

COMPARISON OF LEADERSHIP AT STIKES BUDI LUHUR AND MAHSA UNIVERSITY IN EFFORTS TO IMPROVE THE QUALITY OF HEALTH EDUCATION

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Abstract

This study aims to compare the leadership styles at STIKES Budi Luhur Cimahi and Mahsa University Malaysia in their efforts to improve the quality of health education. Both STIKES Budi Luhur Cimahi and Mahsa University Malaysia have shown a strong commitment to enhancing educational quality by implementing different yet equally effective leadership styles. STIKES Budi Luhur Cimahi emphasizes developing a curriculum that meets the needs of the health industry, along with the development of soft skills and religious character. On the other hand, Mahsa University Malaysia focuses on improving the quality of faculty through regular training, upgrading facilities and infrastructure, and utilizing information and communication technology in the learning process. The study finds that despite differences in leadership approaches, both institutions successfully create a conducive, innovative, and competitive learning environment. These findings are expected to provide valuable insights for leaders of other higher education health institutions in formulating effective leadership strategies to enhance educational quality.

Keywords: *Leadership, Education Quality, Health Education.*

Introduction

Health education is an important sector in nation development. Good quality health education will produce competent and qualified health workers so that they can provide optimal health services to the community. The quality of health education is influenced by various factors, one of which is leadership.

Colleges of Health Sciences (STIKES) and universities have a crucial role in developing students' abilities in the areas of knowledge, attitudes and skills. The realm of knowledge includes the ability to think logically and have broad insight. The realm

of attitudes includes the formation of personality in accordance with social and ethical norms. The skills domain includes the development of soft skills and practical abilities needed in the world of work.

The function of high schools is increasingly complex and challenging, especially in preparing students with quality, character and competitiveness. Education aims to create quality individuals who are able to contribute positively to society. High schools also act as agents of change whose job is to educate and train students to solve the various problems they face.

Leadership in educational institutions plays a key role in determining success or failure in achieving educational goals. Leaders as senior managers are responsible for carrying out administrative tasks and coordinating existing resources. They must have a clear vision and the ability to direct the institution towards achieving higher educational goals.

Effective leadership can encourage lecturers and students to reach their best potential, create a conducive learning environment, and develop a culture of innovation and creativity. This research focuses on a comparison of leadership at STIKES Budi Luhur Cimahi and Mahsa University Malaysia in efforts to improve the quality of health education. Through this analysis, it is hoped that effective leadership strategies can be found to be implemented in other health education institutions.

Research Method

This research uses a comparative descriptive qualitative approach with the aim of comparing leadership styles at STIKES Budi Luhur Cimahi and Mahsa University Malaysia. The comparative descriptive method was chosen because it allows researchers to describe and compare the characteristics and practices of leadership in the two educational institutions.

Population and Sample

The population in this study were all lecturers and administrative staff at STIKES Budi Luhur Cimahi and Mahsa University Malaysia. Samples were taken using a purposive sampling technique, where researchers selected individuals who were considered most knowledgeable and directly involved with leadership practices at each institution. This sample includes heads of study programs, deans, and rectors, who have experience and deep understanding of leadership styles at their institutions.

Data Collection, Data is collected through several methods, including:

- **In-depth Interviews:** In-depth interviews were conducted with several key leaders at STIKES Budi Luhur Cimahi and Mahsa University Malaysia. This interview aims to obtain more detailed and in-depth information regarding leadership practices and how leadership influences the quality of education in institutions.
- **Observation:** Direct observations were carried out to observe daily leadership practices at both institutions. Researchers observed how leaders interacted with faculty, staff, and students and how they managed various aspects of the institution's operations.

- Documentation: Researchers also collect secondary data from official institutional documents such as annual reports, work programs, and academic policies related to leadership and educational quality.

Data analysis

The data analysis process in this research uses a qualitative approach with careful steps. Data collection was carried out through interviews with school supervisors and school principals, direct observation of mentoring activities, and collection of documents related to mentoring management. The first step in data analysis is identifying the main findings and ideas from interviews, observations, and documents. Followed by grouping into larger categories or themes, as well as identifying relationships and patterns between categories. Next, focus on the most relevant and significant main categories, identifying specific patterns and relationships between categories for deeper understanding. Verification is carried out using triangulation techniques, namely comparing findings from various data sources (interviews, observations, documents) to ensure the reliability and validity of the results. Discussions with respondents were carried out to obtain additional input. The results of the analysis are then interpreted by presenting the findings clearly and linking them back to the research objectives. The practical and theoretical implications of the findings are described in detail to provide an in-depth understanding of leadership in improving the quality of health education.

With this research method, it is hoped that a clear picture can be obtained regarding the differences and similarities in leadership styles at STIKES Budi Luhur Cimahi and Mahsa University Malaysia and their impact on the quality of education at the two institutions.

Result

STIKES Budi Luhur Cimahi

1. Curriculum Development:
 - The curriculum designed by STIKES Budi Luhur Cimahi aims to meet the needs of the health industry and the latest developments in science and technology.
 - Focus on developing soft skills and religious and virtuous character that can compete internationally.
 - Students are required to carry out research and community service as part of the teaching and learning process to improve their competence and provide benefits to society.
2. Collaboration with Industry:
 - STIKES Budi Luhur Cimahi collaborates with various parties in the health industry, including hospitals, clinics and community health centers.
 - This collaboration provides students with the opportunity to do internships and work in the real world, so they gain practical experience relevant to their field of study.

Mahsa University Malaysia

1. Improving the Quality of Lecturers:

- Lecturers are required to attend regular training and seminars to improve their competency.
 - Mahsa University Malaysia also gives awards to lecturers who excel.
2. Improvement of Facilities and Infrastructure:
 - Mahsa University Malaysia terus meningkatkan sarana dan prasarana pendidikannya, seperti laboratorium, perpustakaan, dan ruang kelas yang dilengkapi dengan teknologi terbaru.
 3. Utilization of Information and Communication Technology:
 - Mahsa University Malaysia utilizes information and communication technology in the teaching and learning process, including the use of e-learning and other online learning media.
 4. Academic Culture:
 - Efforts to create a conducive academic culture for students and lecturers are also made to improve the quality of education.

Leadership Comparison

1. STIKES Budi Luhur Cimahi:
 - Have a visionary and experienced leader.
 - Focus on comprehensive curriculum development and collaboration with the healthcare industry.
 - Emphasizes the development of students' soft skills and religious character.
2. Mahsa University Malaysia:
 - Led by a visionary figure with a strategic approach to improving the quality of education.
 - Emphasizes improving the quality of lecturers, facilities and infrastructure, as well as the use of information and communication technology.
 - Creating an innovative and conducive learning environment through a strong academic culture.

The results of this research show that despite differences in leadership approaches, both institutions succeeded in creating a conducive, innovative and competitive learning environment. It is hoped that these findings will provide useful information for leaders of other higher education health institutions in formulating effective leadership strategies to improve the quality of education.

Discussion

This research aims to compare leadership styles at STIKES Budi Luhur Cimahi and Mahsa University Malaysia, and see how these leadership styles influence the quality of education. From the research results described previously, there are several important points that can be discussed further.

Leadership Style and Its Influence

1. Leadership at STIKES Budi Luhur Cimahi

- **Visionary and Experienced:** Leadership at STIKES Budi Luhur Cimahi is led by individuals who have a clear vision regarding the future of the institution. This leadership focuses on developing a curriculum that not only meets the needs of the health industry, but also emphasizes developing students' soft skills and religious character.
- **Collaboration with Industry:** Leadership at STIKES Budi Luhur Cimahi has succeeded in establishing strong collaboration with various parties in the health industry, providing students with the opportunity to intern and gain relevant practical experience.

2. Leadership at Mahsa University Malaysia

- **Quality Improvement Strategy:** Mahsa University Malaysia implements several key strategies such as improving the quality of lecturers, improving facilities and infrastructure, utilizing information and communication technology, and establishing a conducive academic culture.
- **Innovation and Technology:** The application of information technology in the learning process, such as the use of e-learning and online learning media, shows good adaptation to modern technological developments.

Comparison of the Effectiveness of Leadership Styles

- **Focus on Curriculum and Student Development:** Both institutions have different but complementary approaches to curriculum and student development. STIKES Budi Luhur places more emphasis on developing character and skills in accordance with religious values, while Mahsa University focuses more on increasing competence through technology and continuous training for lecturers.
- **Collaboration with Industry:** Both STIKES Budi Luhur and Mahsa University understand the importance of collaboration with industry. STIKES Budi Luhur carries out more local collaborations, while Mahsa University has a wider and integrated collaboration network with various internship and research programs with the health industry.
- **Use of Technology:** Mahsa University excels in the use of information and communication technology, which provides an advantage in creating a more modern and interactive learning environment compared to the more conventional STIKES Budi Luhur.

Implications and Recommendations

- **Leadership Development:** Both institutions show that visionary and experienced leadership has a great influence on improving the quality of education. For other institutions, it is important to develop a leadership style that is able to adapt to the needs of the times and industry.
- **Technology Adoption:** Other higher education institutions can learn from Mahsa University in terms of adopting information technology to increase the efficiency and effectiveness of the learning process.

- Collaboration with Industry: STIKES Budi Luhur and Mahsa University's collaboration model with the health industry can be an example for other institutions to build a strong collaboration network to improve the quality of education and practical experience of students.

This research provides important insights for the development of leadership strategies in higher education health institutions. By understanding the differences and advantages of each institution, educational leaders can formulate more effective policies and strategies to achieve better educational goals.

Conclusion

This research examines and compares leadership styles at STIKES Budi Luhur Cimahi and Mahsa University Malaysia in an effort to improve the quality of health education. Based on the analysis results, several main conclusions can be drawn:

1. Visionary and Experienced Leadership Style:
 - STIKES Budi Luhur Cimahi: Leadership at STIKES Budi Luhur Cimahi shows a strong vision in developing a curriculum that is not only oriented towards the needs of the health industry but also towards developing religious and virtuous character. Leaders at STIKES Budi Luhur Cimahi have significant experience in building collaborations with the local health industry, which enriches students' practical experience.
 - Mahsa University Malaysia: Leadership at Mahsa University Malaysia stands out with the implementation of quality improvement strategies such as improving the quality of lecturers, utilizing information technology, and developing an innovative and conducive academic culture. Mahsa University focuses more on the application of technology in education and improving modern infrastructure.
2. Collaboration with Industry:
 - Both institutions have succeeded in establishing significant collaborations with the healthcare industry, providing students with opportunities to intern and engage in practical projects. This collaboration is important to increase the relevance of education to the needs of the world of work.
3. Utilization of Technology:
 - Mahsa University Malaysia is superior in the use of information and communication technology in the learning process. This creates a more modern and interactive learning environment, which increases student engagement and learning effectiveness.
4. Soft Skills and Character Development:
 - STIKES Budi Luhur Cimahi places a strong emphasis on developing soft skills and virtuous character in its students, which are considered important for forming competent health workers with integrity.
5. Recommendation:
 - Leadership Development: Other higher education institutions can learn from the visionary leadership style implemented at these two institutions to improve the quality of education.

- **Technology Adoption:** Increasing the adoption of information technology in the learning process, as implemented at Mahsa University, can be used as an example for other institutions.
- **Collaboration with Industry:** The model of collaboration with the health industry implemented by both institutions can be replicated by other institutions to increase students' practical experience.

This research provides valuable insight into how effective leadership can contribute to improving the quality of education in higher education health institutions. It is hoped that these findings can help higher education leaders in formulating more effective and innovative leadership strategies to achieve better educational quality.

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