

LEADERSHIP BASED ON INSTITUTIONAL ORIENTATION IN IMPROVING THE QUALITY OF HEALTH EDUCATION (STUDY AT STIKES BUDI LUHUR INDONESIA AND MAHSA UNIVERSITY MALAYSIA)

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Abstract

The objective of this study is to examine the leadership styles employed at STIKES Budi Luhur Indonesia and Mahsa University Malaysia in their endeavors to enhance the quality of health education, with a particular focus on leadership rooted in institutional orientation. Both universities have demonstrated a firm dedication to improving the quality of education through the use of distinct yet equally successful leadership approaches. STIKES Budi Luhur prioritizes the creation of a curriculum that aligns with the requirements of the healthcare sector, while also focusing on enhancing soft skills and fostering religious character. In contrast, Mahsa University Malaysia prioritizes enhancing the caliber of its professors by providing regular training, modernizing facilities and infrastructure, and integrating information and communication technologies into the learning process. The study reveals that despite variations in leadership strategies, both schools effectively establish a favorable, inventive, and competitive learning atmosphere. The results of this study are anticipated to offer significant perspectives for leaders of similar higher education health institutions in developing successful leadership strategies to improve educational excellence.

Keywords: *Leadership, Education Quality, Health Education.*

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Introduction

The health sector plays a crucial role in the development and advancement of a nation. The successful implementation of the government's well-designed and planned development program relies on the active participation of those who are in good health and possess exceptional physical well-being. Health is an intrinsic aspect of human existence and is of utmost importance in the development of a nation. Consequently, it must be actively pursued on a large scale. Long-term facilitation through health education is a strategic approach to address this issue.

An exemplary health education would generate proficient and top-notch healthcare professionals, empowering them to deliver optimal healthcare services to the community. Enhancing health education is crucial and should be a priority for all institutions in this field, both to meet government requirements outlined in education legislation and to address specific areas within health education. Institutions such as Schools of Health Sciences and other higher education establishments have a vital role in cultivating students' proficiency in the areas of knowledge, attitude, and skills. Knowledge comprises the ability to engage in logical reasoning and possess a wide range of insightful perspectives. Attitude entails molding individuals' personalities to conform to societal norms and ethical standards. Skills refer to the acquisition and refinement of both interpersonal and practical competencies necessary for success in the professional realm. All aspects within the subject of health are inherently relevant to the specific circumstances at hand.

Leadership is one of the key elements that determines the success of delivering high-quality education. Effective leadership is essential for ensuring quality education in educational institutions. Therefore, in order to enhance the quality of health education, it is essential to have competent leaders who can effectively oversee all elements of education implementation in alignment with the standards of quality, ultimately achieving the genuine objectives of education.

To enhance the caliber of education, particularly in the medical field, establishments must be receptive to learning more about the optimal methods employed by akin institutions. Information, expertise, and practical experience from other parties in similar business domains can serve as a valuable reference for institutional development. Hence, it is important to conduct a comprehensive analysis of the implementation of education in different countries in order to discover novel aspects that contribute to personal growth. This research was conducted with the participation of two higher education institutions: STIKES Budi Luhur Cimahi, located in West Java, Indonesia, and Mahsa University Malaysia. The study examines the role of institutions in delivering education and leadership to enhance the quality of education. The primary aim of this study is to gather thorough and unbiased information in order to draw conclusions and make recommendations for enhancing the quality of health education in the leadership aspect, with a focus on the institutional approach to delivering health education.

Research Method

This study employs a qualitative methodology, which is frequently utilized to investigate the state of natural objects. In this approach, the researchers serve as the primary instrument, data collection techniques are triangulated, and data analysis is conducted in an inductive and qualitative manner. The outcomes of qualitative research focus on meaning rather than generalization. Additionally, this study is descriptive in nature as it collects data in the form of words rather than numbers. It prioritizes the process of data analysis over the final results, emphasizing in-depth examination and interpretation of the data. The methodology employed is a case study, which aims to achieve a comprehensive and cohesive comprehension of the interconnections between different aspects and dimensions of the particular case under investigation (Creswell, 2018). This involves conducting thorough examinations of programs, events, processes, and activities, during which researchers meticulously gather data using diverse data collection methods over an extended duration (Notoatmodjo, 2018). The research was carried out at STIKES (School of Health Sciences) Budi Luhur, located in West Java, Indonesia, as well as Mahsa University in Malaysia. The respondents or key informants in this research are individuals who represent the heads of study programs, deans, and rectors of each tertiary institution being studied.

The data collection for this research involved conducting in-depth interviews with respondents, observing the operational processes and practices of the institutions, and studying relevant documentation. These methods were specifically focused on the implementation of health education and leadership aspects at the two institutions under study. The data analysis was conducted in a systematic manner, beginning with the identification of overarching findings. These findings were then organized into appropriate categories or themes. The data was then presented, leading to conclusions about the implementation and leadership activities aimed at enhancing the quality of health education.

The primary inquiries in this study are as follows: firstly, what specific elements of the educational implementation in the two institutions under investigation are associated with endeavors to enhance the quality of health education? Secondly, how does educational leadership manifest and which particular aspects are prioritized in endeavors to enhance the quality of health education?

Findings

A labor strike Budi Luhur Indonesia prioritizes and emphasizes two specific aspects in the provision of education. The elements encompass the advancement of educational programs and collaboration with the industrial sector. The curriculum has been tailored to address the requirements of the health industry and incorporate the latest advancements in science and technology, with the aim of enhancing the quality of health education. Furthermore, it prioritizes the cultivation of interpersonal skills, moral values rooted in religion, and ethical qualities that are capable of rivaling global standards. Furthermore, it

promotes students to engage in research and community service responsibilities as a fundamental aspect of the educational experience, with the aim of enhancing their proficiency and contributing to the betterment of society. Currently, collaboration with the industrial sector has involved several entities, including the healthcare industry, hospitals, clinics, and community health centers (also referred to as community health centers). The main aim and purpose of partnership is to offer students the chance to engage in internships and get practical experience in the professional world. This is done to facilitate students in gaining relevant practical experience related to their field of study.

Mahsa University Malaysia places high importance on four key areas in their attempts to enhance the quality of health education. These areas include enhancing the competence of lecturers, upgrading facilities and infrastructure, harnessing information and communication technology (ICT), and fostering an academic culture. Efforts are undertaken to enhance the caliber of lecturers by mandating their involvement in frequent training and seminars to augment their proficiency, while also offering substantial incentives for their accomplishments. Efforts are consistently being made to enhance educational facilities and infrastructure, including laboratories, libraries, classrooms, and other supporting facilities, to align with the most recent technological advancements. The most effective utilization of ICT is achieved through the development of teaching and learning methods that are based on digital technology, such as e-learning and other online educational resources. The primary goal of education implementation is to create an environment that fosters the growth and development of academic culture. This objective is pursued diligently with robust support from university management.

The implementation or direction of educational institutions in each university is intricately linked to the development of educational leadership. STIKES Budi Luhur Cimahi Indonesian places a high emphasis on visionary qualities and extensive leadership experience in order to concentrate on the development of a comprehensive curriculum that aligns with the demands of the job market. Additionally, the institution strives to foster collaboration and cooperation with the healthcare industry, while also remaining steadfast in its efforts to enhance soft sciences and religious character. In addition, Mahsa University Malaysia seeks a leader with a forward-thinking mindset who places a high emphasis on strategic thinking abilities. The primary objective is to enhance the standard of education by elevating the competence of lecturers, enhancing facilities and infrastructure, maximizing the use of information and communication technology in the educational process, and fostering a favorable learning environment that cultivates an academic culture.

The research findings establish a clear link between visionary leadership and the successful implementation of education, regardless of the institution's purpose or orientation. This connection is particularly important in attempts to enhance the quality of health education. The higher education institutions established distinct and effective leadership styles and approaches that resulted in a favorable, creative, and competitive learning environment.

Discussions

Education provision primarily centers around the elements and determining variables established by institutions in response to their specific circumstances and conditions. However, it is important to note that these factors are inherently linked to the educational standards mandated by the state. Both colleges examined exhibit a disparity in their areas of emphasis, indicating the need for prompt attention to certain objectives while still addressing other essential components. The focus of the two entities can be summarized as encompassing content standards, processes, educators and education personnel, as well as facilities and infrastructure. This is demonstrated through curriculum development and industrial cooperation at STIKES Budi Luhur Cimahi, and the enhancement of lecturer quality, infrastructure optimization, and promotion of academic culture at Mahsa University Malaysia. Indeed, we do not disregard any other aspects, including graduate proficiency, financial considerations, and managerial criteria.

The program to enhance the quality of education has been effectively implemented by focusing on key elements such as commitment to change, thorough understanding of the current situation, a well-defined vision for the future, and a clear plan (Syaodih, 2006:8–9). A leader or group demonstrates commitment to change through their resolute drive to make real improvements in a path that is superior. They are undeterred by the fear and confusion that may arise as a result of these changes. A thorough comprehension of the current or prevailing circumstances is essential in order to establish a foundation for implementing modifications. The lack of comprehension regarding the circumstances and situations in which the changes would occur is a significant factor contributing to several failures in enhancing the quality of education. A well-defined and distinct perspective of the future is essential for effectively implementing changes and initiatives aimed at enhancing the standard of education. This perspective is closely linked to the advancements, obstacles, requirements, issues, and endeavors that will be encountered in the future. The vision serves as a guiding principle for the institution's workforce. Moreover, the vision is articulated in a decisive and explicit plan that encompasses the programs or activities that are necessary and imperative to be implemented, the strategies to attain and utilize resources, and the objectives and assessment plans in case there are modifications owing to the dynamics of environmental change.

If educational institutions need visionary leadership to accomplish the goal of giving education, then it is a very reasonable and debatable claim. A leader with a vision for the future and the courage to act to bring it to pass is known as a visionary leader. A few of the attributes include being open-minded, creative, risk-takers, responsible, optimistic, persistent, firm, communicative, or possessing strong communication skills to persuade others and foster teamwork (Adieb, 2022; Anggi, 2023). Thus, in order for a dreamer to fulfill his duties and responsibilities to the best of his ability, there are a number of factors that influence visionary leadership, such as: a transformational leadership style that must be mastered in order to combine appropriate leadership styles and influence others' behavior toward certain goals; high motivation, which must be demonstrated by the ability

to control the organization and change someone's desire to do something by showing a clear direction; and complex and comprehensive requirements that challenge leaders to be able to act as good and successful leaders; Effective communication is a crucial component of visionary leadership, since it is associated with necessity, strength of influence, and teamwork building. The essential role that visionary leadership can play in educational institutions is as follows: it helps foster a culture of fraternity that fosters cooperation along with freedom (but responsibility); it helps the group set goals, clarify objectives, and assess situations to determine the most workable and efficient work procedures; and it helps with organizational development, particularly with regard to preserving the organization's future existence and growth.

A strike When it comes to leadership, Budi Luhur places a strong emphasis on the fact that experience is a significant or indispensable component; this is a very logical, acceptable, or justified position. Experience plays a very important role in leadership, taking into consideration a number of factors, including the following: (a) Forming personality and skills that help develop strong leadership qualities, such as adaptability, resilience, empathy, and the ability to make wise decisions; (b) Helping in the formation of leaders whose experience of facing challenges, overcoming difficulties, and gaining valuable insight makes someone a true leader; (c) Improving leadership qualities due to extensive work experience and helping to increase the ability to adapt to change and continue to innovate in order to remain the best; (d) Assists in shaping a leadership style, taking into consideration that substantial experience and knowledge assist a leader in influencing, organizing, moving, directing, or influencing other people to carry out something in order to achieve goals; (e) Helps in increasing the motivation of members/employees (Yudistira, 2015; Thiran, 202; Penadebu, 2023).

In addition to emphasizing visionary leadership in education, Mahsa University Malaysia also prioritizes strategic thinking talents. This is a highly logical and persuasive statement, as strategic thinking plays a crucial role in generating innovative ideas, examining diverse views, considering all potential outcomes, and effectively addressing issues. Strategic thinking enables leaders to make decisions that have a significant effect in both the now and the future. and adopting a methodical approach to leadership, among various other factors: (a) Strategic thinking enables leaders to assess opportunities and challenges, and predict their potential consequences in order to make informed decisions; (b) Formulating a precise and detailed plan, which includes setting goals, defining steps, and establishing timeframes for achievement, allows leaders to create actionable plans; (c) Monitoring situations and conditions comprehensively and impartially, including evaluating each outcome and anticipating different scenarios, empowers leaders to make suitable and effective decisions in response to dynamic changes; (d) Enhancing efficiency, performance, and competitiveness. (Steviana, 2022; Hidayat, 2023).

Conclusion

Enhancing the quality of health education can be achieved by prioritising specific components in the implementation of education, taking into account the objective circumstances and conditions of educational institutions, while also considering other characteristics that are set as nationally relevant education standards. Visionary leadership is essential for enhancing the quality of health education and serves as the foundation for implementing education programmes aligned with the delivery approach or orientation of higher education institutions. Advanced leadership requires both experience and strategic thinking in order to successfully and efficiently administer education and increase the quality of health education. Visionary leadership, extensive expertise, and strategic thinking talents can guide educational institutions towards becoming higher education establishments that possess a favourable, innovative, and competitive learning environment, thereby facilitating the achievement of high-quality education.

Recommendation

Health education institutions should establish the areas of their educational provision that are given priority, while also ensuring that other components that have been designated as national education quality requirements are not overlooked. The determination of focus and priorities is contingent upon the current objective situation and conditions, and is adapted to the resources that are now accessible. In addition, health education institutions should mandate visionary leadership in the execution of their educational programmes, coupled with the ability to think strategically and possess broad expertise, in order to attain optimal and efficient enhancements in the educational quality.

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