The Role Of Higher Education Leaders In Improving Students' English Language Skills

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Article Info	ABSTRACT
	English language skills are now mandatory for students to master. Because English is an international language, it will be an asset in competing. Higher Education Leaders are figures who are responsible and essential in improving students' English language skills. This research aims to see and examine how university leaders play a role in improving students' English language skills—a type of descriptive qualitative research. Data collection uses interview, observation, and documentation methods. The research uses stages of data reduction, data presentation, and data verification. The research results show that university leaders play a role in improving students' English language skills. Higher education leaders act as educators, managers, leaders, and motivators. Four stages are carried out to improve students' English language skills: the training stage, habituation stage, development stage, and learning stage. To improve students' English language skills, higher education leaders are the determinants of success whether students have good and competent English language skills.
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INTRODUCTION

Nowadays, English is becoming increasingly important. English is the language used for international communication. In the era of Industrial Revolution 4.0, English was used to communicate globally through digital technology (Mohd Adnan *et al.*, 2019; Purba, 2022a). English is also used in technology platforms and applications to encourage global cooperation. Improving English skills is essential because it will provide more value for those who master it fluently. Those who have good English skills will have added value. Apart from that, it is an opportunity to continue developing skills. English language skills can be utilized to develop skills in the profession through global platforms, where most of these platforms use English (Suherdi, 2019; Turmudi, 2020). It can be concluded that without English, sources of information for development will be more limited. Technological developments are currently filled with artificial intelligence, making English the operational language. It increasingly emphasizes that everyone, especially students, must possess English language skills (Purba *et al.*, 2020; Purba, 2021).

English is an inseparable part of every existing field. English has become the language of instruction for communication, business, science, information technology, and entertainment. English is becoming unavoidable in several fields, such as computing and medicine. English is also inevitable in social and political science (Sela and Luke, 2020). Again, it emphasizes how the ability to speak English is one of the most essential life skills. English is not only a communication tool but also the key to opening various opportunities in the future. For students, English is not only a means of communicating globally. Many English lecture materials will open up more sources of knowledge (Lestari, Musarokah and Prashanty, 2020). English has become an international language in various fields, such as business, technology, tourism, and global communications. Therefore, students need to have strong English language skills. Mastery of English will open the door to various opportunities, both in career, education, and understanding an increasingly connected world (Alakrash and Razak, 2020).

Based on initial observations at STMIK Kristen Neumann Indonesia, students still get learning results that could be more optimal when learning English. Student grades are still far from expectations. Of the 35 students observed, more than 50%, or around 26 students, still failed the exams. STMIK Kristen Neumann Indonesia collaborates with several international institutions. When meetings were held with these international institutions, and STMIK Kristen Neumann Indonesia students were asked to communicate in English, many students still needed clarification. Many even needed help understanding and were not confident. This picture was seen several times when STMIK Kristen Neumann Indonesia held meetings with international institutions. This condition is indeed very worrying. STMIK Kristen Neumann Indonesia already has programs that help its students develop good English language skills. Lecturers who teach English are also often reminded that students should be trained and taught as best as possible so that they have good English language skills. Even STMIK Kristen Neumann Indonesia created an English Day program through the regulations of the Higher Education Leadership, in this case, the Chair of STMIK Kristen Neumann Indonesia. On a particular day, the academic community of STMIK Kristen Neumann Indonesia must speak English in the STMIK Kristen Neumann Indonesia environment. All the steps and formulas taken could not significantly improve the English language skills of STMIK Kristen Neumann Indonesia students. Is the leadership of the STMIK Christian Neumann Indonesia College lacking in supporting this program.

Higher Education Leaders, such as the Chair of STMIK, have an essential role and are required to carry out the duties and responsibilities associated with educational leadership. Higher Education Leaders play an essential role as managers of teaching in higher education to ensure that the educational curriculum runs as expected. Higher education leaders are said to be successful if they have good strategies and performance in implementing and achieving each higher education development program. The role of higher education leaders is decisive in determining the progress of the institutions they lead. Of course, it has the competence and managerial competence of higher education leaders so that they can produce quality students. Higher Education Leaders are also responsible for implementing teaching and education in Higher Education. Research (DeDeyn, 2021;

Egitim, 2021; Uaikhanova *et al.*, 2022) states that whether students successfully master specific fields or competencies all lies in the policies implemented by the university's leadership. It aligns with research (Shah, 2019; Erdel and Takkaç, 2020; Noori, 2021), which states that higher education leaders are central to creating competent students with expertise. Research (Alwadi, Mohamed and Wilson, 2020; Naz and Rashid, 2021; Purba, 2022b) also supports previous researchers' statements, where it was also found that the leadership of higher education institutions determines the implementation of all programs in the institution. Even when there is a program whose results do not meet expectations, what is being questioned is the managerial ability of the leadership of the higher education institution.

A leader must be able to understand leadership management and interpret the principal's role in leading every teacher and staff in the school. Role means a person or function. Roles are the tools every person in society is expected to have (Kiral, 2020). The role is a concept regarding what an individual does that is significant for the social structure of society; this role includes norms and values that are developed by a person's position in society, a role in this sense, it is a series of rules that guide a person in social life. A role is an effort or ability ordered by a person to complete their obligations according to the specified position. It has the option to provide good information and results so that they can do the job according to what is expected by the job (Toprak, 2020). Higher education leaders are mandated to lead a school where the teaching and learning process occurs, and there is cooperation between educators who provide lessons and students who receive those lessons. A higher education leader is a person who leads a formal educational organization based on a decision letter from the highest body (Bakar, 2014; Purba and Verawardina, 2021). A college leader is responsible for providing teaching with collaboration between students and educators. Not only that, but higher education leaders also have a role in driving the success of higher education to achieve the goals the higher education wants to achieve (Zaini, Barnoto and Ashari, 2023).

This research examines how university leaders improve students' English language skills. The research object was carried out at STMIK Kristen Neumann Indonesia. This research is essential because English is an international language that will become an essential communication tool for students in the future. This research is vital because English language skills will be the door for students to move on to more advanced things. This research is essential because institutional leaders are the determinants of work programs running at the higher education institutions they lead. So, it is essential to examine whether it is running well or not. If not, what should be done to fix it? If so, what else should be done to improve it even more? The difference between this research and previous research is that the target of the research is the Chair of STMIK, and the subject studied is English, which is currently a critical language. The novelty of this research is in terms of the leadership variables that will be studied. It will be seen whether something needs to be corrected, improved, or improved from these variables. In the future, this research can also be a reference in improving students' abilities for other abilities.

METHODS

The type of research is qualitative field research. Produces descriptive data in the form of written or spoken words controlled by people and actors, focused on the individual's background as a whole. The object in this research is a field object that can provide information about research studies (Makbul, 2021). In this case, STMIK the target of research that focuses on implementing the role of the Chair of STMIK in improving students' English language skills. Type of descriptive qualitative research. That describes and interprets objects as they are. It is usually done to systematically describe the facts and characteristics of the studied object or subject (Setyosari, 2016). This approach describes everything related to the role of the Chair of STMIK in improving students' English language skills.

Data sources include data storage places in people, objects, movements, and places. Two data sources used in this research are primary and secondary. Primary data is data collected, processed, and presented from primary sources. Primary data was obtained from interviews with informants and observations. A sampling technique is needed to obtain informants. This research uses a purposive sampling technique because the researcher feels that the sample taken and who knows best the problem to be studied is the researcher. Secondary data in this research is in documents or daily notes, and supporting data is in publications and journals. In this case, the author uses sources from books or documentation related to this research (Sugiyono, 2010).

The data collection techniques in this research are:
1. Observation
   Researchers search for and collect data by observing and recording the research object, namely students' daily activities in carrying out activities and learning English. Then, it is linked to the Chair of STMIK, who is responsible for implementing activities, programs, and English language learning.
2. Interview
   Data was obtained from interviews with the Chair of STMIK, Deputy Chair 1, English lecturer and STMIK student. The Chair of STMIK, being responsible for the implementation of activities, programs and English language learning, provided valuable insights into these areas.
3. Documentation
   To obtain complete research data, display a representative picture of the research object.

RESULTS AND DISCUSSION

The Role of Higher Education Leaders in Improving Students' English Language Skills

Regarding the role of the Chair of STMIK Kristen Neumann Indonesia in improving students' English language skills, as explained by the Chair of STMIK Kristen Neumann Indonesia, he said that:

"A role is an effort to influence another party to do something as we want. When there is a desire to improve English language skills, it must motivate and support this

intention. In this way, what is desired will be achieved, in this case, an increase in English language skills."

Chair of STMIK Kristen Neumann Indonesia in carrying out her role as an educator by involving lecturers in English language training, building a conducive STMIK environment, and supporting the entire academic community in learning English. Initially, the Chair of STMIK, Kristen Neumann Indonesia, involved lecturers in English language learning training. As the results of the interview:

"As a lecturer, I can do my best, never stop, and not stagnate. Lecturers must be dynamic, progressive, and creative and follow changes, especially those related to English language learning. Even though STMIK Kristen Neumann Indonesia still needs to be included in the international higher education category, English has been taught that it sticks and becomes a culture. Lecturers are always supported and sent to take part in English language training. As Chair of STMIK Kristen Neumann Indonesia, it provides as much space as possible for lecturers to be creative. "The aim is to provide more information regarding English language learning so that it will further develop and take root in STMIK Kristen Neumann Indonesia."

As an educator, the Chair of STMIK Kristen Neumann Indonesia, must also be able to build a conducive academic community environment. As the results of the interview:

"In building a conducive STMIK Kristen Neumann Indonesia Academic Community, starting from understanding the vision and mission of STMIK Kristen Neumann Indonesia. So the entire academic community of STMIK Kristen Neumann Indonesia, whether as Chair of STMIK, deputy chair, lecturers, education staff, or even foundations, must understand the vision and mission of STMIK Kristen Neumann Indonesia. If everyone understands the vision and mission of STMIK Kristen Neumann Indonesia, one of which focuses on learning English, everyone must feel ownership and responsibility for the program. If everyone feels ownership and responsibility, everyone will feel involved and participate, not just dominated by one party. If multiple parties dominate the program, it will run better. Therefore, togetherness, cohesiveness, participation, and involvement will create a conducive environment. By creating a conducive environment, it will also create an environment that is synonymous with English. "The habit of practicing and speaking creates an environment synonymous with the use of English, so from the habit of practicing and speaking, the STMIK Kristen Neumann Indonesia academic community is not allergic to the continued use of English."

The Role of Higher Education Leaders as Managers

Chairperson of STMIK Kristen Neumann Indonesia, carrying out his role as manager, is to create pleasing cooperation with the parties involved in improving English language skills, empower parties involved to improve English language skills and make the program successful. The Chair of STMIK Kristen Neumann Indonesia also organizes, directs, and controls programs to improve English language skills and can encourage the academic community of STMIK Kristen Neumann Indonesia to speak English. The role of the Chair of STMIK Kristen Neumann Indonesia as a manager, the first thing is that the Chair of STMIK

Kristen Neumann Indonesia creates good cooperation with the parties involved in improving English language skills. As the results of the interview:

"After all, the Chair of STMIK is a manager, so he must have managerial skills. This managerial ability begins with how the Chair of STMIK makes a plan. After making the plan, he will produce a program; then, the program is executed and then evaluated. As Chair of STMIK, I need help to improve my English language skills, but the deputy chair and lecturers with competence in that field assist me. Within the scope of STMIK, management is related to supporting the implementation of activities to improve English language skills, namely by motivating all lecturers to upgrade and update themselves. Lecturers should not say they cannot; they do not know. I will try to learn; that is part of improving my English language skills. "The meaning above is the ability to speak English here means the courage to change, the courage to try, and the courage to continue learning."

The Chair of STMIK Kristen Neumann Indonesia, as manager, must also be able to empower all parties involved in making efforts to improve students' English language skills a success. As the results of the interview:

"In empowering the parties involved in improving students' English language skills, I, as Chair of STMIK Kristen Neumann Indonesia, gave me the task of compiling learning modules. I will ask the lecturers and deputy heads to prepare a training schedule. Every week, an update on the learning and training must be provided. All students are involved in learning and training. Regarding speaking with native speakers, we will connect later with STMIK partner Kristen Neumann Indonesia. However, in the current situation, native speakers are still scheduled to participate in training. So, in the future, there will be many natives who can be used as training tandems. As Chair of STMIK Kristen Neumann Indonesia, I admit that several things are still in process and being explored. Due to the condition of STMIK, Kristen Neumann Indonesia is still building and completing several facilities and infrastructure. "STMIK Kristen Neumann Indonesia will later prepare many new things to improve the English language skills of STMIK Kristen Neumann Indonesia students."

As a manager, the Chair of STMIK Kristen Neumann Indonesia, also organizes, directs, and controls activity programs, especially those related to efforts to improve student's English language skills. As the results of the interview:

"STMIK Kristen Neumann Indonesia already has programs and formulas to improve students' English language skills. As the Chair of STMIK Kristen Neumann Indonesia, I believe all programs are built with positive intentions. A good program will only run well with supervision and support from other parties. Regarding efforts to improve students' English language skills, one of them is STMIK Kristen Neumann Indonesia, which has a program called English Day every week. On the appointed day, the entire academic community of STMIK Kristen Neumann Indonesia must speak English within the STMIK Kristen Neumann Indonesia environment. Apart from that, one must practice English for at least 10 minutes before starting to learn. There are no ambitious targets, at least to cultivate students in English. The Chairperson of STMIK

Kristen Neumann Indonesia can manage, direct, and control; in this case, it is more about motivating lecturers and targeting the implementation of activities to improve student's English language skills, such as giving deadlines for learning, providing a clear schedule because in at least one year they have to able to speak English fluently."

The Chair of STMIK Kristen Neumann Indonesia must also encourage the entire academic community of STMIK Kristen Neumann Indonesia to participate in the program to improve their English language skills. As the results of the interview:

"Encouraging the STMIK Kristen Neumann Indonesia academic community to participate in a program to improve their English language skills, namely, before we order something to be done, we have to do it first. The chairman of STMIK Kristen Neumann Indonesia, must set an example by speaking English every time he meets with the STMIK Kristen Neumann Indonesia community. Another thing, of course, is that I, as Chair of STMIK Kristen Neumann Indonesia, also motivate and support the academic community of STMIK Kristen Neumann Indonesia to get used to speaking English. As Chair of STMIK Kristen Neumann Indonesia, I involve several people in this program to improve my English language skills, such as the deputy chair, English lecturers, and several other parties. As Chair of STMIK Kristen Neumann Indonesia, I also supervise English lecturers who have been supervised in selecting students for competition activities related to English, such as English speech competitions, English debates, and other competitions. As STMIK Kristen Neumann Indonesia, speaking English is not forced but must be used to it.

The Role of Higher Education Leaders as Leaders

Regarding the role of the Chair of STMIK Kristen Neumann Indonesia as a leader, the Chair of STMIK Kristen Neumann Indonesia must be able to lead the program in improving English language skills to achieve the desired goals. As the results of the interview:

"There are several ways for me as Chair of STMIK Kristen Neumann Indonesia to lead the program to improve English language skills at STMIK Kristen Neumann Indonesia, including coordinating with the deputy chair, lecturers, guardian lecturers, and the academic community of STMIK Kristen Neumann Indonesia. As Chair of STMIK Kristen Neumann Indonesia also motivated the morning meeting by mentioning the importance of having English language skills. Then STMIK Kristen Neumann Indonesia also allocates 10 minutes for English language activities every morning. Next, they evaluated all activities related to the program to improve English language skills. There are ideal goals, of course, if they are ideal or satisfying. STMIK Kristen Neumann Indonesia's English language program still needs improvement. Likewise, as the Chair of STMIK Kristen Neumann Indonesia, at least every semester, there must be an improvement in students' English language skills. Well, this target has yet to be exceeded; what has been achieved is that students have started to dare to speak English. Then we already have the initiative to start talking in English."

Based on the interview results, the role of the Chair of STMIK Kristen Neumann Indonesia in improving students English language skills as presented above can be concluded that to improve student's English language skills, the role of the Chair of STMIK Kristen Neumann Indonesia as a leader is needed. The role of the Chair of STMIK Kristen Neumann Indonesia as a leader is to collaborate with all parties involved, provide motivation, allocate time to practice English, and evaluate these activities. It was done by the Chair of STMIK Kristen Neumann Indonesia, who led the program in improving students' English language skills to align with the goals to be achieved.

The Role of Higher Education Leaders as Motivators

Regarding the role of the Chair of STMIK Kristen Neumann Indonesia as a motivator, namely, the Chair of STMIK Kristen Neumann Indonesia has a strategy to motivate the implementation of the program to improve student's English language skills and also organize a harmonious academic community of STMIK Kristen Neumann Indonesia so that a conducive atmosphere is created when carrying out programs to improve skills. In the English language. As the results of the interview:

"As Chair of STMIK Kristen Neumann Indonesia, I continue to motivate the lecturers and the entire academic community of STMIK Kristen Neumann Indonesia that everyone who tries to give their best will get the best results, likewise in terms of insight, wisdom, or wisdom in dealing with health problems. Lecturers who always practice and support programs to improve English language skills will be successful. On the other hand, if lazy, the brain will be dull and not progressive. "The hope is that with all this, the academic community of STMIK Kristen Neumann Indonesia can be motivated, maximizing all their abilities to improve students' English language skills."

Based on the interview results regarding the role of the Chair of STMIK Kristen Neumann Indonesia in the program to improve the English language skills of STMIK Kristen Neumann Indonesia students as presented above, it can be concluded that to improve student's English language skills, the role of the Chair of STMIK Kristen Neumann Indonesia as a motivator is needed. As a motivator, the chairman of STMIK Kristen Neumann Indonesia, is implementing enthusiasm for the entire academic community of STMIK Kristen Neumann Indonesia in the program to improve English language skills by providing rewards. It is done to make the STMIK Kristen Neumann Indonesia academic community an environment full of English language activities.

It can be concluded that improving students' English language skills must align with the role of the Chair of STMIK Kristen Neumann Indonesia. Role after role is carried out to progress STMIK Kristen Neumann Indonesia. Even though its implementation has not been implemented optimally, the role of the Chair of STMIK Kristen Neumann Indonesia has dramatically influenced the program to improve student's English language skills by programming regular training and learning, motivating the entire academic community of STMIK Kristen Neumann Indonesia to discipline English, involving students in various English language competitions to produce students who excel in English, supervising activities to improve English language skills and evaluating each activity that has been carried out.

CONCLUSION

The Chair of STMIK Kristen Neumann Indonesia in improving the English language skills of STMIK Kristen Neumann Indonesia students includes the role of educator, manager, innovator, and motivator. The role of an Educator is to involve lecturers in training to increase professionalism in teaching English. As Manager, the Chair of STMIK Kristen Neumann Indonesia can collaborate with parties involved in the program to improve English language skills for STMIK Kristen Neumann Indonesia students. In managerial skills, the deputy chairman assists in making plans. After making the plan, a program will be produced; then, the program will be executed and evaluated. As Leader, the Chair of STMIK Kristen Neumann Indonesia leads the program to improve the English language skills of STMIK Kristen Neumann Indonesia students, including coordinating with the entire academic community of STMIK Kristen Neumann Indonesia. Chairperson of STMIK Kristen Neumann Indonesia is motivated to improve their English language skills. In terms of Motivators, the Chair of STMIK Kristen Neumann Indonesia motivates the entire academic community to implement programs to improve the English language skills of STMIK Kristen Neumann Indonesia students.

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