

Educational Management Millennial Leadership Characters in Increasing the Competitiveness of Higher Education at STAI Al-Falah and STAI Bakti Persada

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Abstract

Because universities lack millennial leadership, their competitiveness is low. The study examines how STAI AL-FALAH and STAI Bakti Persada handle millennial leadership character education to boost higher education competitiveness. The research aims are to examine planning, organization, implementation, evaluation, problems, solutions, and impact. Terry (2019), Lickona (2012), and Robbins (2015) hypothesis. Qualitative case study research is used. The data collection methods are observation, interviews, and documentation. Results of research (1) Planning was done in accordance with planning concepts in theory and in the program's rules, as well as theological ideals like honesty. (2) The organization followed theoretical organizing principles, program requirements, and physical values. (3) The execution followed theoretical and program criteria and ethical values. (4) The evaluation followed evaluation theory and program criteria, as well as Teleological values. (5) Communication, socializing, and collaboration with external parties are lacking, although problems have been handled. Good and coordinated communication, socialization, and collaboration with external parties can solve the problem. (7) Millennial leadership character education increases the competitiveness of Higher Education at STAI AL-FALAH and STAI Bakti Persada, affecting students, lecturers, education staff, universities, and ICT-based abilities like mastering useful applications and computers. Conclusion: Millennial leadership character education management increases higher education competitiveness by following character education and life values management principles.

Keywords: Management, Education, Character, Leadership, Competitiveness, and Higher Education.

INTRODUCTION

Article 31 of the Fourth Amendment to the Constitution of 1945 states that the right to a good education is guaranteed to all inhabitants of Indonesia. The paragraph A quality education should be accessible to all citizens. (2) The government must ensure that all citizens have access to basic education and must also pay for it. (3) In accordance with legal requirements, the state endeavors to establish and maintain

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a national education system that promotes moral excellence, religious devotion, and the development of a strong sense of national identity. (4) In order to cover the costs associated with implementing national education, the state provides a budget for education equal to at least 20% of both the state and regional budgets for revenue and spending. (5) For the benefit of society and all people, the state promotes scientific and technological progress by protecting religious principles and national unity. There are both human and non-human components to the pursuit of educational goals, and this is especially true for educational institutions. Hence, these components' performance will reveal the educational organization's capacity to reach its objectives.

Academies, polytechnics, high schools, institutes, and universities are all examples of educational institutions that offer higher education. Academia has a responsibility to serve the public through teaching, research, and service. Academic, professional, and vocational programs can all be organized by universities. Only students who have earned degrees from colleges and institutions that have officially been granted that authority may use their academic, professional, or vocational credentials.

In this age of intense global competition, the nation's universities must play a pivotal role in preparing its workforce to succeed. Higher education in this nation has generally lagged behind, sometimes even ignoring the people's actual social, economic, and cultural circumstances. In order to reclaim their rightful place as guardians of knowledge and actively participate as catalysts for social transformation, universities must regain their autonomy and independence.

Positioning a university in the ranks of the greatest institutions demands significant adjustments so that it can compete (better competitive scenario). It is essential for a university to have a strategic goal. This can't be achieved by simple organizational development alone; an intricate institutional transformation is required. The foundation of a nation's intelligence lies in its higher education system, which is itself a product of a cooperative academic community that upholds academic principles. It stands apart from other organizations because of this.

In order to alter a higher education institution, one must make significant adjustments that will yield academic, social, and economic values. Every aspect of the institution is being rethought and redesigned as part of this transformation, including the strategy, structure, systems, stakeholder interactions, personnel, competency, leadership style, and shared values. The goal of this institutional transformation is to restore universities to their rightful place as catalysts for social and economic change through improving students' access to high-quality education, increasing their employability, fostering innovation, and empowering underrepresented groups.

It is difficult to manage a university, particularly when trying to entice new students. On the flip side, universities offer stronger competition to colleges and universities when it comes to attracting new

students. This is where schools of higher learning should focus on figuring out what aspects of their operations are most relevant to potential students. It is not a simple task to comprehend the elements that prospective students take into account while selecting a university. College admissions are huge decisions, whether you want to acknowledge it or not. For obvious reasons related to money, but also because this is a choice with far-reaching consequences for the futures of potential students. The reason behind this is that many individuals believe this decision might impact a student's future in terms of their job, friendships, social life, and overall happiness. To many parents and prospective students, the choice to attend college is a life-altering event.

In such a situation, strong and effective leadership is needed in adapting all forms of changes that occur, among various kinds of competition. The leadership choice is millennial character leadership, who sees and understands empirically the institution he leads.

Times continue to change, humans are required to adapt to all changes. The rise of technology that offers artificial intelligence, such as smart robots and various kinds of applications on smartphones, actually threatens human existence itself. Lazy, spoiled, selfish and instantaneous behavior are some of the negative attitudes inherent in the majority of millennials. Because currently the world of higher education is very synonymous with the millennial generation, the leadership is also millennial leadership.

Another internal difficulty is human resources. Higher education structural managers are often highly knowledgeable in their fields of study, but lack the managerial abilities often associated with the position. Permanent staff are needed for continuous management operations; yet, universities typically do not hire many full-time lecturers due to the low salary of lecturers in comparison to other professions and the restricted funding available. Furthermore, many professors do not wish to devote themselves totally to their roles as university instructors. Because of this issue, finding qualified professors becomes challenging. This is a problem in and of itself when trying to maximize efficiency by means of human resources. Improving the quality of lectures, internalizing the method, forming an organizational culture, productivity, and cohesiveness/human interactions are all more challenging.

Leaders in the field of higher education also have the pressing issue of ensuring that their institutions remain competitive. Not only do public and private institutions compete with one another, but so do individual departments, academic programs, and even individual faculty members. Teachers at STAI STAI Bakti Persada and STAI AL-FALAH are similarly committed to raising the bar for educational competitiveness in the twenty-first century. The innovative power of private universities is highly regarded. Considering the two schools' rivalry through the lens of millennial leadership character traits is, of course, warranted.

Compared to industrial businesses and other service providers, colleges have unique traits. Products and services that interact directly with consumers are the key distinction. Deans, program directors, and professors are all peers and coworkers in higher education; as a result, a leadership style focused on authority will not work as well as one focused on competence and conduct. In higher education, underrepresented groups provide a wealth of ideas and a force for program execution. An effective leader's style is what makes their position credible, which in turn motivates followers to willingly back the leader's agenda (Kelley, 2002:23). Since effectiveness is the yardstick by which a leader's performance in a higher education institution is evaluated, consensus on effectiveness standards is essential.

Agreement on effectiveness standards is vital for evaluating a leader's success in a higher education institution. Both STAI AL-FALAH and STAI Bakti Persada could use some millennial leadership traits in this day and age. As one would expect from a school offering higher education, it is constantly looking for methods to improve its standing in the market. Preliminary research conducted at STAI AL-FALAH and STAI Bakti Persada revealed that there are still obstacles in the planning, organizing, implementing, and evaluating processes, which has hindered the success of the millennial leadership character education management initiative to increase the competitiveness of higher education. All members of the academic community on campus have not been allowed to participate in the organizational process because not everyone could be included in the planning. The evaluation did not cover all aspects of millennial leadership character education management in raising the competitiveness of higher education, so the current implementation is still not ideal. The ultimate question is how leaders can become leaders in implementing leadership character education management. members of the millennial generation to make universities more competitive.

Following up on the findings of the preliminary study, we have the following findings: It is the managers and leaders of these organizations who will determine whether or not they achieve their objectives and live up to their social obligations. The likelihood of the organization reaching its goals increases if managers are competent in their roles. Having a strong leader who can motivate their team members is essential for every firm. According to this, a leader is someone who can influence others and guide their subordinates to accomplish the organization's objectives (<https://pgsd.binus.ac.id>).

Concentrating on the leader's actions provides a lens through which to view leadership effectiveness. Thus, the style is what is meant here. A person's leadership style is the set of habits they utilize to get other people to act in a certain way. Leadership style is critical for every firm that aspires to foster a productive work atmosphere and inspire its people to achieve their full potential.

In this new millennium, Indonesia needs educational leaders with a full leadership spirit—that is, individuals who can inspire others to do

what they want them to do, whether that's bowing to authority figures' demands or working together in harmony. working together in a distinct leadership style to accomplish organizational goals in an intentional, enthusiastic, and selfless manner.

In addition, according to Kuncoro's research (2014:34), "Leadership as a primary force in increasing the competitiveness of higher education," the leadership component is what really gets the ball rolling when it comes to maximizing the competitiveness of higher education. This, in turn, helps us win the competition areas, which is crucial for achieving the expected results in terms of student quality and quantity, income, social and cultural respect for the organization, and reputation.

Azzahra and Nurani's (2019:56) research findings were Agile leaders in the millennial age era. Effective leadership is essential for any kind of business and is a crucial component of management. A leader's job is to maximize the performance of their subordinates by planning and organizing the available resources through persuasion and direction. Success as a leader depends on two factors: the leadership style used and the level of satisfaction felt by subordinates. A formidable task lies in mastering the art of millennial society leadership, both now and in the years to come. Because of the needs and circumstances of the time, numerous leaders rose to prominence as time went on. To achieve effective governance in the millennial age, leaders must meet the criteria of being credible, competent, intelligent, and having a long-term vision. But honesty, integrity, and dedication to the people's interests are also necessary qualities in a competent leader. Leadership among millennials should encourage their generation's inherent autonomy and entrepreneurial drive. In order to build a nation, independence and entrepreneurship are the cornerstones.

The leadership of the millennial generation must inspire the next generation to think outside the box and take risks. It is essential to have well-designed, tangible avenues for innovation, creativity, and entrepreneurship. Millennials can take pleasure in a procedure that helps them grow as individuals, in addition to the conversation that is contained inside.

An investigation titled "Millennial Leadership Character Education Management in Increasing the Competitiveness of Higher Education (Case Study at STAI AL-FALAH and STAI Bakti Persada)" is being planned by researchers. Since STAI AL-FALAH and STAI Bakti Persada are both B-accredited universities, and since the researcher is interested in educational management and the role of millennial leadership in making higher education more competitive, these institutions were chosen as the focus of the study.

LITERATURE REVIEW

Management Concept

Effective management is the science and art of leading a group of people to accomplish a common objective by coordinating and directing the use of available resources in a way that maximizes their potential.

According to Wahjono (2008:6), management is both a science and an art. It entails a set of procedures for organizing, planning, leading, and controlling the use of an organization's resources to accomplish set goals in a way that benefits people.

Siswanto (2007:2) states that "management is the art and science of planning, organizing, directing, motivating and controlling people and work mechanisms to achieve goals". Planning, arranging, assembling, directing, and monitoring resources to meet predefined goals is the art and science of management, according to Manullang (2006:5).

Taken together, the three definitions offered by experts suggest that management is both a scientific and an art form concerned with the art and science of planning, organizing, leading, and controlling people and work mechanisms to accomplish objectives in a way that benefits humans.

Management concepts encompass a wide range of ideas and methods for directing an organization's resources in a way that accomplishes its objectives. Efficient and successful planning, organizing, executing, and assessing are the four pillars of management theory. Classical theory, neoclassical theory, behavioral theory, and modern theory are just a few of the many schools of thought within management theory that have offered perspectives and recommendations for bettering the art of running a business.

Character Education Concept

The transmission of a people's skills, knowledge, and practices from one generation to the next can be achieved by teaching, training, or study. Education is the name given to this procedure.

There is a strong correlation between educational attainment and HR quality since it is a critical indicator of both development and HR quality. As a key component in a country's progress, education is an important and crucial domain for national development. Undoubtedly, education possesses the capacity to catapult a nation towards economic prosperity while simultaneously enhancing living standards and overall welfare.

From the Greek word "paedagogike" comes the English word "education" in its etymological chain. "Pais" (meaning "child") and "ago" (meaning "I guide"). Its compound form is this word. I teach children; hence, the name pedagogike. "Paedagogos" is the Greek word for a teacher or other adult whose job it is to guide students toward knowledge acquisition (Hadi, 2008:17). Teaching young people is, therefore, the goal of education.

In the Big Indonesian Dictionary, "education" is defined as "the process of influencing the beliefs and actions of an individual or

community via instruction and guidance in the pursuit of personal and societal development." According to this definition, education includes both formal and informal learning environments. A different way of looking at schooling is presented by Langeveld (Baswir et al., 2003: 108). 1) The goal of educated people is to help less developed people to adulthood. 2) The purpose of education is to prepare students to become independent, responsible individuals who can manage the responsibilities of daily life. Thirdly, education is a path toward value-based moral autonomy. Schooling, in this view, is the means by which children are guided from childhood into maturity and independence. The objective is to equip children with the necessary skills to thrive as adults in the real world. Education cannot be carried out without a humane and compassionate perspective. "The essence of education is humanizing humans, namely a process that sees humans as a whole in their existence," Tilaar stated (2002: 435). Because of what Tilaar said, which implies that there is a learning and learning process involved in education, it is clear that the goal of education is to mold students into better people. Education, both giving and receiving, is fundamental because it comprises actions and procedures that change and determine the course of human life.

According to Article 1, Paragraph 1 of the National Education System Law No. 20 of 2003, education is a planned and intentional process that aims to create a learning environment where every person can reach his or her maximum potential in terms of spiritual and religious maturity, self-control, intelligence, character, and the capacity to make a positive impact on his or her community, country, and state. According to the National Education System Law, a person's ability to adapt to their environment is shaped by the information, abilities, mindset, and conduct that they acquire through education. In an endeavor to balance inner conditions with external situations, education is a lifelong process, according to Saroni (2011: 10). As a means of subsistence, this juggling act enables one to partake in all that life offers.

Although they may appear dissimilar at first glance, the previously discussed educational philosophies share a commonality in that they all center on three interrelated ideas: that education is a process, that there is a relationship between teachers and students, and that education ultimately serves a purpose. In light of the foregoing, it is worth stressing that education is best seen as an effort to help people become more effective users of their surroundings through the process of rearranging and reorganizing their experiences.

The goal of character education is to help students develop good morals, beliefs, and habits. The goal of character education is to help students grow into decent human beings who can contribute to society in a positive way. Integrity, accountability, honesty, cooperation, and justice are some of the principles that are learned and taught in character education.

Millennial Leadership Concept

Under Article 31 of the Fourth Amendment to the Constitution of 1945, the Indonesian government ensures that all citizens have the right to a good education. The paragraph (1) The right to an education is a fundamental human right. (2) Universal primary and secondary education is a public duty, and the state must provide sufficient funding for it. (3) With the goal of making national life intelligent, the government seeks and establishes a national education system that promotes religion, piety, and noble morals in accordance with legal regulations. (4) To cover the costs of implementing national education, the state allocates a minimum of 20% of its revenue and spending budget to education, in addition to allocating a similar percentage to regional and local governments. (5) By protecting national unity and religious values, the government promotes scientific and technological progress for the benefit of all people. Human and non-human factors are inseparable in the pursuit of educational goals, especially those of educational institutions. Consequently, the educational organization's capacity to accomplish set objectives will be demonstrated by the performance of these components.

Any institution of secondary or tertiary education that offers courses leading to a bachelor's degree or above is considered a higher education institution. Education, research, and service to the community are the three responsibilities that fall on universities. Educational institutions have the authority to establish academic, professional, and vocational curriculum. No one other than a university that has officially been granted the authority to provide academic, professional, or vocational degrees may use these titles.

The Concept of Higher Education Competitiveness

Now more than ever, nations from all over the world can connect with one another, either to work together toward common objectives or to engage in friendly competition. We need to be self-sufficient in order to compete on a global scale. As a result, universities play an important role in making the country more competitive so that it can seize every opportunity.

According to Afriyani (2011), who cites Minister of National Education Regulation No. 41 of 2007 on process criteria, being competitive means demonstrating superior, quicker, or more significant outcomes. The capacities at issue here are the company's capacity to increase its market share, forge connections with its surroundings, ensure consistently high performance, and maintain a profitable position. You may find out how strong or weak a competitive advantage is by comparing it to performance or other indications.

One definition of competitiveness offered by Kresnamurti and Putri (2012) is an organization's capacity to thrive in the face of changing market conditions. An organization's ability to compete is directly correlated to its competitive advantage, which in turn is based on its relative amount of resources.

The capacity of a company to compete with other businesses by capitalizing on its strengths and altering its goal market share is what makes it competitive, according to these multiple definitions. Experts agree that there are a number of elements that impact the level of competition that every business engages in when trying to make a profit. These aspects include: Many aspects impact a company's competitiveness, but seven of the most essential are listed by Tulus Tambunan (2013): Factors that affect a business's success include the workers' and entrepreneurs' abilities, the access to cash, efficient management and organizational structures, technology, information, and other inputs like energy and raw materials.

Tambunan (2013) offered an alternative viewpoint, arguing that in order for a country or company to compete, it must possess the following: technology, a highly entrepreneurial spirit, high efficiency or productivity, high quality goods produced, aggressive and extensive promotion, good technical and non-technical services, a trained workforce, a strong incentive system that encourages creativity, economies of scale, infrastructure and capital, distribution network, and A Just in time system is used to carry out the production process.

Cost advantage, differentiation advantage, and focus advantage are the competitiveness indicators that were examined. The Competitiveness idea put forward by Porter (2013) is utilized by these competitiveness indicators. At the same time, these metrics are used by Surrachman (2013) to gauge competitiveness:

1. The degree to which a company can meet market demand.
2. Maintain income.
3. Increase competitive abilities.

According to Porter (2013) competition is very important for the success or superiority of a company. Porter (2013) states that there are several indicators that can measure competitiveness, including:

1. Competitive prices are a company's ability to adjust the price of its products to general prices on the market.
2. Product quality is the ability of a product to carry out its function, including durability, reliability, accuracy, ease of operation and repair, and other valuable attributes.
3. Flexibility is a dimension of competitiveness which includes various indicators including the types of products produced, speed of adapting to environmental interests.

Being competitive means being efficient and effective with the proper goals in mind, both in terms of the direction and results of the targets to be attained and the procedure to reach the final goal when competing. According to Sumihardjo (2008), the phrase competitiveness denotes "achieving more than others," "being different from others in terms of quality," or "having certain advantages." The word power in the sentence competitiveness means strength, and the word competitiveness itself means having these traits. Because of this, competitiveness can refer to the ability of an individual, a group, or an organization to strive for excellence in comparison to others.

Moreover, according to Sumihardjo (2008), "competitiveness includes: (1) the ability to strengthen one's market position, (2) the ability to connect with the environment, (3) the ability to improve performance without stopping, and (4) the ability to uphold a profitable position".

The foregoing discussion leads one to the conclusion that competitiveness is the capacity to outperform one's peers in a given domain by making greater use of favorable circumstances, working more efficiently, or producing more substantive results in comparison to others.

To put it simply, "the definition of higher education is a place of high level education and teaching (such as high school, academy, university)" (2007:377), according to the Big Indonesian Dictionary.

The capacity of higher education institutions to demonstrate competitive advantages and provide more value for their performance in specific areas by showcasing the most favorable situations and conditions compared to other universities is what makes higher education competitive, according to the above description.

Currently, there is a great deal of rivalry amongst educational institutions. There are a lot of things that universities do to ensure they are among the best. When universities and colleges have achieved specific goals related to the Tri Dharma principles of higher education—input, process, and output—they will be in a better position to compete. The public's perception of a university, both at home and abroad, has a significant impact on the institution's rankings, therefore cultivating a positive image is crucial. One sign of a university's competitiveness is its library, which is why it is impossible to evaluate a university's rating without considering the library.

Leadership traits and approaches typical of the millennial generation those born between 1980 and 2000 are encompassed in the millennial leadership idea. Leaders from the millennial generation are known to be tech-savvy, collaborative, open to new ideas, and welcoming of all perspectives. Another characteristic of millennial leadership is an emphasis on individual growth, work-life balance, and purposeful objectives.

METHODS

The researcher choose to employ a qualitative approach as the methodological framework for this investigation. The purpose of this technique is to investigate certain phenomena using a descriptive and holistic lens, drawing on a variety of natural methodologies. These phenomena include behavior, perception, motivation, and action. According to Moleong (2005), qualitative research aims to comprehend research respondents' experiences by interpreting several aspects, including behavior, perception, motivation, and action.

Within this structure, a case study serves as the primary research tool. Using this method, researchers at STAI AL-FALAH and STAI Bakti

Persada can examine current events, with a focus on millennial leadership character education programs, in their natural habitats.

The study was conducted at STAI AL-FALAH and STAI Bakti Persada, two universities in Indonesia. Respondents included individuals with expertise in their respective fields, including the Head of STAI, VPs 1–2, VPs 3, the Head of the Study Program, and lecturers.

Two key categories in data collection are informants and respondents. Researchers asked participants to answer their own questions, and informants, including the STAI head, VPs 1, 2, and 3, as well as the head of the study program and lecturers, were hand-picked to give detailed information about the college's character education program for millennial leaders.

There are two main categories of data used in this study: primary and secondary. The study's primary data came from in-depth interviews with relevant individuals, including the STAI head, VPs 1–2, and 3— as well as the head of the study program and lecturers, while secondary data came from library research and lecture notes. In order to make higher education more competitive, this overarching strategy aims to learn everything possible about the millennial leadership character education program.

This study used a wide variety of thorough methods for data collection. To begin, interview methods were employed to collect first-hand accounts from important informants, including the STAI Head, VPs 1, 2, and 3, the Head of the Study Program, and faculty members. The purpose of these interviews is to gain a better grasp of their thoughts and feelings on character education programs for millennial leaders.

Apart from that, observation techniques were also applied in collecting research data. Direct observation of the conditions of lecture halls, libraries, laboratories, leadership rooms, fields, toilets and places of worship provides an additional dimension to the understanding of the implementation of the program within the STAI AL-FALAH and STAI Bakti Persada environments.

Documentation is also one of the main pillars in this data collection technique. Historical data, such as character program documents, organizational structures, job descriptions, meeting minutes, and research activities, are explored to provide context that supports and enriches research findings.

After a problem-identification study is conducted, data gathering instruments utilizing interview, observation, and documentation methodologies are created as part of the data analysis procedures. Following the phases outlined in Miles and Huberman's Interactive Analysis Model—data collection, data reduction to gain focus, data presentation to identify relevant patterns, and conclusion drawing the data was analyzed.

The importance of data validity is recognized through a series of tests, including internal validity, external validity, reliability and objectivity. Validity testing strategies involve extended observations,

triangulation with various data sources, member checks to verify results with data providers, and audits of the research process to ensure the overall reliability and objectivity of this qualitative research.

RESULTS AND DISCUSSION

Millennial Leadership Character Education Planning in Increasing the Competitiveness of Higher Education at STAI Al-Falah and STAI Bakti Persada

According to Malayu Hasibuan (2007:40) planning is the process of determining goals and implementation guidelines, by selecting the best from existing alternatives. The next opinion was also expressed by Chuck Williams (2001:143) who stated "planning is choosing a goal and developing a method or strategy to achieve goals". Meanwhile, according to Siswanto (2007:51) states "Planning is a universal human activity, a basic skill in life which is related to considering an outcome before a choice is made between various existing alternatives".

In the Koran, the necessity of being honest in leading is explained very clearly and firmly, which includes honesty. In several verses, it is connected with the implementation of the scales, as Allah SWT says: Perfect the measure and the weight fairly (QS Al An'aam:152).

Iswan, et al (2018) Curriculum arrangement, concept development of learning models, provision of literacy, and various infrastructure that can support the learning process in the IR.4.0 millennial era need to be well prepared.

Constructivism is a learning philosophy based on the premise that by reflecting on experience, we build, construct knowledge, our understanding of the world in which we live. Constructivism is based on the idea that knowledge is not something given from nature, but knowledge is the result of active construction (formation) of humans themselves. Each of us will create our own laws and mental models, which we use to interpret and translate experiences. Learning, therefore, is merely a process of adjusting one's mental model to accommodate new experiences (Suyono & Hariyanto, 2014: 105).

From the results of the discussion above, the researcher concludes that planning for millennial leadership character education in increasing the competitiveness of Higher Education at STAI AL-FALAH and STAI Bakti Persada has been implemented in accordance with planning principles both in theory and in the guidelines of the program that has been prepared, and This planning is also in accordance with the theological value, namely honesty.

Organizing Millennial Leadership Character Education in Increasing the Competitiveness of Higher Education at STAI Al-Falah and STAI Bakti Persada.

In his work "Organizing," Malayu Hasibuan explains that it involves "determining, grouping and arranging various activities needed to achieve goals, placing people in each of these activities, providing the necessary tools, establishing the authority relatively delegated to each

individual who will carry out these activities" (2007: 118–119). At the same time, according to Siswanto (2007:75), organizing entails making sure that members of a work unit have the resources they need to do their jobs well, building strong relationships amongst them, and creating a fair work environment. Sondang P. Siagian (2003: 95) offered an alternative viewpoint, arguing that organizing entails coordinating all resources (human and otherwise), including tasks, responsibilities, and authority, into a cohesive whole that can be directed toward the accomplishment of specified objectives.

Arifin (2021) Characteristics of scholar leaders suitable for the millennial generation. This character is based on literature research on the character that an endeavoring intellectual leader must have, namely 1) integrity, 2) keep on collaborating, 3) humble, 4) tactful, 5) inspiring. others (able to inspire), 6) agile (agile) and 7) respect (respect).

This theory says that the qualities a leader must have vary depending on the situation being faced. Hersey and Blanchart in Michael Tomy (2017) say that subordinates have different levels of readiness and maturity, so leaders must adapt their leadership style to suit the situation of their subordinates' readiness and maturity.

Constructivism is an endeavor to establish a contemporary way of life within the framework of educational philosophy. The philosophical underpinnings of contextual learning are based on constructivism, which holds that people acquire knowledge gradually, with the outcomes being enlarged within a specific context rather than all at once. Knowledge is not a list of facts, ideas, or regulations that can be easily memorized. Meaningful human experience is essential for building this knowledge (Thobroni & Mustofa, 2013: 107 - 108).

The researcher has concluded from the above discussion that STAI AL-FALAH and STAI Bakti Persada have successfully implemented millennial leadership character education to increase the competitiveness of higher education in accordance with the theoretical and practical organizing principles outlined in the program guidelines.

Implementation of Millennial Leadership Character Education in Increasing the Competitiveness of Higher Education at STAI Al-Falah and STAI Bakti Persada.

As a group, you've worked with Terry to establish a set of goals, and now it's time to put those plans into action (1993:62). In her 2011 article, Sukarna cited George R. Terry. When a group's leader "acts," it means to rally the troops around a common objective and inspires them to work together in good faith and harmony to reach that objective, as laid out by the leader.

The philosophy of constructivism makes it possible for people to actively seek out the information, skills, and abilities they need to grow as individuals (Thobroni & Mustofa, 2013: 107 - 108).

According to Michael Tomy (2017), this theory places more emphasis on the general characteristics of leaders that are innate from birth. According to this theory, only individuals who have certain

characteristics can become leaders. According to Darf in Michael (2017), there are three important traits that a leader must have, namely self-confidence, honesty and integrity.

Tomatala (2020) The leaders needed in this Millennial Era are global leadership with competent leaders with an entrepreneurial spirit, with Human Capital 4.0 qualifications, which are expressed in two main points, namely: First, Competent Leaders with an Entrepreneurial Spirit; Second, Global Leadership and Human Capital 4.0 Leaders in the Millennial Era.

From the results of the discussion above, the researcher concludes that the implementation of millennial leadership character education in increasing the competitiveness of Higher Education at STAI AL-FALAH and STAI Bakti Persada has been implemented in accordance with the implementation principles both in theory and in the guidelines of the program that has been prepared, and This implementation is also in accordance with ethical values.

Evaluation of Millennial Leadership Character Education in Increasing the Competitiveness of Higher Education at STAI Al-Falah and STAI Bakti Persada.

S. Martin and Firman B. Aji (1990) Evaluation is an attempt to objectively assess the achievement of previously planned results. In the dictionary the term evaluation management is a systematic and objective process that analyzes the nature and characteristics of a job in a company or organization. Evaluation is one of the functions of management which seeks to determine the effectiveness and efficiency of the results of the implementation of a plan and measure as objectively as possible the results of the implementation with a measure that can be accepted by parties who support or do not support a plan.

Evaluation is defined as the process of ascertaining the outcomes that have been accomplished in various planned actions to assist the attainment of objectives (Suchman, 2010; Arikunto, Jabar, & Abdul, 2010, p. 56). Arikunto, Jabar, and Abdul (2010, p. 57) cite Stutflebeam as saying that evaluation is the process of summarizing, looking for, and presenting information that decision makers greatly benefit from when deciding between choice alternatives. The process of assigning or deciding the worth of things in accordance with predetermined standards is what evaluation is defined as (Dimiyati & Mudjiono, 2006, p. 19). Arifin and Zainal argue that evaluation is more of a procedure than a final product (2010, p. 45). Evaluation is the process by which something is provided with worth and significance, and the quality of something is the outcome of evaluation. Also, Purwanto and Ngalim (2010, p. 57) said the same thing.

All variables of the teacherpreneur character instrument have loading factor values more than 0.7, according to Ni'mah (2018), who conducted a model evaluation. This means that all indicators may be used to measure teachers' professionalism in the modern day. The composite reliability metric, meantime, allows for assessment of the

construct reliability value. All study indicators are deemed reliable and appropriate for usage based on Cronbach's Alpha, the AVE (Average Variance Extracted) value, and the comparison of the root value of AVE with the correlation between constructs.

Sunyoto (2015) cites Davis and Newstorm as saying that leaders need these three things: Technical proficiency is the first level. A person's proficiency in this area indicates their mastery of a specific method or set of procedures. Performance at the operational level is heavily reliant on these abilities. 2. People Abilities A person's human skills include their capacity to collaborate well with others and motivate them to achieve their goals. An integral component of good leadership behavior is the possession of strong people skills, which are essential for leaders at all levels of any organization. 3. Ability to understand being able to think conceptually means being able to form generalizations, use frameworks, and establish linkages, such as when making plans for the future. While technical abilities center on physical things and human skills with other people, conceptual abilities deal with abstract concepts.

Agus N Cahyo (2013) Shymansky said that constructivism is an active activity, where students build their own knowledge, look for the meaning of what they learn, and is a process of completing new concepts and ideas with the thinking framework they already have.

From the results of the discussion above, the researcher concludes that the evaluation of millennial leadership character education in increasing the competitiveness of Higher Education at STAI AL-FALAH and STAI Bakti Persada has been carried out in accordance with the evaluation principles both in theory and in the guidelines of the program that has been prepared, and This implementation is also in accordance with Teleological values.

The Problem of Millennial Leadership Character Education in Increasing the Competitiveness of Higher Education at STAI AL-FALAH and STAI Bakti Persada

Casika (2023) To face the current era of technological progress, the characters of the millennial generation are required to have high competitiveness. Although it is emphasized that the millennial generation has high competitiveness, it also does not put aside ethics and morals.

Kokom Komalasari (2011) According to Glasferd, in the process of constructing knowledge the following abilities are needed: first, the ability to remember and express experiences, second, the ability to compare, make decisions (justification) regarding similarities and differences, third, the ability to prefer similar experiences. one than another. The ability to remember and express experiences is very important because experiences are shaped by interactions with these experiences. The ability to compare is very important for drawing out the more general nature of specific experiences and seeing similarities and differences in order to form classifications and build knowledge.

The ability to prefer one experience over another because sometimes a person prefers certain experiences over others.

From the results of the discussion above, the researcher concludes that the problem of millennial leadership character education in increasing the competitiveness of higher education at STAI AL-FALAH and STAI Bakti Persada has been addressed well although there are still shortcomings in terms of communication, socialization and collaboration with outside parties.

Millennial Leadership Character Education Solutions in Increasing the Competitiveness of Higher Education at STAI Al-Falah and STAI Bakti Persada

Hudiono (2007) argues that selecting a solution is a complex cognitive activity involving a process and strategy. Activities that are classified as selecting solutions in mathematics include solving quadratic equations, namely searching for new quadratic equations that will be obtained after carrying out the process or selecting a solution, which is also a method of finding solutions through step by step selection of solutions. The definition of a solution is a way out or answer to a problem. (Munif Chatib: 2011) A solution is a method or path used to solve or solve a problem without any pressure. The meaning of pressure is that there is objectivity in determining a solution where the person looking for a solution does not impose his or her personal opinion and is guided by existing rules or regulations. If this is not the case then the solution obtained will be very subjective so it is feared that it will not be the best solution. To get a solution to a problem, there are several stages that must be gone through. First, we need to recognize what the problem actually is. Then we look for facts or evidence regarding the problem. After that, we will examine what is behind the emergence of this problem. Once the problem and its background are clear, then we can consider various possible solutions that can be used to solve the problem.

Muhayanah (2020) Islamic leadership must pay attention to the conditions that occur in Islamic education today and adhere to the Al-Qur'an and Hadith.

A leader is also required to always keep his promises, both to the people, and of course, he must be able to keep his promises to Allah SWT. Promises that leaders must keep. Meanwhile, the promise to Allah that Muslim leaders must fulfill, for example, is their prayer. As Allah says in the Koran: "When the prayer has been performed, then scatter you on the face of the earth; and seek Allah's grace and remember Allah much so that you may be successful. And when they see business or games, they disperse to go to Him and they leave you standing (preaching). Say: "What is with Allah is better than games and commerce", and Allah is the best giver of sustenance" (QS Al Jumu'ah: 10-11).

From the results of the discussion above, the researcher concludes that the solution for millennial leadership character

education in increasing the competitiveness of higher education at STAI AL-FALAH and STAI Bakti Persada is good and organized communication, socialization and collaboration with external parties is a solution that can be implemented.

The Impact of Millennial Leadership Character Education in Increasing the Competitiveness of Higher Education at STAI AL-FALAH and STAI Bakti Persada

Irwan (2018) Impact is a change that occurs as a result of an activity, this activity can be natural, whether chemical, physical or biological. Impacts can be biophysical, they can also be socio-economic and cultural. The definition of impact according to the Big Indonesian Dictionary is a clash, an influence that has both positive and negative consequences. Influence is the power that exists and arises from something (person, object) which helps shape a person's character, beliefs or actions. Influence is a condition where there is a reciprocal relationship or cause and effect relationship between what influences and what is influenced. (KBBI Online, 2010).

Wicaksono (2021) The role of Islamic Religious Education for students is as guardians of national and religious values so that they can work together to produce Muslim scholars who can become agents of change in national and religious problems.

The impact of millennial leadership character education in increasing the competitiveness of Higher Education at STAI AL-FALAH and STAI Bakti Persada has an impact on lecturers, education staff, universities and students and has an impact on increasing ICT-based abilities.

CONCLUSIONS

The millennial leadership character education approach to increase the competitiveness of Higher Education at STAI AL-FALAH and STAI Bakti Persada has been implemented strictly according to the principles of planning, organizing, implementing and evaluating. The program planning has been prepared theoretically and guidingly, in line with recognized principles and theological values such as honesty. The organization and implementation of the program reflects the principles of organization, implementation, and physical and ethical values. Program evaluation is based on Teleological evaluation principles and values. Although there were deficiencies in communication, outreach, and cooperation with external parties, these problems have been addressed effectively. Solutions to improve the program include increased communication, outreach, and collaboration with external parties. The impact of millennial leadership character education can be seen in lecturers, education staff, universities and students, with increased ICT-based capabilities as one of the striking positive impacts.

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