

The Managerial Competence of the Head of STKIP Gotong Royong Masohi in Leadership to Improve the Quality of Organizational Resources

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Abstract: *The managerial competence of the Head of STKIP Gotong Royong Masohi in leadership encompasses the ability to plan, organize, implement, and evaluate organizational management effectively and efficiently. This competence plays a strategic role in ensuring the sustainability of higher education quality, particularly in regions with limited resources such as Central Maluku. This study aims to examine and analyze in depth how the Head of STKIP Gotong Royong Masohi implements managerial competence in leadership to enhance the quality of organizational resources. A descriptive qualitative approach was employed, with data collected through interviews, observations, and documentation. This approach was chosen to explore complex social phenomena within the context of higher education leadership and management. The findings reveal that the managerial competence of the Head of STKIP extends beyond administrative aspects, encompassing strategic, social, collaborative, and digital dimensions. Innovations in external collaboration, human resource development through advanced studies for lecturers, and efforts to strengthen internal monitoring systems are among the strategies implemented. Thus, the leadership demonstrated plays a crucial role in driving STKIP Gotong Royong Masohi toward sustainable quality improvement and institutional competitiveness.*

Keywords: *Managerial Competence, Higher Education Leadership, Organizational Resources*

Introduction

Managerial competence is the ability to plan, organize, implement, and evaluate that is carried out by leaders in managing organizations effectively.¹ Managerial competence is also a combination of knowledge, skills, and behaviors that can be measured and developed to lead and manage an organization.² The managerial competence of the head of STKIP Gotong

¹ Diana Esther et al., "Management Skills as a Factor of Business Competitiveness Habilidades Gerenciales Como Factor de Competitividad Empresarial," *Rc.Ciencias* 2, no. 2 (2023), <https://doi.org/10.58763/rc2023109>.

² Siti Laela and Syadeli Hanafi, "Kompetensi Manajerial Kepala Sekolah Dalam Meningkatkan Mutu Sekolah Dasar Negeri," *Jurnal Educatio* 9, no. 2 (2023): 599–606, <https://doi.org/10.31949/educatio.v9i2.4868>.

Royong Masohi plays an active role in the commitment to improve the quality of education and adapt to increasingly complex global challenges.

Managerial competence is a combination of knowledge, skills, and behavior that can be measured and developed to lead and manage an organization.³ It is also stated in Regulation of the Minister of National Education of the Republic of Indonesia Number 13 of 2007 that to become a school principal, there are several standards that must be met. These include personality, managerial competence, entrepreneurial competence, supervisory competence, and social competence. Therefore, when someone is appointed as a school principal, they have normatively met the competency standards as stipulated in Permendiknas Number 13 of 2007, which requires school principals to have personality, managerial, entrepreneurial, supervisory, and social competencies.⁴

In the context of higher education, ideal leaders should possess comprehensive managerial competencies. According to Lyle Spencer & Signe Spencer (1993), managerial competencies include the ability to plan, organize, implement, and evaluate systematically. These competencies serve to guide organizations in adapting to the times, increasing competitiveness, and producing outstanding graduates.⁵ Robbins & Coulter (2018) also emphasize that the success of an educational institution depends on the extent to which its leaders are able to manage organizational resources effectively.⁶

The above is in line with the principal's competencies related to organizational resource management. These competencies include the ability to carry out a job or task based on skills and knowledge, supported by a work attitude that is appropriate to the demands of the task.⁷ In other words, managerial competence is a specific type of individual competence that

³ Oksana Anatolyevna Ostylovskaya and Natalia Alekseevna Burmakina, "Forming Managerial Competencies in a Pedagogical Master's Program through the Introduction of a Specialized Discipline 'Designing the Managerial Process in Education,'" *Pedagogy. Theory & Practice* 10, no. 4 (2025): 425-31, <https://doi.org/10.30853/ped20250052>.

⁴ Wisnu Permana Sidik, Reiga Rahmatuloh, and Vina Siti Nurohmah, "Upaya Peningkatan Mutu Sekolah (Studi Manajemen Kepala Sekolah Di Sekolah Dasar Negeri 2 Bojongkondang)," *Jurnal Ilmu Sosial Dan Humaniora* 1, no. 3 (2024): 220-26, <https://doi.org/10.59996/cendib.v1i3.274>.

⁵ Diana, "Realisasi KompetensiManajerial DalamKepemimpinan Yang Efektif Dan Visioner," *Journal Of Education* 4, no. 2 (2024): 64-78, <https://doi.org/10.52121/alacrity.v4i2.306>.

⁶ Aap Siti Ulyani, Machdum Bachtiar, and Anis Fauzi, "Leaders, Managers and Leadership, in Educational Institutions," *JSRET* 3, no. 1 (2024): 11-18, <https://doi.org/10.58526/jsret.v3i1.306>.

⁷ Julija Kubova-semaka, "An Integral Approach to the Meaning of Competence," *Scientific Research In Education* 3 (2020): 120-35, <https://doi.org/10.15388/SRE.2020.11>.

encompasses the activities, attitudes, knowledge, skills, and personal characteristics necessary to improve management performance.

Furthermore, leadership is the ability or process of influencing, directing, and inspiring others to work together to achieve specific goals. In general, leadership involves the activities of a leader in motivating and guiding individuals or groups to achieve common goals.⁸ Meanwhile, leadership in higher education has unique complexities compared to traditional business sectors. Academic leaders must navigate faculty governance, deal with financial constraints, and adapt to a rapidly evolving technological environment.⁹

As strategic decision makers, university leaders play an important role in guiding their organizations. Competent leaders are able to influence others, set policy directions, and create sustainable innovation.¹⁰ In the context of higher education, the ability of institutional leaders to make decisions that are responsive to local challenges is crucial to the sustainability of the organization. If managerial competence is weak, the quality of organizational resources will not develop optimally, even if programs have been designed.

In this case, the Gotong Royong Masohi College of Teacher Training and Education (STKIP), which was founded in 2003, is chaired by Mrs. Kalasum Selehulano Spdi., Mpd. Under her leadership, STKIP Gotong Royong Masohi has a vision of "Becoming a university as a center for the study and development of education, science, information technology, and entrepreneurship by 2035." In order to achieve this vision, Mrs. Kalasum emphasizes the importance of developing educational curricula, cooperation, facilities and infrastructure, and student services.

Leadership at STKIP Gotong Royong Masohi prioritizes the principle of mutual cooperation, which is reflected in various programs and initiatives. Based on the survey results, Mrs. Kalasum emphasized the importance of collaboration between lecturers, students, and the community to achieve the institution's vision of becoming a leading university in the field of education in Maluku by 2026. This includes developing a relevant curriculum and improving facilities and services for students.

One of the steps taken is to improve academic quality in accordance with Permendikbud No. 53 of 2023 concerning Quality Assurance in Higher Education. This is also in line with Law No. 12 of 2012 concerning higher education. The main focus of this policy includes improving the quality of lecturers, facilities and infrastructure, as well as other academic aspects.

⁸ Jatinder Kaur Juneja, "Understanding Leadership and Its Various Dimensions: A Mini- Review," *INNOVARE* 10, no. 2 (2022): 9–11, <https://doi.org/10.22159/ijoe.2022v10i2.43750>.

⁹ Lihemo Kedemi, "Leadership and the Higher Education Context," *EdinBurg* 4, no. 5 (2024): 1–22, <https://doi.org/10.70619/vol4iss5pp1-22>.

¹⁰ Alpaslan Toker, "Importance of Leadership in the Higher Education," *JSSSES* 9, no. 2 (2022): 230–36, <https://doi.org/10.23918/ijsses.v9i2p230>.

The researcher chose STKIP Gotong Royong Masohi as the subject of the study, and the above explanation is sufficient as the reason for choosing the title "Managerial Competence of the Head of STKIP Gotong Royong Masohi in Leadership to Improve the Quality of Organizational Resources." The researcher also focused the study on exploring and analyzing the managerial competencies in leadership and decision-making of the principal of STKIP Gotong Royong Masohi to improve the quality of available resources.

Although various studies on the managerial competencies of school principals and university leaders have been conducted, studies that specifically highlight the role of STKIP principals in eastern Indonesia are still rare. In fact, universities in island regions face unique challenges, such as limited resources, access to education, and digital connectivity. This gap in research opens up an important opportunity to understand how leadership with managerial competencies can address issues specific to the region.

Thus, the novelty of this study lies in its focus on the managerial competence of the principal of STKIP Gotong Royong Masohi in leadership to improve the quality of organizational resources. Previous studies have mostly highlighted the managerial competence of school principals in the context of primary and secondary education, for example, in the aspects of planning, implementation, and supervision of school programs.¹¹ Similar studies at the university level tend to focus more on large universities with relatively adequate resources.

This study is different and has clear research novelty because it focuses on STKIP, a private teacher training college in an island region with limited lecturers, infrastructure, and low public interest in higher education. This perspective provides a new contribution by showing how mutual cooperation-based, participatory, and contextual leadership with local culture can be an effective managerial strategy in improving organizational quality. Thus, this study not only enriches the literature on higher education leadership in eastern Indonesia but also offers a relevant managerial competency model for higher education institutions in resource-limited areas.

In addition to local challenges, the dynamics of higher education are also influenced by globalization, digitalization, and international accreditation requirements. Higher education institutions around the world are required to adapt to global standards, improve the quality of technology-based learning, and strengthen accountable organizational governance. In this context, leadership with managerial competence is not only a local necessity, but also a determining factor in the competitiveness of higher education institutions in the national and international arena.

¹¹ Lina Sukanti, Anie Rohaeni, and Neneng Sulastrri, "Managerial Competency Of School Principles In Improving The Performance Of Teachers And," *IJSSR* 3, no. 1 (2022): 12-20, <https://doi.org/10.11594/ijssr.03.01.02>.

That is why this research is important. Considering that the head of STKIP Gotong Royong Masohi plays a strategic role in determining policy directions and decision-making that directly impact the quality of organizational resources. In regions such as Central Maluku, STKIP Gotong Royong Masohi faces real challenges in managing organizational resources, such as a lack of highly qualified lecturers (master's/doctoral degrees), low interest among the people of Central Maluku in pursuing higher education due to economic factors, and increasingly fierce competition among universities. In addition, the development of new study programs is hampered by a shortage of lecturers with the appropriate specializations, and the campus information system is not yet optimal due to a lack of IT personnel. Weaknesses in the exposure of academic achievements also hamper the institution's image nationally.

Methods

This study aims to examine and analyze in depth the managerial competence of the Head of STKIP Gotong Royong Masohi in leadership to improve the quality of organizational resources. This study uses a qualitative descriptive approach.¹² This approach was chosen because it aims to explore in depth complex social phenomena in the context of leadership and management of educational institutions.

The qualitative descriptive approach allows researchers to become part of the research process through direct interaction with informants.¹³ Another reason for using this approach is to explore the experiences and perceptions of informants, understand the meanings that are formed in specific social contexts, and provide a holistic picture of the phenomenon being studied.

Data collection techniques in this study were conducted through observation, interviews, and documentation.¹⁴ Observations were conducted directly on the managerial activities of the Head of STKIP, both in internal meetings and academic activities, to observe leadership and decision-making patterns. In-depth interviews were conducted in a semi-structured manner with the Head of STKIP, senior lecturers, and administrative staff to explore information related to managerial competencies, human resource

¹² Siti Muhibah, "International Journal of Social Science And Human Research Leadership Model of Pondok Pesantren Salafiyah in Banten Province : Exploration of the Leadership of Non-Formal Islamic Educational Institutions," *IJSSHR* 06, no. 04 (2023): 2413-18, <https://doi.org/10.47191/ijsshr/v6-i4-53>.

¹³ Brylialfi Wahyu Furidha and Universitas Muhammadiyah Sidoarjo, "Comprehension of the Descriptive Qualitative Research Method : A Critical Assessment of the Literature," *Jfpublisher* 2 (2023), <https://doi.org/10.56943/jmr.v2i4.443>.

¹⁴ Peijian Paul Sun, *Chinese as a Second Language Multilinguals' Speech Competence and Speech Performance*, 2020, https://doi.org/10.1007/978-981-15-6941-8_5.

development, and challenges faced by the institution.¹⁵ Meanwhile, documentation is used to obtain secondary data in the form of archives, activity reports, meeting minutes, strategic documents, and accreditation results, which are used to reinforce and validate findings from observations and interviews.

The data was then analyzed using the interactive model developed by Miles, Huberman, and Saldana, which consists of three stages: data reduction, data presentation, and conclusion drawing/verification.¹⁶ Reduction was carried out by sorting and summarizing data from interviews, observations, and documentation in accordance with the research focus. Data presentation was compiled in the form of descriptive narratives and quotations, then conclusions were drawn gradually with verification through triangulation of sources to ensure the validity of the results.

Result and Discussion

Managerial competence in STKIP principals is the ability to perform managerial tasks with the expected quality. This involves a combination of knowledge, skills, and personal characteristics that enable individuals to achieve desired results in an organizational context.¹⁷ Thus, managerial competence is not merely a technical skill, but also includes interpersonal and strategic aspects that are essential for effective leadership in any organization.

The managerial competence of STKIP heads refers to the knowledge, skills, and behaviors necessary to lead and manage an organization or work unit. This concept encompasses various aspects that support the achievement of organizational goals through effective resource management. And in the book *Public Administration and Regional Management in Russia*, Elena G Popkova states that managerial competence is a basic characteristic consisting of abilities, knowledge, and other personal attributes that distinguish between individuals who perform well and those who do not in carrying out managerial tasks.¹⁸

In the context of higher education, this competency is very important because it is directly related to strategic and operational policy-making that impacts academic quality, student services, and institutional reputation. As

¹⁵ Diana Triwardhani, "Optimizing Human Resources Management for Higher Education in the Era of Implementing an Independent Curriculum in Indonesia," *Jurnal Iqra* 7, no. 2 (2022): 246–59, <https://doi.org/10.25217/ji.v7i2.1803>.

¹⁶ Aisha Ibrahim Ningi, "Data Presentation in Qualitative Research: The Outcomes of the Pattern of Ideas with the Raw Data," *International Journal of Qualitative Research* 1, no. 3 (2022): 196–200, <https://doi.org/10.47540/ijqr.v1i3.448>.

¹⁷ Nur Apnilelawati, Didik Santoso, and Amiruddin Siahaan, "Competence of the Duties of the Head of Administration in Improving the Quality of Administrative Services in Padangsidempuan City," *Urnal Manajemen Pendidikan Islam*, 2024, 353–67, <https://doi.org/10.31538/ndh.v9i2.5015>.

¹⁸ Elena G Popkova and Konstantin V Vodenko, *Public Administration and Regional Management in Russia*, 2020, https://doi.org/10.1007/978-3-030-38497-5_33.

stated in the vision of the Head of STKIP Gotong Royong Masohi, Kalasum Selehulano, S.PdL, M.PdL, who affirms his commitment to improving the quality of the institution through curriculum strengthening, strategic cooperation, and the development of facilities and infrastructure.

A. Planning by the Head of STKIP to Improve Organizational Quality

Overall, planning in all aspects at STKIP Gotong Royong Masohi is carried out in an integrated manner based on the Strategic Plan (Renstra), Annual Work Plan (RKT), and Operational Plan of the institution. The head of STKIP demonstrates strong managerial competence in formulating, directing, and supervising the implementation of these strategic plans. All plans are developed based on the principles of relevance to local needs, efficient use of resources, and a focus on improving organizational quality. Overall, STKIP Gotong Royong Masohi's planning is oriented towards self-perpetuating growth that emphasizes institutional independence.

In planning, the Head of STKIP Goton Royong Masohi explained that in terms of vision, mission, and strategy, the campus continues to refer to government regulations and national educational developments, such as the Merdeka Belajar (Freedom of Learning) policy. The vision is formulated not only for the short term (5 years), but also for the long term (10–20 years). Improving the quality of organizational resources in higher education institutions is highly dependent on effective leadership and competent managerial skills.

Work program planning in teacher training colleges and educational science institutions is closely related to managerial competence. Strong managerial competence is the main foundation for designing, implementing, and evaluating effective work programs in higher education environments.¹⁹

Basically, the direction of STKIP Gotong Royong Masohi's development plan includes improving the quality of education and learning, strengthening research and publications, increasing community service relevant to local needs, and developing partnerships with the government and industry. Human resource planning at STKIP Gotong Royong Masohi includes lecturers, educational staff, and students. Efforts to improve lecturer qualifications are carried out through further studies, research, community service, and scientific publications. The competence of educational staff is improved through training in administration, finance, and information technology.

Meanwhile, students are mentored through programs that develop their interests, talents, organizational skills, and character. All of these are designed as an integral part of the institution's human resource

¹⁹ Connie et al., "A Systematic Review of Managerial Competencies in Global Higher Education," *Edelweiss Applied Science and Technology* 9, no. 5 (2025): 595–606, <https://doi.org/10.55214/25768484.v9i5.6954>.

development planning.

Similarly, the strategic planning carried out by the Head of STKIP is not only short-term oriented, but also medium and long-term oriented. The five-year vision focuses on strengthening human resource capacity, while the ten-to-twenty-year projection is directed at transforming the institution into a university. In an interview, the Head of STKIP emphasized the importance of adapting to national policies such as Merdeka Belajar (Freedom of Learning) and the local needs of Central Maluku. This demonstrates the application of visionary managerial competence that connects the national context with the reality of the region.

In the interview results, the Head of STKIP Gotong Royong Masohi has planned several strategic efforts to improve the quality of organizational resources, such as strengthening the curriculum, collaborating with external stakeholders, and developing facilities and infrastructure. Programs such as student innovation in producing environmentally-based products, to literacy collaboration with the Central Maluku Regional Representative Council and the Library Office in a meeting (RDP) on March 11, 2025. During the meeting, STKIP submitted 15 books written by lecturers and students as a form of contribution to regional literacy development. STKIP Gotong Royong is also collaborating with LLDIKTI Region 12, one of the initiatives currently being developed is the creation of a campus website that will serve as a platform for journal publication and accreditation documentation.

STKIP Gotong Royong Masohi has also successfully designed and implemented various innovative programs involving students. One example is students from the Biology Education Study Program developing innovative products such as bidurica cookies and POC-Fortrichomal liquid organic fertilizer, which not only demonstrate creativity but also concern for the environment and public health. This is in line with the principal's competencies related to school resource management.

This action reflects a participatory leadership model, indicating that the mutual cooperation approach is not just a slogan, but is applied as a managerial value in the management of the institution. According to Sutikno, a participatory leadership style, which promotes the values of mutual cooperation and collaboration, has proven effective in increasing organizational participation and performance.²⁰ A participatory leadership style that involves leaders and subordinates together in decision-making and creates a sense of ownership and shared responsibility for organizational goals.

²⁰ Ansri Jayanti, "Menumbuhkan Semangat Gotong Royong Masyarakat Dalam," *Jurnal Abdimasmultidisiplin* 2, no. 3 (2023): 17–26, <https://doi.org/10.58705/jam.v2i3.182>.

The results of the study show that participatory leadership and the application of strategic management are important foundations in guiding STKIP Gotong Royong Masohi to be able to face global challenges and the era of digitalization. The head of STKIP not only focuses on fulfilling administrative needs but also emphasizes long-term vision and the ability to lead change through targeted planning. This is in line with leadership theory that emphasizes the role of leaders in inspiring, motivating, and creating strategic innovations for organizational sustainability.²¹ Thus, the work program designed is not only responsive to internal needs but also adaptive to external dynamics.

In addition, the strategic planning of the Head of STKIP also demonstrates the application of the Resource-Based View theory (Barney, 1991), which emphasizes the importance of utilizing internal resources as a competitive advantage. By designing new study programs that are relevant to local needs and encouraging lecturers to pursue further studies, the Head of STKIP is not only responding to current needs but also preparing the institution's capacity for the future. This shows how long-term vision-based planning can address the challenges of human resource limitations in Central Maluku.

B. Application of Managerial Competencies in Leadership

Implementation in all aspects of academics, human resources, finance, cooperation, and infrastructure at STKIP Gotong Royong Masohi is carried out in an integrated manner based on the institution's Strategic Plan, Work Plan, and Operational Plan. The head of STKIP demonstrates strong managerial competence through participatory leadership, direct supervision, and cross-functional coordination to ensure program effectiveness. The implementation of policies is based on the principles of efficiency, transparency, and accountability by actively involving lecturers, educational staff, and students. Overall, the implementation of these managerial competencies is oriented towards program sustainability and improving the quality of organizational resources as a whole, including academic capacity, HR professionalism, financial management, cooperation networks, and optimization of educational facilities and infrastructure.

Implementation In curriculum development, STKIP Gotong Royong Masohi has implemented a curriculum based on the Indonesian National Qualifications Framework (KKNI) as the main reference in the implementation of learning. Efforts to improve the quality of education are carried out through routine evaluations in academic meetings and monitoring of the Internal Quality Assurance System (SPMI) to ensure that all learning processes are carried out in accordance with quality standards.

²¹ Salma Ab Sattar et al., "Sustainable Leadership: Fostering Long-Term Organizational And Environmental Well-Being," *Educational Administration: Theory and Practice* 30, no. 6 (2024): 2154–61, <https://doi.org/10.53555/kuey.v30i6.5673>.

To improve teaching effectiveness, lecturers are encouraged to apply active, interactive, and technology-based learning methods, including through Merdeka Belajar Kampus Merdeka (MBKM) training and the use of a Learning Management System (LMS). In the field of research and innovation, the institution also encourages lecturers and students to be active in scientific writing and publication as part of strengthening academic culture.

Likewise, program implementation is designed to be adaptive through the active involvement of lecturers and students. A concrete example is the development of innovative student products (such as cookies made from local ingredients and liquid organic fertilizer) that not only have an impact on academic strengthening but also contribute economically to the surrounding community. The implementation of these collaborative activities confirms that participatory leadership at STKIP does not stop at planning but is also realized in measurable concrete actions.

Meanwhile, the application of leadership competencies in the context of higher education is more complex than in other sectors, as it encompasses academic, social, and organizational management aspects.²² The implementation of leadership competencies at STKIP Gotong Royong Masohi prioritizes the principle of mutual cooperation, which is reflected in various programs and initiatives. Based on the survey results, Mrs. Kalasum emphasized the importance of collaboration between lecturers, students, and the community to achieve the institution's vision of becoming a leading university in the field of education in Maluku by 2035. This includes developing a relevant curriculum and improving facilities and services for students.

Managerial competence is also reflected in the response to structural challenges related to the limited number of specialized teaching staff. The head of STKIP actively utilizes opportunities from the LPDP program to support the further studies of foundation lecturers. Thus, despite geographical limitations and access to qualified lecturers being common obstacles in regions such as Maluku, internal strengthening strategies through human resource development have become a consistent long-term solution.

Furthermore, in improving institutional quality, STKIP Gotong Royong Masohi has made various efforts based on national policies, such as the implementation of Permendikbud No. 53 of 2023 concerning Quality Assurance in Higher Education and Law No. 12 of 2012 concerning Higher Education. This strategy includes improving academic quality, facilities and infrastructure, as well as organizing training and seminars in

²² Luz María, Charlotte Monserrat, and De Jesús, "Perspective of Leadership in Higher Education: A Systematic Literature Review," *Journal-Schools of Economic Thought and Methodology*, 2024, <https://doi.org/10.35429/JSETM.2024.8.14.1.9>.

collaboration with LLDIKTI Region 12. These efforts are part of managerial responsibilities in meeting quality indicators and supporting institutional accreditation.

The managerial innovations implemented not only target academic aspects, but also the welfare of the academic community. For example, since 2018, all employees and lecturers have been registered with BPJS Ketenagakerjaan (Social Security Administration Agency for Employment), thereby providing better social protection. Additionally, the strengthening of the academic platform in the form of student-faculty discussion forums has become a creative outlet for fostering a culture of literacy and critical thinking. Thus, the innovations implemented are not only focused on improving the quality of education but also on enhancing social capacity and organizational well-being.

Furthermore, the implementation of leadership at STKIP Gotong Royong Masohi can be understood as a form of transformational leadership, where leaders strive to inspire and motivate lecturers and students to transcend limitations. This can be seen from the commitment of the Head of STKIP in promoting a culture of research, cross-study collaboration, and providing space for student participation in academic innovation. Thus, the implementation of leadership is not merely administrative, but transformative.

Under the current leadership of the Head of STKIP Gotong Royong Masohi, various partnerships have also been established, such as with related educational institutions, in this case, high schools and vocational schools, Bank BRI and Pegadaian, to improve students' financial literacy, as well as with LLDIKTI Region 12 in organizing seminars and training. The university also strives to improve its image through the development of a campus information system, online journal publications, and the recruitment of professional IT personnel to strengthen its visibility at the national level. All of these steps are part of a proactive managerial and leadership strategy to face challenges and realize competitive quality in higher education.

The head of STKIP Gotong Royong Masohi, Kalasum Selehulano, demonstrates the application of managerial competencies in various aspects of leadership. In terms of planning, STKIP has designed various human resource development programs, particularly for lecturers, through further studies at the master's and doctoral levels. Since 2016–2017, this college has encouraged outstanding alumni to continue their studies, with the support of the foundation, including through LPDP scholarships and cooperation with other external parties. These efforts demonstrate visionary leadership in preparing excellent human resources that support academic quality and the opening of new study programs that are relevant to regional needs.

From an organizational perspective, the Head of STKIP successfully

structured the internal organization, from the division of lecturer duties, strengthening student organizations (BEM, HMP), to the formation of special teams such as SPMI (Internal Quality Assurance System) and AMI (Internal Quality Audit) to ensure the quality of higher education. This step demonstrates managerial competence in building a structured, transparent, and accountable work system. Organization is also evident in external partnerships with local governments and private institutions that are used to support financial literacy, research, and the development of new study programs.

From a social leadership perspective, the head of STKIP played an active role in establishing cooperation with local government and legislative institutions to address the low participation in higher education due to the socioeconomic conditions of the people of Central Maluku. This strategy included educating the community about the importance of higher education and improving the image of the institution. In practice, the university has established partnerships with institutions such as the Jakarta Stock Exchange and Pegadaian to provide financial literacy to students as a form of innovation in educational services.

In this case, leaders who adopt the principle of mutual cooperation are leaders who emphasize cooperation, active participation, and deliberation in decision-making and collective problem-solving. Leaders act as facilitators who encourage all parties to work together, support each other, and strengthen solidarity within the community or organization. This model is often referred to as collective leadership, where the roles of leaders and members are dynamic and inclusive, creating a cooperative and sustainable environment. This approach is particularly relevant in the context of Indonesian culture, which upholds the values of togetherness and deliberation.

The head of STKIP Gotong Royong Masohi also adopts a visionary leadership style that is able to articulate a clear and inspiring vision, motivate, and empower members to achieve common goals. In the context of educational institutions, visionary leaders play an important role in building an organizational culture that is superior and adaptive to the changing times. In this case, the head of STKIP focuses on organizational goals, understands changing needs, plans for the long term, and develops a vision for the future of the organization.

The leadership of the Head of STKIP Gotong Royong Masohi has a strong socio-cultural dimension. Considering that STKIP was born out of the context of social conflict in Maluku in 1999, leadership is guided by the principles of mutual cooperation and reconciliation. There is no discrimination based on religion or ethnicity; instead, competition is encouraged on the basis of knowledge (knowledge-based competition). This value is a distinctive feature that sets STKIP apart from other universities, while also demonstrating leadership innovation based on

local wisdom.

Managerial leadership is also evident in efforts to strengthen the campus information system. The challenge of a shortage of IT personnel has been addressed with plans to recruit professionals to manage the institution's website and social media more optimally. The management of digital information aims to increase transparency, publish academic activities, and expand the institution's reach at the national level. This is an important indicator of the ability of university leaders to adjust policy direction to the demands of the digital age and the transformation of higher education.

Thus, leadership at STKIP Gotong Royong Masohi is oriented towards collaboration, innovation, and sustainability, creating an environment that supports academic and social growth for the entire academic community. This is also supported by the resources available to STKIP Gotong Royong Masohi.

However, challenges still arise in the managerial implementation process. One of them is the limited number of lecturers with specific specializations, which hinders the opening of new study programs. To address this challenge, STKIP Gotong Royong Masohi has implemented a human resource improvement program through further studies for lecturers. In addition, there is an LPDP program that is also utilized to increase the number of lecturers with doctoral qualifications. This step is a long-term strategy to meet the need for academic specializations relevant to the development of new study programs.

On the other hand, the socio-economic conditions of the people of Central Maluku, such as low per capita income and the tendency of high school graduates to immediately enter the workforce, remain obstacles to increasing participation in higher education. For this reason, the leadership strategy is directed at educating the community through cooperation with local governments and legislative and executive institutions.

This situation requires a strategic role from the head of STKIP through adaptive leadership and appropriate decision-making in order to improve academic quality and institutional competitiveness. In these circumstances, the managerial competence of the head of STKIP is key to creating an excellent and competitive academic environment.

Along with increasing competition among universities in Indonesia, the managerial abilities of leaders have become a crucial factor in maintaining the existence and improving the quality of institutions. The Resource-Based View theory emphasizes that an organization's competitive advantage is determined by its ability to manage resources, including human resources, finances, and infrastructure. Therefore, a study of the managerial competence of the principal of STKIP Gotong Royong Masohi is important, not only to address the local challenges in

Central Maluku, but also to contribute to the literature on higher education leadership in Indonesia, particularly in the context of teacher training colleges.

C. Evaluation of the Head of STKIP on Organizational Quality Improvement

From an evaluation perspective, STKIP Gotong Royong Masohi has demonstrated its commitment to improving academic quality in accordance with Permendikbud No. 53 of 2023 concerning Quality Assurance in Higher Education. This is also in line with Law No. 12 of 2012 concerning higher education. The main focus of this policy includes improving the quality of lecturers, facilities and infrastructure, as well as other academic aspects.²³ This law regulates a more comprehensive curriculum, including an emphasis on developing students as whole persons. One example is the establishment of sports as a compulsory subject to support character building and student health.²⁴

The evaluation at STKIP Gotong Royong Masohi is carried out in an integrated manner across all academic, human resource, financial, cooperation, and infrastructure aspects through the SPMI mechanism, internal audits, and periodic evaluation meetings that refer to the Strategic Plan, Work Plan, and annual performance reports. The head of STKIP demonstrates managerial competence in directing and controlling the evaluation process by involving all elements of the academic community and external partners to ensure objectivity and accountability. The evaluation focuses on measuring program achievement, policy effectiveness, and institutional quality improvement with data-based follow-up. Overall, evaluation activities are oriented towards continuous improvement of organizational quality through performance reflection and strengthening of a culture of quality.

The evaluation process is also conducted in layers, starting from routine reports every semester, monitoring the performance of lecturers and staff through SPMI, to follow-up on the results of internal quality audits (AMI). Academic sanctions are imposed on lecturers who do not meet learning standards, while awards are given to those who excel. This pattern shows that evaluation is not only control-oriented, but also empowerment and motivation-oriented. This data-based evaluation is one of the indicators of managerial success that supports institutional accreditation.

All of these actions illustrate that the leadership style applied by the Head of STKIP is participatory, adaptive, and collaborative. The principle of mutual cooperation is not only a symbolic value, but also an operational

²³ Sandey Tantra Paramitha et al., "Analysis and Evaluation of Law Number 12 Of 2012 Concerning Higher Education Based on Sports Needs for Students," *Jurnal Civics: Media Kajian Kewarganegaraan* 18, no. 2 (2021): 191–99, <https://doi.org/10.21831/jc.v18i2.42249>.

²⁴ Paramitha et al.

strategy in building an innovative and sustainable higher education ecosystem. The leadership style applied demonstrates the capacity to respond to local challenges with strategic solutions based on collaboration and internal capacity building.

This evaluation model is in line with the concept of Total Quality Management (TQM) in education, which emphasizes a cycle of continuous improvement through monitoring, evaluation, and follow-up. The evaluation applied at STKIP not only emphasizes compliance with standards but also encourages a culture of reflection and collective learning. With this approach, evaluation is not seen as mere control, but as a coaching tool that fosters motivation and enhances the professionalism of lecturers and staff.

Overall, these findings indicate that the managerial competence of the Head of STKIP Gotong Royong Masohi is not only focused on administrative aspects, but also touches on strategic, social, and digital dimensions in leading higher education institutions towards continuous quality improvement.

The results of this study show that the managerial competence of the Head of STKIP Gotong Royong Masohi plays an important role in maintaining the sustainability and quality of organizational resources. Long-term vision-based planning, an organization that emphasizes inter-departmental collaboration, program implementation accompanied by innovation, and structured evaluation are key strengths in dealing with resource constraints.

In addition, leadership is not only administrative in nature, but also touches on strategic, social, and adaptive aspects of global challenges, including digitization and improving the quality of human resources. These findings reinforce the theory that the effectiveness of leadership in higher education is greatly influenced by comprehensive managerial skills.

Thus, it can be asserted that the managerial competence of STKIP heads not only serves to maintain organizational stability but also encourages institutional development towards a more competitive and sustainable direction. This is an important contribution to the study of leadership in higher education, especially in regions with limited resources such as Maluku.

Conclusion

This study shows that the managerial competence of the Head of STKIP Gotong Royong Masohi plays a significant role in improving the quality of organizational resources, particularly through strategic planning, collaborative organization, implementation of innovative programs, and structured evaluation. The leadership exercised not only emphasizes administrative aspects, but also touches on strategic, social, and digital

dimensions, enabling the college to survive and thrive amid limited resources. This underscores the importance of higher education leaders having holistic managerial skills in facing local and global challenges.

The implications of this study are divided into two aspects. Theoretically, this study strengthens the study of higher education leadership by adding a contextual perspective from island regions with limited resources. Practically, the results of this study provide recommendations for higher education leaders, especially in rural areas, to continue developing managerial competencies through innovation, external cooperation, and strengthening internal monitoring systems. Thus, the success of leadership at STKIP Gotong Royong Masohi can serve as a learning model for similar higher education institutions in building sustainable organizational competitiveness and quality.

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