

Does Muhammadiyah Leadership Style Exist? An Empirical Examination About What and How to Measure It

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ABSTRACT: Muhammadiyah's higher education is led by using a prophetic, associative, active, and dynamic style. This research aims to examine the leadership style called Muhammadiyah's leadership style. Data for preliminary studies were obtained from 73 respondents who are lecturers at one of Muhammadiyah universities in Yogyakarta. The results of the preliminary study showed that the item-total correlation of r was 0.785. Reliability is indicated by a minimum of Cronbach's alpha value of 0.686. Thus, it can be concluded that the measurement of Muhammadiyah's leadership style exists, valid, and reliable.

Keywords: Muhammadiyah's leadership style, prophetic, associative, active, dynamic.

1 INTRODUCTION

Competitive advantage is one of the critical factors for an organization to win the competition. An essential basis for an organization's long-term success is the achievement and maintenance of a competitive advantage that is sustainable, even though it is time-limited (Porter 1990, Chowtupalli 2013, Mc & Cooper 2007). The tight competition encourages each organization to improve its management process in order to achieve a competitive advantage (Nadarajah & Latifah 2014). A competitive advantage is a form of organizational capability and resources that are not easily imitated by competitors because they are not easily replaced by other resources (Coplin 2002). Sustainable competitive advantage is seen as the implementation of a value creation strategy that is not concurrent with those applied by current competitors or potential competitors, which makes other companies cannot duplicate the benefits of this strategy (Barney 1991).

Organizations, including higher education institutions, must emerge advantages in order to compete with others. Strategic steps taken by the organization will help in achieving long-term

competitive advantage (David & David 2017). Currently, higher education institutions also face various challenges in competition. In conditions of recent increasing competition, higher education institutions must adopt strategies that can create a competitive advantage (Panda et al. 2019).

Quality in education is an obligation. The multidimensional concept with different components becomes the basis for determining quality in education, including managerial. Various efforts are carried out by educational institutions in bringing up quality education. (Sallis 2010). Nevertheless, there are managerial problems that become one of the obstacles to achieving a competitive advantage in higher education institutions (Sutanto 2015).

One managerial factor is leadership. Leadership style in running an organization will affect the level of organizational success in achieving competitive advantage (Khan & Anjum 2013, Al-Zoubi 2012). Leaders of higher education institutions have a role in strengthening the institutional strategy to get maximum organizational performance but, in the small and medium-sized business organization group, leadership is not proven to directly bring the organization to achieve its competitive advantage (Samsir 2018).

In the management of higher education, demands for change can be made effectively when leadership and governance are decently developed. Various internal conflicts in the management of higher education generally occur because of poor leadership (Sulisworo 2012). This study aims to build a construct of Muhammadiyah's leadership style instruments (MLS).

Leadership is a person's behaviors that aim to direct, influence, and motivate the activities of others and groups of people in order to achieve shared goals and organizational success (Yukl & Van 2015, Rauch & Behling 1984, Northouse 2013). Leadership is also related to one's ability and skills in encouraging others or groups to move in a particular direction and perform some things that they would never do (Kets De Vries & Florent Treacy 2002).

Some researchers agreed that the ability in organizational leadership is the key to implementing a superior organization. The leader is considered as the driver of the implementation of better quality management in his organization. Position as a director responsible for organizational performance, making leaders will effectively encourage all parties in the organization to run the organization with its quality targets (Kaynak 2003, Hayes et al. 2005).

Muhammadiyah, as a socio-religious organization, carries out main activities in the fields of religion, social, and education, including higher education. The AL-Islam and Muhammadiyah values, known as Muhammadiyah's characteristics, differ the organization from other organizations. These values are also applied in behavior, including leadership (Pedoman Hidup Islami Muhammadiyah 2017). The leadership style that carries the Muhammadiyah value has a role in the advancement of higher education (Mursidi et al. 2017).

The prophetic movement becomes a reference in carrying out the leadership of Muhammadiyah Universities (Mursidi et al. 2017). The leadership is characterized by prophetic behavior, that is, *sidiq* (truth-oriented), *tabligh* (communicative), *amanah* (trustworthy), and *fatonah* (brilliant), which are known by the STAF nature (Alamsyah, 2017). The behavior of the prophet Muhammad SWT as a leader is an example in the management of Muhammadiyah organizations, including higher education.

Traditionally-characterized leadership with excellence in cultural strength, family-oriented, and tends to be dynamic, is the way the leader of this Muhammadiyah educational institutions in managing higher education. This associative leadership style promotes collective and collegial

movements. This style is seen as less professional because there is no concrete distribution of authority and job descriptions, but family culture is a force in encouraging collegiality in organizations. The collective-collegial leadership style in the Muhammadiyah education system guarantees the continuity of this educational institution (Setiawan & Heru 2016).

This activist leadership style is characterized by great ideal goals that are developed through a series of discussions and then implemented through a series of active movements (Mursidi et al. 2017). This leadership often moves out of the habit. Transformational leadership encourages followers to work beyond the limits of the existing status quo and target new goals (Bass 1999).

Dynamic leadership style is defined as a style that can flexibly follow changes in the environment (Mursidi et al. 2017). Dynamic leadership is built from the idea of visionary leadership by considering the emergence of a person's behavior in leading, which is different in different situations (Manning & Robertson 2002). The leader is able to move the organization flexibly following the stringent rules and procedures at the time. Changes in regulations in the implementation of education are faced with the ability to adjust to higher rules and balance with organizational dynamics.

2 RESEARCH METHODS

The researchers' objective in exploring the construct validity was to determine whether the research results are meaningful and in accordance with the research objectives (Andotra et al. 2016). The researchers tested the correlation between statement items with variables to know the level of validity of the items with the dimensions to be observed. The reliability testing was carried out to test the level of measurement consistency. The reliability testing was done by comparing the Cronbach's alpha (α) value with the test results (Hair et al. 2010). Muhammadiyah's leadership style variables used were prophetic dimensions, associative dimensions, active dimensions, and dynamic dimensions. All statement items were developed from research by Mursidi et al. (2017). The prophetic statement items were also developed from Alamsyah (2017).

The data for this research was obtained through distributing questionnaires to the respondents who meet several criteria of lecturers at Muhammadiyah universities in Yogyakarta, had worked for at least 2 (two) years, and are interacting with the leaders of study programs at least 3 days a week or 15 days a

month. Limitation of respondents with these criteria aims to get respondents who really understand the activities carried out by the leaders and can provide an overview of the leadership style carried out by the head of the relevant study program.

The data from the leadership questionnaire were then tested for validity and reliability as an appropriate instrument to measure the existence of Muhammadiyah's leadership style. Validity testing was conducted using product moments, and reliability testing were carried out using Cronbach's alpha (α) (Hair et al. 2010).

3 RESULTS AND DISCUSSIONS

The feasibility level of the research instrument was measured using validity and reliability. Validity of the measurement variables could be shown if the value of the item-total correlation $r \geq 0.3$. The test results in table 1 showed that the smallest value of the item- total correlation value is 0.785 in the prophetic seven dimensions, where the results are higher than $r \geq 0.3$ and significant. So that it can be said that all statement items of all dimensions measured are declared valid.

The reliability test results showed that the smallest value of Cronbach's alpha obtained was 0.686, where the value is ≥ 0.6 . Hair et al. (2010) stated that the Cronbach's alpha value ≥ 0.6 signifies the dimensions of this study are stated to be reliable. Thus, it can be stated that all dimensions of this research variable are reliable.

The results of the validity and reliability tests showed that the measurement of Muhammadiyah's Leadership Style (MLS) in this test is valid and reliable. The measurement results are shown in the following table:

Table 1a. The results of instrument measurement.

Dimension	Item-total Correlation (ρ)	Cronbach's alpha (α)
Prophetic (Prop)		
Prop 1	0.898	
Prop 2	0.904	
Prop 3	0.821	
Prop 4	0.918	
Prop 5	0.945	0.956
Prop 6	0.906	
Prop 7	0.785	
Prop 8	0.801	

Table 1b. The results of instrument measurement.

Associative (Assc)		
Assc 1	0.925	
Assc 2	0.907	
Assc 3	0.900	0.943
Assc 4	0.884	
Assc 5	0.906	
Activist (Act)		
Act 1	0.864	
Act 2	0.881	0.686
Dynamic (Din)		
Din 1	0.906	
Din 2	0.820	
Din 3	0.874	0.917
Din 4	0.871	
Din 5	0.870	

4 CONCLUSION

The results showed that through the identification process, the MLS construct was proven to exist and could be measured empirically. All items that make up the MLS dimension were proven to be valid and reliable. The Muhammadiyah's Leadership Style dimension consists of strategic, associative, activist, and dynamic. The prophetic dimension shows leadership, which refers to the behavior of the prophet that is *sidik*, *amanah*, *fathonah*, and *tabligh* (STAF). The associative dimension illustrates the dynamic pattern of family leadership by prioritizing collegial-collective ways of managing organizations. The active dimension illustrates that Muhammadiyah's leadership style was carried out with active movements and works beyond the existing status quo. The dynamic dimension shows that leadership moves flexibly following changes in its environment. These MLS instruments have only been tested for higher education leaders. MLS, as a leadership style characterized by organizational values, can be applied to leaders at other levels of education.

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