Challenges and Required Competencies toward Effective Academic Leadership in Indonesian Theological Institutions

Bakhoh Jatmiko[1]
jatmiko.bakhoh@apnts.edu.ph

Sherly Ester Kawengian[2]
ester.k@ukrimuniversity.ac.id

Abstract

Law No. 20 of 2003 concerning the National Education System to design a professional and accountable education model. This also applies to Theological Higher Education Institutions (THEI) that want to get recognition and accreditation from the government. The obligation to comply with this regulation presents its own challenges for theological institutions which are generally established as one of the ministry training entities for the church. Therefore, this study was conducted to obtain information related to particular challenges and competencies of an academic leader in THEI in Indonesia. The study employs a qualitative approach to explore leadership challenges and characteristics in Theological institutions. This study found that factors contributing to effective leadership in dealing with legal and accreditation issues are personal, managerial, practical, administrative, and relational skills. This finding shows that in general, leadership at THEI still needs strengthening in various areas.

Keywords: accreditation; theological education; academic leadership; higher education institution

Abstrak

Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional untuk merancang model pendidikan yang profesional dan akuntabel. Hal ini juga berlaku bagi Perguruan Tinggi Teologi yang ingin mendapatkan pengakuan dan akreditasi dari pemerintah. Kewajiban untuk mematuhi peraturan ini menghadirkan tantangan tersendiri bagi lembaga-lembaga teologis yang umumnya ditetapkan sebagai salah satu entitas pelatihan pelayanan bagi gereja. Oleh karena itu, penelitian ini dilakukan untuk memperoleh informasi terkait tantangan dan kompetensi tertentu dari seorang pemimpin akademik dalam Perguruan Tinggi Teologi di Indonesia. Studi ini menggunakan pendekatan kualitatif untuk mengeksplorasi tantangan kepemimpinan dan karakteristik dalam lembaga-lembaga teologi. Studi ini menemukan bahwa faktor-faktor yang berkontribusi terhadap kepemimpinan yang efektif dalam menangani masalah hukum dan akreditasi adalah keterampilan pribadi, manajerial, praktis, administratif, dan relasional. Temuan ini menunjukkan bahwa secara umum, kepemimpinan di THEI masih perlu penguatan di berbagai bidang.

Kata kunci: akreditasi; pendidikan teologi; kepemimpinan akademik; institusi pendidikan tinggi

---

[1] Asia Pacific Nazarene Theological Seminary
[2] Imanuel Christian University

INTRODUCTION

Indonesian Theological Education Landscape

Various researches have revealed complex and unique challenges in higher education institutions worldwide. Gillespie states that the development of technology and information in the digital era has had a significant influence on the governance of higher education institutions.[3] In addition, Johnstone finds that higher education institutions also often face limitations and the decline of institutional resources, while the demands to produce competitive graduates are getting higher.[4] Hurtado and Dey see economic and geopolitical changes also significantly impact the changing of student demographics enrolling the higher education.[5]

Higher theological education in Indonesia also faces similar challenges. In addition, the limited capacity of theological education institutions in Indonesia in meeting various existing regulations is a challenge in itself. On the one hand, the constitution in Indonesia guarantees every citizen to receive an education and become an education provider (Article 31 of the 1945 Constitution). But on the other hand, every educational institution must meet the standards set by the government. The governance of each educational institution is carried out under the national education system as mandated in the 2003 National Education Law.

As an educational institution, THEI must meet national higher education standards and accreditation. THEI must accommodate national higher education standards and accreditation in its education system. The institution must understand the government's purpose in standardizing higher education. Standardization means adjusting the shape (size, quality, and so on) with the established guidelines (standards). The government, which acts as the party implementing the regulation (regulator), has the authority to improve the quality

---

[3] Kay Herr Gillespie, "The Impact of Technology on Faculty Development, Life, and Work" (1998): 7–21; Michael G Dolence and Donald M Norris, "Transforming Higher Education," *Ann Arbor, MI: Society for College and University Planning* (1995).

[4] D Bruce Johnstone, "The Challenge of Planning in Public," *Planning for Higher Education* 28, no. 2 (2000): 56–65; Patricia J Gumport, "The Demand-Response Scenario: Perspectives of Community College Presidents," *The Annals of the American Academy of Political and Social Science* 586, no. 1 (2003): 38–62.

[5] Sylvia Hurtado and E L Dey, "Achieving the Goals of Multiculturalism and Diversity," *Planning and management for a changing environment* (1997): 405–431.

of higher education. The government is trying to maintain the quality of higher education in Indonesia.[6]

Thus, the quality of education, institutional governance, adequacy of teaching staff, and facilities in theological education institutions must be the same as universities and other institutions throughout Indonesia. Law No. 12 of 2012 mandates that every higher education institution produces quality graduates and is competitive nationally and globally. In addition, education must be carried out by fulfilling three main elements (*Tri Dharma*) of Higher Education: education, research, and community service.

The current condition of THEI in Indonesia is wrestling with the quality of education following the standards of National Accreditation Board for Higher Education (NAB-HE). These problems clearly stated by Irvan and Poltak on their research.[7] The common problems of THEI are the quality of lecturers who are not following government standards, inadequate infrastructure and facilities, and administrative management that does not organize well. This problem is a classic problem that afflicts most THEI in Indonesia.

Graphic 2. Accreditation Profile

Graphic 1. THEI Registered in NAB Directory
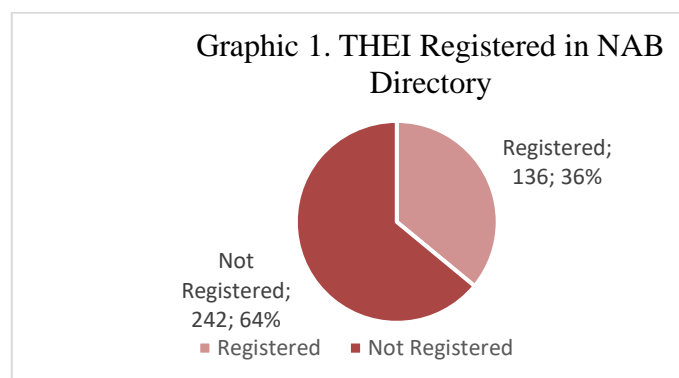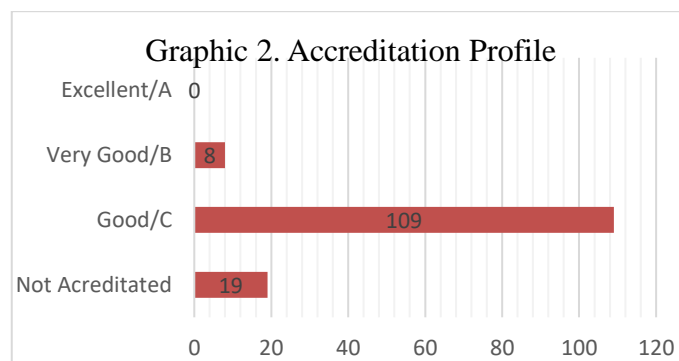
The Director General for Guidance of the Christian Community at the Ministry of Religious Affairs of Republic of Indonesia noted 378 Theological and Christian Higher

---

[6] Badan Akreditasi Nasional Perguruan Tinggi, *Akreditasi Institusi Perguruan Tinggi. Buku I: Naskah Akademik Akreditasi Institusi Perguruan Tinggi* (Jakarta: BAN-PT, 2007).

[7] S. L. Irvan and R. Poltak, "Akomodatif Institusi Pendidikan Tinggi Kristen Terhadap Peraturan Pemerintah: Standar Nasional Pendidikan Tinggi Dan Akreditasi Nasional Perguruan Tinggi," *Jurnal Pembaharu* 5, no. 1 (2019).

Education Institutions in Indonesia. There are 136 institutions registered in the NAB-HE website directory from that number. Below is the accreditation profile of THEI that is derived from the NAB-HE official website.[8]

Based on the graphs above, only 40% of THEI is acknowledged by NAB. There is no single institution that has received A/Excellent accreditation status. Only 2% got the Very good/B accreditation status. Most of THEI are at the Good/C accreditation level, which is 28.8%. Meanwhile, 5% of THEI have problems with their accreditation status.

Based on the indicators of the accreditation status of these institutions, it can be seen that the condition of THEI in Indonesia requires a lot of improvement. Based on Law No. 12 of 2012 article 54 on Higher Education, Accreditation is an external quality assurance to decide whether a program or institution meets specific quality standards, both in minimum standards, superior quality standards, and standards-based on the institution's goals. Suharsaputra added that accreditation is a process where the government or private institutions assess the quality of higher education institutions as a whole system or a particular program to formally acknowledge that the institution meets the minimum standard criteria that have been set.[9]

In this situation, one of the determiners in a change is the role of a leader. THEI in Indonesia needs capable leaders and competent leadership in dealing with the various challenges and complexities. Institutional leaders need to understand the meaning, role, and function of leadership. In addition, an academic leader must also understand the uniqueness of educational leadership and the things that make it different from leadership in general. In particular, academic leadership in theological education in Indonesia remains poorly explored by current research and study.

Leadership in Educational Context

For centuries, leadership has been an area of inquiry by researchers, practitioners, and scholars. Classical leadership studies are often attributed to Plato, Sun Tzu, and Machiavelli. Meanwhile, contemporary academic studies related to this topic have developed in the last six decades.[10] With a paradoxical statement, Burns says that leadership

---

[8] Https://Www.Banpt.or.Id/Direktori/Institusi/Pencarian_institusi.Php."

[9] Uhar Suharsaputra, "Manajemen Pendidikan Perguruan Tinggi," *Bandung: Refika Aditama* (2015): 338–339.

[10] Daniel Katz, Nathan Maccoby, and Nancy C Morse, "Productivity, Supervision, and Morale in an Office Situation. Part I." (1950); M Bryant, "Leader Behavior Description Questionnaire (LBDQ)," *Retrieved September* 12 (2002): 2012; Douglas McGregor, "Theory X and Theory Y," *Organization theory* 358, no. 374 (1960): 5.

is one of the most observed and least understood phenomena on earth.[11] This fact shows that leadership is needed throughout the history of human civilization as a relational and organizational being who always places himself in a social entity. This fact makes the study of leadership a multidimensional and complex topic.[12]

Overview on Leadership

Leadership is both a complex and exciting topic to explore. So many variations have been contributed to just trying to define the word "Leader" and "Leadership." How someone defines these terms is closely related to context, values, personal experience, and other elements. Raffo and Clark state that there is no single definition of leadership; how authors define it becomes personal and reflects who they are, what they value, and the message they want to send to others expressed their views about leadership.[13] Multiple dimensions influence the complexity of this study to explore, values to contemplate, frameworks to study, principles to ponder, and scholarship to consider when defining leadership.

However, there are some definitions provided by some scholars, practitioners, and authors to describe what a leader or leadership is all about. Peter Drucker describes a leader as someone who has followers.[14] John Maxwell defines leadership by influence.[15] According to Kotter, leadership is the capacity for collective action to vitalize.[16] In comparison, Robert Greenleaf defines effective leadership as serving others and following them.[17] Rost states that leadership is an influence relationship among leaders and collaborators who intend significant changes that reflect their mutual purposes.[18] Kouzes and Posner describe that leadership is the art of mobilizing others to want to struggle for shared aspirations.[19] Next, Senge et al. note leadership as the capacity of a human community to share its future and sustain the significant processes of change required to do so.[20] Moreover, Northouse

---

[11] J M Burns and N Y Leadership, "Harper & Row," *New York* (1978): 2.

[12] Max DePree, *Leadership Is an Art* (Currency, 2011).

[13] Deana Raffo and Leigh Clark, "Using Definitions to Provoke Deep Explorations into the Nature of Leadership," *Journal of Leadership Education* 17, no. 4 (2018): 208–218.

[14] Peter F Drucker, "Knowledge-Worker Productivity: The Biggest Challenge," *California management review* 41, no. 2 (1999): 79.

[15] John C Maxwell, "Irrefutable Laws of Leadership. Nashville, Tennesse: Thomas Nelson" (Inc, 21AD).

[16] J P Kotter, "What Leaders Really Do Harvard Business Review on Leadership," *Boston, MA: Harvard Business School* (1990): 103–111.

[17] Bennis Warren and Burt Nanus, *Leaders; the Strategies for Taking Charge* (Harper Perennial, 1986).

[18] Joseph Clarence Rost, *Leadership for the Twenty-First Century* (Greenwood Publishing Group, 1991), 102.

[19] James M Kouzes and Barry Z Posner, "The Leadership Challenge," *CA: Jossey* (2007): 30.

[20] P M Senge et al., "The Dance of Change. New York: Currency" (Doubleday, 1999), 16.

provides a pretty complete recap on leadership as a characteristic; a position of authority; a behavior; a process; a style; a skill; a responsibility; an experience; a function of management; an influencing relationship; and an ability.[21]

Although there are various leadership definitions, there is a common theme in the definitions provided by the theorists. They emphasize social influence processes element of leadership. The theorists believe that leadership poses authority in influencing individuals to obtain a common goal and develop a vision. Another common ground among the definitions is motivation, vision, long-term goals, future, and shared goals. Effective leadership can motivate people to move towards the vision, goals, and tomorrow they want to realize.

The various definitions above provide conclusions about the critical role and effective leadership in an institution or social entity. Therefore, a leader must have the capacity, capability, and reliable character. House claims that a leader should have the ability to solve problems, charisma, a sense of mission, and influence people positively. [22] Besides the competencies, there is more important than the leaders demonstrating critical character in their leadership. Leaders must have integrity, vision, toughness, decisive, trust; commitment; selflessness, creativity; risk-taking; toughness; communication ability, and visibility.[23]

Another challenge in leadership is the complexity of the leader's context. There are general leadership principles that apply to all contexts, but there are also context specificities that require a leader to have some aspects of leadership. In particular, a leader in an academic institution also requires special skills and qualifications to carry out his leadership effectively. It means that, while educational leadership shares some characteristics with general leadership, yet it also faces unique problems. The following section will discuss leadership in academic institutions, particularly academic leadership in Higher Education.

Academic leadership

Leadership in academic settings or educational institutions has unique features compared to private or public sector organizations. Academic leadership is a unique yet challenging area of study. In general, private organizations are driven exclusively by

---

[21] Peter Guy Northouse, *Introduction to Leadership: Concepts and Practice* (SAGE Publications, Incorporated, 2014).

[22] House, R. J. (1977). A 1976 theory of charismatic leadership. In James G Hunt and Lars L Larson, *Leadership: The Cutting Edge: A Symposium Held at Southern Illinois University, Carbondale, October 27-28, 1976*, vol. 4 (Southern Illinois University Press, 1977), 189–205.

[23] Genevieve Capowski, "Anatomy of a Leader: Where Are the Leaders of Tomorrow?," *Management Review* 83, no. 3 (1994): 10–18.

maximizing shareholder value. Considerations of maximizing the value to stakeholders, including government agencies and public sector organizations. In the meantime, maximizing stakeholder value in academic institutions means optimizing value to stakeholders like students, employees, the community, and funding agencies. As a result, educational institutions' stakeholders are more diverse. In addition, the context of this leadership consists of various elements such as universities, departments, and leaders, and there is also constant change.[24] Sathye, in his study of three leaders in higher education institutions, found that academic leadership poses problems that are distinctly different from leadership in business or government agencies.[25]

Various adjustments and turbulent educational environments demand increasingly excellent academic leadership competencies. Sustainable leadership is needed to demonstrate relevant leadership amid challenges faced by institutions.[26] As an example, Bolden, in his study of higher education in the UK, found that academic institutions must make adjustments as a response to such factors as government policy, continuing growth in demand for ever-higher levels of educational attainment and credentials, rapid economic development, pervasiveness and society-wide impact of communication and information technologies, demands for increased access, internationalization and globalization.[27]

In other parts of the world, Jones and others, in their research in Australia and New Zealand, also find the challenges of educational institutions in competing in a globally competitive world. In this context, educational institutions are challenged to design opportunities to build and develop sustainable leadership.[28] In addition, Szekeres said that leadership in the higher education sector had been the subject of profound change regarding several factors such as an increase in managerial control (managerialism); an increase in competition (marketization); increased scrutiny alongside greater devolved responsibility (audit); and re-modeling of structures and operations on corporate organizations

---

[24] Donald E Hanna, "Building a Leadership Vision: Eleven Strategic Challenges for Higher Education," *Educause review* 38, no. 4 (2003): 34.

[25] Milind Sathye, *Leadership in Higher Education: A Qualitative Study*, 2004, 5, http://www.qualitative-research.net/fqs/.

[26] Sarah A Thompson and Karen L Miller, "Disruptive Trends in Higher Education: Leadership Skills for Successful Leaders," *Journal of Professional Nursing* 34, no. 2 (2018): 92–96.

[27] Richard Bolden et al., "Academic Leadership: Changing Conceptions, Identities and Experiences in UK Higher Education" (2012).

[28] Sandra Jones et al., "Distributed Leadership: A Collaborative Framework for Academics, Executives and Professionals in Higher Education," *Journal of Higher Education Policy and Management* 34, no. 1 (February 2012): 67–78.

(corporatization).[29] The changing demands on higher education are challenging traditional assumptions about the purpose and nature of higher education and its role in society.[30] By far, the most appropriate management and leadership structures that should work within higher education institutions are being challenged by changing demands on higher education.

Some studies have been conducted to find the quality of leaders in the context of education to carry out effective leadership. Ruben, Lisi, and Gigliotti raise the thought that effective academic leadership is seen as involving the ability to navigate the various challenges, cultures, and stakeholders involved in the institutions and engaging colleagues to collaborate in this journey.[31] Ruben and Gigliotti continue that leaders in an educational setting must have communication competencies to understand leadership that focuses more broadly on the process of social influence.[32] While Gmelch, and Buller found three vital effective leadership competencies for educational institutions administrators. Those three things are habits of mind (an understanding of concepts), habits of practice (a demonstration of skills), and habits of heart (a commitment to reflective practice).[33] In addition, Academic leadership must be proficient in organizational and managerial abilities, have good academic skills, and follow scientific developments in education.[34]

The various studies above provide essential contributions to academic leadership competence in educational institutions. However, as mentioned earlier, the context has a significant role in determining leadership capacity to realize effective leadership. In particular, research on academic leadership has not been widely carried out in Indonesia. Therefore, this study was conducted to obtain information related to challenges and competencies of an academic leader in Indonesian THEI context. Research question proposed to be answered in this writing are: What are the challenges faced by theological

---

[29] Judy Szekeres, "The Invisible Workers," *Journal of Higher Education Policy and Management* 26, no. 1 (2004): 7–22.

[30] Sameer Abuzandah, "Role of the Curriculum Leader in the Process of Learning," *Asian Journal of Sociological Research* (2021): 15–17.

[31] Brent D Ruben, Richard de Lisi, and Ralph A Gigliotti, A Guide for Leaders in Higher Education: Core Concepts, Competencies, and Tools (Stylus Publishing, LLC, 2016): 96–114.

[32] Brent D Ruben and Ralph A Gigliotti, "Leadership as Social Influence: An Expanded View of Leadership Communication Theory and Practice," *Journal of Leadership & Organizational Studies* 23, no. 4 (2016): 467–479.

[33] Walter H Gmelch and Jeffrey L Buller, *Building Academic Leadership Capacity: A Guide to Best Practices* (John Wiley & Sons, 2015).

[34] Robert B Barr and John Tagg, "From Teaching to Learning—A New Paradigm for Undergraduate Education," *Change: The magazine of higher learning* 27, no. 6 (1995): 12–25.

education institutions in Indonesia? What skills does an academic leader need to effectively lead the THEI?

RESEARCH METHOD

The study employs a descriptive qualitative approach. The data collected will be analyzed, interpreted, and then presented in the form of a description as the findings of this study.[35] The data collection procedure is to distribute online questionnaires containing questions about the challenges and required competencies for effective academic leadership in THEI. The triangulation process was carried out by tele-interviews with several participants selected by the researcher.

The population of this research is leaders, managers, and practitioners at THEI. From this population, the sample selection was carried out using a random sampling technique, which means that each member of the population has the same right to be selected as a member of the sample.[36] This process resulted in forty-two respondents who were Principals/presidents (31%); Deans (33.3%); Program Coordinators (11.9%); Lecturer (9.5%) and other are Program Director; Program Coordinator Unit; and Secretaries.

The collected data is analyzed using the Atlas.ti qualitative data analysis program. The process of data analysis begins with the open coding process. At this stage, the researcher identified, named, categorized, and described the symptoms found in the text of the data collection results. Next is the axial coding process. This stage connects various categories of research in the form of building structures or properties, which are carried out by linking codes. It is a combination of inductive and deductive ways of thinking. The next stage is selective coding to choose the core categorization and connect other categories to the core category.[37] Then, the conclusion of this research is not a generalization but a specification for the situation or condition of the related research phenomenon.

---

[35] W. John Creswell, *Penelitian Kualitatif Dan Desain Riset, Memilih Diantara Lima Pendekatan" Oleh John W. Creswell Pustaka Pelajar Edisi 3*, 3rd ed. (Yogyakarta: SAGE, 2015).

[36] Bagus Sumargo, *Teknik Sampling* (Unj press, 2020), 113–114.

[37] Ahmad Kosasih, "Pendekatan Grounded Teori (Grounded Theory Approach) Sebuah Kajian Sejarah, Teori, Prinsip Dan Strategi Metodenya," in Prosiding Seminar Dosen Hasil Penelitian Dan Pengabdian Kepada Masyarakat Tahun 2018, 2018.

FINDING AND DISCUSSION

Challenges and Competence Required for Effective Leadership in THEI

To obtain data on the competencies required for effective leadership at THEI, the authors surveyed THEI managers in Indonesia. Responses were collected from forty-two leaders and administrators of THEI. They are leaders and policymakers in a theological educational institution. Their background and current role contribute essential information in identifying the challenges and needs of the institution.

Some Wrestled Challenges

Data from the survey shows that THEI in Indonesia has various challenges, as mentioned in the previous section. As administrators of an educational institution, respondents indicated that THEI in Indonesia needs improvement and development. This finding also explains that leaders at THEI have a big responsibility and need support and development for the sustainability of leadership in the institution. Respondents stated that THEI currently faces obstacles, including demands for THEI to comply with various laws and regulations set by the government; lack of good governance; limited capacity of lecturers to fulfill the Three Duties of HE, specifically in terms of research; limited human resources; increasingly fierce competition among THEIs; lack of mastery of technological developments; has not been able to meet the needs of stakeholders; and other obstacles. These constraints are quantitatively shown in the following graph:

Graphic 3. Current Challenges of Indonesian THEI
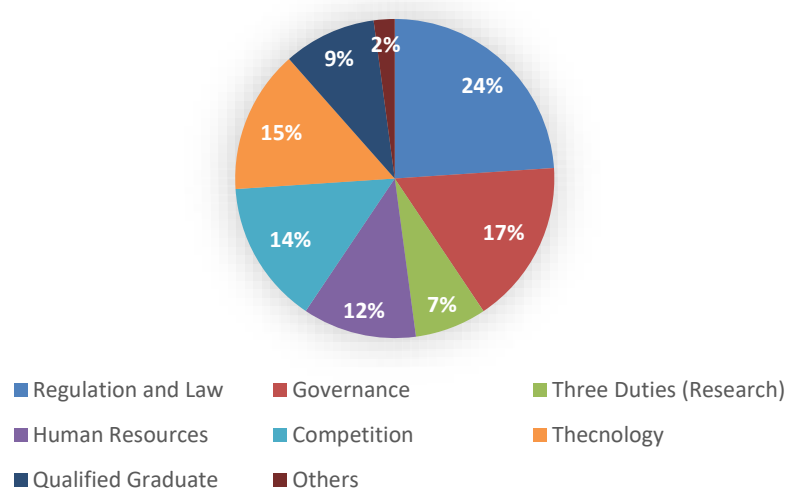
The majority of respondents (24%) admit that the demand to comply with legal issues and accreditation. Government regulations and laws are the biggest challenges for THEI in

Indonesia. This respondent's answer relates to HEI's various government policies and regulations. One of the things that many respondents mentioned was the Accreditation standard which was very difficult for THEI to write. Changes in government policy in the implementation of NAV Accreditation with 9 standards is something that THEI admits is difficult to achieve. Respondents also highlighted that long and complicated regulations and procedures made it difficult for THEI to keep up with changes in government policies.

The second biggest challenge leaders face at THEI in Indonesia is realizing good institutional governance. 17% of respondents who are leaders and lecturers said that the obstacles in realizing strong government at THEI were associated with the limited knowledge of organizational management, the limited ability of leaders to transfer and implement the vision, lack of networking, lack of work ethic, not yet realized transparent leadership, and not yet created a professional work climate. This finding shows that leadership at THEI requires a lot of administrative and managerial skills development. Predictably, this is related to most THEI leaders being pastors or ministers who do not have enough experience in leadership in educational institutions.

The author found interesting facts in this survey. Respondents saw that technological developments were a challenge for 15% of THEI in Indonesia. This result shows that THEI is not ready to accelerate global developments and changes, especially in revolution 5.0. Respondents answered that the obstacle to keeping up with the rapid development of technology was due to the limited facilities and costs of developing and upgrading IT and related to the limited Human Resources to utilize high technology-based learning media. This finding was confirmed by statements from 12% of respondents who said that the biggest challenge for THEI in Indonesia was related to the limited human resources in the institution.

Required Competencies

This section will discuss the competencies required by a leader in the THEI context. The findings in this research will be an essential input for theological educational institutions and a reference for the lack of research related to academic leadership at THEI. These findings are closely related to the challenges faced by THEI in Indonesia.

The data collected from the respondents were analyzed and then grouped based on the similarity of the theme. Some of these themes represent various competencies that respondents believe will lead to effective academic leadership in THEI.

Personal	Spiritually mature (living in accordance to God's Word, loving, imitating Jesus)
	Have integrity (Can be an example, have a healthy character, humble)
	Creative and innovative
	Visionary and ready to face change
	Mastering theology
Managerial	Have risk management skills
	Able to develop resources within the institution
	Able to manage potential
	Make good decisions
	Directing the team, mentoring, monitoring, and evaluating
	Staffing and organizing
Practical	Using technology in education
	Keeping up with technology
	technology literate
	Develop educational support facilities and facilities
	Have the ability to manage and utilize the media as part of the leadership capacity.
Administrative	Understand national and international education policies
	Develop a relevant educational model (learning and teaching process)
	Have conceptual skills in medium-term and long-term educational strategic planning
	Able to make adjustments and a balanced approach to government regulations
Relational	Have the ability to network
	Cooperation with various parties
	Leader as Communicator
	Able to be a Facilitator
	Have intrapersonal skills
	Have the ability in conflict management

This study found at least five competencies that are believed to be fundamental in realizing effective academic leadership. This research is confirmed by several studies that have been conducted previously in several other countries. For example, research from Spendlove and Bryman found that personal competence is a capacity needed by a leader in a higher education institution.[38] The individual capacity expected by the respondents in the research is related to the spiritual quality that reflects in a life that practices God's Word and expresses love in daily life. This finding is in accordance with what was stated by Baba et

---

[38] Marion Spendlove, "Competencies for Effective Leadership in Higher Education," *International Journal of Educational Management* (2007); Alan Bryman, "Effective Leadership in Higher Education: A Literature Review," *Studies in higher education* 32, no. 6 (2007): 693–710; Elsa Maria Gonzalez y Gonzalez, *Perceptions of Selected Senior Administrators of Higher Education Institutions in Mexico Regarding Needed Administrative Competencies* (Texas A&M University, 2004).

al. They argue that personal competency - including emotional maturity- significantly impacts articulating transformational leadership in an academic setting.[39]

The expected personal competence also includes the capacity of a leader to be a role model both within and outside the institution. Integrity is a value that respondents often referred to as a healthy character. Respondents also mentioned that THEI needs leaders open to change and can even make breakthroughs with innovation and creativity. It shows that THEI in Indonesia has begun to open up to changes and adjustments to various changes around it. Furthermore, they believe that effective academic leadership is supported by mastering and doing theology in the context of local culture.

Furthermore, managerial ability is a capacity that is believed to make leadership at THEI more effective. Respondents involved in the survey gave great hope to a leader to develop the resources and potential within the institution. They also believe that organizational and staffing capabilities will strengthen leadership within the institution. Leaders with good managerial skills are also expected to create a good work climate to develop solid teamwork. An effective academic leader should be able to organize, manage, and collaborate with all leadership members.[40] Furthermore, they also expect a leader who can distribute leadership well with a collegial leadership model balanced with mentoring, monitoring, and evaluating. Rathmell and others also believe that mentorship and executive coaching are key elements in facilitating effective academic leadership.[41]

The following competency expected by an academic leader is practical ability specifically related to mastering technology. In particular, as mentioned by Antonopoulou et al. l, digital skills are valuable during the current pandemic season.[42] This finding is also in sync with previous results related to the challenges faced by THEI in Indonesia. Respondents believe that technology is one of the critical factors in THEI's progress in this digital era. Academic leaders are expected to have practical skills in utilizing technology and integrating it into the management of institutions and the implementation of educational

---

[39] Mubashir Majid Baba, Ursil Majid Makhdoomi, and Mushtaq Ahmad Siddiqi, "Emotional Intelligence and Transformational Leadership among Academic Leaders in Institutions of Higher Learning," *Global Business Review* 22, no. 4 (2021): 1070–1096.

[40] Jill Caviglia-Harris et al., "The Six Dimensions of Collective Leadership That Advance Sustainability Objectives: Rethinking What It Means to Be an Academic Leader," *Ecology and Society* 26, no. 3 (2021).

[41] W Kimryn Rathmell, Nancy J Brown, and Richard R Kilburg, "Transformation to Academic Leadership: The Role of Mentorship and Executive Coaching.," *Consulting Psychology Journal: Practice and Research* 71, no. 3 (2019): 141.

[42] Hera Antonopoulou et al., "Transformational Leadership and Digital Skills in Higher Education Institutes: During the COVID-19 Pandemic," *Emerging science journal* 5, no. 1 (2021): 1–15.

processes. This capability is also likely to have a tangible impact on developing technology-based learning facilities and facilities.

Effective leadership in the THEI context will be realized if a leader has competence in administrative matters. Previous findings stated that the biggest challenge at THEI in Indonesia is providing education under government policies and regulations. Laws and various requirements in education in Indonesia are dynamic and frequently change. Applying national education standards for all higher education institutions often makes it difficult for Higher Schools of Theology. The assessments used in theological schools are of the same standard as universities and other higher education institutions that are much larger and more established. Therefore, according to the profile of THEI accreditation in Indonesia, no institution has received A/Excellent accreditation, and only 8 out of 378 have received B/Excellent accreditation. Reflecting on this need, it is appropriate if one of the competencies leaders need at THEI is administrative skills. Leaders are expected to understand national and international education policies and make adjustments and a balanced approach to government regulations. This ability will make the leader meet the founder's and the government's principles.

The last skill that is the key to effective leadership in educational institutions is relational ability. Respondents expect a THEI leader to be a person who has good communication skills. In addition, respondents believe that effective leadership must be supported by the leader's ability to establish cooperation (networking) with parties outside the institution and build a solid work team. In addition, with relational skills, a leader is also expected to manage conflict well. This relational ability will be an essential factor in providing an excellent working climate so that the productivity of all elements within the institution will also increase.

CONCLUSION

After conducting a study and analysis of the collected data, the authors conclude that, in general, leadership at THEI still needs strengthening in various areas. The finding shows that not all of the standards and governance of institutions have been carried out professionally following the standards set by the government. Of course, this fact is very much related to the historical factor of THEI, most of which were founded by particular churches or denominations. The main initial goal of establishing an educational institution is to prepare ministers who will later serve in pastoral care and various matters related to the church. With this aim, at first, THEI was established as a center for training and service

training in the church. Therefore, it will challenge its managers when higher education standards are applied at THEI. However, the various changes that occur must be followed by THEI. Undeniably, the national standards set by the government (accreditation) improve educational institutions' quality, accountability, and transparency. In facing these challenges, the competence of leaders must be improved. Following the findings, the five competencies needed to answer the latest challenges are personal, managerial, practical, administrative, and relational competencies.

Research Recommendation

1. THEI must be managed professionally by considering the quality and credibility of education. Therefore, every institutional leader must manage and improve the quality of academic leadership capacity, personal competence, and interpersonal, communication, and administrative competence.

2. Institutional leaders must continue to learn and develop themselves to bring the institutions they lead to remain relevant to answer the demands of the context.

3. THEI requires an intentional and well-planned leadership development program to strengthen leadership within the institution.

4. This study found an urgent need for leaders of THEI to strengthen their administrative skills in their leadership.

5. The institution's board and leadership team must provide management and administration training.

6. Collaborative and shared leadership might be an option to cover the weaker area of current THEI leadership in Indonesia.

7. THEI needs to consider administrative and managerial skills in its curriculum. It will be beneficial for students when they become leaders one day.

REFERENCE

Abuzandah, Sameer. "Role of the Curriculum Leader in the Process of Learning." *Asian Journal of Sociological Research* (2021): 15–17.

Antonopoulou, Hera, Constantinos Halkiopoulos, Olympia Barlou, and Grigorios N Beligiannis. "Transformational Leadership and Digital Skills in Higher Education Institutes: During the COVID-19 Pandemic." *Emerging science journal* 5, no. 1 (2021): 1–15.

Astin, Alexander W, and Helen S Astin. "Leadership Reconsidered: Engaging Higher Education in Social Change." (2000).Baba, Mubashir Majid, Ursil Majid Makhdoomi, and Mushtaq Ahmad Siddiqi. "Emotional Intelligence and Transformational Leadership among Academic Leaders in Institutions of Higher Learning." *Global Business Review* 22, no. 4 (2021): 1070–1096.

Barr, Robert B, and John Tagg. "From Teaching to Learning—A New Paradigm for Undergraduate Education." *Change: The magazine of higher learning* 27, no. 6 (1995): 12–26.

Bolden, Richard, Jonathan Gosling, Anne O'Brien, Kim Peters, Michelle K Ryan, S Alexander Haslam, Luz Longsworth, Anna Davidovic, and Kathrin Winklemann. "Academic Leadership: Changing Conceptions, Identities and Experiences in UK Higher Education" (2012).

Bryant, M. "Leader Behavior Description Questionnaire (LBDQ)." *Retrieved September* 12 (2002): 2012.

Bryman, Alan. "Effective Leadership in Higher Education: A Literature Review." *Studies in higher education* 32, no. 6 (2007): 693–710.

Burns, J M, and N Y Leadership. "Harper & Row." *New York* (1978).

Capowski, Genevieve. "Anatomy of a Leader: Where Are the Leaders of Tomorrow?" *Management Review* 83, no. 3 (1994): 10.

Caviglia-Harris, Jill, Karen Hodges, Brian Helmuth, Elena Bennett, Kathleen Galvin, Margaret Krebs, Karen Lips, Meg Lowman, Lisa Schulte, and Edward Schuur. "The Six Dimensions of Collective Leadership That Advance Sustainability Objectives: Rethinking What It Means to Be an Academic Leader." *Ecology and Society* 26, no. 3 (2021).

Creswell, W. John. *Penelitian Kualitatif Dan Desain Riset, Memilih Diantara Lima Pendekatan" Oleh John W. Creswell Pustaka Pelajar Edisi 3*. 3rd ed. Yogyakarta: SAGE, 2015.

DePree, Max. *Leadership Is an Art*. Currency, 2011.

Dolence, Michael G, and Donald M Norris. "Transforming Higher Education." *Ann Arbor, MI: Society for College and University Planning* (1995).

Drucker, Peter F. "Knowledge-Worker Productivity: The Biggest Challenge." *California management review* 41, no. 2 (1999): 79–94.

Gigliotti, Ralph A., and Brent D. Ruben. "Preparing Higher Education Leaders: A Conceptual, Strategic, and Operational Approach." *Journal of Leadership Education* 16, no. 1 (January 1, 2017): 96–114.

Gmelch, Walter H, and Jeffrey L Buller. *Building Academic Leadership Capacity: A Guide to Best Practices*. John Wiley & Sons, 2015.

Gumport, Patricia J. "The Demand-Response Scenario: Perspectives of Community College Presidents." *The Annals of the American Academy of Political and Social Science* 586, no. 1 (2003): 38–61.

Hanna, Donald E. "Building a Leadership Vision: Eleven Strategic Challenges for Higher Education." *Educause review* 38, no. 4 (2003): 24.

Herr Gillespie, Kay. "The Impact of Technology on Faculty Development, Life, and Work" (1998).

Hunt, James G, and Lars L Larson. *Leadership: The Cutting Edge: A Symposium Held at Southern Illinois University, Carbondale, October 27-28, 1976*. Vol. 4. Southern Illinois University Press, 1977.

Hurtado, Sylvia, and E L Dey. "Achieving the Goals of Multiculturalism and Diversity." *Planning and management for a changing environment* (1997): 405–431.

Irvan, S. L., and R. Poltak. "Akomodatif Institusi Pendidikan Tinggi Kristen Terhadap Peraturan Pemerintah: Standar Nasional Pendidikan Tinggi Dan Akreditasi Nasional Perguruan Tinggi." *Jurnal Pembaharu* 5, no. 1 (2019).

Johnstone, D Bruce. "The Challenge of Planning in Public." *Planning for Higher Education* 28, no. 2 (2000): 57–64.

Jones, Sandra, Geraldine Lefoe, Marina Harvey, and Kevin Ryland. "Distributed Leadership: A Collaborative Framework for Academics, Executives and Professionals in Higher Education." *Journal of Higher Education Policy and Management* 34, no. 1 (February 2012): 67–78.

Katz, Daniel, Nathan Maccoby, and Nancy C Morse. "Productivity, Supervision, and Morale in an Office Situation. Part I." (1950).

Kotter, J P. "What Leaders Really Do Harvard Business Review on Leadership." *Boston, MA: Harvard Business School* (1990).

Kosasih, Ahmad. "Pendekatan Grounded Teori (Grounded Theory Approach) Sebuah Kajian Sejarah, Teori, Prinsip Dan Strategi Metodenya." In *Prosiding Seminar Dosen Hasil Penelitian Dan Pengabdian Kepada Masyarakat Tahun 2018*, 2018.

Kouzes, James M, and Barry Z Posner. "The Leadership Challenge San Francisco." *CA: Jossey* (2007).

Maxwell, John C. "Irrefutable Laws of Leadership. Nashville, Tennese: Thomas Nelson." Inc, 21AD.

McGregor, Douglas. "Theory X and Theory Y." *Organization theory* 358, no. 374 (1960): 5.

Northouse, Peter Guy. *Introduction to Leadership: Concepts and Practice*. SAGE Publications, Incorporated, 2014.

Raffo, Deana, and Leigh Clark. "Using Definitions to Provoke Deep Explorations into the Nature of Leadership." *Journal of Leadership Education* 17, no. 4 (2018): 208–218.

Rathmell, W Kimryn, Nancy J Brown, and Richard R Kilburg. "Transformation to Academic Leadership: The Role of Mentorship and Executive Coaching." *Consulting Psychology Journal: Practice and Research* 71, no. 3 (2019): 141.

Ruben, Brent D, and Ralph A Gigliotti. "Leadership as Social Influence: An Expanded View of Leadership Communication Theory and Practice." *Journal of Leadership & Organizational Studies* 23, no. 4 (2016): 467–479.

Ruben, Brent D, Richard de Lisi, and Ralph A Gigliotti. *A Guide for Leaders in Higher Education: Core Concepts, Competencies, and Tools*. Stylus Publishing, LLC, 2016.

Rost, Joseph Clarence. *Leadership for the Twenty-First Century*. Greenwood Publishing Group, 1991.

Sathye, Milind. *Leadership in Higher Education: A Qualitative Study*, 2004. http://www.qualitative-research.net/fqs/.

Senge, P M, A Kleiner, C Roberts, R Ross, G Roth, and B Smith. "The Dance of Change. New York: Currency." Doubleday, 1999.

Shattock, Michael. *Managing Successful Universities*. McGraw-Hill Education (UK), 2010.

Spendlove, Marion. "Competencies for Effective Leadership in Higher Education." *International Journal of Educational Management* (2007).

Suharsaputra, Uhar. "Manajemen Pendidikan Perguruan Tinggi." *Bandung: Refika Aditama* (2015).

Szekeres, Judy. "The Invisible Workers." *Journal of Higher Education Policy and Management* 26, no. 1 (2004): 7–22.

Thompson, Sarah A, and Karen L Miller. "Disruptive Trends in Higher Education: Leadership Skills for Successful Leaders." *Journal of Professional Nursing* 34, no. 2 (2018): 92–96.

Tinggi, Badan Akreditasi Nasional Perguruan. *Akreditasi Institusi Perguruan Tinggi. Buku I: Naskah Akademik Akreditasi Institusi Perguruan Tinggi*. Jakarta: BAN-PT, 2007.

Warren, Bennis, and Burt Nanus. *Leaders; the Strategies for Taking Charge*. Harper Perennial, 1986.

Y Gonzalez, Elsa Maria Gonzalez. *Perceptions of Selected Senior Administrators of Higher Education Institutions in Mexico Regarding Needed Administrative Competencies*. Texas A&M University, 2004.

Yuliani, Dewi. "Aplikasi Riset Kualitatif Grounded Theory Untuk Studi Kasus." *Jurnal Inspirasi* 10, no. 1 (2019): 56–67.