

The Influence of Leadership on Academic Quality Assurance at the Private Nursing Vocational Schools

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Abstract

The quality of higher education in Indonesia has not been evenly distributed including vocational nursing schools. The academic quality assurance for nursing vocational schools is not at its best, which has an impact on the quality of nurse's graduates who will provide the health services. The purpose of this research is to examine the effects of leadership on academic quality assurance. This study explores the problem of leadership based on indicators: supporting, inspiring, directing, facilitating. Academic quality assurance based on indicators: quality policy, quality design, supervision, feedback. The quantitative research uses a questionnaire on 122 permanent lecturers at 24 nursing vocational schools in Jakarta. The results of the analysis of the influence of leadership by influencing the academic quality assurance showed the distribution of estimated points formed an acceptable linear line. Thus it is proven that the leadership had a positive direct impact on the academic quality assurance. Furthermore the study also found indicators that had the most significant contribution in leadership and academic quality assurance were facilitating and academic quality policies. This explained that facilitative leadership had a positive direct impact on academic quality policy. In addition, there are some institutional practice recommendations suggested in accordance with the findings of this paper.

Keywords

Academic, Quality Assurance, Leadership

1. Introduction

The education system in Indonesia today cannot meet the requirements needed to face globalization and various demands in it. Education in the global era should now be able to prepare a system and content that adapts to the context of globalization. In the face of the challenges in this global era, Indonesia must build good quality higher education, so that graduates are eligible to compete and well received in the global world. Good quality of higher education is that who produces graduates who are able to actively develop their potential, assemble, and apply science and technology that is useful for society, nation, and the country. The growth of universities in Indonesia is quite rapid quantitatively.

The number of public and private universities from all ministries, institutions, agencies in Indonesia is 4688 institutions. The number of universities, public universities and private universities in Indonesia include academies in a total of 1064 institutions, polytechnics 279 institutions, college 2538 institutions. Institute 221 institutions and University of 586 institutions. Of the various types of public and private tertiary institutions, the highest form of tertiary education is then followed by academies. While the growth in the number of private universities in L2 Dikti region 3 Jakarta is an academy of 117 institutions, polytechnics 9 institutions, college 120 institutions, institutes of 20

institutions, universities 52 institutions and some community colleges [1]. Therefore, it is necessary to monitor the quality of higher education conducted by L2 Dikti (Higher Education Service Institution).

The quality of universities in Indonesia is varied in great amount. To obtain a good quality of higher education, a higher education quality assurance system is needed. This functions to control the implementation of higher education. This quality assurance activity is a systemic activity in order to improve the quality of higher education in a planned and sustainable manner, to meet the needs of the people it serves, and to keep abreast of new developments and changes both domestically and also affect broadly. However, there are some impediments for universities to implement quality assurance. So that quality assurance cannot be fully implemented in universities.

According to Idialu (2013), Factors militating against quality assurance in vocational education : (1) inadequate funding of vocational education; (2) staff quality and quantity; (3) lack of facilities; (3) retraining the trainers; (4) poor societal attitude; (5) poor remuneration of vocational teachers; (6)poor administration and regular supervision of vocational education programme; (7) examination malpractice; (8) poor assessment methods; (9) absenteeism of teachers and students; (10) total disregard of accreditation report [2, pp. 433–435].

The implementation of academic quality assurance itself requires a great deal of support and commitment from the leadership and the entire academic community. The role of the lecturers in the academic quality assurance is very significant, because”The lecturers are the ones who first and foremost are responsible for the quality of education”. [3, p. 305]. Moreover, Razak et al. (2009) described “Quality education cannot be achieved without the efforts of dedicated and highly committed teachers. Committed teachers must inculcate and nurture values that will guide the subsequent use of the learning of both knowledge and skills in the wider world outside the classroom and lecture theatre” [4, p. 344].

Somput Ketkajorn, Kovit Vajarintarangoon, and Krapan Sri-ngan explained that there are three factors based on the highest to low values that affect quality assurance, which are human resource factors, leadership factors, and teamwork factors. In addition, it was found that different school largeness has different factors that influence the effectiveness of quality assurance [5].

Some important parameters for quality assurance in vocational education that will help to achieve great success are as follows: (1) The quality of teachers/trainers has a very serious impact on the assessment of quality in our universities; (2) Instruction. The quality of instruction must be backed up with good teaching methods, adequate facilities to aid teaching and learning, equal learning opportunities for all students, provision of a conducive learning environment and communal assistance to students and teachers; (3) Accreditation of programme accreditation of programmes is desirable for ensuring quality assurance; (4) Inspection/monitoring : monitory puts the management team of institutions to strive to meet set standards; (5) Evaluation these include learner user surveys, internal and external appraisals, validation, moderation procedure, input process – output for accessing quality, etc. [2, pp. 432–433].

2. Literature Review

2.1 Academic Quality Assurance

Quality Assurance is defined as “The means of ensuring that, informed by its mission, academic standards are defined and achieved in line with equivalent standards nationally and internationally, and that the quality of learning opportunities, research, and community involvement are appropriate and fulfill the expectations of the range of stakeholders.” [6, p. 3]. Academic quality assurance is a demonstration or verification that the desired level of quality of an academic activity has been attained or sustained, or is highly likely to be attained or sustained [7, p. 1].

Academic activities generally include teaching, learning, scholarship, research and research training for higher degrees by research. The mechanisms (systems, processes, activities) employed to verify such attainments are typically known as quality assurance systems, quality systems or even just ‘quality assurance’. In the Higher Education Standards Framework (Threshold Standards) 2015 (HES Framework), academic quality assurance is called Institutional Quality Assurance [7, p. 1]. Academic quality assurance can be referred to as ensuring that all the processes involved in the instruction of students remain standardized at all times [8, pp. 1–9].

The key aspects of academic quality assurance include supervision and responsibility for academic quality assurance, namely ensuring the quality of each study program in accordance with external input that is in accordance with international conventions for good academic practice and systematic monitoring, review, and improvement for all academic activities. Processes and mechanisms for academic quality assurance, including regular, valid and reliable feedback from internal and external stakeholders to enable continuous improvement of higher education activities, with students and other feedback on the quality of teaching, as a means of improving teaching methods, student work placements, practicums and other forms of integrated learning, systematic renewal through revisions and external reviews of learning content and strong internal capabilities to monitor and improve their study programs.

Standard quality assurance and academic results include a systematic and mature internal system for quality assurance and maintenance of academic standards and academic integrity, namely consistent and appropriate assessment, monitoring and actions arising from maintenance and comparative data collection on student performance, benchmarking towards the same accredited courses offered by successful higher education providers [9].

European standards and guidelines (ESG) for quality assurance, set 10 standards for internal quality assurance as follows: (1) policy for quality assurance ; (2) design and approval of programmes; (3) student-centred teaching, teaching and assessment.; (4) student admission, progression, recognition dan certification; (5) teaching staff ; (6) learning resources and student support ; (7) informatics management; (8) public informations; (9) on going monitoring dan periodic review of programs; (10) cyclical assurance external quality assurance [10, pp. 11–16].

2.2 Leadership

Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives” [11, p. 26]. Leadership as the ability to influence a group toward the achievement of a vision or set of goals. The source of this influence may be formal, such as that provided by managerial rank in an organization. But not all leaders are managers, nor, for that matter, are all managers leaders [12, p. 368]. Leadership is the ability to inspire people to make a total, willing, and voluntary commitment to accomplishing or exceeding organizational goals” [13, p. 132]. Leadership is a process whereby an individual influences a group of individuals to achieve a common goal [14, p. 6].

Leadership is the process of getting people to do their best to achieve a desired result. It can be described as the ability to persuade others willingly to behave differently. Leadership involves developing and communicating a vision for the future, motivating people and securing their engagement to the task they are expected to do [15, pp. 4–5]. Leadership is defined as the ability influencing, motivating, and enabling others to contribute toward the effectiveness and success of the organizations of which they are members” [16, p. 356]. One of the most reliable indicators and predictors of true leadership is an individual’s ability to find meaning in negative events and to learn from even the most trying circumstances. Put another way, the skills required to conquer adversity and emerge stronger and more committed than ever are the same ones that make for extraordinary leaders [17, p. 414].

3. Research Methodology

The method used in this research is quantitative research with path analysis. Path analysis is used to determine the direct and indirect effects of using correlation and regression. Before testing the hypothesis, the normality test and the linearity test of the data must be done as a requirement before analyzing the data. To calculate the direct and indirect effects of exogenous variables on endogenous variables, it can be seen in the path coefficient

The total population used in this study are 195 lecturers from 24 nursing vocational schools in Jakarta. A total of 20 lecturers were used for questionnaire trial samples. However, using *Proportional Random Sampling*, only 122 lecturers were used as research sample. The research variables include two variables: exogenous variables (Variable X) is leadership and endogenous variables (variable Y) is academic quality assurance. The method of collecting data using a questionnaire.

3.1 The normality Test

The normality test is used to test the normality of the data using the Liliefors formula. The hypothesis in the normality test is

H0: The population is normally distributed;

H1: The populations is not normally distributed.

The provisions of the test are if the statistic $L_{count} \leq L_{table}$ ($\alpha = 0.05$), then data is normally distributed. Contrarily if $L_{count} \geq L_{table}$ ($\alpha = 0.05$), then the data is not normally distributed.

3.2 Significance and Linearity of Regression Test

Regression analysis is used to predict the relationship model, while correlation analysis is used to determine the level of influence between research variables. Regression models obtained were tested for significance and linearity using the F test in the ANAVA table. The testing criteria for significance and linearity of the regression model are set as follows:

Significant regression: $F_{count} \geq F_{table}$ in the regression line.

Linear regression: $F_{count} < F_{table}$ on the deviation linearity.

3.3 Hypotheses test

The path coefficient in the hypothetical model of the study is ρ_{21} . The statistical hypothesis tested is leadership (X) has a positive direct impact on the academic quality assurance (Y).

$H_0: \rho_{21} \leq 0$: leadership does not have a direct positive impact on academic quality assurance

$H_1: \rho_{21} > 0$: leadership has a direct positive impact on academic quality assurance

4. Result

4.1 Calculation results of instrument validity and reliability

Test results of academic quality assurance variable validity, of 32 statement items there are 3 items that are invalid, so the valid ones have remained 29 items. The results of the leadership variable validity test are known from 30 statement items there are 2 items that are invalid, so the valid ones have remained 28 items. The reliability test results show the variable of academic quality assurance and leadership variables are reliable.

Table 1. Results of Calculation of Validity of Variable Academic Quality Assurance

Variable	Indicator	Item Number Statement	Amount of Item Number
Academic Quality Assurance	1. Quality Policy	1,2,3,4,5,6,7	7
	2. Quality Design	8,9,10,11,12,13,14,15	8
	3. Supervision	16,17,18,19,20,21,22	7
	4. Feedback	23,24,25,26,27,28,29	7
Total			29

Table 2. Results of Calculation of Leadership Variable Validity

Variable	Indicator	Item Number Statement	Amount of Item Number
Leadership	1. Supporting	1,2,3,4,5,6,7	7
	2. Inspiring	8,9,10,11,12, 13,14	7
	3. Directing	15,16,17,18,19,20,21	7
	4. Facilitating	22,23,24,25,26,27,28	7
Total			28

Table 3. Results of Calculation of Reliability of Academic Quality Assurance Variables

Variable	Sample Amount (N)	Number of Valid Points	Alpha Value	Annotation
Academic Quality Assurance	20	29	0,945	Reliable

Table 4. Leadership Variable Reliability Calculation Results

Variable	Sample Amount (N)	Number of Valid Points	Alpha Value	Annotation
Leadership	20	28	0,942	Reliable

Table 5. Score for academic quality assurance variable item

Variable	Indicator	Mean of item indicator	Percentage amount of item indicator
Academic Quality Assurance	1. Quality Policy	4,287	25,82%
	2. Quality Design	4,276	25,75%
	3. Supervision	3,857	23,23%
	4. Feedback	4,185	25,20%

Table 6. Score for leadership variable item

Variable	Indicator	Mean of item indicator	Percentage amount of item indicator
Leadership	1. Supporting	4,11	25,09%
	2. Inspiring	4,05	24,74%
	3. Directing	4,06	24,79%
	4. Facilitating	4,16	25,38%

4.2 Requirements for Analysis Testing

4.2.1 Normality Test of Error Data Estimated Academic Quality Assurance for Leadership (Y over X).

Based on the results of the Liliefors statistic calculation, it is known that the normality for the Y estimation error of X is obtained by L_{count} of 0.0619. Liliefors L_{table} critical value for $n = 122$ at $\alpha = 0.05$ is 0.0802. The results are known $L_{count} \leq L_{table}$, so it can be concluded that the distribution of errors in the estimated Academic Quality Assurance (Y) for Leadership (X) comes from populations that have a normal distribution.

4.2.2 Significance and Linearity Test of Regression Equation Academic Quality Assurance for Leadership (Y over X).

From the calculation, data to compose a regression equation model between Academic Quality Assurance and Leadership obtained regression constants $a = 37.300$ and regression coefficients $b = 0.725$. Thus the relationship between the simple regression equation model is $= 37,300 + 0,725 X$. The results of the significance and linearity test calculations are arranged in the ANOVA table as in the following table:

Table 7. ANAVA to the Significance and Linearity of Regression Equations Test
 $Y = 37,300 + 0,725 X$

Source Variances	dk	JK	RJK	F_{count}	F_{table}	
					$\alpha = 0,05$	$\alpha = 0,01$
Total	122	8267				
Regression a	1	1771711,51				
Regression b/a	1	12495,247	12495,25	108,64**	3,92	6,85
Residue	120	9614,280	115,01			
Inaccuracy	44	5533,95	125,772	1,156 ^{ns}	1,54	1,84
Error	76	8267,292	108,780			

Annotation:

- ** : Very significant regression ($108.64 > 6.85$ at $\alpha = 0.01$)
- ns : Linear shaped regression ($1.156 < 1.54$ at $\alpha = 0.05$)
- dk : Degree of deliverance
- JK : Quadratic number

The regression equation is $= 37.300 + 0.725 X$, for the significance tests is obtained that F_{count} 108.64 is greater than $F_{table (0.01:1:120)}$ 6.85 at $\alpha = 0.01$. Because $F_{count} > F_{table}$ then the regression equation is stated to be very significant. For the linearity test is obtained that F_{count} 1.156 is smaller than $F_{table (0,05;44;76)}$ in the amount of 1.54 at $\alpha = 0,05$. Because $F_{count} < F_{table}$ then the distribution of estimated points forms an acceptable linear line.

The calculation of the correlation coefficient Y with X is done by product moment formula obtained $r = 0.69$. The significance test of the correlation coefficient Y with X obtained t_{count} 10.42 $>$ t_{table} 1.98, the correlation coefficient is very significant. There is a positive influence between variable X (leadership) on variable Y (academic quality assurance).

4.3 Hypothesis Testing

In Hypothesis Testing with the Path Analysis technique, the value of the coefficient of each pathway must be significant so that it can be used to answer the research hypothesis. The causal relationship between endogenous

variables which is Y and exogenous variables, which is X. From the results of processing the structural path coefficient as follows:

Table 8. Path coefficient and Significance Test-Path structure

Direct Impact	Path Coefficient	dk	T _{count}	t _{table}	
				$\alpha = 0.05$	$\alpha = 0.01$
X against Y	0.218	118	2.384	1.98	2.62

Annotation:

Significant ($t_{count} > t_{table}$ at $\alpha = 0,05$) positive impact

Very Significant ($t_{count} > t_{table}$ at $\alpha = 0,01$) positive impact

From the path coefficient table, the analysis results obtained p_{21} path coefficient value of 0.218 and t_{count} 2.384, with t_{table} $(0.05:118) = 1.98$, with the result of $t_{count} > t_{table}$, putting H_0 , meaning that X variable has the positive direct impact to the Y variable. Thus proven, that the leadership has a positive direct impact to the academic quality assurance.

4.4 Hypothesis Research

Research Hypothesis: there is a positive direct impact on leadership (X) to academic quality assurance (Y). Statistic Hypothesis: $H_0: \rho_{21} \leq 0$ and $H_1: \rho_{21} > 0$. Based on the results of the analysis of the influence of leadership (X) to the academic quality assurance (Y) path coefficient obtained ρ_{21} with the result of 0,218 and $t_{count} = 2.384$, while the value of $t_{table} = 1.98$ ($\alpha = 0.05$; $dk = 118$). Because of $t_{count} > t_{table}$, so that H_0 rejected, and H_1 accepted. Conclusion: leadership has a positive direct impact on academic quality assurance.

Table 9. Hypothesis Testing Result

Direct Impact	Path Coefficient	t _{count}	t _{table}	Test Decision
X to Y	0.218	2.384	1.98	H_0 rejected, H_1 accepted. There's a direct positive impact of X to Y

5. Discussion

Based on the results of testing the hypothesis it can be concluded that there is a positive direct impact of leadership on academic quality assurance with a correlation coefficient of 0.689 and a path coefficient of 0.218. Leadership is a significant or core factor in Quality Assurance because leadership can serve as a role model or a good example in the implementation of quality assurance. Identified leadership as being central to the quality improvement process leadership as the quality improvement core process [18, p. 48]. The role of leadership in quality is "Leadership for quality is based on the philosophy that continually improving work methods and processes will, in turn, improve quality, cost, productivity, and return on investment" [18, p. 217]. Peters, Tom and Austin, Nancy Identified leadership as being central to the quality improvement process [18, p. 48]. Yirdaw (2016), leadership factors become the dominant factor with regard to service quality and graduates. In the explanation above, organizational governance needs to be improved to significantly improve the quality of education.

Stephen Chukwu Anyamele's study uses a modified model from the European Foundation for Quality Management (EFQM) Excellence Model described that: "Leadership has been considered as driving all quality improvement efforts. Strategic planning and management are seen as key functions of university leadership"[19]. Gudo et al. explaining the management of quality assurance at private and public universities in Kenya are significantly different. Appointment of institutional leaders has a significant influence on management performance. The lack of adequate physical facilities also has a negative impact on university leadership [20]. Parvin (2018) explaining "leaders are central drivers in quality assurance by dint of their ability to clarify roles and responsibilities, ensure proper resource allocation, create partnerships, and optimize people and process management". Anyamele (2005) explaining "Leadership has been considered as driving all quality improvement efforts. Strategic planning and management are seen as key functions of university leadership." Gudo et al. (2011) also explained that the appointment of institutional leaders had a significant influence on management performance. Jacobson (2011) in his research explained that leadership and professional are important processes to maintain success and change in organizational governance.

The results of the findings show that the quality policy indicator has the largest contribution of 25.82% in the academic quality assurance. Whereas in leadership variables, facilitating indicators have a large impact on academic quality

policy indicators, which are 25.38%. This explains that facilitative leadership has a massive influence on the implementation of academic quality policy. Facilitative leadership will always encompass followers as much as possible in the establishment of vision and mission, and build a cohesive team with policies that are oriented towards improving academic quality. The ability to facilitate and collaborate is explained by Wisniewski (2004) as the ability of a leader to be able to share responsibility and authority with others, identify potential public interests that are relevant, creating opportunities for people to form partnerships through shared knowledge and to develop teams that understand vision and strategy. Therefore, it should be considered in the selection or appointment of leaders of educational institutions that have leadership because leadership is an important factor or core in quality assurance. Smith (2003), facilitative leadership is a people-centered, quality and results driven process of developing and supporting a culture in the workplace that facilitates goal achievement through effective relational processes. Facilitative leadership is particularly important to effective group process, teamwork, workplace culture and change management in the workplace. Siebens (2011), facilitating leader is a leader who creates the necessary condition and facilitates excellent group dynamic, organizational context and processes for participative group discussion and decision making. Facilitating leadership is a style of leadership based on and characterized by personal modesty of the leader considering the answers to the main questions of the organization (such as the mission and vision) and the way to manage it. Facilitating leadership must be built on intense participation with all co workers. So, the number of consultations and meetings on all levels of the organization is clear indicator. Facilitating leadership aims to engage as many people as possible with decision making processes. So, the number of actively engaged co workers indicates the level of facilitation by the leader. To enable all co workers to be engaged in the decision making processes in an effective and efficient way, they have to be informed accurately. Therefore the gathering and the internal dissemination of data is an indicator for Facilitating leadership.

Osseo-Asare, Longbottom and Murphy, identify the impact of the study is that academic quality planners must pay attention and improve leadership tasks and activities [24]. Stephen Jacobson explains leadership and professional are important processes to maintain success and change in organizational governance [25]. Leadership capacity development needs to be done to improve the academic quality assurance. On a leadership management pilot project at the Australian university health faculty using the Kirkpatrick model to evaluate the results, the participants gained leadership capacity, changes in perceptions of leadership, and motivation to carry out leadership roles. The role of the mentor is very valuable for leadership development. This model has potential as a guide for succession planning [26]

6. Conclusion

Based on the results of the analysis of the study of the influence of leadership on academic quality assurance in the nursing vocational school, it can be concluded that there is a positive direct impact of Leadership on Academic Quality Assurance. Facilitative leadership influences the implementation of academic quality policies.

This research will help the nursing vocational school leaders to understand leadership to strengthen academic quality assurance in their respective institutions. Increased quality assurance for nursing vocational schools can be built by increasing various factors that influence the implementation of academic quality assurance. In accordance with the findings of the research, improving academic quality assurance can be done by increasing leadership through education and training. In addition, leaders must support and facilitate the activities of lecturers in implementing the Three Pillars of Higher Education.

Leadership development programs must integrate leadership theory with leadership practices; provide opportunities to develop and demonstrate leadership competencies with a variety of active learning experiences including small group discussions and presentations, interviews, simulations, role plays, exercises, and group activities.

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