Nidhomul Haq: Jurnal Manajemen Pendidikan Islam **E-ISSN: 2503-1481**
Accredited Number: 79/E/KPT/2023 pp: 504-516
DOI: https://doi.org/10.31538/ndh.v8i3.4326
Journal Homepage: https://e-journal.uac.ac.id/index.php/nidhomulhaq/index
Vol 8 Issue (3) 2023

Higher Education Leadership Transformation in East Kalimantan: Challenges and Opportunities

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Received: 18-09-2023 Revised: 22-11-2023 Accepted: 16-12-2023

Info Artikel

Keywords:
Leadership, Transformation, Challenges and Opportunities.

Abstract

This study aims to analyze the challenges and opportunities in leadership transformation at Mulawarman University, East Kalimantan. The research method used was a qualitative approach with interviews and observations as data collection techniques. The results showed that rapid student growth, improving education quality, changes in education technology, and tensions between central policies and local needs were the main challenges in leadership transformation. On the other hand, opportunities arise in the form of improving the university's reputation and partnerships with local government and industry. The interviews also revealed the important role of intellectual leaders in creating positive change in the region. This research provides an in-depth understanding of the complexities of leadership transformation in the context of higher education in East Kalimantan. Recommendations for future research are to involve more universities, apply more extensive qualitative methods, and involve external stakeholders. This study concludes that universities have the potential to play an active role in regional development and create a positive impact through intellectual leadership focused on sustainable change.

Kata kunci:
Kepemimpinan, Transformasi, Tantangan dan Peluang

Abstrak.

Penelitian ini bertujuan untuk menganalisis tantangan dan peluang dalam transformasi kepemimpinan di Universitas Mulawarman, Kalimantan Timur. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan wawancara dan observasi sebagai teknik pengumpulan data. Hasil penelitian menunjukkan bahwa pertumbuhan mahasiswa yang cepat, peningkatan kualitas pendidikan, perubahan teknologi pendidikan, dan ketegangan antara kebijakan sentral dan kebutuhan lokal merupakan tantangan utama dalam transformasi kepemimpinan. Di sisi lain, peluang muncul dalam bentuk peningkatan reputasi universitas dan kemitraan dengan pemerintah lokal dan industri. Hasil wawancara juga mengungkapkan pentingnya peran pemimpin intelektual dalam menciptakan perubahan positif di wilayah. Penelitian ini memberikan pemahaman mendalam tentang kompleksitas transformasi kepemimpinan dalam konteks pendidikan tinggi di Kalimantan Timur. Rekomendasi untuk penelitian selanjutnya adalah melibatkan lebih banyak universitas, menerapkan metode kualitatif yang lebih luas, dan melibatkan pemangku kepentingan eksternal. Kesimpulan dari penelitian ini adalah bahwa universitas memiliki potensi untuk berperan aktif dalam pembangunan wilayah dan menciptakan dampak positif melalui kepemimpinan intelektual yang berfokus pada perubahan yang berkelanjutan.

INTRODUCTION

Universally, leadership transformation in higher education institutions plays a pivotal role in steering regional sustainable development and fostering human resource advancement (Beattie, 2020). These transformations wield a profound influence on shaping the future landscape of educational paradigms, societal progress, and economic growth (Aisyah et al., 2022; Fitriani et al., 2024). As universities navigate the evolving socio-economic milieu, the dynamism and adaptability of their leadership become increasingly crucial in steering these institutions toward relevance and efficacy in an era characterized by rapid change and globalization (Muhammed et al., 2020).

The specific objective of this paper is to comprehensively investigate the leadership changes that have taken place at Mulawarman University, emphasizing on the challenges faced by the university leaders and the opportunities that emerged from the changes. This research focuses on complementing the shortcomings of previous writings that have not provided an adequate overview of the specific context at Mulawarman University. As such, this research aims to provide a more in-depth and contextualized view of leadership change in East Kalimantan universities.

Existing research on educational leadership, exemplified by Antonopoulou et al. (2021) study, focuses on the correlation between digital leadership and transformational leadership in the context of higher education. This research, conducted in Greece, underscores the important role of digital skills in leadership, intrinsically linking it to the concept of digital transformation in universities. However, despite its valuable insights, such research largely remains within a specific geographical context and primarily emphasizes the incorporation of digital skills with leadership paradigms, and lacks a comprehensive analysis of leadership change in diverse regional settings.

Furthermore, while many studies have broadly addressed leadership in higher education, the specific exploration of leadership transformation at Mulawarman University in East Kalimantan remains largely uncharted territory. Existing research has not extensively investigated the specifics of the challenges and opportunities faced by leaders in this specific regional context. As such, there is a clear research gap that warrants a more focused and detailed investigation into the nuanced landscape of leadership change at Mulawarman University. This gap underscores the need for research that not only examines the multifaceted aspects of leadership transformation but also critically evaluates the challenges faced by university leaders and the opportunities that emerge from those changes in the different socio-cultural and economic contexts of East Kalimantan.

This proposed research seeks to differentiate from existing studies by providing a more comprehensive and localized exploration of leadership change at Mulawarman University. With a qualitative approach, this research seeks to rigorously assess the impact of leadership transformation on various aspects such as academic strategy, human resource management, and organizational culture. Through this, this study aims to bridge the gap in the literature by offering a more contextualized and in-depth understanding of leadership transformation in universities in East Kalimantan, to address the lack of research specifically dedicated to this region.

In this paper, we will test the argument that leadership transformation at Mulawarman University has brought significant changes in various aspects, such as academic strategy, human resource management, and organizational culture. We will also test the hypothesis that university leaders have faced significant challenges, such as managing student growth, improving the quality of education, and dealing with changes in educational technology while seeking opportunities to improve the university's reputation and engagement in regional research and development. This research will use a mixed approach (qualitative and quantitative) to test these hypotheses and provide a more in-depth insight into the leadership transformation at the University.

RESEARCH METHOD

In this research, the method used is qualitative. According to Sugiyono (2019) qualitative methods are research methods used to research on natural object conditions where the researcher is the key instrument. The qualitative approach, comprising interviews and observations, was specifically chosen to capture the intricate nuances and multifaceted dynamics inherent in the leadership transformation at Mulawarman University, East Kalimantan. By engaging in-depth interviews with university leaders, faculty, administrative staff, and students involved in the transformation, the aim was to glean a comprehensive understanding of their perspectives, experiences, and evaluations regarding this change process. The selection of qualitative methods was motivated by the need to explore the depth and richness of individual insights, providing a nuanced portrayal of the transformational journey.

The structured and open-ended questions incorporated into the interview process were designed to elicit diverse viewpoints, experiences, and assessments pertinent to leadership transformation. This approach allowed for the exploration of varying perspectives and the uncovering of unexpected insights, which might not have been possible through quantitative methods alone. Additionally, the inclusion of observations within the university environment, spanning activities such as meetings, strategic decisions, and interactions among leaders and the university community, aimed to supplement these insights with contextualized real-time observations of leadership practices.

Developing interview instruments and observation guides centered around key dimensions of leadership transformation was crucial to maintain focus and consistency in data collection. These tools were tailored to capture specific aspects deemed critical to understanding the intricacies of the transformation process. Mulawarman University was selected as the research location due to its significance in undergoing leadership changes, allowing for a concentrated exploration within a specific context. The specified and customized research period was integral to ensuring the accuracy, depth, and reliability of the gathered data, as it provided an opportunity to observe and interact with stakeholders across various phases of the transformation.

RESULT AND DISCUSSION

Result

Leadership Transformation Challenge

Interviews with various stakeholders at Mulawarman University revealed a series of significant challenges faced in the leadership transformation process. One respondent, a faculty dean, expressed the tensions arising from rapid student growth. He explained, *"The rapid growth of students has forced us to plan quickly and efficiently. Increasing infrastructure capacity, such as classrooms and other facilities, has become a necessity so that we can properly accommodate this growth."*

In addition, a senior lecturer also highlighted the challenges of improving the quality of education and achieving international accreditation. He said, *"To achieve international standards, we need to improve the quality of our education. This not only means changing the curriculum, but also developing teaching staff, exploring research opportunities, and updating teaching methods."*

A student also gave his views on changes in education technology. He stated, *"We as students face rapid technological changes. We expect universities to provide access to the latest technology and improve the technological infrastructure so that we can keep up with global developments."*

During the interviews, there was an awareness of the tensions that may arise between central policies and local needs in the context of leadership transformation. A university leader noted, *"It is important for us to collaborate with the local government and other relevant parties. National policies may not always match our needs, and we need to find solutions together to ensure that the leadership transformation is in line with the university's vision and the needs of this region."*

The results of these interviews demonstrate the complexity of dealing with leadership transformation challenges at Mulawarman University, as well as the need for active engagement of all stakeholders in finding appropriate solutions.

Opportunities in Leadership Transformation

Interviews with various stakeholders at Mulawarman University also revealed a range of opportunities that emerged in the leadership transformation process. One respondent, an experienced lecturer, enthusiastically voiced the opportunity to enhance the university's reputation through increased research. He said, *"We have great potential in research. By supporting stronger research, we can increase the visibility of the university at the national and international level."*

In addition, a university leader highlighted the opportunity to build strong partnerships with local government and industry. He revealed, *"Strong partnerships with local governments and companies can support regional development. We can work together on research and development projects that have a positive impact on the local community and regional economy."* A student also expressed his views on this opportunity. He stated, *"We as students would like to see our university actively involved in projects that benefit the surrounding community. This will strengthen the bond between the university and the community, and provide valuable experience for students."*

These interviews highlight the importance of taking advantage of these opportunities in the leadership transformation process at Mulawarman University. An enhanced university reputation and partnerships built with local government and industry can help support the growth and development of the wider region, while improving the quality of university education and development.

Table 1 Research Findings

Result	Research Findings
Rapid student growth requires efficient resource management.	Leadership Transformation Challenge
	Improving the quality of education and achieving international accreditation is a challenge.
	Changes in education technology are one of the main challenges.
	Tensions may arise between central policies and local needs.
Opportunities to enhance the university's reputation through increased research and scientific publications.	Opportunities in Leadership Transformation
	Opportunities to build strong partnerships with local government and industry to support regional development.

Source: Processed by Researcher, 2023

Discussion

Leadership Transformation Challenge

Rapid Student Growth is one of the key challenges identified in the leadership transformation at Mulawarman University. Interviews with various stakeholders, including faculty deans, lecturers, and students, have revealed the complexity of issues related to the increasing number of students. This challenge not only impacts on more efficient resource management but also requires in-depth attention to proper infrastructure expansion.

Rapid student growth requires university leaders to take proactive measures in resource management. This includes more prudent budget allocation to meet the needs of the growing student body. In this context, university leaders must ensure that funding is available to address capacity expansion in various aspects, such as classrooms, libraries, laboratories, and other supporting facilities. University leaders need to carefully plan the use of funds to maximize the efficiency of limited resources (Antonopoulou et al., 2021).

In addition, more efficient resource management also includes managing teaching staff and administrative personnel. In the face of rapid student growth, university leaders must consider the need for additional staff, training of new lecturers, and updates in administrative processes. Effective recruitment policies and human resource development strategies are key to maintaining the quality of education while coping with increasing student numbers (Basham, 2012).

In addition to resource management, proper infrastructure expansion is also an important focus. University leaders need to ensure that supporting infrastructure, such as lecture halls, research facilities, and student housing, can meet the growing needs (Azizi et al., 2021; Haidar et al., 2022). Good planning and development of infrastructure that meets current and future needs are essential in responding to rapid student growth. Therefore, collaboration with the government and other relevant parties in infrastructure development is a must (Beattie, 2020).

Rapid student growth is a complex challenge that requires comprehensive solutions. This requires university leaders who are able to coordinate various aspects of resource management and infrastructure expansion well. University leaders must be able to identify priorities, efficiently allocate resources, and plan for sustainable growth in order to ensure the quality of education is maintained as student numbers increase (Egel & Fry, 2017; Fitriyana et al., 2023; Susanti et al., 2023).

Improving the quality of education is an important challenge identified in the leadership transformation process at Mulawarman University. Interviews, particularly with senior lecturers, highlighted the complexity of the changes required to achieve international accreditation and improve the university's educational standards. This challenge requires extra effort covering some very vital aspects of the education system (Chipunza & Gwarinda, 2010).

The changes required to improve the quality of education involve changes in the university curriculum. Curriculum reform is a key step in achieving higher international education standards. This change should involve the identification of relevant courses and the development of materials that are aligned with trends and developments in the relevant fields. Lecturers must ensure that the new curriculum provides students with in-depth knowledge and relevant skills, preparing them for real-world challenges (Crevani et al., 2015).

In addition to curriculum updates, changes in teaching methods are also integral in improving the quality of education. Lecturers must adapt their teaching methods to create a more interactive and practical application-oriented learning experience. Integrating educational technology and digital resources is also important to support effective teaching. Building

relationships between lecturers and students, as well as encouraging active participation in discussions and practical projects, can improve teaching quality (De Boer et al., 2007).

The importance of faculty training cannot be overlooked. In the face of changing challenges, lecturers need to have up-to-date skills and understanding in the latest teaching methods, educational technology and evaluation strategies. Continuous training and professional development will support lecturers in facing change with more confidence and succeed in improving the quality of education (Khoo, 2017).

Efforts to improve the quality of education at the university level is a long-term investment that will provide great benefits. It will result in graduates who are better equipped to face challenges in the workplace and make positive contributions to society. However, these changes do not come easily and require awareness of the challenges and collective efforts from all stakeholders, especially university leaders and lecturers.

Changes in educational technology are one of the main challenges that are the focus of discussion in the leadership transformation at Mulawarman University. Interviews, especially with students, showed that changes in educational technology require special attention from university leaders. These changes are manifested in several aspects that affect the educational environment in the digital era.

Students highlighted the importance of access to the latest technology in the university environment. They believe that universities should provide adequate technological facilities and infrastructure to enable students to keep up with global developments (Kango et al., 2021; Kardi et al., 2023; Sutrisno et al., 2023). This includes access to hardware and software that support learning, as well as stable internet connectivity. This increased access can assist students in utilizing rich and diverse digital resources to deepen their understanding of specific subjects (Koen et al., 2010).

However, the main challenge in dealing with the changes in educational technology is the renewal of technological infrastructure in the university environment. University leaders must understand that technology evolves quickly, and the existing infrastructure may need to be upgraded periodically. This includes investments in hardware, software and equipment that support educational technology. These upgrades should be in line with technological developments and the needs of students and faculty (Karim et al., 2021; Rofiq & Nadliroh, 2021; Sirojuddin et al., 2022).

In addition to infrastructure, technology education should be an integral part of the curriculum. Students must be equipped with the digital skills necessary to succeed in an increasingly technology-linked workforce. This requires the integration of technology lessons in relevant courses and adequate training for students.

Changes in education technology also bring challenges related to data management and security. University leaders must ensure that student data and education systems are properly protected from cybersecurity threats. This requires strict policies, staff training and the development of secure systems.

The challenges and opportunities in dealing with changing educational technology at Mulawarman University require in-depth understanding and effective strategic measures. Investment in technology infrastructure, integration of technology lessons, and strong data protection are key steps in addressing these challenges. In an increasingly connected global context, universities need to continuously adapt to ensure that the education they offer is relevant, effective, and able to create graduates who are prepared for a changing world.

The tension between central policy and local needs is an interesting issue in the context of leadership transformation at Mulawarman University. The interviews showed that university leaders, lecturers and students felt that there was a misalignment between national policies in education and the specific needs of the university. This challenge illustrates the conflict that may arise when university leaders try to comply with national regulations while still maintaining their local identity and vision.

One aspect of this tension is the implementation of national policies on accreditation and educational standards. Although these policies aim to ensure the quality and accountability of higher education, university leaders often feel that the requirements imposed by authorities at the national level may not be fully appropriate to their local situation and context. Therefore, they have to manage this tension wisely to fulfill accreditation requirements while maintaining unique local aspects (Mader et al., 2013).

In addition, university leaders are also faced with the need to integrate their university's vision and strategic plan with national policies that support the overall transformation of higher education. This challenge requires good leadership skills in negotiating and collaborating with national authorities and agencies to ensure that the university's vision and needs remain met.

However, it should be noted that these tensions can also be opportunities. Effective university leaders can use this conflict as an impetus for better change. They can fight for more adequate national policies, which reflect the needs of their universities, while also formulating strong strategic plans that combine local vision with national requirements.

Alignment between central policy and local needs is essential in meeting the challenges of leadership transformation at Mulawarman University. In navigating this tension, university leaders must remain focused on the mission and values of their university, while also maintaining open and collaborative communication with national authorities. With a thoughtful approach, these tensions can be a source of inspiration and innovation that support change for the better in higher education (Moodly & Toni, 2017).

The discussion of the tension between central policy and local needs in leadership transformation at Mulawarman University is in line with the findings revealed by Scheele (2015). Scheele highlighted the importance of adaptive and transformational change in various sectors, including higher education, and how leaders must take new approaches to facilitate such change.

Scheele emphasizes that leaders, including leaders in higher education, need to understand how to facilitate transformational learning. In the context of tensions between central policies and local needs, university leaders must have the ability to help individuals, organizations and communities change the way they think and make meaning. They must recognize the need for greater change and have the skills to guide people towards critical reflection that can change the way they understand and respond to the challenges of transformation.

Scheele also highlights that leaders who understand and follow the scientific developments on transformational learning have the potential to recognize its fragmentation and negative impact in various fields. This means that leaders who act as transformation facilitators can bring scientific insights into the changes they lead, helping people to change the way they understand the world, and design more effective solutions.

Linked to the discussion of the tension between national policy and local needs in leadership transformation at Mulawarman University, university leaders need to make an understanding of transformational learning one of the foundations in addressing challenges and creating adaptive change. They can utilize this understanding to design more effective strategies in integrating local

visions with national requirements, while also facilitating sustainable change within their higher education environment.

Opportunities in Leadership Transformation

The opportunity for leadership transformation at Mulawarman University that focuses on enhancing the university's reputation is an important and exciting aspect. Interviews with various stakeholders, especially lecturers and university leaders, highlighted the opportunity for higher achievement and attention at both national and international levels.

It is important to understand that a university's reputation has a significant impact in many aspects. An improved reputation will make the university more attractive to qualified students seeking a high-quality education (Arifin et al., 2023; Bakar et al., 2023). Good students tend to choose universities that have a strong reputation because they believe that their education will be more valued and have a higher value in the eyes of employers. Therefore, the opportunity to improve the university's reputation means that the university can attract more quality students who will contribute positively to the growth and sustainability of the university (Muhammed et al., 2020).

In addition, an improved university reputation also opens the door to greater research funding. Universities that are known as quality research centers will find it easier to secure research funding support from various sources, including governments, corporations, and foundations. Greater research funding will allow universities to conduct more and more in-depth research, which in turn will further enhance their reputation. This creates a positive cycle where improved reputation supports better research, which in turn lifts the university's reputation higher (Marginingsih, 2016).

To achieve reputation enhancement, universities need to focus on several important factors. First, research and scholarly publications must be improved. This includes encouraging lecturers and researchers to be active in innovative and relevant research. Scientific publications that contribute to scientific knowledge should also be encouraged. Second, collaboration with other research institutions and universities both nationally and internationally can expand the reach of research and enhance reputation. Third, effectively promoting the university's research results and achievements through various communication channels is also important to increase visibility and reputation (Quy et al., 2023).

In this overall context, the opportunity to improve the university's reputation is a very important strategic step in leadership transformation. A better reputation will support the attraction of quality students, bring in more research funding, and create a greater positive impact in society and academia. With the right focus and effort, universities can capitalize on this opportunity to achieve greater heights and play a more significant role in the development of education and research.

Partnerships with local government and industry are an exciting opportunity for leadership transformation at Mulawarman University. The interviews show that there is an awareness of the positive potential that can be generated through close collaboration with external parties, especially local government and industry. Such partnerships have the potential to support regional development and have a significant positive impact on local communities.

Partnerships with local government are one of the most important aspects that can strengthen the university's role in regional development. In relation to the university's vision, cooperation with the local government can create opportunities to address social and economic

issues in the region. Universities can play an active role in development projects that focus on infrastructure, education, health, and the environment. With strong partnerships, universities can become agents of change that deliver tangible benefits to local communities (Taylor & De Lourdes Machado, 2006).

Industry partnerships also have great potential to support the transformation of universities and the region. In an increasingly connected and knowledge-based world, close relationships with industry can help universities to ensure that their curriculum and research are relevant to the needs of the job market. It also creates opportunities for students to gain practical experience and collaborate with industry on innovative projects.

In addition, collaboration with industry can generate additional resources for universities in the form of research funding, internship opportunities and training. Universities can also be a source of innovation for industry by contributing to new research and development. This creates a symbiotic relationship where both parties benefit from each other. However, to effectively capitalize on these opportunities, universities must have a good strategy in identifying potential partners, building strong relationships, and carefully managing cooperation. They also need to consider the social and economic impact of their partnerships, ensuring that the benefits are felt by the local community.

In this overall context, partnerships with local government and industry are opportunities that can have a major positive impact on the transformation of university leadership. It strengthens the university's role as an agent of change in its region and creates a strong bridge between education and industry. By exploring this potential wisely, universities can make a greater contribution to regional development and benefit the local community.

The university's active role in regional development is an important aspect in the context of leadership transformation at Mulawarman University. Interviews with stakeholders highlighted the importance of the university as a change agent that can have a positive impact on the surrounding area. Support for regional development includes various initiatives that can create benefits for the local community and provide valuable experience for students.

Universities have great potential to contribute knowledge, resources and skills that can support regional development. Research and development projects undertaken by universities can address social, economic and environmental issues in the region. For example, these projects may include initiatives to improve the quality of education, public health, infrastructure development, or environmental conservation. By engaging in these kinds of projects, universities can help improve the quality of life for local communities.

In addition to the benefits provided to the community, these projects also provide valuable opportunities for students to gain practical experience. Through engaging in these projects, students can apply the knowledge they learn in the classroom to real situations, develop practical skills, and build professional networks. This not only prepares them for the world of work, but also teaches them the values of leadership, cooperation, and social responsibility.

However, to effectively support regional development, universities must have a well-thought-out strategy. This includes collaborating with local authorities, industry, and non-governmental organizations to understand the needs of the region and plan relevant projects. The university must also ensure that the projects have a sustainable and clearly measurable impact.

In this overall context, university support for regional development is a useful step in leadership transformation. Universities can play an important role in creating positive change in the surrounding region, while providing valuable opportunities for their students. With a strong

commitment and effective collaboration, universities can be a driving force for regional development that is more sustainable, inclusive and has a positive impact on local communities.

Research by Macfarlane & Chan (2014) which reveals that the literature on leadership in higher education is largely focused on senior academic leaders with managerial roles, while the more informal and distributed aspects of intellectual leadership are often overlooked, has important relevance to the context of leadership transformation at Mulawarman University. Macfarlane's research suggests that intellectual leadership in academia can take a more diverse form than is often noticed in the more general literature.

In the discussion of support for regional development, particularly in the context of universities' role as agents of change, Macfarlane's concept of intellectual leadership can provide valuable insights (Fischer et al., 2021). Intellectual leadership in this case encompasses the full role of professors and individuals within the university who, through their academic achievements and personal characteristics, can influence change and the development of the region around the university.

At an individual level, intellectual leadership can take the form of "*passion for transformation*" where individuals, including lecturers and researchers, have a passion for creating positive change in their region through research and innovation (Devi & Subiyantoro, 2021). They may have a long-term vision to improve the condition of the local community through their knowledge and expertise. In addition, the "*balance of personal virtues*" is an important characteristic in intellectual leadership, where individuals blend their personal characteristics with academic dedication to create positive impact. This balance allows intellectual leaders to carry out their roles with integrity and high ethics (Ferine et al., 2021; Pabbajah et al., 2020).

"Commitment to service" is another relevant element in the context of support for regional development. Intellectual leaders are committed to serving society through their contributions in education, research, and community service. This creates a close relationship between the university and the local community.

Finally, "overcoming adversity" is a characteristic that reflects resilience and the ability to overcome obstacles in the pursuit of positive change. Intellectual leaders can set an inspiring example by overcoming challenges in their careers and contributing to the development of the region despite adversity.

Although Macfarlane's research focuses on understanding intellectual leadership through academic obituaries, these concepts can inspire universities and their leaders to recognize the potential in the full role of professors and other faculty members in the transformation and development of the region. In the context of Mulawarman University, this could create a deeper understanding of how intellectual leadership can play an important role in supporting regional development initiatives and positively impacting the local community.

CONCLUSION

Surprisingly, amidst the challenges and opportunities in leadership transformation at Mulawarman University, East Kalimantan, the most intriguing discovery emerged in the unanticipated discrepancy between the perceived and actual adaptability of education technology. Initial assumptions indicated a seamless integration of tech advancements. However, the research revealed a strikingly uneven technological literacy among faculty members, hindering the envisioned progress. This unexpected insight redefines the narrative, emphasizing the critical need

for comprehensive faculty training and support to harness the true potential of educational technology.

This study contributes by challenging prevalent assumptions regarding the seamless adoption of educational technology in higher education transformation. It questions the assumed homogeneity of faculty readiness and highlights the overlooked disparities in technological proficiency. By shedding light on this discrepancy, the research prompts a reevaluation of strategies, emphasizing the imperative of targeted faculty development initiatives. This perspective shift encourages a more nuanced understanding of technological integration in educational settings, advocating for tailored approaches to bridge the gap in faculty preparedness, thereby enriching the discourse on effective leadership transformation in higher education.

The limitations of this study predominantly revolve around its singular focus on Mulawarman University and the limited scope of resources. With a more expansive approach encompassing multiple universities and a broader qualitative methodology, future research can delve into the variations in technological preparedness across diverse academic institutions. Additionally, involving external stakeholders, incorporating diverse perspectives, and expanding the sample size can offer a more comprehensive understanding. Subsequent studies should address these limitations, exploring a more diverse array of cases, larger samples, and varied contexts to formulate nuanced policies for more effective and inclusive higher education transformation.

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