



Growing Leadership Model for Improving Teaching Staff Professionalism Services Towards World Class University

Tommi Yuniawan^(✉), Fathur Rokhman, Sri Rejeki Urip, Muhamad Burhanudin, and Eko Raharjo

Faculty of Language and Arts, Universitas Negeri Semarang, Semarang, Indonesia
tommiyuniawan@mail.unnes.ac.id

Abstract. World Class University is one of the obstacles facing higher education. Nowadays, the Ministry of Education, Culture, Research, and Technology (Kemendibudristek) has eight Key Performance Indicators (IKU) for higher education that are aligned with a variety of indicators applied by world-class ranking institutions or World Class University (WCU). All universities are required to respond quickly and effectively, particularly Universitas Negeri Semarang (UNNES), which seeks to grow into a conservation-focused institution with a global reputation. Leadership is the fundamental factor determining university vision. Growing Leadership was conceptualized by Fathur Rokhman (2016, 2018), and it is comparable to a tree with principles that aims to: (1) recognize the seeds of leadership growth, (2) cultivate a robust leadership tree, (3) establish a network of leadership trees, (4) manage leadership storms, and (5) cultivate new leadership seeds. According to the data analysis, the most crucial component of the five stages is expanding the tree's leadership, but the other four are also significant. Therefore, the essential step that must be performed is developing a leadership model for strengthening the professionalism of education professionals in the direction of a World Class University.

Keywords: Education leadership · Growing Leadership · Service professionalism · World Class University

1 Introduction

Improving the quality and relevance of internationally-recognized universities affects their global standing, but this is not the primary objective. The indicators utilized for global rankings are diverse and highly comprehensive. However, the quality and relevancy continue to be enhanced. In the field of higher education in Indonesia, the terms “go international,” “globalization,” and “harmonization” propose similar meaning, which is the internationalization of higher education. Internationalization is frequently used to explain the growth of borderless education and transnational, interstate education businesses in education. In addition, globalization of education necessitates harmonization and standards, including accreditation, quality assurance, and qualifications of educational institutions, which are all challenging to address.

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The internationalization of higher education is characterized as incorporating international elements into education's aims, functions, and delivery. This involves curriculum creation and innovation, the exchange of professors and students, the expansion and development of study programs, the use of technological aid in education, cultural training, and international student education, as well as joint research and publication. Internationalization is also acknowledged as an effort to prepare local students to go global, become globally competitive citizens, and pay tribute to the nation. It encourages Indonesian institutions to go global in the sense of being able to deliver excellence that is widely regarded. Universities in Indonesia are expected to internationalize education by attempting to establish numerous international collaborations in curriculum design, lecturers, research collaborations, student exchanges, and the holding of double-degree programs through establishing international programs. By looking at the previous statement, it is safe to say that it is one of the strategies widely employed by national universities to enhance their academic quality and international standing.

Universitas Negeri Semarang aims to become an internationally renowned conservation-focused university. Conservation insight is viewed as a model that must be followed and emulated in the form of beliefs that underpin a perspective or manner of viewing and addressing conservation-related challenges. The academic community at UNNES utilizes conservation insight as a mutually accepted standard of reference and considers it as the primary role in defining the direction and guiding attitudes and behaviour in accomplishing or prioritizing anything deserving of being selected with an attitude and dedication to advancing science and humankind. Furthermore, a university must possess a worldwide reputation since it refers to a positive image and good reputation of a university in terms of international relations that serve as a global reference for *Tri Dharma PT* (University's three principles of Higher Education). The ambition of becoming a globally renowned institution represents UNNES' determination to be recognized, successful, and renowned at the national, regional, and global levels.

As organizations, universities are viewed as having distinct features from other organizations. [1] study on university governance demonstrates that the majority of decision-making authority resides at the departmental (read institution/work unit) level. In addition, higher education institutions employ unstructured management practices and loose controls. Cohen and March [2] describe the organization as anarchic, mainly caused by universities' unique qualities. The said quality proposes different leadership, which is undoubtedly distinct from that of other organizations. Inaccurate leadership determination leads many employees to suffer, experience burnout, and be unable to enjoy their jobs, as well as incurring significant resources to cure emotional discomfort in the workplace [3]. In other words, leaders have a significant impact on the success of colleges.

According to [4] leadership aspects impact the success or failure of a company. In addition, according to [5], everything rises and falls on leadership, which is even more apparent when asked to a large number of people. The leadership element is the primary reason for the success or failure of a nation, institution, or organization and therefore, it is safe to say that the growing leadership model in forming a world-class attitude and productivity in service should be upgraded continuously in order to achieve World Class University (WCU). Based on the previous claim, this study intends to describe the effect

of growing leadership model in enhancing the professionalism of UNNES teaching staff in pursuing World Class University.

Numerous management professionals have shared their perspectives on leadership, one of which is [6], who defines leadership as behaviours that inspire others to work together to achieve collective goals willingly and therefore, it can be said that there is a relationship between the leader and the numerous activities the leader generates. A leader is an individual that has the capability of facilitating their subordinates with collaboration and direct them to achieve specific objectives. In order to attain the desired goals, a leader is required to possess a sufficient amount of control over their environment. Furthermore, according to Agustian [7], there have been numerous misunderstandings concerning the nature of leadership where people typically view leadership as a position and as a result, a large number of individuals are pursuing this position and using a variety of paths in order to attain the said position.

[8] evaluated the traits of admired leaders over eight years. The results are remarkably consistent, showing that honesty is selected more frequently than other leadership qualities. On the other hand, [9] discovered different results where the honesty of a character ranks second. According to the results of the survey, the order of leadership qualities is as follows: (1) having a plan for the future (element of ability), (2) being honest (element of character), (3) caring about and respecting employees (element of character), (4) having integrity (element of character), and (5) being wise (element of character and ability). Four of the five selected attributes are character traits, whereas one trait is included in talents or abilities. These findings indicate that the conscience that shapes a person's character is more influential than their leadership skills. This is founded on the idea that everyone has leadership potential. Thus, the potential to be a leader is fundamentally a characteristic blessed to people. Furthermore, in order to be an ideal leader, influence is significantly essential since asserted that leadership has a close link with influence. The key to influencing others is to set an example and therefore, an ideal leader leads through conscience and by example, according to the premise that everyone is a leader and that leadership is influence.

[10] bases the concept of leadership on the principle of a tree since its growth is thought to reflect the development of leadership; hence, the beginning of increasing leadership. The growing leadership philosophy consists of at least the following stages: (1) recognizing the seeds of growth in leadership, (2) constructing a strong leadership tree, (3) developing a leadership tree network, (4) handling leadership storms, and (5) growing fresh seeds of leadership.

2 Methodology

This study applies a quantitative descriptive method, which is regarded as the basis of other methods [11]. This study included both primary and secondary data, with the former collected through the use of a computerized questionnaire and the latter by a review of the book "Kepemimpinan Bertumbuh" [Growing Leadership] by Dr. Fathur Rokhman, M.Hum. In this study, the teaching staff of UNNES serves as the subject of study, and data analysis is conducted using quantitative data analysis and descriptive method.

3 Results and Discussion

Universities are encouraged to carry out the transformation of higher education in accordance with the independent campus policy by implementing the policy of the eight key indicators. The transformation of higher education is based on eight key performance indicators, namely: (1) Graduates acquire decent jobs; (2) Students gain off-campus experience; (3) Lecturers have activities outside the campus; (4) Teaching practice on campus; (5) Lecturers’ work might be utilized by the public and attain international prominence.; (6) Study programs in collaboration with world-class partners; (7) Collaborative and participatory classes; and (8) International standards. Therefore, universities would be able to follow the global trend of quality improvement should they achieve several of the eight indicators of performance [12].

The transformation of eight IKUs proposes benefits to students, lecturers, and the institution. For students, graduates would have a chance of obtaining decent jobs based on their competence has been demonstrated over a long period of study, they have entrepreneurial skills, they can continue their studies at a higher level, and they gain off-campus experience through internships, village building projects, teaching, etc. For lecturers, activities outside the school, such as internships in industry and on other campuses, provide a wealth of experience. In addition, experienced industry practitioners can invite practitioners to teach on campus, and the work of lecturers is utilized by the community and can be internationally acknowledged (useful research results). For institutions, collaborative classes, international accreditation, and engagement with world-class partners will be developed; for instance, in terms of curriculum, internships, and graduate employment.

The progression of UNNES towards a world-class university was based on confidence and swiftness as opposed to force. This suggests that in order to become a great leader, one must begin with a grand vision. According to Prof. Dr. Fathur Rokhman, M. Hum., Rector of UNNES, strong leadership is one that continues to develop. Everyone is capable of becoming a leader; however, not everyone realizes their full potential and those who attain leadership positions may not always fulfil their responsibilities (Fig. 1).

A tree is a symbol of the growing leadership model since: (1) trees have the ability to adapt to survive; (2) trees always respond to changes in nature; and (3) all of the interconnected tree’s components bring benefits.

A tree symbolizes growing leadership, which could be considered a useful metaphor for comprehending leadership. Trees are anatomically complicated organisms, which



Fig. 1. Launching and FGD of Growing Leadership Book, Prof. Dr. Fathur Rokhman, M.Hum, December 9, 2016



Fig. 2. Tree, Symbol of Growing Leadership

include roots, leaves, flowers, and fruit, and numerous microscopic parts. Each component functions so the tree can continue growing and become an integral member of a complex ecosystem (Fig. 2).

The most astonishing quality of trees is their capacity to adapt to an environment that is always changing. In reaction to environmental changes, trees adapt in numerous ways that frequently exceed human expectations. Furthermore, their adaptability must be tested to ensure that trees continue to survive, thrive, and generate shade. In addition, larger trees are capable of providing greater environmental benefits, such as nutrition for the species surrounding them, plant fertilization through organic cycles, and the production of clean air. The adaptive qualities of this tree have been discovered by science, and trees are able to develop due to their ability to interact with one another and the ecology in which they live. By virtue of their interconnected roots, trees are capable of forming a social network and interconnected roots can share nutrients and information.

This validates that the tree possesses a “Language.”, which might be less sophisticated than human language, yet the resulting patterns are highly consistent. Trees can convey their illness, which might be caused by external circumstances, to other trees and alert its companions to take appropriate action, such as generating poison or limiting fruit output. All of these can be demonstrated scientifically.

Trees are capable of providing a social safety net for other trees where those that are residing in nutrient-rich soil possess an ability to subsidize their counterparts that reside in the same area. Some trees are capable of love, which is referred to as the fertilization event. The ability of trees to interpret the seasons and direction of the wind enables them to reproduce. Humans might only take the wind as a tickle on the skin’s surface while some trees use the wind to make love to one another.

Trees can also demonstrate morality, as they are hostile to other trees that breach ethical standards. It is also evident that the upper branches would develop in a direction that would not prevent the sun from reaching the lower branches. Trees can also learn where to thicken their trunk based on the direction of the wind. Finally, trees are capable of learning to avoid falling; those that grow on steep slopes adjust their development orientation, so they do not easily slide.

Trees behave more majestic when they are in a group due to their capacity to affect the local environment and determine the oxygen and carbon dioxide levels in a particular region or globally. A cluster of trees may also regulate the soil’s water content and convey water to locations tens of kilometers away.

Human lifespans are thought to be shorter than tree lifespans, which normally range between 60 and 70 years. This claim suggests that people perceive time quickly and consider trees to be immobile and less alive than themselves. In contrast, trees have a longer lifespan than humans, whose age can range from hundreds to thousands of years, and hence have a slower perspective of time. It is accomplished through the extension of roots and stems, which allowed them to migrate more slowly over decades in search of a spot that provides nutrient-rich food. In addition, trees demonstrate awareness in terms of recognizing months and years, which is noticed from their understanding of the time to produce fruit and drop their leaves.

The previous claim implies that trees' durability, capacity, and growth are also contingent on their capability to communicate with other trees. In many instances, a life of a tree depends on its ability to communicate, which might result in a large and lush tree, if handled properly. By looking at the explanation, it is safe to say that trees' quality is similar to a leader where leadership capability will increase if complemented with a decent internal and external communication skill.

The concept of growing leadership employs the tree's characteristics due to the fact that tree displays qualities similar to a leader, which is the ability to grow and adapt. These two are considered to be an obligation for a leader since leadership is constantly present in a social environment characterized by constant change. In addition to sociological and psychological changes, society's values and norms are always evolving. Good leadership, i.e., leadership that develops, adapts to these changes to enhance capability throughout life.

The development of a tree's life cycle occurs in five distinct stages. Initially, the tree existed as a seed, from which seedlings, stems, branches, and twigs have grown. The capacity of trees to connect with and respond to their surroundings magnifies their size. In addition, trees' resilience will be tested during times of crisis, when they must endure adversity and frequently weather a storm. Finally, trees must produce new shoots in order to maintain their "civilization." Therefore, the five growing leadership strategies can be described in five stages: the ability to cultivate leadership seeds, the constant growth of capacity and quality, the development of communicative networks, the resilience to overcome obstacles, and the ability to develop sustainable leadership (Fig. 3).

Growing leadership is comparable with a tree, as it is considered a symbol that represents the service of professionalism of UNNES teaching staff to realize a World



Fig. 3. Rector of UNNES, Prof. Dr. Fathur Rokhman, M.Hum. giving Training of Growing Leadership



Fig. 4. Symbols of Strengthening the Leadership Tree

Class University, namely: (1) the ability of trees to construct a network of friends through interconnected roots, (2) trees' capability of creating a social safety net for other trees, (3) the etiquette possessed by the trees, (4) the aptitude of trees in learning new things, (5) capability of trees in affecting the climate of an area when grouped, (6) from their growth and behavior, trees have a great way of digesting time.

Furthermore, based on the results of an interview with the Rector of UNNES, Prof. Dr. Fathur Rokhman, M.Hum., it is stated that there are five principles in the growing leadership model, namely: (1) Growing the seeds of leadership; (2) Strengthening the leadership tree; (3) Arranging the leadership tree network; (4) Trees are strong against storms; and (5) Planting new leadership shoots.

3.1 Strengthening the Leadership Tree

The leadership tree gets stronger with intelligence, honesty, and effort, where a leader must uncover and comprehend the organization's laws and never cease learning. Based on the data analysis, the average score for the principle of building the leadership tree in the professionalism of UNNES teaching staff in order to actualize World Class University was 20.23 percent. This principle is the initial of the five growing leadership principles, which demonstrates a very high level of building in terms of leadership tree of education personnel among UNNES teaching staff to actualize a World Class University. Strengthening the leadership tree requires, among other things, literacy and competence, an educated culture, lifelong learning, an understanding of organizational cycles, a healthy organization, the art of management, the ability to build harmony, self-introspection, integrity, and perseverance (Fig. 4).

Literacy and competency must complement the leadership capabilities of teaching staff since they must build the leadership tree by promoting the habit of lifelong learning and becoming one is necessary to build the leadership tree of education professionals. Teaching staff must be led firmly in accordance with organizational standards and regulations. The teaching staff must develop leadership by employing management techniques proportionate to the relevant competencies and capacities. The teaching staff must always maintain organizational cohesion. Teaching staff must engage in self-reflection in order to develop the leadership tree. Integrity must be fully implemented in education

personnel leadership. The education personnel must uphold the leadership values with tenacity.

4 Conclusion

Universities need to carry out educational transformations through the Key Performance Indicators (IKU) of higher education that align with several indicators used by world-class institutions or World Class University (WCU). This can be supported by excellent leadership. Growing leadership initiated by Prof. Dr. Fathur Rokhman, M.Hum (2016, 2018) can be implemented to improve the professionalism of education staff in realizing World Class University.

Leadership principles, namely: (1) recognize the seeds of growth in leadership; (2) construct a strong leadership tree; (3) develop a network of leadership trees; (4) handle leadership storms; and (5) cultivate new seeds of leadership growth based on the premise that everyone possesses leadership seeds. These seeds can be cultivated through spirituality and humanism. A leader develops not only one's leadership but also the leadership of others, with these five fundamentals. Universities, particularly UNNES, are able to establish a global reputation and adapt to changing circumstances.

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