

Student Leader and Dynamics of Campus Life

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Abstract

This paper discusses student leaders, an interesting question is "What is an ideal student leader?" This question is difficult to answer, because apart from the many criteria, the form or figure of an ideal student leader is only a reference. What is clear, students are a group in society with a "student-style" style and association, they must be able to think critically - systematically. In addition, youth and pioneering spirit must be stimulated to continue to move to find self-identity without giving up intellectual values and concern for social reality. So what is the figure of a student leader in the dynamics of campus life? The answer is, it doesn't need to be difficult because they already have some adaptations. Students are required to be democratic in dealing with various problems, especially in the dynamics of campus life. Students are personified as intellectuals who seek the truth.

Keywords: Student Leaders, Dynamics of campus life and Democracy

INTRODUCTION

Against this student leader, an interesting question is "What is an ideal student leader?" This question is difficult to answer, because apart from the many criteria, the form or figure of an ideal student leader is only a reference. What is clear, students are a group in society with a "student-style" style and association, they must be able to think critically - systematically. In addition, youth and pioneering spirit must be stimulated to continue to move to find self-identity without giving up intellectual values and concern for social reality.

It is observed that each - each period always appears a characteristic of the "student movement". It's clear, the leader was in accordance with the trend of the period. This is an objective condition, it can be said that campus life is not stagnant, but continues to experience dynamics and transitions in its role according to the demands of development (New Order). Arbi Sanit argues that students are currently preparing themselves to enter a new movement pattern, namely professionals (Arbi Sanit, Indonesian Political System, Rajawali, Jakarta, 2000).

1. Scope

At least, the scope of leadership includes two main issues, namely leadership theory and leadership techniques. Leadership theory is a generalization of a series of facts on leader behavior and leadership concepts, and emphasizes historical background, emergence of leaders, requirements of leaders, characteristics of leaders, main tasks, functions and ethics for leaders. Leadership techniques are the abilities and technical skills

of leaders in applying leadership theories in life practice and in certain organizations, which include the concepts of thinking, daily behavior and the tools they use. Such is the universality of leadership, it always exists in every human endeavor. The same goes for organizations and groups. Therefore, leadership is a complexity between the leader and the led. Leadership functions to invite and move others to make efforts to achieve goals. No wonder every leader is required to have the ability to influence others. The conception of leadership, at least must always be associated with 3 (three) important things, namely power, authority, ability and intellectuality. Stogdier believes that a leader must have:

- a. Capacity: intelligence, alertness, judgment.
- b. Achievements: academic, science, sports
- c. Responsibilities: independent, initiative, diligent, tenacious, confident, aggressive and desire to excel.
- d. Participation: active, cooperative, adaptive, have a sense of humor.
- e. Status: popular and quite high socioeconomic status.

It must be admitted that not all are high enough. That much ability that is clear all leaders have that much ability. What is clear is that the leader is superior in the field of morals and character and is sensitive to the environment.

It should be contemplated here, that what is very important in these criteria is what was described in Thaffir bin Husin's letter to his son, namely Abdullah bin Tahaffir who became the ruler of the territory of Egypt and Raqqah. He wants leaders to always be aware and aware that God is always watching over them (Ibnu Khaldun, in A. Rahman Zainuddin, 1992). Thus, the prerequisites for leaders are not only related to humans, but also to God, namely showing piety and obedience to what was said by Him and ordered by His Prophet (Soemarsaid Martono in Miriam Budiardjo, 1991).

2. Decision Making

This aspect is the essence of leadership. This is because the starting point of all discussions about process patterns and decision-making techniques originates and leads to leaders. So, a leader must have the courage to make decisions and assume responsibility for the risks that arise as a consequence of the decisions he has taken.

A leader is said to be successful if he is able to make firm and good decisions. Because the decision itself will affect the efficiency of the organization and can even cause failure in achieving organizational goals. In essence, decision making is a systematic approach to a problem. Thus, collecting facts and data, determining several alternatives and then taking the action that is considered most appropriate.

3. Successful leaders and effective leaders

Successful Leaders

Some types of successful leaders are:

- 1) Bureaucracy, is someone who is rational, well trained, according to policies, procedures and regulations that are steady. But this type of leader is too controlling, anti-change, pays too much attention to details, emphasizes office rights and fears creativity.
- 2) Bigots, this type of person likes to be alone in terms of organization and listen to their own heart. As a result, they attract a rather small group of like-minded subordinates, but are narrow and not organizational, although they are efficient in reviving flagging areas and carrying out radical changes quickly and precisely.
- 3) A Machiavellian. Always try your best to win as much as possible by using a power strategy, and not rationally. They look down on people who are easy to make peace and compromise and ignore human considerations.
- 4) An advocate. They are lovely, but try too hard to be accepted by people. The result is not being able to inspire respect, showing excessive understanding of the views of subordinates, ignoring the legitimate requirements of the organization.
- 5) A Climber. Without loyalty to the organization, superiors and colleagues, unless it benefits themselves, seek success by concealing personal aggression.
- 6) People who wait for good opportunities. Someone who is always waiting for a good opportunity, then the characteristics that stand out are indecisive, procrastinating and indecisive.
- 7) Friendly People. He is friendly and shallow, socially skilled, fun and friendly. They only seek win-lose relationships and use people for their own ends.

Effective leader

- 1) Entrepreneurship. Their potential to take risks is surpassed by their determination to achieve, this type can be workaholic, ready to face any challenge and pay whatever it takes for personal and organizational success. They are innovators who are individualistic, assertive and strong-willed, sometimes a bit over the top. Unfortunately, they tend to fend for themselves and rarely develop a strong successor.
- 2) Company Entrepreneurs. They have the skills to run large organizations, powerful but not strict, slick but not fake, assertive but rarely aggressive, very high employee orientation, guiding but not overly controlling, giving subordinates broad autonomy within firm boundaries, tough but helpful, rewarding Big to achievers, but pushes hard on latecomers.
- 3) Development. Able to create a warm and friendly work environment. Unfortunately sometimes human considerations get a higher priority than organizational demands, their personal loyalties sometimes interfere with the maximum achievement of organizational goals.

- 4) Builder. Usually in a technical function, motivation comes from the work/task itself and from the drive to do something as well as possible. Not thirsty for positions, compete with challenges, not with colleagues.
- 5) Unifier. They create an atmosphere of equals, where ideas are stated candidly and criticized harshly. Productive match is highly recommended. Leadership is shared and carried out by executives (sections) who have sufficient knowledge and experience.
- 6) Player. Judges others on what they can contribute to the group, looks down on the weak and replaces them straightforwardly, opportunistic but not unethical, individualist but willing to cooperate, innovative but willing to obey the rules of the game, powerful but not destructive, tough but fair, unattached emotionally towards subordinates but willing to help them.

One thing that must be held is that there is no pure type in leadership, none of the leaders who can be described fit the above types, because sometimes they behave differently from the existing "standards" / standards. But there is still a dominant pattern of behavior. This also applies to you - the student - and the behavior you adopt as an alternative strategy.

4. What the leader strives for.

What is being attempted can be summarized in at least 3 (three) words: appropriate, in line with and complying with procedures/principles. Leaders may - may play this role and that (several types above) for a certain time. But more or less there must be compatibility between values and behavior, leadership style and strategy. If not, the leader can be considered strange or even worse.

To ensure that the leader's behavior is suitable, in line with and adheres to the principles, there are 3 (three) guidelines, namely:

Sensitivity to clues

- a. The skill of receiving signals sent by organizational units, this allows leaders to pay attention to behaviors that are considered valuable, that are rewarded, that are acceptable, that are not heeded that are unacceptable or that cannot be allowed.

Sensitivity to cues

- a. The ability to receive signals sent to units within the organization, this process must take place cumulatively.

Willingness to negotiate:

For leaders to be effective, they must strive to establish relationships with superiors, peers and subordinates. In this case there are 4 (four) basic strategies that can be used:

- a. Collaborative: used to bring about mutually beneficial cooperation.
- b. Accommodative: balanced
- c. Defensive: If things happen out of plan, trying to improve the situation while maintaining the orientation of both parties / multiple parties.

d. Firm: A stronger plan for a problem, decision or course of action.

There is no "magic formula" for what a leader should strive for, but you can take positive steps to improve behavior by asking the right questions, such as;

- a. In leading, what exactly will I achieve in the short term? in the long run?
 - b. What strategy should I use? what changes do you want?
 - c. Why are there so many colleagues in the organization? What are they looking for?
- Remember, that no two people have the same demands from their involvement.

RESULTS AND DISCUSSION

In fact, as I mentioned at the beginning of this article, campus life does not stagnate, but continues to experience dynamics plus role transitions according to the demands of development (the new order).

With the title he bears, at least, students are in 2 (two) dimensions, namely as an intellectual group and as a successor / relay of the baton of struggle from the previous generation. So, the demands on students are that in addition to completing their studies, they must also have social concerns. it is not surprising that Phillip G. Albatch said that there are 2 (two) functions of the "student movement" as a process of change, namely fostering social change and encouraging political change (Phillip G. Albatch: 1988).

The question that then arises is what campus dynamics do we want? Is there continuity between one period and the next or does it shift? because don't forget, students' backgrounds are different. The impact of orientation on campus and lectures is also different. For that, at least what can be identified here are:

- 1) Students are only studying, without being preoccupied with other things.
- 2) Routine lectures plus courses (computer, tax and so on).
- 3) Lectures, courses and become campus activities.
- 4) Lectures, courses (modelling, sports and so on).
- 5) Lectures, courses, campus activism, off campus and work (apprenticeships, free lances, and so on).

Consciously, where are we? or are there still other variations that students can do? everything is legal and okay, that's the student's right. That's the dynamic. This means that those who enter the identification above can interact well with each other, support each other and not make it a difference, respectively. With that also already exists in the minds of each - each. With that they also form groups - groups that tend to share the same thoughts, behaviors and principles.

Such is the complexity of campus dynamics, that sometimes and even frequent conflicts occur between fellow students of the same alma mater. The two interests that usually contradict each other are those who become non-material activists and show students, namely those who show off materially, are menor and pretend to be rich, these two groups make it an "event" even though from a different perspective.

And it is increasingly apparent that today's students are contaminated with practical-pragmatic thoughts that are based on the direction of the future, they prefer a neutral

attitude or tend towards ready-to-use personnel, rather than being involved in discussions and seminars, who is wrong?

Not anyone's fault. If you want to blame, then blame the era that is moving rapidly without limits. The era of globalization has created stress, students immediately think like typists and errand boys. The important thing is that they can be accepted to work with big salaries, the skills they have are only on par with high school juniors, nothing more. But just look at the contents of their brains, stunted, empty of capable scientific insights. This is very unfortunate, in the end they become industrial robots that only get the ability to work higher than the ability to think.

In the 2000 era, students did not have to show themselves and their thoughts to return to the 1966 class. What might be emulated is the courage of the strategies and issues offered. Play with the waves, but don't sink, be smart - be good at reading the situation. When "opposite" with the government. No need to be frontal, but dialogical. Because there are already paths and signs that must be passed.

In some detail, the dynamics of campus life can be seen from several aspects, namely:

1. Campus Internal Organization

Currently, there are SMF, SMPT, BPM and other organizational units, which must be recognized that the government underestimates their breakthrough. Why is that ? Two important events that are "believed" as the cause are:

- a. Dissolution of the Student Council (DEMA) with the Decree of the Minister of Education and Culture No. 028/U/1974 and No. 0156/U1979
- b. SKS application and refinement of the NKK / BKK concept through the Minister of Education and Culture Decree No. 0457/0/U/1990.

It was these two decrees that led to the role of students as a moral force in breaking down political and intellectual establishments and presenting fresh ideas, almost totally short (Railan, 1985: 40).

Students cannot practice politics on campus, but are only allowed in organizations outside campus. In fact, which off-campus organizations cannot be separated from government "interference". The quantity is limited. As a result, "dead ends", a new trend emerged in the student movement, namely solidarity groups towards certain social cases. Thus there must be proper and healthy reciprocal communication between students and university leaders so that channels do not get stuck.

2. Lecture System

The concept of the Semester Credit System (SKS), where students can only get a maximum of 7 years of study time, has become a barrier to movement on campus. Especially with the drop-out system per four semesters. This condition forces students to always finish lectures quickly, so that the orientation that appears is pragmatic. Absenteeism must be 75%, there is no warm discussion, the lecturer is the only resource person, textbooks are ignored, the memorization system is not able to develop good and precise reasoning (just like high school), lecturers are difficult and easily offended when

asked questions, etc. This is an objective condition, do not be surprised if students become passive, rather linger on campus just for discussion.

3. Association

Because the campus is "intentionally conditioned to become a factory of working robots, it's no wonder that society tends to be materialist. It wasn't thick books or photocopies that were brought to campus, but the latest model of clothing which dominated, in college it was forbidden to wear T-shirts, let alone sandals (even though it was the Bata brand). Surprisingly, female students who wear lecture clothes are just a complement. It is not surprising that there is a fairly large gap. The campus is a prestigious "eyewash" place.

CONCLUSION

If possible, I try to combine the two subtitles above into "Student Leader Figures in the Dynamics of Campus Life". Then, what kind of figure? The answer is, you don't need to bother - it's difficult because they already exist, I described above, with some adaptations. Students are required to be democratic in dealing with various problems, especially in the dynamics of campus life. In Edward Shies' view, students are personified as intellectuals who seek the truth (Alfian Darmawan, 1993). Therefore, it is very wrong if every effort to analyze the future of the nation is neglected by students (Seymor Martin Hipset in Arbi Sanit, 1992).

Returning to the figure of the student leader above, what criteria should be applied? At least ;

1. He must stand out, both in terms of his student potential and attitude
2. He must understand the aspirations of the students he leads.
3. Aware of the responsibilities and obligations of having been trusted by the electorate students.
4. Have broad interests and a clear commitment to the interests of students.
5. Strong character as a good leader. (adaptation of the criteria for future national leaders from Soemitro, 1992).

If we stipulate here that the student leader is in:

1. BPM, then he will be chairman of BPM.
2. SMF, then he will be chairman of SMF.
3. SMPT, then he will be chairman of SMPT.

Now the most important thing is how the student leaders can "play with the waves, not get carried away or drown in the waves".

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