Identification of the Leadership Potential of the Post Graduate Students in the Field of Educational Management

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Abstract—**This study aims to identify students' leadership potentials for their career projections and to improve their leadership potentials to become the educational leaders. The participants were 27 Master's degree students. The data were collected through leadership potential tests, including situational responses, creativity in propose alternative action plans, and decisions based on the data and condition. The results showed that 67% of the students had satisfaction leadership potentials, while 33% less satisfaction in formulating answers to leadership potential tests. These less satisfaction students were failed to formulate the problem, to find additional information, to formulate an action plan appropriately, and to formulate the reasons correctly.**

Keywords—identification of potential leadership; student potential leadership; post graduate students

I. INTRODUCTION

Institutional vision and mission can be realized by preparing students to become reliable professional managers, students are prepared to become educational leaders in the future. Based on the description of leadership potential, the author can predict what, why, and how leadership potential needs to be fostered, so that graduates of the education administration master program have adequate leadership potential. Problems in research include: (1) how is the description of the leadership potential of students in the education administration master program; (2) in any case they need briefing to increase leadership potential in preparing themselves to become education managers. This study aims to describe the potential leadership and strengthening the leadership potential of students in the education administration master program [1-4].

Charles Ransom [5] suggests that ethnic and racial diversity in higher education serves to promote growth in whites cross-cultural workforce competencies, as defined by both pluralistic orientation and leadership skills. Page changes the way we understand diversity-how to harness its untapped potential, how to understand and avoid its traps, and how we can leverage our differences for the benefit of all.

A. Leadership and Leadership Potential

Leadership is a key to success in organization, starting from gathering the vision and mission of the organization, formulating more rational goals, and establishing more effective programs to achieve organizational goals. The ability to direct people in order to achieve organizational goals is the capacity of leaders who needs special talent, experience, or education and training to develop leadership potential [2-4].

Leadership potential is likely to mean something different depending on your industry, your organization, or even within your team. But at its core, leadership potential is the demonstration of a range of abilities and traits related to success as a leader. Individuals with strong leadership potential use logic and objective analysis to make decisions and solve problems, demonstrate insight into their own and others' behaviors, maintain effectiveness and optimism in the face of obstacles and stress, crave responsibility and enjoy being in charge, assume accountability for achieving results, and effectively manage performance and motivate others toward goal attainment [6].

Find a leadership style that fits your strengths. There is no "one size fits all" approach to good leadership, and what works for one leader may not work for you. Research the different kinds of leadership styles out there to find one that most closely matches your own innate style, such as transformational leadership, authentic leadership, democratic leadership, and so on. Learn about their differences and try to pull in useful pieces from each approach as you create your own unique leadership style [6].

B. Students Leadership Potential

Based on the understanding of leadership as stated above, the author tries to reflect on the extent to which the education administration master program has provided students with "educational leadership character". Educational leadership is the ability to move the factors that influence the achievement of educational goals. Learning leadership is leadership that emphasizes components that are closely related to learning, including curriculum, teaching and learning process, assesment, teacher development, excellent service in learning,

and development of learning communities in schools. Successful leadership involves goal-oriented decision-making abilities as the main basis [7-9].

II. METHOD

This study aims to identify students' leadership potentials for their career projections and to improve their leadership potentials to become educational leaders. The participants were 27 Master's degree students. The data were collected through leadership potential tests, including situational responses, creativity, problem solving, and evidence based decision making. Identifying potential leadership determining the right development actions for them, and putting high potential individuals into key development roles quickly can differentiate successful organizations. Sometimes potential leadership means becoming more professionally competent in an area of the organization that the individual is already working in, sometimes it means taking on new responsibilities in another area of the organization, and sometimes it means taking on leadership responsibilities [10-12].

This reasearch what we know is potential leadership, regardless of the direction, involves a combination of both personality and cognitive ability. Research on leadership potential is carried out to describe whether students in the educational administration masters program have leadership potential as future education manager candidates. The research was conducted by assessing student leadership potential by using potential leadership instruments in the form of abilities in: (1) determining problematic situations that "must be addressed immediately"; (2) determine the problematic situation that must be addressed immediately, and give a category value for the response (Very Satisfying-Satisfying-Less Satisfying) and propose actions that should be taken; (3) examine problematic situations, describe three alternative solutions, and choose one alternative solution as an action plan; and (4) evidence-based decision making capabilities. These four abilities can be revealed through instruments that are deliberately prepared for the design of Leadership Potential Assessment Research, as follow [13-15]:

A. Situational Response Assessment

Accuracy in setting situational responses is part of the assessment of leadership potential to obtain an overview of the ability of students to analyze, examine, and overcome problematic situations that are urgent to deal with.

B. Assessment of Response to the Situation

The ability to assess responses to situations is one of the leadership potentials to obtain an overview of the ability to think critically in analyzing, analyzing, and overcoming problematic situations that urgently need to be addressed.

C. Assesment of Creativity in Problem Solving

Creativity in problem solving is part of the leadership potential to get a picture of creativity in solving problems that are not too urgent but important to solve.

D. Assesment of Evidence-Based Decision Making

Assessment in evidence-based decision making is part of the leadership potential that is carried out to obtain an overview of the ability to analyze and examine the various documentation of problematic school conditions [16-17].

III. RESULTS AND DISCUSSION

A. Leadership Potential of Education Administration Magister Student

1) The ability to respond to problematic situations that need to be addressed immediately: Assessment of leadership potential is related to the ability to determine situational responses that need to be addressed immediately and actions to be able to immediately address situational problems. At this session 24 people from 27 students could determine situational responses appropriately; three other students were unable to establish situational responses that had to be addressed immediately. After being confirmed through interviews with their answers, satisfaction data were obtained as seen in table 1.

TABLE I.   RESPONSE OF SCENARIO SITUATION

Category	Problem	Action	Reason	Respon
Very Satisfaction	7	0	7	0
Satisfaction	17	24	17	24
Less Satisfaction	3	3	3	3

As many as 24 (88%) of 27 students have leadership potential viewed from the point of view of determining situational problems, right in proposing actions, and appropriately presenting the reasons for selecting actions for the proposed actions. While the other three students were not potential in determining the problem, it was not appropriate to propose action and not appropriate in giving reasons for choosing the propose action.

B. Ability to Respond of Problematic Situations and Assess Principal Responses

Based on the information in the situation scenario in table 2 below, it can be stated that the right category for the example response is: Very Satisfaction – Satisfaction - Less Satisfaction. A total of 21 students who correctly set the right problem were less than satisfaction, while the other six students were not right in choosing situational problems that needed to be addressed immediately.

TABLE II. LEVEL OFF SATISFACTION ASSESSMENT OF SITUATIONAL RESPONSE

Category	Problem	Acurate Data	Dipersity Action Plan	Action Plan	Respon
Very Satisfaction	6	3	3	3	3
Satisfaction	17	20	18	18	18
Les Satisfaction	4	4	6	6	6

A total of 23 students were able to appraise the response appropriately, the other four expressed a response that was unsatisfactory. A total of 21 students could propose the right action plan with the reason for choosing the right action plan, the other six proposed action plans that were less satisfactory and within appropriate reasons.

C. Students Creativity in propose action plan

Creative proposes an action plan for problem solving is part of leadership potential. Assessment is obtained in the form of: (1) the accuracy in identifying problems so that they are not too urgent but important to be solved and supporting facts can show the extent to which students understand the National Education Standards; (2) the diversity of action plans shows the extent to which students can think creatively; (3) the accuracy and detail translation of the background of the selection as the best action plan can show the strength of leadership potential possessed by students.

As many as 19 (70.37%) of 27 students have the ability to identify problems, propose varied action plans, and choose the right action plan in overcoming the problems faced by the school. Each student presents three alternative action plans, and chooses the one most likely to overcome the problem. Not all students can provide a variety of alternatives, in general they give two different alternatives, and one alternative is a repetition or another language from the alternative that has been stated. Most students are able to provide a variety of alternative actions.

TABLE III. FREQUENCY CATEGORY OF ACTION PLAN CREATIVITY

Category	Problem	Action Plan			Alternate solution	Potential student
		1	2	3		
Very Satisfaction	4	5	3	2	4	2
Satisfaction	19	16	19	17	15	17
Les Satisfaction	4	6	5	8	8	8

Of the 27 students, four of them were unsatisfactory in identifying problems. Whereas in submitting an action plan there were 19 people who were unsatisfactory, each in the action plan 1, five in the action plan 2, and eight in the action plan 3. There were eight students who failed to choose the best action plan, so the action plan chosen included the category Less Satisfactory (table 3). The level of success in the leadership potential test to the stage of creativity assessment reached 70.37%.

D. Student Skills in Evidence-Based Problem Solving

Obtained a response in the form of the accuracy of identification of the main problem and supporting facts is the extent to which students understand the National Standard of Education, the more precise and specific it can be assumed that student understanding is getting higher. (1) accuracy in identifying data/information; (2) description of the action plan and explanation of the background; (3) potential strength in ability to respond logically, specifically, systematically, and applicatively. Characteristics of the problem: (1) appointed from the condition of the school does not meet the demands of several SNP indicators; (2) takes place in a relatively long period of time and demands high leadership competence in mobilizing all school elements involved in the long process of problem solving; (3) Considerations expected to be submitted by students are based on systematic thinking and based on understanding of school documents (4) Additional information requested by students is expected to be in the form of official documents that are usually in school, needed to complete problems, and indeed not included in the scenario; (5) Action plans that are expected to be submitted by students are those that are detailed, systematic, and applicable to solve problems correctly. Students are asked to respond to problematic conditions in the form of writing down detailed systematic action plans to solve problems. The flow of writing the action plan is: (1) identifying conditions that do not meet SNP demands; (2) identifying important information needed to fix problematic conditions; (3) make an action plan that is applicable and then write the plan in detail and systematically; (4) determine the response category is less satisfying, satisfying or very satisfying. After being confirmed between the written test results and interviews, the following results were obtained (table 4).

TABLE IV. ASSESSMENT OF MAKING ABILITY DECISION BASED ON EVIDENCE

Category	Problem	Eviden	Action Plan	Reason	Solution
Very Satisfaction	3	4	2	2	0
Satisfaction	19	19	20	16	18
Les Satisfaction	5	4	5	9	9

The data in the table above shows that there are still five people who cannot formulate a problem or satisfy the problem unsatisfactorily. Four people cannot find additional information satisfactorily, five people who cannot formulate an action plan appropriately and are unable to formulate the reason correctly. The final results from all stages, there are ten people whose answers are unsatisfactory, so that they are declared not to pass the leadership potential test, while the other 18 people (67%) have passed, or have the potential to become educational leaders.

1) Strengths and weaknesses of student potential leadership: Based on the stuational response in general student can choose problems, but many make statements that exceed the requested, this is caused by problems that are relatively easy to guess, so they immediately give an explanation or reason, although not requested by the assessor either. If given a question that is more complex and its values veiled, students find it difficult to establish problems that need to be addressed, and tend to choose problems that are in accordance with their respective backgrounds. However, when confirmation is made to rectify the conditions, students are more quickly complaining about the conditions that are designed.

In the skills to propose alternative problem solving or creativity in problem solving, students are considered capable of presenting alternatives correctly, in order to provide the most likely alternative. Whereas in evidence-based decision-making abilities students need more perseverance to analyze the supporting data presented, both presented in the form of tables and notes on interview results. Based on existing supporting data. Students are able to contribute to decission making.

Such tests have the advantage of being able to select prospective leaders, where those who are unable to see the problem and cannot propose alternative solutions, are declared inadequate to become leaders, so that in the future, no leader is unable to lead change in the organization he leads. This test can also reduce bureaucratic opportunities to determine prospective leaders, especially schools (principals) in collusion, nepotism, and bribes of money which are still very prevalent in the autonomous region.

The weakness of this leadership potential test is too strict in determining the decision not to pass, with only one answer that is not satisfactory then the assay or student is declared unsatisfactory and does not pass as a prospective leader. However, this condition can be annulled through interviews, where the interviewer can revise the answer, when it is considered asces change their provisions so that they are in accordance with the guidelines, rubrics, and criteria determined by the assessor. Malasah is then centered on the integrity of assessors, because assessors have a very free space to determine whether the candidate's answers can be changed or cannot be changed.

2) Debriefing needs for increasing leadership potential: Students still need guidance and guidance to be able to analyze problems and consider solutions, increase the ability to propose various alternative solutions to problem solving, and determine an alternative that is most likely to be able to solve the problem. Students should also be able to limit themselves in giving statements, by just giving the answers that are requested, not necessarily giving arguments and explanations, even though what is asked is only asked what the problem is, not in the-why and how-hands. Students have not been able to analyze the situation appropriately. Therefore, students must gradually improve their ability to analyze supporting data. Every problem that will be followed up

should be able to account for the supporting data, the reasons, and the predictions of the results. There is no problem solving that is separated from the context of the problem, but certainly has a better context, background, and prospects after the corrective action is taken.

IV. CONCLUSION

Not all students have leadership potential, from 27 students who were tested, 18 people (67%) had leadership potential, while nine (33%) did not satisfy their leadership potential test results, because they could not determine the problem, found no additional information, no can formulate an action plan, and not be able to formulate the reason. Many students cannot determine the main problem, but rather write down the consequences or reasons why the problem occurred. So that only three people survived the answer, so the assessor stated that all three were killed. In the session assessing the response, it turned out that 27 students from 17 students were right in assessing the principal's response, others were wrong in assessing the principal's response. limited school facilities and infrastructure; two other people stated that many school equipment was damaged so the graduation rate continued to decline.

Not all students can provide a variety of alternatives, in general they give two different alternatives, and one alternative is a repetition or another language from the alternative that has been stated. Only a small portion provides a variety of alternative answers. However, almost all students choose the best alternative according to the main problem that must be solved. Of the 27 students among them were less than satisfactory in identifying problems. Whereas in submitting an action plan for the problems contained in the scenario, there are 19 or 70.37%. Unsatisfactory action plans, six people each on the action-1 plan, five people on the action-2 plan, and eight on the action-3 plan.

In the case of evidence-based decision making there are still five people who cannot formulate a problem or have a satisfactory problem. Four people cannot find additional information satisfactorily, five people who cannot formulate an action plan appropriately and are unable to formulate the reason correctly. The final results from all stages, there were nine people whose answers were unsatisfactory, so that they were declared not to pass the leadership potential test, while the other 18 people (67%) were passed, or had the potential to become educational leaders.

Based on the weaknesses of the leadership potential test, it is too strict in reading the decision not to pass, with only one answer that is unsatisfactory, the assignment or student is declared unsatisfactory and does not pass as a prospective leader. The interviewer can revise the answer, when the assumption is considered to change its provisions so that it matches the guidelines, rubrics, and criteria set. Malasah is then centered on the integrity of assessors, because assessors have a very free space to determine whether the candidate's answers can be changed or cannot be changed. For the good in the future, assessors who have integrity are needed to act as assessors.

Students still need guidance and guidance to be able to analyze the problem and consider the solution, increase the ability to find a variety of alternative problem solving proposals, and determine one alternative that is most likely to be able to solve the problem. Students should be able to limit themselves in giving statements, by only giving the answers that are requested, not necessarily giving arguments and explanations. Students have not been able to analyze the situation appropriately. Therefore, students gradually improve their ability to analyze supporting data. Every problem that will be followed up should be able to account for the supporting data, the reasons, and the predictions of the results. There is no problem solving that is separated from the context of the problem, but certainly has a better context, background, and prospects after the corrective action is taken.

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