational institutions under the auspices of the institution. According to Rohim (2013) it is a forum for creating graduates who have solid Islamic knowledge, noble character and master science and technology in the global arena of life. This is as explained by Junaidi (2020) that morality is a habit that grows within a person to take positive actions without any intervention from external elements (Wakit et al, 2022: 80).

Based on the theory put forward by Bass and Avolio (1990), in substance the findings of this research support this theory. Based on research findings, in principle, this research provides a more comprehensive development. In general, Bass' theory (1990) explains that in an organization that wants transformation in rapid progress, the role of the leader must be to set an example for

subordinates. The weakness of the theory put forward by Bass (1990) is that it does not generally accommodate transformation theory in higher education. Because historically transformational theory was initiated and implemented in the profit-based industrial world, so when it is implemented in non-profit organizations, namely higher education, it is less able to have a significant impact because it is motivated by the culture, goals, values and ideology that exist within the organization. Wakit (2021) so that in the context of exemplary Rectors in tertiary institutions it must include several elements, namely performance, morals, worship and humane communication (Wakit et al, 2022:92).

In the context of higher education, apart from these three aspects, there are things that become uswah hasanah from a rector, which include aspects of values, motivation and implementation of the ideological values of ahlusunnah waljamaah an-nahdiyah Rohim (2013). However, based on these findings, things that can be used as exemplary elements include several things, including: (a) discipline in various aspects with the principle of not delaying work; (b) have high optimism to achieve institutional goals with hard work and patience; (c) has a high commitment to developing higher education institutions with full responsibility; (d) vision and mission that are able to accommodate Islamic religious values and organizations; (e) diligent, hardworking, militant and consistent in organization; (f) able to express brilliant ideas in various issues and in work; (g) having scientific ideas in influencing subordinates individually and collectively in improving institutional performance; (h) there is a philosophy in driving all lines to take part, work and be smart for jamiah (Wakit et al, 2022:90).

Motivation is a stimulating effort to arouse and awaken to take an action or work without any coercion. Nuraeni (2011) based on the motivation of subordinates and academic elements in the campus environment through two models, namely direct and indirect motivation. Direct motivation is carried out through formal and non-formal forums. While indirect motivation is carried out through several things, namely behavior, procedures and solid teamwork. This is in accordance with Kusnan's explanation (2017) that leaders have a role in terms of motivation through supervision techniques for their members.

Practically from several models and techniques the Rector's motivation towards subordinates is done with direct motivation. This is done by the leadership in order to provide stimulation or efforts in order to improve the performance of all elements under it. Robins (2002) implementation of direct motivation is carried out orally in a formal activity such as meetings, briefings, remarks on academic and non-academic activities, coordination between leaders, outreach and personal communication (Huwignyo, 2021). While the implementation of indirect motivation is carried out in three ways, namely through behavior, structural relationships and procedures and processes of organizational cooperation.

Based on this study, it is practical to develop the motivational model proposed by Bass (1990) because in this study it is classified as explaining in a more operational manner, but in Bass & Avolio's (1990) theory it is only stated in general terms which require explanation both structurally and procedurally. Likewise, based on Islamic studies, a leader in a tertiary institution should uphold uswah hasanah which is based on the Qur'an and hadith and be a role model in Islamic religious practices which are not only in the elements of worship (Furqan (2011); (Wakit et al, 2022:92-93).

Stimulation is an effort to empower existing resources to improve performance or optimize within the organization. Tania (2017) various efforts to improve organizational performance can be carried out through intellectual stimulation (Bass, 2019). According to Yukl (2010) intellectual ability is the potential possessed by someone before carrying out work. Intellectual is the scientific realm and the

rationality of an idea or idea that someone has (Shulhan, 2012). Thus it becomes a fundamental requirement for all organizational policies and decisions based on scientific processes and using science-based rationality (Yukl, 2010). In practical terms, to stimulate the intellectuality of members of organizations or higher education institutions, it can be done through three steps, namely the assignment of procedural lecturers to carry out work according to their respective duties and the existence of appropriate policies towards increasing the intellectual level of lecturers and employees. The findings of this study are certainly different from the theory put forward by Bass (2019), because this theory is methodologically more directed towards the functioning of structural ranks, while the findings of this study explain the role of a leader in educational organizations which is more elastic and conditional in existence structural in it. The theory put forward by Avolio (1990) basically comes from a profit organization environment which of course has differences in several ways, namely goals, culture, values, ideology and organizational systems. Based on the differences and different organizational conditions between profit organizations proposed by Bass (2019), different principles are built into the organization. In general, the principles that are built in tertiary institutions are that there are 4 elements, namely working with the principle of relevance in quality and quantity in accordance with the times, based on the values of ahlusunnahwaljam aah, innovating in all performance implementation, having strong principles in leadership. In the context of the intellectual stimulation carried out by the Rector, the aim is for lecturers to think comprehensively in several ways.

In improving the performance of subordinates in tertiary institutions the leader (Rector) has a dominant role in applying performance principles to all elements under his leadership. The principles have a function to strengthen human resources both personally and in general in improving the performance and objectives of the institution. So that in tertiary institutions the principles that are developed besides work include religious elements, namely worship and the practice of knowledge through Islamic educational institutions. The religious values that are applied are the principles of ahlusunnah, simplicity, sincere work, honesty, trustworthiness, balance, moderation, tolerance, balance and fairness (Masmuni, 2017); (Wakit et al, 2022:93). Having the right leadership quality is a necessity in the tertiary educational landscape (Kyereh, 2022:1566). Therefore, the Rector should have the right leadership qualities in higher education.

Consideration is an effort made by leaders in establishing communication with subordinates in an organization or institution (Gisella, 2013). As for the communication carried out by the leadership of tertiary institutions through two models, namely vertical and horizontal. Bahrudin (2017) vertical communication means a structural relationship carried out by the leadership through top down and bottom up strategies. Each of the two strategies has a coordinative and instructive function within the institution based on structural functions as well as social relations. This is done by the leadership because in tertiary institutions the principles that are applied are equality and togetherness so that socially the leadership behaves humbly and is not closed in socializing within the institution (Wakit et al, 2022:91).

Based on this, it can be understood that the communication carried out by the chancellor in tertiary institutions is carried out in two directions, namely vertical and horizontal. This is done because the communication model can be realized based on situations and conditions in accordance with the communication function, namely coordinative and instructive from superiors to subordinates or vice versa from subordinates to superiors. Each model of communication to subordinates has a different purpose because the vertical and horizontal models have substance leading to both formal and non-formal contexts (Wakit et al, 2022: 92). In individual considerations between leaders and subordinates it is carried out directly with a bureaucratic system that is both structural and non-structural. Utari

(2020) the leadership conducts consideration with all elements of tertiary institutions, both from the elements of lecturers, educational staff / employees. Consideration is not only social relations or horizontal communication but rather a persuasive approach in absorbing aspirations, giving attention and receiving suggestions and criticisms from members of the organization. Prawirosento (1999) from these elements (Wakit et al, 2022) leaders have priorities and goals in order to improve performance which includes the tri dharma activities of higher education. This is done technically because it is seen as having a positive impact on employees and employees, because psychologically it can give the impression that the leadership is more open and not elitist in leadership. Muwahid (2012) conceptually, this description is explained in the chart below (Wakit et al, 2022:93-94).

There are four important elements in the Rector's transformational leadership in tertiary institutions, namely (1) exemplary; which is a characteristic that must be shown by a Rector, namely exemplary in terms of performance, worship, morals, discipline and work ethic; (2) motivation; carried out by the Rector, namely carried out formally and non-formally. Formal motivation is conveyed through meeting forums, deliberations, directing human resources for both lecturers and education staff. Meanwhile, non-formal motivation is carried out through recitation forums, istighosah, prayer, and recitation of the Qur'an every month for lecturers and employees. The model for motivating subordinates is in several ways, namely verbally, in writing which is manifested through decrees, circulars and announcements; (3) stimulation; what is done by the rector to his subordinates, namely by providing stimulation that every action or work in tertiary institutions is not only measured by material things but there is an intention to fight, preach, worship and practice knowledge; (4) as for consideration; what the Rector does is that communication with subordinates is carried out in two directions, namely vertically and horizontally with humanist principles and full of kinship. The Rector prioritizes humility, mutual respect, and respect and upholds the existence of all elements under him (Wakit et al, 2022:94).

Based on the results of research that explains the chancellor's transformational leadership style, it is certainly inseparable from the theory initiated by (Bass and Avolio, 1990), namely exemplary, motivation, stimulation and consideration (Wakit, 2023:2230).

Hackman and Wageman (1995) viewed quality as the responsibility of top management. This implies that the achievement of management is based on the quality of leadership of the organization. McNair et al (2011) in Bashaer et al (2016) viewed leadership as the "art of motivating team or group of people so that they act appropriately to achieve a given common goal". Leadership includes strategic orientation which according to Deshpande et al (2013) in Ahmed, Khuwaja, Brohi and Othman (2018), "represents the direction of an organization to create the proper organizational behavior which can achieve its shared goals". Leadership, especially transformational leadership, has been viewed as a key element or success factor in organizational performance (Papanthymou & Darra, 2017; Edo, Chukwusa, & Uzoma, 2018). In an earlier work, Modanchian, Hussein, Noordin and Taherdoost (2016) had argued that transformational leadership could be categorized by "optimistic, trusted and positive leaders who emotionally encourage teamwork and set support innovations". They felt that "transformational leaders create a strategic vision, communicate that vision through enclosing anduse of symbol, model the vision by walking and acting consistently at building commitment toward the vision". Therefore, one could agree that the performance of any organization depends in large, on the level of skills and competencies its leaders possess when it comes to implementing strategies (Bashaer et al, 2016).

From the study above, what the Rector's leadership style actually looks like, this was obtained from the results of interviews with informants. Today's world universities must grow and develop so that

the Rector as the top leader of the tertiary institution can compete and be scrutinized carefully so that the vision and mission of the tertiary institution is clearly visible in its achievements. That's why this study was conducted in tertiary institutions so that the Rector uses what style of leadership.

3. METHODES

The research was conducted from April to July 2023 at Universtas Islam Syekh-Yusuf Tangerang Banten, Indonesia. The approach used in this study is a qualitative approach with the aim of knowing what level of leadership is used. In accordance with the research focus, in-depth interviews were conducted with informants until the saturation level was obtained. This qualitative approach uses a case study model to assess the Rector's leadership style. The focus of this research includes: (1) exemplary; (2) motivation; (3) stimulation; and (4) consideration. Based on the results of research that explains the Rector's transformational leadership style, it is certainly inseparable from the theory initiated by (Bass and Avolio, 1990), namely exemplary, motivation, stimulation and consideration (Wakit, 2023:2230).

Data were obtained from informants through interviews, observations of field researchers and documentation in the form of primary data through interviews and secondary data taken from research locations. In-depth interviews were also conducted with informants who had sufficient expertise. Although this research is limited by the saturation level measure, some important insights about transformational leadership styles can be gleaned from this research. While the data analysis is qualitative in nature, where the data is collected in the form of findings that are relevant according to the research focus, then presented in a descriptive, factual and systematic narrative form. The next step is to draw conclusions in the form of data analysis with logical explanations, where both qualitative and quantitative data (secondary data) are presented to complement each other.

4. RESEARCH FINDING

A. Exemplary

Rector's transformational leadership in private tertiary institutions includes (1) exemplary which is manifested through uswah hasanah, morals, work and work ethic, (2) motivation is carried out in two ways, namely orally and in writing, while the mechanism is carried out through formal and non-formal forums, (3) stimulation carried out by the chancellor by providing I'tibar or an inspiring example to work well and sincerely to advance the institution, while (4) consideration is carried out through humane relations with all elements within the institution by prioritizing kinship that sharpens, cares for and cares for each other (Wakit et al, 2022:80).

This exemplary indicator is included in one of the four indicators of transformational leadership. Ideally, the leadership of the existing Chancellor usually uses transformational, although this is not entirely true in higher education. It is known from interviews with informants that the Rector does not wholeheartedly develop lecturers, especially in cultivating a love for writing articles. Because of this the lecturers at this university are far behind in the indexing of their articles.

Trenggono (2023:669) explains: The success of an organization can be explained through the performance of the leader. So the success of the organization is highly dependent on its leader, namely the Rector.

The implementation of exemplary in tertiary institutions as found in the field found several things, namely exemplary work, worship and organizational commitment.

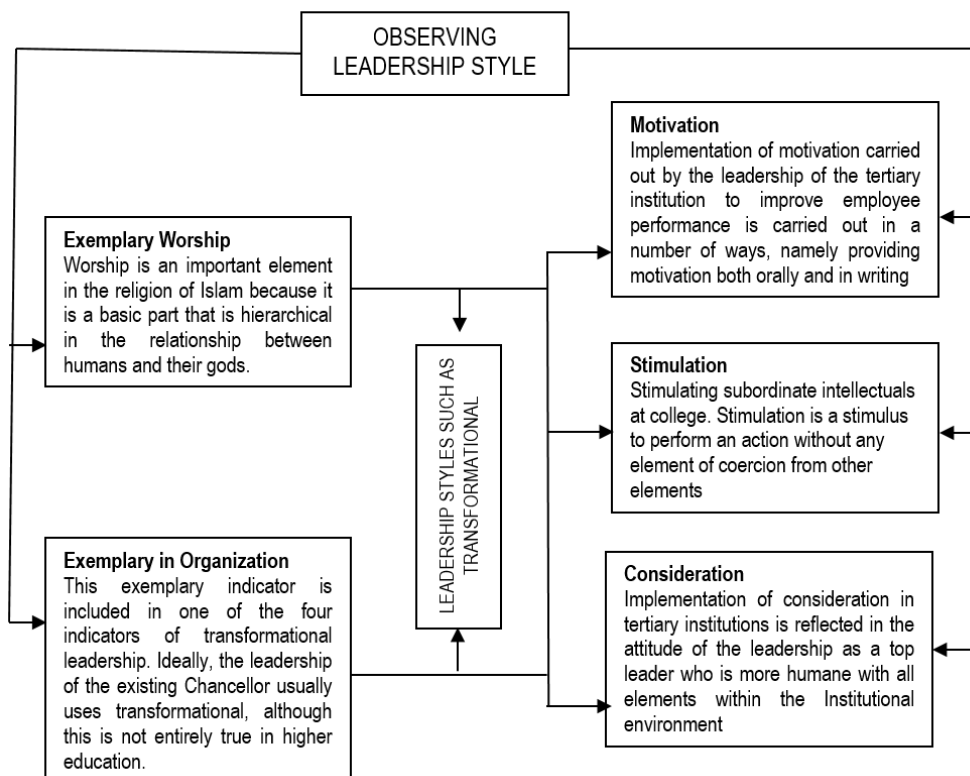Practically, some of the exemplary elements can be explained below:

Figure 2: Research findings model leadership style

1) Exemplary in Work

Exemplary work is an important element in developing and achieving institutional goals to be better. According to Gede, 2014) performance is the result of work that has been produced by someone in a certain time. Meanwhile, according to (Amstrong, 1998) has another view that performance is an achievement that is measurable and in accordance with the time and costs used in carrying out a job. So that the indicators used as benchmarks for the performance of a leader according to (House in Yani, 2022) are elements that determine the achievement of institutional goals which are based on several things, namely directive, supportive, participatory and work performance oriented.

However, in the context of higher education, the performance of leaders based on the Law on Higher Education Year 2012 is based on the performance of the Tridharma of Higher Education. However, in the context of private tertiary institutions which are managed by foundations or organizations based on the chess dharma of higher education, namely research, service, teaching and the values of Ahlusunnah Waljamaan An-Nahdiyah (Wakit et al, 2023: 2230-2231).

2) Exemplary Worship

Worship is an important element in the religion of Islam because it is a basic part that is hierarchical in the relationship between humans and their gods. According to (Mahjudin in Sudarsono, 2018) worship is a medium for interacting or communicating between servants and God. Meanwhile,

according to (Sudarsono, 2018) worship is the consequence of a servant, namely humans and jinns to worship Allah SWT. Based on the arguments about the meaning of worship as put forward by experts, it is very contextual where the exemplary behavior of the leaders in terms of worship includes vertical and horizontal worship. Vertically, worship that is carried out by all elements in the institution is worship that is mahdhah and ghairu mahdhah.

Worship that is fardhu such as praying in congregation at noon at the campus mosque, praying sunnah qobliyah and badi'ah, being a preacher for Friday prayers, attending khatmil Qur'an on campus once a month, participating in tahlil activities, istighasah on campus, organizing activities on Islamic holidays carried out by the ahlusunnah waljamaah development agency, visiting sick co-workers, conducting ta'ziah when a colleague has passed away and strengthening interpersonal friendships (Wakit et al, 2023: 2230-2231).

3) Exemplary in Organization

College is an institution under the auspices of a foundation or organization. So that anyone who works in the institution is required to be loyal and have a commitment to develop the institution and organization that oversees it. According to (Rahim, 2013) the effort consists of three elements, namely da'wah, education and social. Meanwhile, socially, the existence of has played an important role in the development of Islamic boarding schools in various parts of Indonesia since its inception. Historically, according to (Amin, 2016), is an organization that is based on Islamic law and implements Islamic religious values and is based on Indonesianness and nationalism.

As for the practical implementation carried out by university leaders as a form of insanity in organizing, namely being active in the management of the branch and being active in activities and events organized by the organization. This is as explained by (Taufik, 2016) that is an Islamic organization in which there are philosophical values that must be developed from time to time, namely the values of tasawuf and ta'lim which are based on Islamic teachings and the culture of the local community.

So that concrete efforts so that continues to develop from time to time, namely according to (Taufik, 2016) the following steps are needed 1) innovating and developing educational models within, 2) building and cultivating Islam, 3) implementing the values the value of diversity in diversity, 4) revive the cultural values of the Indonesian nation, 5) use of technology in da'wah activities and 6) reinforce the principles of independence which are characterized by an independent nation (Wakit et al, 2023:2230-2231).

Thus exemplary in tertiary institutions as found in the field found several things, namely exemplary work, worship and organizational commitment. This exemplary shows the involvement and connection of the Chancellor, organizationally the Universitas Islam Syekh-Yusuf tertiary institution has this exemplary level.

B. Motivation

This motivation can be seen from the Chancellor's efforts to motivate subordinates to be able to have organizational performance. Gay et al., 2010) stated: Motivation refers to "the reasons underlying behavior". Paraphrasing Gredler et al. (2004) broadly define motivation as "the attribute that moves us to do or not to do something". Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure. As Deci et al. (1999) observe, "Intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards". Researchers often contrast intrinsic motivation with extrinsic motivation, which is

motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation (Deci et al., 1999); (Aisyah, 2022:9). Implementation of the Chancellor in Motivating Subordinates at College. Motivation is an encouragement in a person to do work or action (Purwanto, 1996). Meanwhile, according to (Rumhadi, 2017) motivation is an effort made by a leader in influencing others to do something with full awareness and high participation. Based on this understanding in the context of transformational leadership, to produce good performance, every element in the organization requires motivation. Based on research conducted by (Rahsel, 2016) explains that work motivation greatly influences the quality and results of work. Besides that, to improve employee performance in tertiary institutions, motivation can be applied in several ways, namely (1) giving awards to employees, according to the work performance produced (2) there is good cooperation between leaders and employees as a form of optimization at work.

As for the implementation of motivation carried out by the leadership of the tertiary institution to improve employee performance is carried out in a number of ways, namely providing motivation both orally and in writing. Verbal motivation is implemented through directions, advice to employees to take action or work. The mechanisms vary, namely during formal and non-formal activities within the institution. Oral motivation that is formal in nature is carried out during meetings, academic activities, outreach and incidental debriefing. The motivation in writing is done through circulars, policies, notifications and instructions to subordinates to carry out an action or work. The implementation of policy motivation is (1) there are rewards for employees who excel, (2) there are promotions for employees with achievements, (3) there are sanctions for employees who violate institutional rules, (4) discipline is enforced at work, (5) work in must be accompanied by good and sincere intentions which are not only oriented towards work intentions but also intend to worship Allah SWT (Wakit et al, 2023:2230-2232).

C. Stimulation

Another portrait as carried out by the leadership is that the Chancellor always provides stimulation to all elements of the campus to perform well based on strong responsibility and sincerity. The stimulation efforts are carried out through formal and non-formal activities in the higher education environment on an incidental or scheduled basis. Likewise in the relationship between leaders, lecturers and employees, the principle that is emphasized is togetherness which does not prioritize the principles of inclusiveness or high protocol. However, in relation to all elements of higher education, it shows a humanist attitude of consideration with vertical and horizontal communication models (Wakit et al, 2022:91).

Chancellor's efforts in stimulating subordinate intellectuals at college. Stimulation is a stimulus to perform an action without any element of coercion from other elements. But in the context of transformational leadership according to (Bass, 1990) the stimulation needed is in the intellectual realm. This is necessary because every element in the organization is given full authority to use their minds, ideas and ideas in improving and developing the organization. In this context, subordinates have full authority and responsibility according to their position, duties and functions.

The implementation of intellectual stimulation of subordinates in the context of the rector's transformational leadership at the College is as follows:

1. **Assign responsibilities to employees according to their position and function.**

Giving responsibility is part of a leader's trust in subordinates to carry out tasks and performance. In this context, employees are given the responsibility to carry out their functions and duties properly and correctly. This effort is an effort to stimulate one's intellectual nature naturally, because in carrying out a job of course one uses the mind to think in completing tasks. This is in accordance with what was revealed by (Tania, 2017) that stimulation has a function in giving one's awareness to participate in achieving institutional goals.

2. **Providing work according to competence and expertise.**

Competence is the ability possessed by a person in carrying out work based on knowledge and skills in accordance with predetermined standards. Meanwhile (Kartika, 2014) explains that competence is part of a person's personality which includes several aspects, namely knowledge, skills and work ability. Based on these arguments and theories, it is an important element in assigning tasks to employees based on their competencies. This is confirmed by (Setia, 2020) that competency has a significant influence on employee performance.

3. **Give encouragement to express ideas and ideas in completing work.**

Humans are endowed with reason as a means to think and express ideas or ideas in life in the world. According to (Yunus, 2020) reason is a gift from Allah SWT which is not possessed by other creatures besides humans which is a manifestation in elevating human levels and dignity. In the view of the Qur'an reason means binding or restraining. In the context of philosophers, experts from Greece interpret reason as the ability to think, but according to Al-Kindi reason is a potential soul. Thus it can be understood that reason is a central element contained in humans which functions as a guide in thinking. In the context of neuroscience according to (Huda, 2020) the place of thinking is in the brain. Because anatomically the brain is a nervous system in the human head that functions to remember, analyze, and distinguish between good and bad things. Thus, a comprehensive thinking ability is needed in completing work or solving a problem.

In everyday life, every action or deed must be based on consideration or analysis beforehand. This is as explained by (Huda, 2020) in the Qur'an explaining that reason is the ability to think to gain new knowledge by analyzing the surrounding environment.

4. **Provide flexibility in developing self-potential.**

Self-development activities in the higher education environment are carried out through several activities, namely training in the form of training, workshops and seminars. As for self-development academically, employees are given the freedom to continue their higher education. The policy that supports employee self-development is to provide subsidies for lecturers to continue their doctoral education. As for employees, they are given the opportunity to continue their education or participate in academic and non-academic activities that lead to improvement and development of self-potential. This is in accordance with what was explained by (Mardatillah, 2020) that self-development activities have a significant influence on the performance of lecturers and employees. This happens because self-development is a primary need for someone in supporting the completion of tasks or performance. The efforts to support self-development activities are motivation, encouragement from leaders within the organization (Wakit et al, 2023:2232-2233).

D. Consideration

Consideration is an effort made by leaders in establishing communication with subordinates in an organization or institution. Gisella (2013) as for communication carried out by higher education leaders through two models, namely vertical and horizontal. Bahrudin (2017) vertical communication means a structural relationship carried out by the leadership through top down and bottom up strategies. Each of the two strategies has a coordinative and instructive function within the institution based on structural functions as well as social relations. This is done by the leadership because in higher education the principles that are applied are equality and togetherness so socially the leaders behave humbly and are not closed in socializing in the institutional environment (Wakit et al, 2022:93).

This equality and togetherness seems to exist even though it is not obvious, moreover this humble behavior seems invisible. So the Rector's transformational leadership in tertiary institutions must indeed continue to be observed so that it can be known.

Chancellor's consideration with subordinates at College. Consideration is a relationship between leaders and employees that is implemented in direct or indirect communication. In the context of an organization or educational institution, the communication that exists between the leadership and the elements within is carried out humanely. Humanist communication is symbolized by vertical and horizontal communication without any rigid and binding protocols. Vertical leadership relationships are carried out between employees and leaders on the basis of a hierarchical coordination principle. While horizontal communication is reflected in humanist communication between leaders based on persuasive closeness.

The implementation of consideration in tertiary institutions is reflected in the attitude of the leadership as a top leader who is more humane with all elements within the Institutional environment (Homsiyah, 2016). Communication between leaders and employees is natural based on certain situations and conditions. So that in terms of communication there is no distance between the leadership and employees which is reflected in compassion, fostering care. The Chancellor as the highest leader with a humanist attitude of consideration indirectly serves as a medium for accommodating aspirations, suggestions, criticisms or suggestions that are constructive for the progress of the Institute. So that with an attitude of consideration between individuals the values of kinship, teamwork and togetherness are well maintained. so that the positive impact obtained is that conflicts between individuals and between groups within the organization can be controlled or prevented as small as possible. Psychologically all elements of the institution will feel protected, cared for and treated equally by the leadership without discriminating against certain units, individuals or groups. (Wakit et al, 2023:2233)

5. CONCLUSION

Based on the study in this discussion it can be explained that looking at leadership styles in tertiary institutions; namely the transformational leadership carried out by the Rector includes four aspects: (1) through exemplary; namely those that lead to several aspects, namely aspects of performance, commitment and aspects of morals and worship; (2) motivation is done to motivate subordinates to work in accordance with their respective fields and generate enthusiasm to do good through knowledge, institutions and other people; (3) intellectual stimulation, this is done to provide equality and opportunities for anyone in the institution to be able to develop their potential through the institution, so that subordinates can grow and develop according to their wishes. Furthermore (4) consideration, this is done in a humane and communicative manner with the aim of forming a solid

performance team without any distance between leaders and subordinates so as to minimize conflicts of interest within the organization. These four aspects can in fact be observed and implemented by the Chancellor even though they are not optimally achieved, this is because the Chancellor has very strict duties; so you have to share the time you have.

Declaration of conflicting interest

The author declared no potential conflicts of interest with respect to the research, authorship and/or publication of this article.

Competing interests

This article original is a requirement for completing for Tri Dharma University which must be published and I chose the this Journal. I am willing to comply with the rules of journal and I have assumed responsibility for any made to the manuscript, if problems occur in any form, then I declare full responsibility for my paper.

References

1. Aisyah. (2022). An Analysis of Efl Students' Reading Motivation in Semester 5 at a Public University in Riau. A Thesis. Department of English Education Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau Pekanbaru.

2. Ahmed, A., Khuwaja, F. M., Brohi, N. A., & Othman, I. bin L. (2018). Organizational Factors and Organizational Performance: A Resource-Based view and Social Exchange Theory Viewpoint. International Journal of Academic Research in Business and Social Sciences, 8(3), 579–599

3. Ardini, P. P. (2017). Developing an Islamic-Based Leader Characters for 5 To 6 Years Old in Gorontalo. Advances in Social Science, Education and Humanities Research, 118. 9th International Conference for Science Educators and Teachers (ICSET).

4. Asmawi, M. R, Santoso, S., Nur, M., Maesaroh, S. (2023). Exemplary Leadership in Higher Education: Study at Universitas Islam Syekh-Yusuf Tangerang. Faculty of Social and Political Science, Universitas Islam Syekh-Yusuf, Banten, Indonesia. E-mail: mrosul.unis.ac.idhttp://dx.doi.org/10.6007/IJARPED/v11-i2/14077. DOI:10.6007/IJARPED/v11-i2/14077.

5. Avolio, B.J. and Yammarino, F.J. (2013), Transformational and Charismatic Leadership: The Road Ahead, Elsevier Science, Oxford.

6. Bass, B.M. (1985), Leadership and Performance Beyond Expectations, Free Press, New York, NY

7. Bass, B.M., Avolio, B.J., Jung, D.I. and Berson, Y. (2003), "Predicting unit performance by assessing transformational and transactional leadership", Journal of Applied Psychology, Vol. 88 No. 2, pp. 207-18.

8. Kyereh, M. O., Owusu-Addo, A., Adday-Amoah, K., Adjie, K. G. A. (2022). Employees' Perception on Authentic Leadership Qualities and Organizational Citizenship Behaviour: Lessons for Private Tertiary Institutions. Internasional Journal of Academic Research in Progressive Education and Development. 11(2), 2022, E-ISSN: 2226-6348 © 2022 HRMARS 1566. To Link this Article:

9. Mnich, J., Walaszczyk, A. (2022). What characterises a good leader? A survey of organisational leaders in Poland. Journal of Management and Financial Sciences. XV (45). pp. 81–91. SGH Warsaw School of Economics Collegium of Management and Finance.

10. Omonzejele, F. E., & Agu, C. O. (2022). Leadership Quality and Performance of Nigerian Polytechnics. International Journal of General Studies (IJGS), 2(2), July-September 2022. Copyright © IJGS 2022 Page 88.

11. Patimbangi, A., & Kasmah. (2022). Observing A Head of Study Program's Leadership Style at an Islamic-based University in Indonesia. Al-Ishlah: Jurnal Pendidikan, 14(1) (April 2022), pp. 989-1000. ISSN: 2087-9490. EISSN: 597-940X. DOI: 10.35445/alishlah.v14i1.1205.

12. Patterson, B. J., & Krouse, A. M. (2015). Competencies for leaders in nursing education. Nursing Education Perspectives, 36(2), 76-82.

13. Papanthymou, A & Darra, M. (2017). Student Self-Assessment in Higher Education and Professional Training: Conceptual Considerations and Definitions. European Journal of Education Studies. Vol 6m Issue 3, 183-199

14. Sugianto, S., & Yul, Y. T. P. (2020). Faktor Penyebab Pengangguran dan Strategi Penanganan Permasalahan Pengangguran Pada Desa Bojongcae, Cibadak Lebak Provinsi Banten. Ikra-Ith ekonomika, 3(2), 54-63.

15. Sugiyono. (2011). Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R & D. Bandung: Alfabeta

16. Tanzeh, A., Fadhilah, D. A., Chotimah, C., Aziz, A., & Sukur, M. (2021). The Importance of Improving Education Quality and Principal Leadership in Improving School Competitiveness. MOJEM: Malaysian Online Journal of Educational Management, 9(4), 17-31.

17. Trenggona, N., Sulistyarini, D., Wardhani, A. C. (2023). Leaders and Legacy: A Study of the Values of Lampung University in Indonesia in 1998–2019. ASSEHR 740, pp. 669–682, 2023. https://doi.org/10.2991/978-2-38476-046-6_ 66.

18. Wakit, S. (2023). Implementation of Tranformational Eadership Style at Nahdlatul Ulama (NU) Higher Education. Interntional Journal of Social Science (IJSS).2(5) Februari 2023, pp: 2229-2234. ISSN: 2798-3463 (Printed) | 2798-4079 (Online). DOI: https://doi.org/10.53625/ijss.v2i5.4935. Journal homepage: https://bajangjournal.com/index.php/IJSS.

19. Wakit, S., Dacholfany, M. I., Wahab, A., Muhja, Z. A., Nursikin, M., Supriatna, D. (2022). The Rector's Transformational Leadership Style at Nahdhatul Ulama College. Desember 2022. 6(2). Halaqa: Islamic Education Journal. RESEARCH ARTICLE. Published: 25 Desember 2022. Doi: 10.21070/halaqa.v6i2.618

20. Wrigh, P. A. (2022). Leadership Styles and Effective Leadership among Highe Education Leaders in the Nor Ducation Leaders in the North American Division of Seventh American Division of Seventh-day Adventists. A Dissertation Proposal presented in partial fulfillment of the requirements for the degree Doctor of Philosophy. Andrews University School of Education.

INTERVIEW GUIDELINES

Research Title : Observing Leadership Style in Higher Education: Studies at the Universitas Islam Syekh- Yusuf ng- Indonesia

Researcher : Dr. M. Rosul Asmawi, Drs., M.Si

Research Indicators: The focus of this research includes: (1) exemplary; (2) motivation; (3) stimulation; And (4) consideration.

1. Exemplary. Exemplary is an indicator of leadership style in tertiary institutions: a study at the Syekh-Yusuf Tangerang Islamic University, Indonesia. According to the informant, how is the Chancellor's example in observing the leadership style at the Universitas Islam Syekh-Yusuf Tangerang-Indonesia?

Answer:

2. Motivation. Motivation is an indicator of leadership style in higher education: studies at the Syekh-Yusuf Tangerang Islamic University, Indonesia. According to the informant, what is the Chancellor's motivation in examining the leadership style at the Universitas Islam Syekh-Yusuf Tangerang-Indonesia?

Answer:

3. Stimulation (stimulus). Stimulation is an indicator of leadership style in tertiary institutions: a study at the Universitas Islam Syekh-Yusuf Tangerang, Indonesia. According to the informant, how was the Chancellor's stimulus in examining the leadership style at the Universitas Islam Syekh-Yusuf Tangerang-Indonesia?

Answer:

4. Consideration. Consideration is an indicator of leadership style in tertiary institutions: studies at the Universitas Islam Syekh-Yusuf Tangerang, Indonesia. According to the informant, what are the Chancellor's considerations in examining the leadership style at the Syekh-Yusuf Tangerang-Indonesia Islamic University?

Answer: