



Analysis of Collaborative Leadership Style in Carrying Out the Main Task of Searh and Rescue Office

Fajar Arfid Suhendra ¹, Syahruddin ², Nur Jalal ³, Fitriani ⁴

¹ Universitas Musamus, Merauke, Papua, Indonesia

² Universitas Musamus, Merauke, Papua, Indonesia

³ Universitas Musamus, Merauke, Papua, Indonesia

⁴ Universitas Musamus, Merauke, Papua, Indonesia

Abstract

This study aims to analyze collaborative leadership in the implementation of the core tasks of the Search and Rescue Office (SAR). Collaborative leadership was chosen as the primary focus due to its involvement of multiple parties in carrying out a complex mission that requires effective coordination between related agencies. This research uses a qualitative approach with a case study method to explore the factors influencing the effectiveness of leadership in SAR operations. Data were collected through in-depth interviews with 18 informants, consisting of leaders and team members of SAR, observations, and relevant documentation related to the core tasks. The findings of the study indicate that collaborative leadership, based on open communication, trust among team members, and synergy between agencies, plays a vital role in improving response time and the success of SAR operations. The research also identifies challenges in building effective coordination, such as limited resources and differences in perceptions among various parties. These findings are expected to contribute to the development of more effective leadership strategies in organizations engaged in search and rescue operations.

Keywords: leadership; collaborative, task

Abstrak

Penelitian ini bertujuan untuk menganalisis kepemimpinan kolaboratif dalam pelaksanaan tugas pokok Kantor Pencarian dan Pertolongan (SAR). Kepemimpinan kolaboratif dipilih sebagai fokus utama karena melibatkan berbagai pihak dalam menjalankan misi bersama yang kompleks dan membutuhkan koordinasi yang efektif antara instansi terkait. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus untuk menggali faktor-faktor yang mempengaruhi efektivitas kepemimpinan dalam menjalankan operasi SAR. Data dikumpulkan melalui wawancara mendalam dengan 18 orang informan yang terdiri dari pemimpin dan anggota tim SAR, observasi, serta dokumentasi yang terkait dengan proses pelaksanaan tugas pokok. Hasil penelitian menunjukkan bahwa kepemimpinan kolaboratif yang berbasis pada komunikasi yang terbuka, kepercayaan antar anggota tim, dan sinergi antar instansi berperan penting dalam meningkatkan respon cepat dan keberhasilan dalam pelaksanaan operasi SAR. Penelitian ini juga mengidentifikasi tantangan dalam membangun koordinasi yang efektif, seperti keterbatasan sumber daya dan perbedaan persepsi antara berbagai pihak. Temuan ini diharapkan dapat memberikan kontribusi bagi pengembangan strategi kepemimpinan yang lebih efektif dalam organisasi yang bergerak dalam bidang pencarian dan pertolongan..

Kata Kunci: kepemimpinan; kolaboratif; tugas pokok

1. Introduction

Collaborative leadership is a practical and effective way to overcome complex problems and challenges (Wilson, 2013). The complexity that occurs will encourage collaboration in order to achieve common goals. Other complex problems such as demands to always change according to conditions, make collaborative leadership a fundamental feature in dealing with change. The demands for change cause all parties to need to innovate. Related to this, collaborative leadership is an important element in the co-creation process to encourage change and manage the problems faced (Jappinen, 2013). Collaboration involves joint decision-making and involves a transparent and trusted communication process, where all parties feel they have information and can provide feedback and ideas to others (Sanaghan and Lohndorf, 2015). Collaboration is needed to face the challenges faced by organizations including schools, for example to manage change and complexity due to globalization. Meanwhile, leadership is an important variable in the success or failure of an organization's collaborative governance (Ansell and Gash, 2008), therefore leaders must have limitless relationships, be able to create opportunities and organizational mechanisms needed to share ideas, work and actions more broadly and without limits (Sanaghan and Lohndorf, 2015) so that collaboration can be created.

Collaborative leadership is a type of leadership that is needed to achieve results across organizational boundaries both internally and externally. Leaders are required to be able to manage differences in culture, experience and skills that exist within the organization, so leaders need to invest time to manage them, be ready to handle conflict constructively and most importantly be able to share control (Archer and Cameron, 2013), investigate but not judge and accept criticism from others (Raelin, 2006). Several important reasons why leadership is a major pillar in disaster management, namely (a) During a disaster, leaders are needed who have leadership traits and skills, not just formal leaders, (b) Disaster situations invite various parties to become resources and play a broad role, therefore affirmation is needed from a leader to position each of these resources, and (c) The situation during a disaster changes rapidly, so leaders are needed who understand the direction of change and have the ability to manage each of these changes.

The agency that handles disasters in Indonesia is the National Search and Rescue Agency, whose main task is search and rescue, rescue, and evacuation to the community in a disaster reliably, effectively, quickly, efficiently, and safely. The types of disasters that are the mission area of Basarnas are (1) Accidents; (2) Disasters; and (3) Conditions that endanger humans. When a disaster occurs, the function of the National Search and Rescue Agency is to conduct search and rescue, and its task is to help victims of a disaster. The National Search and Rescue Agency will not be in a disaster if there are no victims (only helps when there are already victims).

The Merauke Search and Rescue Office has the same function and duties as the National Search and Rescue Agency, where it is known that Merauke is ranked second as a disaster-prone area, because the sea position is higher than the Merauke mainland, and when there is a shift in the earth's crust in Papua New Guinea, Merauke will receive the impact due to the magnitude of the vibration. There are seven disasters that are feared to occur in Merauke, namely, tsunamis, earthquakes, coastal abrasion, drought, forest fires, floods and social disasters. Collaborative leadership is very much needed to be implemented by leaders at the Merauke Search and Rescue Office because in addition to leading their own team, leaders must also be able to collaborate with other teams from outside the scope of their organization that are related to the type of disaster that occurs. This is of course done to support the maximum implementation of the main tasks and functions of the Merauke Search and Rescue Office. Based on initial observations made by researchers, the collaborative leadership carried out when a disaster occurred at the Merauke Search and Rescue Office which generally reflects the characteristics stated by Wargadinata (2018) still experiences problems, namely:

1. Collaborative leadership understands that power is held by all parties involved. Where its implementation is still not optimal where there is often a deadlock in coordination when handling disasters or calamities.
2. Collaborative leadership will share information for all (shared information). Where the leader or element of Basarnas has shared information transparently through official media to all parties, but not all information can be shared just like that, especially information related to privacy and that can endanger mutual safety.
3. Collaborative leadership always encourages all parties involved to provide ideas or concepts (democracy). Where the leader has acted democratically by providing opportunities to provide ideas, coordinate and cooperate well with all elements involved in handling disasters or calamities. However, even though the leader has acted democratically, in providing ideas and concepts, priority must be given to the Field Post coordinated by the Head of Operations because they understand the conditions in the field better.
4. Collaborative leadership facilitates all parties involved to always brainstorm to obtain decisions that are mutually agreed upon. Where the leader has facilitated this with briefings, debriefings, meetings, coordination and discussions with all related elements, in addition the leader has facilitated all parties in making decisions, but there is an emphasis that members can only provide input and ideas while decisions are the right of the leaders.
5. Collaborative leadership provides time and resources for the benefit of all parties involved. Where the leader has provided a target time for implementing disaster management or calamities in accordance with applicable laws, if there is an additional time due to conditions in the field and there is the latest information and there is a request from the victim's family, resource support is also provided according to the needs in the field, but the leader can and does not provide time and resources because it depends on the scale of the disaster or calamity that occurs and is adjusted to the limitations of resources and funding available, but still follows applicable laws.
6. Collaborative leadership provides an opportunity to develop the roles and responsibilities of all parties involved.

Where the leader has provided an opportunity to develop the roles and responsibilities of all parties involved, but in implementing disaster management or calamities must be led or coordinated by the Basarnas leader.

7. Collaborative leadership seeks to find solutions to address the root of the problem. Where the leader has made maximum efforts to find solutions to existing problems, and has used available resources, coordinated and involved related elements to find the right solution. However, the leader has not been optimal in providing a solution to the root of the problem (the victim's family being late in reporting) which is the leader's duty and obligation to find the root of the problem and decide on the right solution.
8. Collaborative leadership offers feedback as soon as possible personally. Where the leader has offered well through briefings, debriefings and community satisfaction surveys personally, and has responded to problems (feedback) in the field during operations quickly and responsively

Other problems that exist based on initial observations made by researchers are:

- 1) The role of leaders in fulfilling the main tasks and functions of their organizations is not yet optimal,
- 2) Lack of quantity of human resources available to support the role of the main tasks and functions of the organization. It is known that the total human resources are 76 (seventy-six) people consisting of 74 (seventy-four) civil servants, and 2 (two) honorary employees,
- 3) The vast area of handling which covers all regencies in South Papua Province (Mappi Regency, Merauke Regency, Boven Digoel Regency, Asmat Regency) so that it greatly influences the organization's ability to fulfill its main tasks and functions,
- 4) Current leaders are not optimal in understanding that power is held by all parties involved, Share Information, democratic, facilitate all parties involved in decision making, and provide opportunities to develop the roles and responsibilities of all parties involved.

1. Literature Review/ Theoretical framework

1.1. Collaborative Leadership

A good organization is an organization that is able to collaborate. No exception in the context of a government organization, an effective and efficient government carries out collaboration between government administrators or with the community. Collaboration is a process where individuals and/or groups exchange information, responsibilities and even resources that they honor to achieve common goals (Saleh, 2020). This certainly requires a leader who can bring his subordinates into collaborative dynamics. Collaborative leadership is a joint effort where various individuals are collectively involved in interactions that are oriented towards common goals and are able to create something synergistic through the process. Leaders must be catalysts in building collaboration with each other, building a system of interdependence and non-authoritarianism (Koppenjan, 2015). This collaborative leadership must also be able to understand differences. Basically, collaboration requires an understanding of multiculturalism. This understanding emphasizes differences in equality, appreciation and assessment of one's culture, and will encourage social interaction in the form of collaboration. With this paradigm, it is hoped that it will be able to form a leadership concept that can meet the needs of different community groups and is not afraid to state that each culture can grow together with its own characteristics. Leaders must demonstrate a fair attitude to their members or followers in an organization. A success in building collaboration in multiculturalism is a clear division of tasks according to their respective expertise.

Collaborative Leadership is a way for a leader to think strategically in a global context, articulate an inspiring vision across cultures, and make wise choices amidst complexity and uncertainty. The leader is able to build dynamic networks, grow the company's ability to compete worldwide and new skills and mindsets to succeed in a highly competitive business environment. This collaborative culture leverages the knowledge and expertise of all stakeholders to innovate, partner effectively, compete, and win (Oxford Leadership, 2019). The role of leadership in collaborative governance in the Wargadinata journal (2018) is to help stakeholders find win-win solutions, leaders are facilitators of the process. Collaborative leadership is not intended to design strategies to solve problems but to create strategic synergies between stakeholders that will lead to innovative solutions. At this process level, collaborative governance is different from other cooperation forums, not just completing tasks but finding new ways or paths to solving problems. Leaders must act as catalysts and facilitators, build interdependence and not act authoritarian.

In general, there are eight characteristics of collaborative leadership, namely: First, collaborative leadership understands that power is held by all parties involved. Second, collaborative leadership will share information for all (shared information). Third, collaborative leadership always encourages all parties involved to provide ideas or concepts (democracy). Fourth, collaborative leadership facilitates all parties involved to always brainstorm to obtain mutually agreed decisions. Fifth, collaborative leadership provides time and resources for the benefit of all parties involved. Sixth, collaborative leadership provides an opportunity to develop the roles and responsibilities of all parties involved. Seventh, collaborative leadership seeks to find solutions to address the root of the problem. Eighth, collaborative leadership offers feedback as soon as possible in person (Wargadinata, 2018). Collaborative leadership is a practical and effective way to overcome these complex problems and challenges (Wilson, 2013). The complexity that occurs will encourage collaboration in order to achieve common goals. Other complex problems such as demands to always change according to market needs, make collaborative leadership a fundamental feature in dealing with change (Edwards and Smit, 2008). The demands of change require all parties to innovate. In this regard, collaborative leadership is an important element in the co-creation process to drive change and manage the problems faced (Jäppinen, 2013).

Collaborative leadership is described as leading as a friend, not a boss. Collaborative leadership can bring together people with different views and perspectives, put aside personal interests, discuss problems openly, support efforts to find ways to help others, and solve bigger problems. Collaborative leadership refers to an inclusive culture that seeks to maximize the talents and abilities of subordinates. If done for the right reasons and in the right way, it can open up possibilities and breakthroughs that are not produced by traditional leadership models (Wilson, 2013). Collaborative leadership is effective leadership in dealing with change, which requires collaboration, listening, influencing and adaptation (Meyer, 2009). Thus, future leadership, including school leadership, requires leaders who are able to encourage dialogue for mutual development, are able to utilize the knowledge and practical understanding of all members, are able to be fair by providing space and time for collaborative processes, are able to be fair in the distribution of power and are able to encourage innovative learning conditions (Jäppinen and Ciussi, 2016).

There are 3 (three) roles of leaders in collaborative leadership as proposed by Ansell and Gash (2012). First, the leader as a servant, meaning the leader facilitates the collaborative process by building and protecting the integrity of the collaborative process. Second, the leader as a mediator, meaning the leader facilitates, mediates and fosters relationships with stakeholders. Finally, the leader as a catalyst, meaning the leader is someone who helps stakeholders to identify and utilize opportunities to create value. In this case, the leader becomes a catalyst for effective and productive collaboration. The success of a collaborative leader in leading is influenced by vision, interpersonal skills, managerial skills and trust to encourage collaboration (Hopkins et al., 2011). Furthermore, the vision is the result of collaborative work that develops over time. In line with this, the results of the study by Samriangjit et al. (2016) concluded that the elements of shared vision and trust are the most important elements in collaborative leadership, then the next important element is joint decision making.

Collaborative leadership is a type of leadership that is needed to achieve results across organizational boundaries both internally and externally. Leaders are required to be able to manage differences in culture, experience and skills that exist within the organization. Therefore, leaders need to invest time to manage it, be ready to handle conflict constructively and most importantly be able to share control (Archer and Cameron, 2013), investigate but not judge and accept criticism from others (Raelin, 2006). Several points of view put forward by Edwards and Smith (2008) regarding the characteristics of collaborative leadership are: first, collaborative leadership is seen as a function that is carried out, not a position held by one person. This means that everyone in the organization is a leader and leadership is considered situational, depending on circumstances not positions. Second, collaborative leadership is related to the role of power and powerlessness. This view gives the understanding that principals need to embrace teacher professionalism and do more than just share power. Third, collaborative leadership is closely related to relationships and the benefits of cooperation. Fourth, successful collaborative leadership depends on the quality of relationships. The last two views imply that the relationships and cooperation that occur are not just about sharing benefits and information but in order to realize a shared vision, so that the application of collaborative leadership will create and develop a collaborative culture.

The implementation of collaborative leadership in reality has obstacles. Therefore, it is important for organizational leaders to understand and find solutions to the obstacles that occur. These obstacles, for example, are related to the collaboration process which can take a long time and often conflict with traditional organizational structures. Another obstacle is the disagreement of goals between leaders. Poor internal organizational communication due to being limited by the organizational hierarchy can also be an obstacle. From the individual side, the obstacles that occur are related to beliefs, values and behaviors, for example arrogance, fear and power (Wilson, 2013). The results of Hsieh and Liou's (2018) study show that the dimensions of collaborative leadership consisting of activating resource assistance, framing the work environment and synthesizing collaborative processes can affect organizational performance. The same results are also shown by Maalouf's (2019) study that collaborative leadership can encourage organizational performance so that it can remain competitive and survive and have an impact on the entire organization. Likewise, Sulaiman's (2020) study concluded that collaborative leadership makes a positive contribution to organizational cohesion. The impact of collaborative leadership at the employee level is shown by the results of Maalouf's (2018) research that collaborative leadership can be beneficial for employees and is able to encourage innovation and overall influence organizational learning.

There are 4 important perspectives in building collaborative leadership practices according to Raelin (2006), namely: the first perspective, leaders must understand that there is more than one leader at the same time so that leaders willingly share power with others. The second perspective is collaborative leadership is not only joint leadership but also collective leadership. This means that leadership does not come from individual influence, but comes from the process of people working together for the same goal. The third perspective is collaborative leadership is mutually beneficial. This means that all members of the organization can control and communicate for the common good. While the last perspective is collaborative leadership is compassionate leadership. This means that leaders maintain the dignity and respect of each member of the organization. On the other hand, Hopkins et al. (2011) explain that in order for mutually agreed goals to be achieved, collaborative leadership needs to develop a vision, have interpersonal and managerial skills and be confident in encouraging collaboration. An important thing to note is that the vision must be created and developed together. The availability and allocation of resources fairly also need to be considered by leaders.

The success of implementing leadership to overcome complex situations is influenced by experience and skills. There are 3 (three) sets of skills that must be possessed by the principal, namely (1) mediation skills, leaders must be able to

handle conflicts as quickly as possible constructively and effectively, (2) influencing skills, leaders must be able to choose the best approach to influence people, understand organizational culture and people's personalities and analyze objectively the situation that occurs, (3) skills to involve others, leaders must be able to build networks, relationships and communication and involve others in decision making at the right time (Archer and Cameron, 2013).

Furthermore, in addition to these three skills, collaborative leaders must also have agility, patience and empathy.

Meanwhile, Wilson (2013) identified the success of implementing collaborative leadership depending on the creation of an environment of mutual trust, respect and involvement and contribution of all parties to achieve goals. Sanaghan and Lohndorf (2015) suggest that in implementing collaborative leadership, there are several things that need to be considered, namely:

1. **Heirarchy.** The organizational structure of schools which is generally vertical will cause the flow of information to be slow, less agile, less flexible and less proactive towards opportunities and challenges, thus inhibiting collaborative work.
2. **Organizational culture.** Leaders need to understand the culture of the organization, for example regarding how decisions are made, how conflicts are managed, how power is used and how success and failure are valued.
3. **The capacity of senior members in the organization.** Only senior members who have the capacity are involved in the collaborative process.
4. **Networking.** Extensive networking will help the collaborative mechanism become strong, which allows stakeholders to cross institutional boundaries and work together in achieving organizational goals.
5. **Limiting collaboration as needed to be more effective.**

Collaborative leadership is not only created, built and implemented, but more than that, its implementation also needs to be managed. Hsieh and Liou (2018) explain that this management is carried out through collaborative activities such as (1) activating resource assistance through identifying and combining resources in achieving common goals, (2) framing the work environment through the role of leaders in influencing individuals to build and maintain commitment to common goals, (3) mobilizing stakeholder support by involving both internal and external stakeholders for the success of the program and (4) synthesizing collaborative processes through the role of leaders in creating and maintaining collaborative processes.

1.2. The Main Task of The National Search and Rescue Agency

Basarnas or the National Search and Rescue Agency is included in the Non-Ministerial Government Institution (LPNK) which is tasked with assisting the President and the Government in the field of search and rescue (SAR). As well as providing information services to the public in organizing search and rescue. The change of name of the National Search and Rescue Agency (BASARNAS) to the National Search and Rescue Agency is based on Presidential Regulation (Perpres) Number 83 of 2016 concerning the National Search and Rescue Agency signed by the President of the Republic of Indonesia on September 6, 2016. The National Search and Rescue Agency has the main task of carrying out guidance, coordination, and control of SAR potential in SAR activities for people and materials that are missing or feared missing or facing danger in shipping and/or flights, as well as providing assistance in disasters and other calamities in accordance with national and international SAR regulations. Clearly the task and function of SAR is handling shipping and/or aviation disasters, and/or disasters and/or other disasters in search and rescue efforts when a disaster occurs. Handling the disaster in question includes 2 main things, namely search and rescue. In carrying out the task of handling shipping and aviation disasters, it must be in line with IMO and ICAO.

The agency that handles disasters in Indonesia is the National Search and Rescue Agency, whose main task is search and rescue, rescue, and evacuation of people in a disaster reliably, effectively, quickly, efficiently, and safely. The types of disasters that are the mission areas of Basarnas are (1) Accidents. Such as sea, air, and land transportation accidents which are accidents that befall ships, airplanes, land vehicles/trains and cannot be predicted in advance and can endanger or threaten the safety of human life; (2) Disasters. This is an event or series of events that threaten and disrupt the lives and livelihoods of the community caused by both natural factors and/or non-natural factors as well as human factors resulting in human casualties, environmental damage, property losses and psychological impacts; and (3) Conditions that endanger humans. Namely accidents or disasters that befall people or groups of people due to something unavoidable outside of air and/or sea transportation accidents and/or conditions such as disasters in mountains/forests, in rivers, beaches, wells, high-rise/high-rise buildings, to disasters due to collapsed buildings.

Based on Presidential Regulation of the Republic of Indonesia Number 83 of 2016 concerning the National Search and Rescue Agency, the main tasks are:

- a) Preparing and determining norms, standards, procedures, criteria, and licensing requirements and procedures in organizing search and rescue;
- b) Providing guidelines and direction in organizing search and rescue;
- c) Determining standardization and needs for organizing search and rescue based on provisions of laws and regulations;
- d) Coordinating with related agencies;
- e) Organizing an information and communication system;

- f) Providing information on organizing search and rescue to the public;
- g) Providing information on organizing Search and Rescue Operations periodically and at all times during the implementation of Search and Rescue Operations to the public;
- h) Conducting coaching, monitoring, and evaluation of the implementation of search and rescue;
- i) Conducting socialization of search and rescue.

Functions In carrying out the main tasks above, the National Search and Rescue Agency has the following functions:

- a) Formulation and determination of norms, standards, procedures, criteria, as well as requirements and procedures for licensing/or recommendations for the implementation of Search and Rescue Operations;
- b) Formulation, determination, and implementation of policies in the field of organizing Search and Rescue Operations, development of manpower and potential, facilities and infrastructure, and communication systems;
- c) Formulation, determination, and implementation of standby standards, training, and implementation of Search and Rescue Operations;
- d) Formulation and determination of standby needs, training, and implementation of Search and Rescue Operations;
- e) Coordination of the implementation of Search and Rescue Operations, development of manpower and potential, facilities and infrastructure, and communication systems;
- f) Development and implementation of search and rescue information and communication systems;
- g) Information services for the implementation of search and rescue;
- h) Monitoring, analysis, evaluation, and reporting in the field of search and rescue; 9) Implementation of guidance and counseling in the field of search and rescue;
- i) Management of state property or assets that are the responsibility of the National Search and Rescue Agency;
- j) Coordination of the implementation of tasks, guidance, and provision of administrative support to all organizational elements within the National Search and Rescue Agency;
- k) Internal supervision of the implementation of tasks in its field; and
- l) Implementation of substantive support to all organizational elements within the National Search and Rescue Agency.

2. Methods

This research is a qualitative descriptive study with the research location at the Merauke Regency Search and Relief Office. Data collection techniques with observation and interviews and other documents/archives. Data Analysis Techniques used are reduction, data presentation and conclusion drawing. The total informants are 18 people consisting of key/main informants, namely: leaders as main informants and employees, related agencies and the community as supporting informants.

3. Result & Discussion

This study analyzes the role of collaborative leadership in carrying out the main tasks of the Search and Rescue Office. The two main variables studied are collaborative leadership and the main tasks of the organization. Collaborative leadership is measured through several indicators, including the understanding that power is held by all parties, information sharing, democracy, facilitation in decision-making, development of roles and responsibilities, problem solving, and feedback mechanisms. Meanwhile, the main tasks of the organization include setting operational standards, coordinating with related agencies, managing information systems, public communication, and implementing training and coaching.

3.1. Collaborative Leadership

1. Understanding Power is Held by All Parties

The implementation of collaboration-based leadership is still not optimal because there are often obstacles to coordination in handling disasters or calamities, which result in delays in decision-making and inefficient use of resources.

2. Sharing Information

The leadership has shared information transparently through official media to all related parties. However, not all information can be shared openly because there are aspects of privacy and security that need to be considered.

3. Democratic Leadership

The leadership encourages all parties to provide ideas and participate in decision-making. However, the field operations center coordinated by the Head of Operations remains the main authority in preparing emergency response strategies because it understands conditions in the field better.

4. Facilitation in Decision-Making

The leadership facilitates brainstorming through briefings, debriefings, coordination meetings, and discussions with

related elements. Even so, the final decision remains the authority of the highest leadership, while members can only provide input and ideas.

5. Time and Resource Provision

The leadership has set a target time for disaster management according to regulations. Extensions are given based on field conditions and requests from victims' families. Resource support is also provided based on needs, although budget constraints and the scale of the disaster are limiting factors.

6. Role and Responsibility Development

The leadership provides opportunities for all parties to develop their roles and responsibilities. However, the implementation of search and rescue operations must remain under the coordination of the Search and Rescue Office leader in order to remain effective.

7. Problem Solving Efforts

The leadership is trying to find the best solution to existing challenges by using available resources and coordinating with related agencies. However, handling root causes such as late reports from victims' families still needs to be optimized.

8. Providing Quick Feedback

The leadership is active in providing feedback through briefings, debriefings, and community satisfaction surveys. A quick response to challenges in the field has also been carried out to ensure the effectiveness of search and rescue operations.

Tantangan yang Dihadapi :

- 1) Kurangnya Optimalisasi Peran Kepemimpinan dalam Pelaksanaan Tugas Pokok
Efektivitas kepemimpinan masih terhambat oleh kendala koordinasi dan birokrasi.
- 2) Keterbatasan Sumber Daya Manusia
Jumlah pegawai yang tersedia hanya 76 orang, terdiri dari 74 pegawai negeri sipil dan 2 pegawai honorer, yang berimbang pada kapasitas operasional organisasi.
- 3) Luasnya Wilayah Operasional
Wilayah kerja mencakup empat kabupaten di Provinsi Papua Selatan (Mappi, Merauke, Boven Digoel, dan Asmat), yang membuat pelaksanaan tugas menjadi lebih kompleks.
- 4) Tantangan dalam Menerapkan Kepemimpinan Kolaboratif
Aspek yang masih perlu ditingkatkan mencakup pemahaman terhadap kekuasaan yang dimiliki semua pihak, berbagi informasi, demokrasi dalam pengambilan keputusan, fasilitasi keterlibatan stakeholder, dan pengembangan peran serta tanggung jawab.

Rekomendasi :

1. Meningkatkan Koordinasi Antar-Instansi
Membangun forum komunikasi rutin dengan pemangku kepentingan agar proses koordinasi lebih efektif.
2. Penguatan Kapasitas SDM
Melakukan pelatihan kepemimpinan dan teknis untuk meningkatkan kompetensi pegawai dalam tanggap darurat.
3. Optimalisasi Teknologi Informasi
Mengembangkan sistem berbasis teknologi untuk meningkatkan transparansi dan efisiensi koordinasi antar-instansi.
4. Peningkatan Kesadaran Publik
Mengedukasi masyarakat agar segera melaporkan kasus darurat untuk mengurangi keterlambatan dalam penanganan musibah.

Challenges Faced:

1. Lack of Optimization of Leadership Role in Implementing Main Tasks
The effectiveness of leadership is still hampered by coordination and bureaucratic constraints.
2. Limited Human Resources
The number of employees available is only 76 people, consisting of 74 civil servants and 2 honorary employees, which has an impact on the operational capacity of the organization.
3. Wide Operational Area
The work area covers four districts in South Papua Province (Mappi, Merauke, Boven Digoel, and Asmat), which makes the implementation of tasks more complex.
4. Challenges in Implementing Collaborative Leadership
Aspects that still need to be improved include understanding the power held by all parties, sharing information, democracy in decision-making, facilitating stakeholder involvement, and developing roles and responsibilities.

Recommendations:

- 1) Improve Inter-Agency Coordination
Establish a routine communication forum with stakeholders so that the coordination process is more effective.
- 2) Strengthening HR Capacity
Conduct leadership and technical training to improve employee competence in emergency response.
- 3) Optimization of Information Technology

Developing a technology-based system to improve transparency and efficiency of inter-agency coordination.

4) Increasing Public Awareness
Educating the public to immediately report emergency cases to reduce delays in disaster management.

By implementing these strategies, collaborative leadership can more effectively support the core tasks of the Office of Search and Rescue, thereby increasing its operational effectiveness and efficiency.

3.2. The Main Task Of The Search and Rescue Agency

1. Developing and Establishing Norms, Standards, Procedures, and Criteria (NSPK) and Licensing Requirements
 - 1) The Search and Rescue Office is responsible for designing and establishing operational standards that must be adhered to in every rescue operation.
 - 2) This NSPK includes evacuation protocols, equipment to be used, rescue team safety standards, and communication procedures during the operation.
 - 3) The establishment of these regulations must be in line with national policies and applicable laws and regulations.
2. Providing Guidelines and Direction in the Implementation of Search and Rescue
 1. The leader of the organization is tasked with providing strategic direction to all members of the rescue team.
 2. These guidelines include search strategies based on the type of disaster or calamity, procedures for using rescue tools and vehicles, and coordination mechanisms with related parties.
 3. Clarity of guidelines is essential to ensure the effectiveness of operations in the field and reduce risks to rescue teams and victims.
3. Establishing Standardization and Needs for Search and Rescue Operations
 - 1) This standardization involves technical specifications for rescue equipment and vehicles, the minimum number of personnel in a particular operation, and evacuation methods that are appropriate to local geographic conditions.
 - 2) The Search and Rescue Office must also take into account logistical needs, such as fuel for ships or helicopters, medical supplies, and communication equipment needed to support the operation.
4. Coordinating with Related Agencies
 1. In every search and rescue operation, coordination with various parties such as BPBD, TNI, Polri, Basarnas, and humanitarian organizations is essential.
 2. This coordination mechanism must be clear and fast so that there is no overlapping of roles or miscommunication that can hinder the rescue process.
5. Organizing Information and Communication Systems
 - 1) Information system management aims to ensure that all data related to search and rescue operations are well documented.
 - 2) Communication technology such as emergency radio, GPS tracking, and monitoring drones are essential to speed up the process of searching for victims in difficult terrain.
 - 3) The command center must have a communication system that can be accessed by all stakeholders so that information on the situation in the field can be updated in real time.
6. Delivering Search and Rescue Information to the Public
 1. The public must receive clear information about rescue procedures and steps to take in emergency situations.
 2. The Search and Rescue Office also needs to provide regular socialization regarding safety in disaster-prone areas and procedures for reporting missing persons or emergency situations.
7. Delivering Search and Rescue Information Periodically
 - 1) Publication of operation reports is carried out periodically through official media, either in the form of written reports, press conferences, or through social media.
 - 2) Transparency in the implementation of search and rescue operations is very important to maintain public trust in the organization's performance.
8. Conducting Guidance, Monitoring, and Evaluation of Search and Rescue Operations
 1. Each rescue operation must be evaluated to identify strengths and weaknesses in its implementation.
 2. This monitoring includes the effectiveness of the strategies used, personnel readiness, and the adequacy of equipment and resources available.
 3. This evaluation is the basis for decision making to increase organizational capacity in subsequent operations.
9. Conducting Search and Rescue Socialization
 - 1) Socialization to the community aims to increase preparedness in dealing with disasters or accidents.
 - 2) Education is carried out through evacuation simulations, training in the use of rescue equipment, and dissemination of information on emergency reporting procedures.
 - 3) Public awareness of the importance of the role of the Search and Rescue Office can help accelerate the response in emergency situations.

By understanding and implementing these main tasks optimally, the Search and Rescue Office can increase its operational effectiveness, minimize casualties, and accelerate the rescue process in various disaster or accident situations.

4. Concussion

This study reveals that collaborative leadership plays an important role in the effectiveness of the implementation of the main tasks of the Search and Rescue Office. Although various efforts have been made to improve coordination and work effectiveness, there are still several obstacles that need to be overcome, including the lack of optimization of the leadership role, limited human resources, and the wide scope of the work area that impacts organizational efficiency. In terms of collaborative leadership, although leaders have tried to share information, encourage democratic participation, and facilitate the decision-making process, implementation in the field still encounters obstacles, especially in inter-agency coordination and limitations in providing optimal resources. In addition, despite the existence of a rapid feedback mechanism and stakeholder involvement in decision-making, this process is not yet fully structured and still needs improvement. In terms of the main tasks, the main obstacles faced are the less than optimal role of leadership in fulfilling organizational functions, limited number of human resources that impact the effectiveness of search and rescue, and the wide scope of work areas. Therefore, to improve the effectiveness of search and rescue, a more concrete strategy is needed to strengthen collaborative leadership, increase human resource capacity, and optimize the use of technology in coordination and information dissemination. With improvements in collaborative leadership aspects and increased efficiency of core tasks, it is hoped that the Search and Rescue Office can carry out its functions more effectively, responsively and in an organized manner, so as to improve the safety and welfare of the community in emergency situations.

5. References

- [1] Anfara, V. A., Pate, P. E., Caskey, M. M., Andrews, P. G., & Daniel, L. G. (2008). *Research Summary: Courageous , Collaborative Leadership*.
- [2] Ansell, C., & Gash, A. (2012). *Stewards , Mediators , and Catalysts : Toward a Model of Collaborative Leadership*. The Innovation Journal, 17(1), 1–21
- [3] Ansell, C., & Gash, A. (2008). *Collaborative Governance in Theory and Practice*. *Journal of Public Administration Research and Theory* , 543-571.
- [4] Archer, D., & Cameron, A. (2013). *The Future Collaborative Leader*. In *Collaborative Leadership: Building Relationships, Handling Conflict and Sharing Control* (pp. 1–17). Retrieved from <http://www.socia.co.uk/knowledge/Publications.aspx>
- [5] Aziz Masyhuri , Hartuti Purnaweni, Augustin Rina Herawati, Budi Puspo Priyadi. Kolaborasi Antar Stakeholders Dalam Manajemen Bencana Tanah Longsor Di Kota Semarang. *Journal of Education, Humaniora and Social Sciences (JEHSS)* ISSN 2622-3740 (Online) Vol 4, No. 2, November 2021: 854-862
- [6] Baharun, Hasan. (2017). Peningkatan Kompetensi Guru Melalui Sistem Kepemimpinan Kepala Madrasah. *At-Tajdid : Jurnal Ilmu Tarbiyah*. Volume 6 Nomor 1:11-12. Diakses Tanggal 08 Februari 2019. (<Http://Ejournal.Stitmuhpacitan.Ac.Id>)
- [7] Bintoro dan Daryanto. (2017). *Manajemen Penilaian Kinerja Karyawan*. Cetakan 1. Yogyakarta : Gava Media.
- [8] Chairunnisa, Connie. (2016). *Manajemen Pendidikan dalam Multi Perspektif*. Depok: PT. Rajagrafindo Persada.
- [9] Edwards, G., & Smit, B. (2008). *Collaborative Leadership as a Necessary Condition for Successful Curriculum Implementation*. *Journal of Education*, (44), 109–122.
- [10] Ella wargadinata (2018). *Kepemimpinan Kolaboratif*. *Jurnal Ilmiah Administrasi Pemerintahan Daerah*, Vol 8 No 1.
- [11] Gary Yukl. (2017). *Kepemimpinan dalam Organisasi*. Jakarta Barat: Permata Puri Media.
- [12] Hasibuan, Malayu. (2016). *Manajemen Sumber Daya Manusia*. Jakarta: Penerbit Bumi Aksara.
- [13] Hardoyo, S.R., Marfai, M.A., Ni'mah, N.M., Mukti, R.Y., Zahro, Q., Halim, A. (2011). *Strategi Adaptasi Masyarakat dalam Menghadapi Bencana Banjir Pasang Air Laut di Kota Pekalongan*. Yogyakarta: MPPDAS Universitas Gadjah Mada
- [14] Hersey, Paul dan Kenneth. H. Blanchard. (2013) *Kepemimpinan Birokrasi*, Terjemahaan Harbani Pasolong, Alfabetia, Bandung.
- [15] Hopkins, D., Johnson, V., Damico, S., & Wepner, S. (2011). *Emerging Characteristics of Education Deans' Collaborative Leadership*. *Academic Leadership: The Online Journal*, 9(1).
- [16] Hsieh, J. Y., & Liou, K. T. (2018). *Collaborative Leadership and Organizational Performance: Assessing the Structural Relation in a Public Service Agency*. *Review of Public Personnel Administration*, 38(1), 83–109. <https://doi.org/10.1177/0734371X15623619>
- [17] Indiyanto, Agus. (2012). *Konstruksi Masyarakat Tangguh Bencana*. Yogyakarta: Mizan.
- [18] Jäppinen, A.-K. (2013). *Collaborative Leadership as the Lens for Co-Creating an Innovation – A Curriculum Reform in Management Education*. In R. Smeds & O. Irrmann (Eds.), *Co-Create 2013: The Boundary-Crossing Conference on Co-Design in Innovation Publication* (pp. 213–224). Aalto University.
- [19] Jäppinen, A. K., & Ciussi, M. (2016). *Indicators of Improved Learning Contexts: A Collaborative Perspective on Educational Leadership*. *International Journal of Leadership in Education*, 19(4), 482–504. <https://doi.org/10.1080/13603124.2015.1015616>
- [20] Klijn, E. H., & Koppenjan, J. (2015). *Governance networks in the public sector*. Routledge.
- [21] Kurnia Rheza Randy Adinegoro. (2022). *Implementasi Sikap Kolaboratif Dan Multikultural Dalam Kepemimpinan Pada Integrasi Dan Penataan Transportasi Umum "JAK LINGKO" Di DKI Jakarta*. *Spirit Publik Volume 17*, Nomor 1, Halaman 1-11
- [22] Lawrence, R. L. (2017). *Understanding Collaborative Leadership in Theory and Practice*. In *Adult Learning Through Collaborative Leadership* (pp. 89–96). Wiley Online Library. <https://doi.org/10.1002/ace.20262>
- [23] Maalouf, G. (2018). *A Causal Relationship between Collaborative Leadership and Innovation*. *Arabian Journal of Business and Management Review*, 8(1), 1–8.
- [24] Maalouf, G. Y. (2019). *Effects of Collaborative Leadership on Organizational Performance*. *International Journal of Multidisciplinary Research and Development*, 6(1), 138–144.
- [25] Maguire, B., & Hagan, P. (2007). *Disasters and communities: understanding social resilience*. *Australian Journal of Emergency Management*, The, 22(2), 16.

[26] Neira, J., Lic, L.B. (2004). *The World Accident: No Change, No Error, No Destiny, Prehospital & Disaster Medicine*, Vo. 19, No.3.

[27] Nrangwesthi Widyaningrum , Hayatul Khairul Rahmat , Syamsul Maarif. Langkah Taktis Gaya Kepemimpinan Gubernur Bali I Wayan Koster Dalam Pencegahan Penyebaran Covid-19 Di Provinsi Bali. Jurnal Manajemen Bencana (JMB) Vol. 6, No. 2, November 2020, p. 75-84

[28] Northouse, Peter G. (2013). Kepemimpinan: Teori dan Praktik. Jakarta: PT. Indeks Permata Puri MediaNurjanah, R. Sugiharto, Kuswanda Dede, Siswanto BP, Adikoesoemos. (2011). Manajemen bencana. Jakarta: ALFABETA BANDUNG.

[29] Odumeru, J. A., & Ifeanyi, G. O. (2013). *Transformational vs. Transactional leadership theories: Evidence in literature*. International Review of Management and Business Research, 2(2), 355-61.

[30] Raelin, J. (2006). *Does Action Learning Promote Collaborative Leadership? Academy of Management Learning and Education*, 5(2), 152–168.

[31] Rivai, Veitzal. (2014). Manajemen Sumber Daya Manusia untuk Perusahaan, Edisi ke 6, PT. Raja Grafindo Persada, Depok, 16956.

[32] Rivai, Veitzal, Zainal. (2015). Manajemen Sumber Daya Manusia Untuk Perusahaan . Edisike-7. Depok: PT RAJAGRAFINDO.

[33] Robbins, Stephen P. and Mary Coulter. (2012).*Management, Eleventh Edition*, (United States of America: Pearson Education Limited).

[34] Samriangjit, P., Tesaputa, K., & Somprach, K. (2016). *Strengthening Collaborative Leadership for Thai Primary School Administrators*. International Education Studies, 9(4), 42–53. <https://doi.org/10.5539/ies.v9n4p42>

[35] Sanaghan, B. P., & Lohndorf, J. (2015). *Collaborative Leadership: The New Leadership Stance*. In *Collaborative Leadership in Higher Education* (pp. 6–37). Academic Impressions.

[36] Setyowati, Dewi Liesnoor. (2017). Pendidikan Kebencanaan (Bencana Banjir, Longsor, Gempa dan Tsunami). Buku Referensi, Semarang: CV Sanggar Krida Aditama.

[37] Setyowati, DL., Nana Karida Tri Martuti., Satya Budi Nugraha. (2016). Pendidikan Bencana Banjir (Kesiapan Masyarakat dalam Menghadapi Banjir di Kali Beringin Indonesia dan Sungai Uthapao Thailand). Semarang: CV Sanggar Krida Aditama.

[38] Smit, B. and Wandel, J. (2006). *Adaptation, Adaptive Capacity and Vulnerability*, Journal Global Environmental Change, 16: 282–292.

[39] Suharsaputra. (2016). Kepemimpinan Inovasi Pendidikan. Bandung: PT Refika Aditama.

[40] Sulaiman, I. F. (2020). *Collaborative Leadership Style Among Administrative Assistants of Two Faculties At International Islamic University Malaysia*. Humanities & Social Sciences Reviews, 8(2), 495–506. <https://doi.org/10.18510/hssr.2020.8257>

[41] Sugiyono (2015). Metode Penelitian Kombinasi (Mix Methods). Bandung: Alfabeta.

[42] Wilson, S. (2013). *Collaborative Leadership: It's Good to Talk*. British Journal of Healthcare Management, 19(7), 335–337.

[43] Wirawan. (2014). Kepemimpinan: Teori, Psikologi, Perilaku Organisasi, Aplikasi dan Penelitian. Edisi 1. Cetakan kedua. Jakarta: PT Rajagrafindo Persada.

[44] Yuni Kasmawati. (2021). Kepemimpinan Kolaboratif : Sebuah Bentuk Kepemimpinan Untuk Sekolah Equilibrium : Jurnal Pendidikan Vol.IX. Issu 2. Mei-Agustus 2021