# INCLUSIVE LEADERSHIP TO BUILD AN INCLUSIVE CAMPUS

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**Abstract**

This research is motivated by concerns over leadership practices that tend not to be inclusive, and tend to discriminate against certain groups, which leads to unfavorable organizational situations and poor performance. Therefore, the research aims to determine inclusive leadership behavior among middle-level leadership at UNUGHA Cilacap. This research uses data collection methods in the form of questionnaires, observations, and interviews and the data is analyzed using descriptive statistics and confirmed with data from observations and interviews. This research indicates that inclusive leadership behavior among middle-level leaders at UNUGHA Cilacap is high. Inclusive leadership practices backed up by the inclusiveness of the institution's Core Values give birth to a conceptual model of an Inclusive Campus Based on Core Values for a more dignified campus.

**Keywords:** Inclusive Leadership, Inclusive Learning And Works Environment, Inclusive Campus

## Introduction

Indonesia is a country and nation that has existed since the beginning of its existence, filled with differences (diversity), in terms of ethnicity, nation, race, religion, language, and so on. Apart from being a natural presence in large organizations in the form of countries, this diversity also enters smaller organizations such as universities. This means that universities in Indonesia can be said to represent the diversity of the Indonesian people themselves, especially if the university has human resources from abroad.

In carrying out its activities, universities need good and effective management. Good and effective university management is determined by its leadership. Leadership for universities that have very diverse human resources will certainly experience many twists and turns along the way, especially those related to making decisions/policies and implementing these decisions. In this context, when leaders interact with their organization's social capital, leaders must be inclusive.

Several forms of diversity in human resources in universities include: gender, race, ethnicity, language, socio-economic, and digital educational resource needs (Subroto et al., 2023), physical (Based on 2018 Riskesdas data, the number of adults and children with disabilities in Indonesia are around 25%, elderly people 1.58% (Apsari & Raharjo, 2021), and the level of education, field of science and so on.

Facing this diversity of human resources (lecturers, education staff, and students), of course, leaders must have their own style in carrying out their leadership, considering that HR is a very important human capital in any organization. This is where the role of university leadership is very important (Supriani et al., 2022). Leadership is not only about influencing other people but more important is the leader's ability to involve all components of the university to play an active role so that they can contribute productively to achieving organizational goals (Rahmat, 2021).

Leadership is needed to build a superior university because excellence is the main principle used to implement university academic policies (Steinþórsdóttir et al., 2017). This is where strong, inspiring leadership is needed (Abrori, 2018), which is fair (Satu et al., 2011) and inclusive.

Inclusive leadership is the behavior of a leader who can give appreciation to what other people/employees have done (Sukses et al., n.d.). Inclusive leadership is different from other leadership and can have a real positive influence on subordinate performance (Satu et al., 2011). Inclusive leadership is influenced by leadership with a gender perspective so that leaders can be inclusive to all their subordinates and colleagues. This is reinforced by the research results of Rohmah et al which show that inclusive leadership is positively correlated with voice behavior, and innovative culture has a partial mediating effect on the relationship between inclusive leadership and employee voice behavior (Rohmah et al., 2023), 2) Inclusive leadership with a gender perspective is also able to produce policies that are gender-responsive and inclusive, such as policies on Gender Responsive Facilities and Infrastructure and social inclusion (Hj Yurisna Tanjung et al., 2019).

Understanding and practicing inclusive leadership in the current era is very important amidst the urgency for global interaction and the influence of technological disruption (Ulfah et al., 2022). The leader's perception of what and how inclusive leadership is is also very important. With the perception they have, it will become capital to practice inclusive leadership in their area of authority so that leaders can maintain their group with all its dynamics (Sahabuddin & Syahrani, 2022).

In reality, we still find leadership that is far from inclusive, with discrimination against women still emerging (Isnaini, 2022), women tend to come second (Trisnawati & Widiansyah, 2022), and based on observations, there are still several cases where during the meeting process people are not allowed to express opinions, certain groups still receive unpleasant verbal treatment. In situations like this, inclusive leadership is needed so that working conditions and culture are

conducive, resulting in better university performance towards becoming a superior and inspiring university.

Based on this background, this research will reveal further about inclusive leadership behavior among middle-level leaders at UNUGHA Cilacap. By knowing their behavior, a conceptual model of inclusive leadership development can be built which can later be used as a basis for strengthening inclusive leadership on campus, which linearly will also become capital in building an inclusive campus for inclusive education and an inclusive society which is very necessary for the current situation. and the future.

## Literature Review

### Inclusive Leadership

Leadership competencies in the current era, according to Joko N.H., require at least 4 competencies, namely flexibility, the ability to implement change, the ability to understand other people (interpersonal understanding), especially subordinates or colleagues, and the ability to empower existing human resources (Sumual, 2015). These final two competencies are closely related to the leadership's ability to carry out inclusive leadership.

According to Edmondson in Basharat Javed, inclusive leadership is the behavior of a leader who shows appreciation for what other people/employees have done, really appreciates other people's ideas, and involves other people/subordinates in every decision-making while still paying attention to voices and perspectives. they (Sukses et al., n.d.). Then A. Carmeli et al defined inclusive leadership as openness, accessibility, and availability of superiors in their interactions with employees. (Purba & Margareta, 2023), (Octavia & Ratnaningsih, 2017).

Carrying out inclusive leadership requires prior understanding and perception of inclusive leadership. Perception according to Kinichi and Kreitne is related to the cognitive processes experienced by a person in understanding information about their environment (Gressner & Gressner, 2018), while understanding is related to the active process of individuals connecting old information with new information through fact connections (Radiusman, 2020). This means that an inclusive leader must already have an understanding and perception of inclusive leadership. With perception and understanding, leadership behavior will emerge, namely the way leaders choose to influence their subordinates (Fauzi, 2018).

Inclusive leadership behavior can be seen from the way leaders do the following things: acceptance of differences, a sense of belonging, respecting other people's efforts, appreciating other people's ideas, involving other people, and using their perspectives in decision-making, giving other people the opportunity to convey opinions, implementing new ideas and allowing others to implement their decisions (Fang dkk., 2019; Nembhard & Edmondson, 2006; Randel dkk., 2018).

**Inclusive Leadership and An Inclusive Campus**

The principle of inclusion in inclusive leadership is in the form of attitudes and behavior of leaders who are open to various existing differences while using it as positive energy to develop the organization's human resources and the performance of the organization itself (Muldrianto & Tabroni, 2023). With this inclusive principle, inclusive leadership will give birth to an inclusive campus community, which will then make people comfortable working and studying, thus having an impact on increasing participation, job satisfaction, and organizational human resource performance (Dolphina et al., 2023). The ending is of course an increase in campus performance and the campus grade to become a superior and dignified university.

Leaders who implement inclusive leadership will also have inclusive policies, which are open to the needs of each individual or group according to their characteristics. For example, the policy regarding an inclusive campus that is open to the needs and participation of disabled groups in obtaining higher education on the Brawijaya University campus has caused campus leaders to issue a policy for accepting new students from disabled groups, the formation of the Center for Disability Studies and Services (PSLD) (Iqrom et al., 2014), Training for human resources, infrastructure for the disabled, and budget (Puspitosari et al., 2022).

It is very urgent to use inclusive leadership on campus, considering that campus is a gathering place for academics who uphold tolerance and togetherness above all forms of differences. Inclusive leadership will provide an inclusive learning environment that allows students to learn safely and comfortably, as well as an inclusive workplace for lecturers and education staff, both when they interact in the real world and cyberspace. Fellow campus residents can make hate speech on social media, which will also cause discomfort when studying and working on campus (Rizky Pratama Putra Karo Karo, 2023). Through inclusive leadership from top leaders, middle leaders, lower leaders, and even inclusive learning managers, we will be able to create a comfortable campus atmosphere for studying and working.

A campus that can facilitate people to study safely and comfortably can facilitate people who work safely and comfortably, is essentially a campus that can dignify humans themselves through inclusive services. Through inclusive leadership accompanied by norms that maintain inclusiveness in learning and working, it will productively support the formation of inclusive workplaces and inclusive learning places (Puspita, 2022). Through an inclusive place of study and work, it means that an inclusive campus has been realized.

## Research Methods

This research uses a descriptive quantitative approach (Sari et al., 2022), with the main data collection method being a questionnaire and supplemented with interviews and observations (I. Santoso & Madiistriyatno, 2021), (Aksara, 2021). The data that has been collected is then analyzed using descriptive statistical analysis techniques (Putri et al., 2021) using SPSS (S. Santoso, 2016) and descriptive qualitative analysis (Al, n.d.).

## Discussion

### Inclusive Leadership Behavior of Middle Leaders at UNUGHA Cilacap

UNUGHA has 28 middle leaders or middle managers, including 7 heads of institutions and/or UPTs, 5 deans, and 16 heads of study programs. According to the results of filling out the questionnaire (17 people, out of 28 selected respondents), the data on middle-level leaders at UNUGHA is still dominated by men (58,82%).

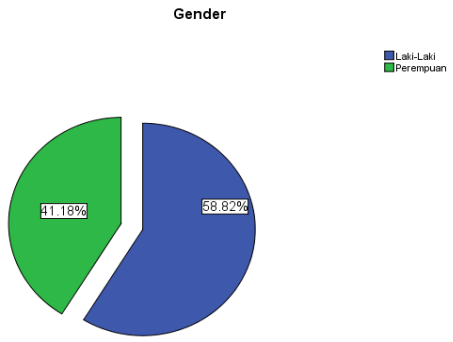



Figure 1. Middle Manager Sort Data

Of the seventeen middle-level leaders, they demonstrated inclusive leadership behavior as shown in the following table.

Table 1. Descriptive statistics

**Descriptive Statistics**

| | N | Range | Minimum | Maximum | Sum | Mean | | Std. Deviation | Variance |
|---|---|---|---|---|---|---|---|---|---|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Statistic |
| Kepemimpinan Inclusiv | 17 | 10 | 30 | 40 | 616 | 36.24 | .694 | 2.862 | 8.191 |
| Valid N (listwise) | 17 | | | | | | | | |

Based on Table 1, it can be seen that the mean of inclusive leadership is 36.24 in the High category. This means that inclusive leadership behavior among UNUGHA Cilacap middle managers is high. This also means that the inclusive leadership of UNUGHA Cilacap's middle managers is good, and this can be a big asset in realizing inclusive education in higher education.

Furthermore, of the 10 aspects of inclusive leadership behavior, the highest score was obtained in aspect 1 and the lowest score in aspect 6 (see Table 2)

Table 2. Deskriptive Statistics

**Descriptive Statistics**

| | N | Range | Minimum | Maximum | Sum | Mean | | Std. Deviation | Variance |
|---|---|---|---|---|---|---|---|---|---|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Statistic |
| KI1 | 17 | 1 | 3 | 4 | 67 | 3.94 | .059 | .243 | .059 |
| KI2 | 17 | 1.00 | 3.00 | 4.00 | 61.00 | 3.5882 | .12304 | .50730 | .257 |
| KI3 | 17 | 1.00 | 3.00 | 4.00 | 66.00 | 3.8824 | .08055 | .33211 | .110 |
| KI4 | 17 | 1.00 | 3.00 | 4.00 | 64.00 | 3.7647 | .10605 | .43724 | .191 |
| KI5 | 17 | 2.00 | 2.00 | 4.00 | 60.00 | 3.5294 | .15141 | .62426 | .390 |
| KI6 | 17 | 2.00 | 2.00 | 4.00 | 55.00 | 3.2353 | .13638 | .56230 | .316 |
| KI7 | 17 | 1.00 | 3.00 | 4.00 | 64.00 | 3.7647 | .10605 | .43724 | .191 |
| KI8 | 17 | 1.00 | 3.00 | 4.00 | 63.00 | 3.7059 | .11391 | .46967 | .221 |
| KI9 | 17 | 2.00 | 2.00 | 4.00 | 57.00 | 3.3529 | .17023 | .70189 | .493 |
| KI10 | 17 | 1.00 | 3.00 | 4.00 | 59.00 | 3.4706 | .12478 | .51450 | .265 |
| Valid N (listwise) | 17 | | | | | | | | |

Based on the data above, the highest mean is 3.94 (; KI1 regarding the leader's acceptance of various types of differences that exist in the workplace environment under his authority, and the lowest is 3.23 (; KI6 regarding the use of lecturer/staff/college perspectives in making decisions." This shows that even though the leader always respects all forms of differences between the groups he leads, in making decisions he does not always use the perspective of subordinates/staff/college. So, leaders have very high behavior in accepting differences, but in making decisions using the perspective of subordinates. only high category. This situation occurs because subordinates do not

understand the situation and conditions behind a decision to be made due to a disconnect in information and the absence of subordinates in the previous discussion room (O1, O2, O3). Sometimes it is also done because subordinates do not want to dig up information that is needed (O4) or conversely the leader does not use a colleague's perspective due to a situation that does not support it (O5).

There is an even more interesting situation to pay attention to, namely that the inclusive leadership that exists on this campus does not consider certain genders to be able to practice inclusive leadership. This happens because leadership behavior departs from perceptions and understanding of leadership itself, while a person's perception can be influenced by several factors, such as personal characteristics (; nature, motives, interests, experiences, hopes), situational (; time, circumstances/place work, social circumstances), and targets (; novelty, Movement, sound, voice, size, background, proximity and similarity (Gressner & Gressner, 2018).

Understanding leadership from leaders contextually (Hasibuan & Hafizzullah, 2021) also influences leaders in their leadership practices. At the same time, this shows the leader's commitment to the organization, namely the willingness to increase better efforts in the form of required leadership practices. That's according to Kalberg and Fogarty (Widhi & Setyawati, 2016).

This high level of inclusive leadership behavior will be an asset for increasing campus effectiveness, as in Odita and Egbule's research that inclusive leadership that can respect the diversity of its subordinates has been proven to be able to increase the effectiveness of campus organizations (Dolphina et al., 2023). Inclusive leadership is also able to shape the organization into an inclusive or non-inclusive organization. This is also proven by the research results of Khan et al in 2022 and Bhati et all in the same year, that inclusive leadership can foster work meaningfulness which is then linearly proven to be able to create organizational inclusivity (Dolphina et al., 2023).

Inclusive leadership among UNUGHA Cilacap middle leaders coupled with UNUGHA's endemic wealth, namely Keghozalian Core values in the form of sukhbah, mukhtalifal anwan, tasamuh, an naf'u li ghoir (Al, n.d.) relevant to the values of inclusivity in inclusive leadership can be combined in such a way as to become a conceptual model for the benefit of this endemic campus inclusive leadership model.

**Development of a Conceptual Model of Inclusive Leadership for an Inclusive Campus**

Following the 10 inclusive leadership indicators plus core values that are relevant to inclusiveness values in creating an inclusive educational environment, a basic conceptual model for an inclusive campus can be formulated as in chart 1.

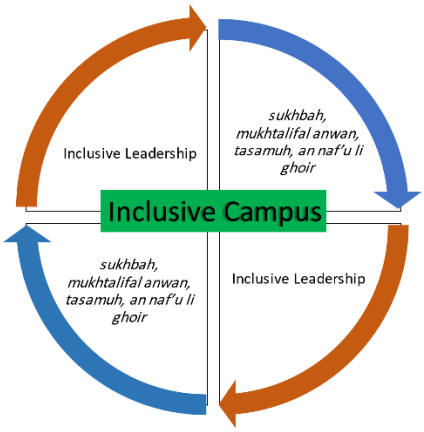



Chart 1. Conceptual Model of an Inclusive Campus Based on Core Values

Through inclusive leadership behavior based on inclusiveness values in leadership coupled with inclusiveness values in campus core values, the campus will be able to provide inclusive education that accommodates all types of differences while being able to provide higher education services following student needs, thus creating a campus environment. as an inclusive learning environment. Likewise, lecturers and education staff, who come from different backgrounds, through inclusive leadership practices based on the inclusivity of core values, the campus can provide an inclusive work environment. In this way, students can study safely and comfortably, as well as lecturers and students can also work safely and comfortably. A campus that can create a safe and comfortable learning and working environment is inclusive. An inclusive campus is a campus that can provide an inclusive learning environment while also being able to provide an inclusive work environment.

**Conclusion**

Inclusive leadership behavior among middle leaders at UNUGHA Cilacap is in the high category. Inclusive leadership practices backed up by the inclusiveness of basic values (UNUGHA

Cilacap core values) gave birth to the conceptual model of an Inclusive Campus Based on Core Values.

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