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THE ROLE OF CONTEMPORARY LEADERSHIP AT THE LIBRARY AND INFORMATION SCIENCE STUDENT ASSOCIATION IN THE FACULTY OF HUMANITIES, UNIVERSITAS INDONESIA

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ABSTRACT

Introduction/Main Objectives: Leadership is important in enabling a person and a nation to improve and advance. **Background Problems:** Leadership is not something that everyone seeks, especially in youth. The youth leadership crisis can be seen from the lack of students who want to become chairpersons in university extracurricular activities. **Novelty:** This research makes a three-fold contribution. First, this study presents an analysis of the 'Evolving Leadership Practices Assessment' quizzes (Olson and Singer, 2004) distributed by the Chairperson and Vice-chairperson of the Library Science Student Association (IMASIP) the Faculty of Humanities, Universitas Indonesia. Second, this study assesses the IMASIP FIB-UI Daily Management Board. This study also interviewed five informants with 12 closed-ended questions. **Research Methods**: This paper assesses youth leadership by using a mix of qualitative and quantitative methods, with a case study approach. **Finding/Results**: Our result shows and supports the assumption that age and years of leadership will affect the scores obtained at IMASIP, which further research must examine. This research also suggests that the Daily Management Board performance can be maintained by connection, contribution, and collaboration. **Conclusion:** The results identify efforts to build and improve leadership among students, including developing and increasing seminars and training in leadership to prepare students who have a role as the successors of the nation's leadership.

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1. Introduction

Being a leader is not easy. Leadership is the ability to inspire yourself and other individuals through ideas and behavioural examples in enabling a person and a nation to improve and advance (Byke and Lowe-Wincentsen, 2014;). Several major leadership theories emerged during the 20th century, such as Great Man theory, Trait theory, Process leadership theory, Style and Behavioural theory, Transformational, Transactional and Laissez-Faire leadership theory (Nawaz and Khan, 2016). Academics and practitioners have carried out the consensus around advancing the idea that leadership is a flexible development process (Wittenborg, Ferguson, and Keller, 2003). However, the consensus cannot yet be generalized to students, especially in extracurricular activities at the university.

The principles of 'from', 'by' and 'for' students form student majors and extracurricular activities at the university. On the other hand, leadership is not something that everyone seeks. For example, the lack of students who want to become the Chairperson of the Student Executive Board (Badan Eksekutif Mahasiswa or BEM) characterises the Universitas Indonesia leadership crisis. Therefore, the researchers intend to evaluate and develop what has happened to the previous leadership in a student association called the Library Science Student Association (IMASIP) at the Faculty of Humanities, Universitas Indonesia (FIB-UI). The first author was the Chairperson of IMASIP FIB-UI in 2019-2020.

This paper will assess youth leadership's problem to evaluate and develop leadership roles at IMASIP FIB-UI by using a mix of qualitative and quantitative methods with a case study approach (Bryman, 2016; Robson

and McCartan, 2016). This paper has three purposes. The first is to analyse the Chairperson and Vice-chairperson's personal assessment of the Library Science Student Association (IMASIP) at the Faculty of Humanities (FIB-UI), based on the 'Evolving Leadership Practices Assessment' quiz by Olson and Singer (2004). The second is to show the Chairperson and Vice-chairperson's average value to the Daily Management Board, based on the IMASIP FIB-UI Accountability Report. Last is to investigate interviews using 12 closed-ended questions answered by the Chairperson and Vice-chairperson of IMASIP FIB-UI and make suggestions for building and enhancing leadership among students. This research then suggests building and enhancing leadership among students as future successors and leaders of the nation (Rahmi and Lo, 2015).

2. Literature Review

2.1. The Leadership Role in Library and Information Science

Theories, definitions, classifications and explanations about leadership are already present in contemporary literature (Wittenborg, Ferguson, and Keller, 2003; Byke and Lowe-Wincentsen, 2014; Halaychik, 2016; Nawaz and Khan, 2016). Academics and practitioners have reached a consensus over the years that has resulted in the belief that leadership is a flexible development process (Wittenborg, Ferguson, and Keller, 2003). The main theories on the matter that emerged during the 20th century include the Great Man theory, Trait theory, Process leadership theory, Style and Behavioural theory, Transformational, Transactional and Laissez-Faire leadership

theory (Nawaz and Khan, 2016). In addition, Olson and Singer (2004) offer two main approaches to leadership, consisting of 1) command and control and 2) chaos and complexity (Olson and Singer, 2004). These approaches remind us to familiarise ourselves with the characteristics and values that inform our behaviour as leaders.

2.2. Command and Control

Two main influences shape the leadership landscape in the library system across governments, companies and non-profit institutions. The first, command and control, is a traditional top-down hierarchical model with roots in the American industrial era. Fredrick Taylor introduced scientific management as one of the first quantified management techniques in the 1920s. Scientific management is a response to initial challenges in managing plant efficiency. The human element is crucial for the success of production output and can also measure and evaluate human efficiency as an important indicator of success. The essence of scientific management is monitoring and controlling human and machine resources to create efficient and cost-effective processes and systems that maximise profits. Scientific management coined the term 'command and control' to describe this type of leadership. The metaphor for command and control is the organisation as a machine. Table 1 highlights the main characteristics of command and control, its values and leadership actions that strengthen and maintain the system and function.

Table 1. Command and control leadership matrix

Command and control		
Characteristics	System values	Reinforcing leadership actions
The hierarchical, top-down structure	Efficiency	Commanding
	Expertness	Controlling
Control as organising force	Replication	Delegating or communicating downward
Predictive	Standard-isation	
Organisation as a machine		

Source: Olson and Singer (2004)

2.3. Chaos and Complexity

Command and control were dominant leadership theories until the 1990's when different organisational behaviour approaches became increasingly important. An emerging approach, called 'chaos and complexity, is now recognised as more descriptive of fast-moving, dynamic, networked organisations. Margaret Wheatley (1994), in her book Leadership and the New Science, first introduced the idea that organisations are complex systems that depend on external influences or events, such as the entry of new competitors, to change. Wheatley (1994) recognises that most organisational behaviour—how organisations change and how people build networks and share information in ways that seem unstructured but effective—reflects the way change occurs in nature and the biological systems of the organisation itself. Wheatley (1994) asserts that organisations are at their best when they operate more like chaotic or complex systems because that is the natural way for humans to behave and act. The essence of management in complex organisations is to recognise external changes and adjust the organisation to take

advantage of certain changes that enable it to grow and meet goals.

For this reason, chaotic and complex environments are also called adaptive systems. Complex systems can only survive and develop if designed to be open, flexible and responsive to external changes in the organisational environment. If the organisation does not adapt quickly enough, it stops growing and eventually dies, only to have a more flexible and adaptive system replace it.

For example, libraries that fail to offer or adapt their programs to serve better-emerging demographics, such as older populations or multicultural communities, will eventually become less valuable and more likely to be replaced by the Internet, bookstores, community organisations and other libraries that innovate and stay active and important. The metaphor for complexity is a living or adaptive system. Table 2 highlights the main characteristics of complexity, what is valued in complex organisations, and leadership actions that strengthen those who maintain an organisation and make it function as a complex system.

Table 2. Complexity leadership matrix

Complexity		
Characteristics	System values	Reinforcing leadership actions
The flat, networked structure	Relationships	Connecting
	Effectiveness	Contributing
Change as organising force	Openness	Collaborating
Flexible, adaptive	Local solutions	
Organisation as a living system	Information sharing	

Source: Olson and Singer (2004)

2.4. Connections, Contributions and Collaborations

Strengthening leadership actions that make complex systems work are connections, contributions and collaboration (Olson and Singer, 2004). Connections are important leadership skills because they support and enable relational structures that encourage information-sharing and keep systems open and functioning (Australian Library and Information Association, 2014). Leaders create and maintain connections both internally and externally with the community, city or district government, academic institutions and other stakeholders. Leaders also even change connections based on library goals and strategies, priority programs and projects, political processes, and key players, including appointed and elected officials. The leader takes situational actions, taking advantage of a change to move and improve the organisation to always be positioned for growth and success.

Work leaders who involve contributing with leadership connect to each individual and make explicit to them how their work relates to the success of library goals and strategies (Olson and Singer, 2004). In other words, all individuals must see how they each impact the overall success of running library activities every day. Identifying contributions as the main focus of leadership enables people to form new and different relationships and share information across departments. This encourages creativity and often inspires excitement among individuals because they can use more of their talents, break boundaries, and grow networks within organisations and between libraries, stakeholders and partner organisations.

Collaboration refers to doing the main work when problems or situations appear complex, new, unfamiliar and challenging. Collaborating on programs, budgets, and strategic plans creates a mutual understanding and interdependence among members. Collaboration draws forth more diverse perspectives and talents. Collaboration can also be slow and messy because team members must overcome differences and be willing to trade one individual's needs for the whole team's good. Leaders must encourage collaboration because of its value in implementing new programs and services and solving large and complex problems. If library leaders do not involve individuals and their stakeholders in connection, contribution and collaboration, organisations will find it difficult to respond effectively and quickly to change (Olson and Singer, 2004).

3. Method, Data, and Analysis

To understand the problem of youth leadership to evaluate and develop leadership roles at the Library Science Student Association (IMASIP) in the Faculty of Humanities, Universitas Indonesia (FIB-UI), this research uses a mixture of qualitative and quantitative methods with a case study approach (Bryman, 2016; Robson and McCartan, 2016).

First, the researchers contacted the research informant, who was once the Chairperson and Vice-chairperson of IMASIP FIB-UI. Table 3 lists five informants who were willing to 1) complete the quiz designed by Olson and Singer (2004), 'Evolving Leadership Practices Assessment', 2) provide IMASIP accountability reports, and 3) further interview participants with 12 closed-ended questions. The five informants consisted of the four IMASIP Chairpersons from 2016 to 2019 and the IMASIP Vice-chairperson in 2016.

Table 3. Data Informants

ID	Name (initial)	Role in IMASIP	Year
KE01	JJX	Chairperson	2016
WK02	FRH	Vice-chairperson	2016
KE03	YOM	Chairperson	2017
KE04	MAM	Chairperson	2018
KE05	NAX	Chairperson	2019

In the first stage, five informants completed The Olson Group Inc. quiz from the book 'Winning with Library Leadership: Enhancing Services with Connection, Contribution, and Collaboration' by Olson and Singer, 2004. Consisting of 36 questions, this quiz is a self-assessment tool that provides information about leadership practices because it involves connections, contributions and collaboration. The 'Evolving Leadership Practices Assessment' is designed to give feedback on four dimensions—awareness, emotion, personal behaviour and facilitation—related to a connection, contribution, and collaboration leadership. The assessment has no right or wrong answers; it is a tool designed to provide information about leadership practices. The 'Evolving Leadership Practices Assessment' quiz comprises 36 items, and when answered, the researchers calculate and records scores by following the directions in the book (Olson and Singer, 2004). The score reflects leadership practices represented by three elements: (1) connection, contribution and collaboration; (2) awareness, emotions, behaviour and facilitation; (3) the score for evolving leadership.

In the second stage, four informants, representatives of the Chairperson during 2016-2019, gave an accountability report. In

the accountability reports, the Chairperson and Vice-chairperson of IMASIP gave scores ranging from 1 to100, rating the Daily Management Board. The Daily Management Board consists of 13 sections: 1) Vice-chairperson, 2) General Treasurer, 3) 1st Mandatory Student Representative Council (DPM), 4) 2nd Mandatory DPM, 5) Head of Human Resources Development Bureau (PSDM), 6) Bureau Chief Public Relations and Media, 7) Head of the Secretariat, 8) Head of the Creative Business Bureau, 9) Head of the Department of Community Service, 10) Head of the Department of the Arts, 11) Head of the Department of Sports, 12) Head of the Department of Research and Development (RnD) and 13) Head of Department of Student Welfare Advocacy (Adkesma). Although no study assesses the Chairperson, the assessment score from the Chairperson can evaluate each division to illustrate the effectiveness and efficiency of a division.

In the last stage, the researchers designed 12 closed-ended questions for the set of individual case studies (Robson and McCartan, 2016). The researchers interviewed informants online during 10–21 February 2020, using the social media application WhatsApp.

4. Result and Discussion

The discussion of this research will explain: 1) Analysis of the quiz results from 'Evolving Leadership Practices Assessment', based on Olson and Singer (2004), at IMASIP FIB-UI; 2) Analysis of the results of the 2016–2019 IMASIP FIB-UI Responsibility Report; and 3) Analysis of the results of the interview based on 12 closed-ended questions.

4.1. Analysis of 'Evolving leadership practices assessment' quiz in IMASIP FIB-UI

The research method explained above includes the information that The Olson Group, Inc. designed this quiz in the book 'Winning with Library Leadership: Enhancing Services' with Connection, Contribution, and Collaboration (Olson and Singer, 2004). This quiz consists of 36 questions. It uses ranges of total-score ratings: 1) 125 or more, 2) 110–124, 3) 100–109 and 4) 100 or less. The score reflects three leadership practice elements: 1) connection, contribution and collaboration; 2) awareness, emotions, behaviour and facilitation; 3) the score for evolving leadership.

Category 1, a total score above 125: In general, students are balanced in all three leadership practices and can take advantage of each practice, depending on the situation; called 'situational leadership'. Students can assess which practices are appropriate for the target. Students tend to easily move between three leadership practices and have enough experience and competence to understand why one practice is suitable for any situation. Areas of improvement include focusing on one area of practice or key attributes that students want to develop further.

Category 2, total score between 110 and 124: Students have a strong preference for one or two of three leadership practices. Students show competency in one or two fields and may get a high score in two of the four main attributes. These leadership practices are familiar to students, but they may not be able to apply every exercise as easily or flexibly as they wish. Values also indicate that students may be shifting from command-and-control leadership in significant and positive ways. Students can

demonstrate several levels of 'situational leadership' in one or two fields. Students aim to add leadership tools by developing competencies in other fields. The improvement area includes focusing on one or two areas of practice and one or two of the main attributes students want to improve. Students need not burden themselves and the people around them. Take it slow and work on strategies and action plans to see fundamental changes and improvements before moving to the next focus area.

Category 3, total score between 100 and 109: Students have a strong preference for one of the three leadership practices. Students show competency in one or two fields and may get a high score in two of the four main attributes. This leadership practice is most likely new to students. Students are interested in this emerging type of leadership and want to know more about improving and using these practices every day. In particular, awareness and facilitation may be a challenge. Students aim to add leadership tools by developing competencies in other fields. The improvement area includes a focus on one or two areas of practice and one or two of the main attributes wanting improvement. Students need not burden themselves and the people around them. Take it slow and work on strategies and action plans to see real changes and improvements before moving to the next focus area.

Category 4, total score below 100: Students prefer one of three leadership practices and show the capacity for involvement in one or two main attributes. This leadership practise very new for students. Students may work in more 'technical' roles or as individual contributors, and they may want to switch to becoming

new managers. Students are interested in this emerging type of leadership and want to know more about improving and using this leadership practice every day. In particular, behaviour and facilitation may be a challenge. Students aim to add leadership tools by developing competencies in other fields. The improvement area includes focusing on one or two fields of practice and one or two main attributes that want improvement.

Five informants, including the first researchers, completed the quiz and scored as Table 4 shows across the four score ranges. Two informants—the Chairperson and Vice-chairperson of IMASIP in 2016—received scores of 130 and 134, respectively, located in Category 1. Then, two informants—the Chairpersons of IMASIP in 2017 and 2018—received scores of 121 and 118, respectively, in Category 2. In addition, one informant—the Chairperson of IMASIP in 2019—received a score in Category 3. No informants received a score in Category 4. Furthermore, the first researchers scored 127, included in Category 1. This shows and supports the assumption that age, years of leadership and various experiences will influence the scores obtained at IMASIP FIB-UI, which must be studied in further research.

Table 4. Quiz results 'Evolving Leadership Practices Assessment' in IMASIP FIB-UI

ID	Year	Assessment score
KE01	2016	130
WK02	2016	134
KE03	2017	121
KE04	2018	118
KE05	2019	100

4.2. Analysis of IMASIP FIB-UI Accountability Report 2016–2019

The researchers read the IMASIP FIB-UI Accountability Report from 2016 to 2019 and

identify that the Chairperson gives values ranging from 1 to 100 to the Daily Management Board, consisting of 1) Vice-chairperson, 2) General Treasurer, 3) 1st Mandatory Student Representative Council (DPM), 4) 2nd Mandatory DPM, 5) Head of Human Resources Development Bureau (PSDM), 6) Head of Public Relations and Media Bureau, 7) Head of the Secretariat Bureau, 8) Head of Creative Business Bureau, 9) Head of Department of Community Service, 10) Head of Department of Arts, 11) Head of Department of Sports, 12) Head of Department of Research and Development (RnD) and 13) Head of Department of Student Welfare Advocacy (Adkesma).

In 2016, the Vice-chairperson (ID: WK02) assigned values to all Daily Management Board except the Chairperson and Mandatory DPM 1 and 2.

In 2018, the Chairperson of IMASIP (ID: KE04) assigned values to only four components, namely, 1) Vice-chairperson (90), 2) Student Coordinator (85), 3) Community Social Coordinator (89), and 4) Vice-chairperson of UI Book festival and Telminas 2018 (88). The researchers averaged Chairperson's evaluation in 2018 to the Daily Management Board for four components and got a score of 88. However, the researchers did not include the four components in the average assessment of the Chairperson for the whole Daily Management Board from 2016 to 2019.

In 2019, the Chairperson of IMASIP (ID: KE05) assigned values to six delegates to the combined Daily Management Board, namely, 1) Vice-chairperson, 2) General Treasurer, 3) Head of PSDM (Human Resources Development) Bureau, 4) Head of Department of Sports, Arts and RnD, 5) Department of Adkesma (Student Welfare Advocacy), Community Service and 6) Public Relations and Media Bureau, and Creative Business.

Table 5 also shows two assessment results of the Chairperson and Vice-chairperson of the IMASIP FIB-UI Daily Management Board and shows that the Chairperson of IMASIP in 2019 had a higher average score (88.18) than in previous years, followed by the Chairperson of IMASIP in 2017 (86.53), IMASIP Chairperson in 2016 (83.69) and IMASIP Vice-chairperson in 2016 (82.9).

Table 5. Results of the Chairperson and Vice-chairperson evaluation of the IMASIP FIB-UI Daily Management Board

| | KE01 | WK02 | KE03 | KE04 | KE05 | Average |
	2016	2016	2017	2018	2019	Score
Vice-chairperson	85		88		90	87.66
General Treasurer	83	82	88		90	85.75
1st Mandatory DPM	82		85			83.5
2nd Mandatory DPM	81		85			83
Head of PSDM (Human Resources Development) Bureau	85	83	87		89	86
Head of Public Relations and Media Bureau	84	81	88		86	84.75
Head of the Secretariat Bureau	84	82	85		89	85
Head of Creative Business Bureau	83	80	85		86	83.5
Head of the Department of Community Service	83	80	87		88	84.5
Head of Department of Arts	85	84	88		88	86.25
Head of Department of Sports	85	87	85		88	86.25
Head of Department of RnD (Research and Development)	85	90	88		88	87.75
Head of Department of Adkesma (Student Welfare Advocacy)	83	80	86		88	84.25
Average score	83.69	82.9	86.53		88.18	85.28

In addition, researchers averaged the highest until the lowest ranks of the Chairperson and Vice-chairperson for each Daily Management Board from 2016-2019, 1) Head of the Research and Development Department, 2) Vice-chairperson, 3) Head of the Department of Arts, 4) Head of the Department of Sports, 5) Head of Human Resources Development Bureau (PSDM), 6) General Treasurer, 7) Head of Secretariat Bureau, 8) Head of Public Relations and Media Bureau, 9) Head of Community Service Department, 10) Head of Department of Student Welfare Advocacy (Adkesma), 11) 1st Mandatory DPM, 12) Head of Creative Business Bureau, 13) 2nd Mandatory DPM. This shows several aspects that can serve as evaluations for handling Daily Management Board during the next leadership period.

4.3. Results of An Interview Analysis Using 12 Closed-ended Questions

Researchers designed 12 closed-ended questions and interviewed informants online during February 10-21, 2020, using the social media application WhatsApp. Researchers found various obstacles because the time available was very limited, and communicating with the more senior informants was difficult. The 12 questions were divided into three parts, namely, 1) before becoming Chairperson and Vice-chairperson (questions 1-3), 2) when becoming Chairperson and Vice-chairperson (questions 4-9), and 3) after becoming Chairperson and Vice-chairperson (questions 10-12).

Before becoming the Chairperson and Vice-chairperson. Questions 1 to 3 are the questions that were explained before becoming the Chairperson and Vice-

chairperson of IMASIP. In Question 1, two informants did not nominate themselves to be the Chairperson, and three informants nominated themselves to be the Chairperson and Vice-chairperson. Reviewing Question 2 revealed that two informants who answered 'not nominating' had the same motivation: seeking experience and honing abilities. Next, in Question 3, the election to become Chairperson and Vice-chairperson is determined by the IMASIP Grand Election (PEMIRA) process, a pattern that does not change from year to year.

Question 1: Are you running for the Chairman or Representative of IMASIP based on your own will?

Table 6. Answer to Question 1

ID	Answer
KE01	No
WK02	Yes
KE03	No
KE04	Yes
KE05	Yes

Question 2: What are the motivations and goals that make you run for the Chairperson or Representative of IMASIP?

Table 7. Answer to Question 2

ID	Answer
KE01	Motivation is encouragement, I think. The motivation is trust and requests from the force forum and some friends outside the department from the outer side. I want to hone my skills more. The goal is to learn further to develop themselves in terms of leadership and organization
WK02	Correcting the existing deficiencies in IMASIP according to my observations while I was an IMASIP member and willing to take part in campus forums covering the latest action and news in the faculty and university environment.
KE03	Seeking experience, strengthening IMASIP in developing library and information students' interests, especially in science.
KE04	Anxiety about the development and motivation of the organization.
KE05	Want to serve in the department after a few years in another organization. I got the motivation because of support from friends.

Question 3: How was the IMASIP PEMIRA (Pemilihan Raya or election day) process at that time?

Table 8. Answer to Question 3

ID	Answer
KE01	PEMIRA Process Running according to the timeline, starting from sending the grand design and essay, exploration, campaigning until the election period, all of which have been well accommodated by the committee. Selection of candidates Both have supporters (no shadow candidates) and compete fairly.
WK02	Through voting.
KE03	Open recruitment, election and announcement.
KE04	Going well with competitive and fair competition.
KE05	Going smoothly through the election process.

When they became the Chairperson and Vice-chairperson. In Question 4, the same pattern is seen in Question 2, namely, KE01 and KE03 have the same 'unexpected' perception and WK02, KE04, and KE05 have 'trusted' perceptions so that they can explore themselves further. In Question 5, support from the surroundings was obtained from the five informants, both internally and externally.

Question 4: What was your opinion when you were elected as Chairman or Representative of IMASIP?

Table 9. Answer to Question 4

ID	Answer
KE01	To be honest, this is unexpected because each candidate has supporters and cannot be predicted. The acquisition results are also not very far, it seems to be only two or thirty different votes (forgetfulness). Faced with it, yes, just live it.
WK02	This is a responsibility that I must carry before taking on greater responsibility in the post-campus real world.
KE03	I didn't expect that many would choose, so I had to be enthusiastic and total.
KE04	I was trusted to have responsibility for the quality and image of the organization.
KE05	This is a new challenge that, in my opinion, can challenge myself.

Question 5: What are the opinions of the people around you when you were elected as the Chairperson or Representative of IMASIP? (Explain based on opinion: Parents, Lecturers, Peer Groups, and friends of one department, both senior, classmates and younger siblings)

Table 10. Answer to Question 5

ID	Answer
KE01	Parents: They are also happy with the achievement, and also remind always to maintain an attitude (don't be arrogant, don't be bossy, etc.). Lecturer: (It seems) they used to have fun, yes, because before becoming a chairman, there was a closeness with them so that it was more accessible in terms of coordination. Peer group: I am happy, and of course, they always oversee my journey for the next one year (this has agreed to the nomination, so if I go forward, they must be willing to take criticism and suggestions as long as I am chairman). Friends in the same department: You are happy, you are also giving trust and, of course, you are also giving advice, especially from your seniors and generation.
WK02	Shocked, happy and encouraged me.
KE03	Parents feel proud, and lecturers give congratulations and enthusiasm. Peer groups are convincing for the right list to receive. They are very supportive, classmates rely on IMASIP even better, and younger siblings certainly give congratulations.
KE04	Overall, they have the full support and trust of these people because they already have a good and relevant track record.
KE05	They support and want to be with me to manage this organization. Maybe some people don't support me, but I don't care.

Question 6: When you were chosen, did you already know how to lead an organization? (If answering Yes, please provide a reason, and if answering no, please provide a reason)

Table 11. Answer to Question 6

ID	Answer
KE01	Yes, but only in moderation. Because it happened to have had experience at IMASIP from staff, then continued the deputy head of the division, and had been at the BEM as well. So, there is already provision (though not much), and during the nomination process, I also took time to study with the closest friends at DPM and BEM.
WK02	Yes. I have to understand the different types of characters of people who will work with me. How do I divide my time for college and IMASIP.
KE03	Yes, because I already have a grand design, and there is prior experience.
KE04	Yes, because I already have some experience leading in organizations, then supported by soft skills and hard skills that I have developed before.
KE05	I have had several provisions leading divisions in several organizations outside IMASIP. So, in my opinion, I have an idea to lead the organization

Question 7: When you were chosen, did you already know the theories about leadership? (If answering Yes, please provide a reason, and if answering no, please provide a reason)

Table 12. Answer to Question 7

ID	Answer
KE01	Yes, but only the basic to support the needs of making essays.
WK02	Yes, but only a few. A leader is someone who is able to arouse the spirit of his team.
KE03	No. Because at that time, I didn't think about finding a theory. But more to ask the experience of senior level.
KE04	Yes, because I'm used to reading self-improvement reading.
KE05	Yes, because I once took a leadership seminar.

Questions 6 and 7 reveals that the five informants already knew how to lead the organization. However, in Question 7, KE03 revealed that the informant did not know the theories of leadership. This question needs to be elaborated into open-ended questions that reveal what theories the five informants know.

Question 8: What innovation (or breakthrough) did you implement for IMASIP? please give a reason

Table 13. Answer to Question 8

ID	Answer
KE01	1. Culture of getting to know each other through Deep Sharing Online Reason: 2 years in charge of management, there are still many friends who do not know each other, and first, it is still very thick per class. 2. Bidding BookFest involves lecturers as bidders Reason: To get views and input from lecturers (and of course, to make it easier to get help from them) :)) 3. Department concept initiation agreement Reason: Leave old-fashioned culture. 4. IMASIP's new logo contest Reason: Meeting the direction given several years ago.
WK02	Changing the IMASIP logo, combining bureaus and departments to streamline the flow of coordination, made IMASIP which was previously seen as a passive set to be an active set in the LFK FIB environment
KE03	IMASIP works . . . More intensifying and coordinating scientific activities and community service activities are livelier, for example, a reading campaign on the train.
KE04	A major reorganization of structure, bureaucracy, Key Performance Indicators, publishing and publication, internalization and externalization, and bylaws. I made these innovations conceptually and also in the form of technical work programs. It aims to improve and develop the organization as a whole in a short period of 1 (one) year of management (read: reform) for the good of the organisation's continuation afterwards.
KE05	Orderly administration by making SOPs, profit-sharing mechanism with creative business bureaus, and conducting quality control of existing work programs.

Question 9: How do you manage yourself in the face of difficulties and resolve difficulties or problems in leading IMASIP?

Table 14. Answer to Question 9

ID	Answer
KE01	Well thought out, seen from the other side, then communicated to others.
WK02	I always divide my time well and prioritize my studies (study) because my main goal here is to study. Then my second priority is IMASIP and other activities. I always get a discussion partner when I face a problem. Because I am also active in the Cultural Festival, I have many friends to exchange ideas in the faculty, not only in the IMASIP environment.
KE03	Write priority scales, often consult with fellow organizers and stick to plans that have been made.
KE04	Be assertive in making decisions and planning things.
KE05	Think calmly, find a way. Then discuss with the representatives and core management. If it's still not right, ask the predecessor if you've ever experienced the same thing and used to have a solution. Then modified. If you have problems with yourself, talk to a close friend and consult a psychologist.

Question 8 reveals that there are connections, contributions, and collaborations with KE01 informants, according to the Olson and Singer (2004) criteria, whereas Question 9 reveals the informants' priority constraints.

After becoming the Chairperson and Vice-chairperson. Question 10 reveals that being the Chairperson and Vice-chairperson does not affect the study. However, KE04 stated that being the Chair helped him to be more accustomed to speaking in public and active in class.

Question 10: Did leading IMASIP influence your study? (If answering Yes, please provide a reason, and if answering no, please provide a reason).

Table 15. Answer to Question 10

ID	Answer
KE01	No. Because I am the type who understands the class lessons, so if you pass the exam just stay overnight racing system and even though the next few days so forget again.
WK02	No. I manage my time well so that everything can run smoothly without any significant problems.
KE03	No, because it has its own way to stay good in academia.
KE04	Yes, making me more accustomed to speaking in public helps me to be active in class.
KE05	Not really. I separate college from the organization, and each has the same portion

Question 11 expresses the SWOT analysis used in the library-planning process (or any organization). SWOT analysis is a tool that helps organizations to assess the overall position of the organization relative to constituents, users and competitors. The SWOT analysis results can be used as the main input for the long-term planning process to develop key strategic goals and initiatives. Question 12 provides suggestions for future IMASIP leadership.

Question 11: Please explain the SWOT analysis (Strengths, weaknesses, opportunities and threats) when you lead IMASIP in one period; please explain

Table 16. Answer to Question 11: Strength

ID	Answer
KE01	Having organizational and bureaucratic experience, willing to go down, be diligent, conscientious, calm, patient, responsible
WK02	Skills that are owned by every IMASIP member in the fields of science, sports and arts.
KE03	Have a team that is competent in their field.
KE04	Assertive, innovative leadership.
KE05	Flexible, sociable, responsible.

Table 17. Answer to Question 11: Weakness

ID	Answer
KE01	Forgetful, sometimes too perfectionist, the ability of public speaking is not too good
WK02	Funds owned by the set are fairly minimal.
KE03	Team performance up and down.
KE04	Perfectionist, distraction, overthink.
KE05	I cannot wait.

Table 18. Answer to Question 11: Opportunities

ID	Answer
KE01	The Daily Board of Management is loyal, supports classmates and outside the department, has good relations with people in the study program, departments and deans.
WK02	Many alumni from the library and information science undergraduate program did not establish good relations with IMASIP in the past few periods.
KE03	There are a lot of competitions in FIB-UI.
KE04	Relationship and time.
KE05	Close to my house, get support from family and friends.

Table 19. Answer to Question 11: Threats

ID	Answer
KE01	Other activities outside the campus, unscrupulous alumni who participate in a way that he thinks is good.
WK02	At that time, I also became the Daily Management Board of the 2016 Culture Festival.
KE03	Busy in other organizations.
KE04	Other interests.
KE05	Responsibilities in other organizations.

Question 12: Your suggestions and criticisms for the future leadership of IMASIP

Table 20. Answer to Question 12

ID	Answer
KE01	Honestly, I don't know. But, if seen from the existing programs, it feels increasingly good. In general, keep the spirit and keep the communication (both in the management's internal scope, majors, study programs and deans).
WK02	Be a leader who nurtures. Don't be an indifferent leader and feel superior to his members. Cheap smiles and always greet all the JIP UI children and establish good relations with departments and alumni.
KE03	More real for the work program, more intimate with the department (lecturers) and better kinship.

ID	Answer
KE04	Be assertive when leading and making policies that are oriented towards others.
KE05	Leading in accordance with the environment and human relationship that currently being led. No need to compare with the previous leadership. Do your best, and be sincere.

The analysis of some of the above, especially the results of the analysis of 12 closed-ended questions for Questions 6 and 7, shows that the informants selected to be leaders in IMASIP FIB UI did not yet have good knowledge of leadership. Therefore, seminars and training on leadership must be developed and improved among students since they enter the world of lectures. This is very important to prepare leaders in the future because doing so can increase students' readiness to lead so that they can become provision is needed to improve the organisation's performance and increase connections, contributions, and collaboration as important steps to advance the nation. Based on the results of the analysis, we also found that efforts can be made to improve the quality of leadership among students in addition to developing and improving seminars and training on leadership, namely, by taking the quiz 'Evolving Leadership Practices Assessment' (Olson and Singer, 2004) one of the requirements in the process of selecting leaders.

5. Conclusion and Suggestion

This research contributes in three ways. First, this study presents an analysis of the results of the quizzes 'Evolving Leadership Practices Assessment' by Olson and Singer (2004), distributed by the Chairperson and Vice-chairperson of the Library Science Student Association (IMASIP), Faculty of Humanities, Universitas Indonesia (FIB-UI).

Two informants—the Chairperson and Vice-chairperson of IMASIP in 2016—received scores that were in Category 1; two informants—the Chairpersons of IMASIP in 2017 and 2018—received scores that were in Category 2; and one informant, the Chairperson of IMASIP in 2019, received a score in Category 3 (see Table 4). This shows and supports the assumption that age and years of leadership will affect the IMASIP FIB-UI scores, which further research must examine.

Second, the results of the assessment of the Chairperson and Vice-chairperson of the IMASIP FIB-UI Daily Management Board found that the Chairperson of IMASIP in 2019 obtained an average score higher than those in previous years. This research suggests that the highest-ranking Daily Management Board can maintain the Chairperson and Vice-chairperson's average value of IMASIP FIB-UI. The lowest ranking Daily Management Board can improve performance by connection, contribution and collaboration.

Finally, this study also interviewed five informants with 12 closed-ended questions that have the potential to be elaborated into open questions to explore ideas and examples of behaviour from the Chairperson and Vice-chairperson of IMASIP FIB-UI.

In this study, several limitations were identified. First, this research was conducted in one of the many student associations at universities in Indonesia. Second, this research was conducted merely at a specific time and sample, such as interviewing and giving four students assessments before the pandemic. Third, the understanding and literature on youth leadership are very limited in the Indonesian context, so that further study is needed based on the correlation of demographic characteristics with a larger sample in the context of youth leadership.

In addition, efforts were found to build and improve leadership among students by developing and improving seminars and training in leadership, to prepare students who have a role as the successors of the nation's leadership, and by making the quiz 'Assessment of Evolving Leadership Practices Assessment' (Olson and Singer, 2004) a basis for consideration and requirements in the process of selecting leaders, of improving the quality of leadership. This research is expected to be a reference for further research on a larger scale.

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