Culturally Agile Leadership among Full-Time Indonesian Nurse Educators: Understanding, Strategies, Alignment, and Gaps

Imelda Ingir Ladjar,
Graduate Student, St. Paul University Manila; STIKES SuakaInsan (Indonesia)

Brian Bantugan, PhD.
Faculty, St. Paul University Manila

Abstract: This study delved into the concept of cultural agility in leadership among nurse educators in Indonesia. The significance of cultural agility was emphasized as a crucial competency for individuals and organizations navigating the complexities of a globalized world. It addressed five key questions, exploring participants' understanding of agile leadership, strategies for enhancing cultural agility, alignment with cultural agility concepts, existing gaps, and proposed professional development activities. A qualitative, single-case study was used as the research design for this study on cultural agility in nursing education among Indonesian nurse educators. Through purposive sampling, data were gathered from 14 respondents chosen from both government universities and private schools of health science that offered the Bachelor of Nursing Science program in Indonesia. Semi-structured individual interviews were conducted to further source out perceptions, experiences, and knowledge regarding the topic of cultural agility among the participants. The findings highlighted the significance of cultural agility in effective leadership in the rapidly transforming global landscape. Positive organizational change was driven by culturally agile leaders who could adapt and encourage unity in the face of diversity. The study emphasized the significance of knowing values, communication styles, and professional development in cultivating cultural adaptability. Addressing identified deficiencies was critical for using cultural agility as a catalyst for revolutionary change, particularly in Indonesia's diversified health sector.

Keywords: Cultural Agility, Indonesian Nurse Educators, Culturally Agile Leadership

I.   Introduction

The pandemic had a tremendous influence on Indonesia's healthcare and education sectors. Long-standing gaps within historically economically disadvantaged groups were exposed to the pandemic, affecting healthcare, employment, and education. During the pandemic, a parallel issue arose within the landscape of nursing education in Indonesia. My primary concern revolves around the plight of nurse educators in Indonesia and their imperative to grasp the concept of cultural agility in leadership. This challenge does not solely pertain to ethnicity, culture, or religion, but rather to the ability of nursing educators to swiftly adapt in demanding situations. It's evident that many Indonesian nursing educators may lack a thorough understanding of the necessity for cultural adaptability in leadership roles.

In parallel, Indonesia has witnessed similar revelations, underscoring the urgency for nurse educators to swiftly adapt to evolving circumstances. As pivotal influencers in shaping the trajectory of nursing professionals, these educators must embody flexibility in their leadership approach. This agility entails the ability to react promptly and innovate adaptively in response to dynamic scenarios. Furthermore, nurse educators are tasked with maintaining vigilance over the entire system, fostering effective communication, and adeptly addressing any emerging challenges.

Nurse educators in Indonesia must possess the expertise, skills, and mindset to accelerate the transformation and sustainability of nursing education. They must prioritize the creation of inclusive learning environments where all students are treated equitably, dismantling barriers to access and opportunities for historically marginalized groups. Such environments embrace and value diverse cultural backgrounds, fostering a sense of belonging and humanizing previously excluded segments of the nursing education community.

In navigating this culturally diverse landscape, the researcher's experience as an academic dean underscored the challenges of managing individuals from varied cultural backgrounds, emphasizing the necessity for agility in leadership. Despite the imperative for such adaptability, many leaders within the organization struggled with judgmental attitudes, limited empathy, and a lack of self-leadership agility, reflecting broader challenges across diverse leadership backgrounds.

As an advocate for the advancement of the nursing profession in Indonesia, the researcher recognizes the importance of cultural agility in fostering global competitiveness but acknowledges the unequal opportunities for leadership voices within the diverse Indonesian context. Through exploring the concept of cultural agility, the researcher aimed to elucidate how leaders can effectively navigate cross-cultural situations, drawing on insights from Caligiuri (2012). Leadership in Indonesia demands a nuanced understanding of cultural norms and adaptive influence tactics, distinct from Western or other Asian contexts (Irawanto, 2009).

Culture and Indonesian Culture

According to PumariegaandRuiz (2023), culture encompasses a diverse range of characteristics and knowledge unique to a particular group, spanning language, religion, cuisine, social habits, music, and the arts. Defined by the Center for Advanced Research on Language Acquisition, culture constitutes shared patterns of behaviors, cognitive constructs, and understanding acquired through socialization, fostering a collective group identity. Cole (2019) underscores the paramount importance of culture in sociology, highlighting its role in shaping social relationships, maintaining social order, and influencing how individuals perceive the world and navigate societal interactions. Embracing Indonesian culture and traditions, as emphasized by Q (2021), is crucial for effectively engaging in Indonesian forums and avoiding unintentional offenses. Understanding the Indonesian communication style, characterized by avoiding conflict and adherence to hierarchical norms, is essential to navigate interactions smoothly and build rapport effectively.

Agility

According to Awad& Al Adwan (2023), agility in leadership involves being flexible, embracing change, and taking proactive measures. Effective leaders foster an environment where innovation flourishes and change is embraced rather than feared, connecting deeply with team members to drive growth. The concept of agility extends to supporting adaptive leadership development, recognizing discomfort as a catalyst for personal and organizational advancement (Arifin&Purwanti, 2023). McGinnis (2023) defines agility as the dynamic capability to anticipate and respond to challenges and opportunities swiftly and flexibly, encompassing people, processes, and technology. Strategic agility, as highlighted, enables leaders and organizations to navigate unpredictable circumstances purposefully, capitalizing on change and making informed decisions to advance nursing education effectively.

Agile Leadership

As the world evolves dynamically, organizations must adapt to remain competitive, as emphasized by Sugito, Sumarsono, and Kamaluddin (2022). This necessitates fostering adaptability, teamwork, and self-organization within teams. In response, leaders must adopt agile leadership approaches to motivate employees and navigate the challenges of the VUCA (volatile, uncertain, complex, and ambiguous) world, wherein command and control leadership is no longer recommended. Suzan (2023) underscores that agile leadership cultivates collaboration, innovation, and adaptability, enabling organizations to navigate complexity with agility. Agile leaders inspire teams to embrace change and continuous improvement, facilitating success in an ever-changing business landscape. GGI Insights (2024) delineates specific attributes of agile leadership, highlighting empowerment as foundational, where leaders entrust autonomy and decision-making authority to their teams, fostering ownership and contribution to project success. Adopting a servant leadership mindset, agile leaders prioritize serving their team members' needs, facilitating collaboration, and providing essential support and resources for team success.

Cultural Agility

Cultural agility, as outlined by Caligiuri (2012), is increasingly vital in today's global landscape, where cultural diversity is omnipresent and essential for effective global leadership. It encompasses the ability to navigate diverse local contexts to achieve consistent organizational outcomes, offering a new competitive edge for international corporations (Cooper, 2023). Howard (2022) defines cultural agility as the capacity to interact proficiently with individuals from different cultures and adapt perspectives and behaviors for effective cross-cultural interactions, emphasizing its significance in fostering successful global collaboration and understanding.

Nurse Educators

Nurse educators, typically registered nurses (RNs) with advanced degrees, play a crucial role in shaping the future of nursing by teaching and mentoring aspiring nurses in academic and clinical settings. These educators, as highlighted by Kuku (2021), bring valuable knowledge and experience to nursing schools and teaching hospitals, guiding students to become competent and culturally sensitive licensed registered nurses. Serving as advisors and role models, they support students through their educational journey, ensuring inclusive nursing education practices (Sommers &Bonnel, 2020). At the apex of nursing education, academic nurse educators, as noted by Bacon & Jenkins (2023), impart professional clinical skills and collaborative best practices to students in various educational institutions, often contributing to hospital research endeavors.

Conceptual Framework

For the researcher to stage their ideas and plan to understand the concept of cultural agility among Indonesian nurse educators, the figure below shows the set of concepts and variables that guided the research work. In general, the framework below is an actual and conceptual structure intended to expand ideas into principles that will be significant for this study.

| Cultural Agility of Indonesian Nurse Educators and Leaders | → | Understanding agile leadership

Strategies to enhance cultural agility

Alignment and Gaps between ideal and actual cultural agility of Indonesian Nurse Educators and Leaders |

Figure 1

Conceptual Framework

The study's focus was to understand their cultural agility in addressing the issues of nursing leaders in Indonesia transitioning from traditional education to the concept of cultural agility. The second box showed the process by which the study understood agile leadership among Indonesian leaders, learned to define strategies to enhance cultural agility, and identified the gaps among Indonesian leaders. Moreover, this process identified and implemented strategies to improve participants' awareness of cultural agility, particularly among local participants. Finally, the nurse educator investigated any existing gaps between the participants' understanding and the theoretical framework of cultural adaptability. This stage sought to find gaps or contradictions in how cultural agility was perceived and theoretically defined.

Statement of the Problem

This study explored cultural agility in leadership among nurse educators in Indonesia, aiming to develop professional development activities to aid them in navigating diverse cultures and dynamic environments. Guided by agile leadership principles, the researcher sought to understand participants' comprehension of agile leadership, strategies to enhance cultural agility, alignment with cultural agility concepts, and existing gaps between understanding and theory.

II.   Methodology

This study employed a single-case research design to investigate cultural agility in nursing education among Indonesian full-time nurse educators. The choice of this methodology was influenced by the unique characteristics of the case under study, particularly its relevance amid the ongoing pandemic, necessitating rapid adaptation and flexibility in nursing education. Qualitative research methods were deemed appropriate for this investigation, allowing for an in-depth exploration of participants' perceptions and experiences without imposing preconceived beliefs. Purposive sampling was utilized to select participants with relevant experience, resulting in a diverse group of nurse educators from various ethnic backgrounds and educational institutions across Indonesia. Through purposive sampling, data were gathered from 14 respondents chosen from both government universities and private schools of health science that offered the Bachelor of Nursing Science program in Indonesia. Data was collected through semi-structured individual interviews and transcriptions were analyzed using thematic analysis techniques.

III.   Results

Participants' understanding of culturally agile leadership

The participants' perspective on cultural agility extends beyond mere recognition of surface-level differences; it involves a nuanced understanding of the underlying values, norms, and belief systems that influence human behavior across diverse societies, applicable in applied leadership styles. The participants responded and expressed their experience as leaders with a wide variety of cultural backgrounds and responsiveness to change. The following statements highlight their perception regarding cultural agility and its application to leadership.

When we talk about cultural agility, it means how to deal with various cultures, various habits, various beliefs because I can't separate culture from beliefs.

Understanding of agility culture in leadership may have a broad scope and various interpretations. As a leader in a private institution, I must be able to encourage my colleagues to adapt to the current conditions. Culture encompasses ethnicities and religions, which surprisingly still view us from a positive perspective and prioritize quality. Essentially, we must accept other cultures and religions.

Moreover, the participants also stressed that cultural adaptability entails a deep understanding of the underlying values, conventions, and communication styles present in many cultural contexts; it goes beyond a cursory recognition of cultural differences.

Culture plays a significant role in influencing leadership style. Culture plays a significant role in influencing leadership style. While we are familiar with various leadership theories, it's important to adapt them appropriately to the specific cultural context in which we operate. Understanding and respecting culture enables us to better connect with others and communicate effectively. This cultural sensitivity is vital for leadership, as it helps us interpret people's perspectives, even when they may not explicitly express them.

Beyond its role as a mere competency, the participants in the discussion articulated a profound understanding that cultural agility in leadership goes beyond adaptation—it catalyzes positive impact and transformative change. Their shared experiences underscored the belief that leaders who embody cultural agility not only navigate diverse cultural landscapes adeptly but also wield it as a powerful tool for instigating positive shifts within their organizations and beyond.

Strategies that can be implemented to enhance cultural agility and its understanding

The capacity of a leader to navigate and lead successfully in a diverse and interconnected global setting largely depends on their cultural agility. In response to this evolution, nurse educators in Indonesia are redefining their roles. Beyond being mere conveyors of knowledge, they now facilitate critical thinking, problem-solving, and intercultural competence. Nursing practices must respond to external variables such as the pandemic, technological improvements, and sociocultural concerns.

A participant responded to all the changes in both learning processes and approaches to learning methods.

The university is trying to develop its lecturers through training so that they can adapt to challenges and even face difficult situations. The participant also appreciated the university's effort when treating all lecturers, including those in nursing faculties, especially during the pandemic when all learning processes had to go online and integrate technology into the learning system.

The university also attempts to create training for all members of the faculty involved with the learning management system. In addition to the university's application for the Learning Management System, we are given the flexibility to be creative and innovative in our use of technology; the most essential thing is that the online or online learning process continues in accordance with the university's aims. Personally, I like online classes since I am more creative and explore my lessons using information that can be accessed from a variety of current platforms.

The leaders had to completely change the tools used in the teaching process and faced a completely new working environment, with traditional teaching methods being replaced by online learning. This transformation is particularly evident in the context of nurse education in Indonesia, where the imperative for cultural agility within the leadership model of nurse educators has become paramount.

Participants expounded on their experiences in solving various difficulties with honesty and sincerity to further understand their dependability. They also cited that they should also demonstrate vertical transparency from top management to their subordinates and vice versa, covering a wide range of issues. Adherence to legislative and institutional regulations must be consistent, as is promoting a sense of workplace security and encouraging open discussions when necessary.

Alignment of participants' ideas with the concept of cultural agility

In the ever-evolving healthcare landscape of Indonesia, characterized by its cultural diversity, the leadership paradigm among nurse educators has embraced the fundamental values of virtue, belief, and trustworthiness. These principles play a pivotal role in fostering cultural adaptability within the leadership practices of nurse educators. At its core, virtue encompasses attributes such as honesty, empathy, humility, patience, bravery, kindness, compassion, open-mindedness, and positive interaction with others. These qualities form the foundation of culturally agile leadership.

Here are statements corresponding to the above:

As educators, mentors, teachers, or lecturers, we generally respected one another.

My guiding idea was that individuals should be treated properly, and compassion is a key value in dealing with all employees.

The most essential thing was to listen to them; ideas might emerge from the bottom up and vice versa if there was openness and humility, respect, positive thinking, and an ability to accept and complement one another.

Humility, mutual respect, and curiosity were present as we were encouraged to be creative and inventive.

We emphasized compassion and communication, as well as two other important principles, adaptation and agility, especially during the COVID-19 (pan)demic.

Furthermore, participants demonstrated a fuller manifestation of their spiritual life, as their faith in God was central to their lives, guiding them as they embarked on their individual endeavors. Regardless of their religious backgrounds, they all believed that having God as their guide, illuminator, and mentor in every step of life, especially decision-making, was essential. This was an expression of their faith.

The following responses are attuned to the above:

All of this did not diminish our spirituality, but we always began our job with prayer.

Values, understanding, and diverse backgrounds were important.

In this case, it was important that spiritual leadership be instilled in everyone so that God would be number one in life, both in difficulties and in happiness.

Trustworthiness, characterized by consistency, honesty, and transparency, competence, credibility, commitments, dependability, confirmability, confidence, encouragement, a sense of security, and thinking with their teams, was indispensable for building authentic connections across cultural frontiers.

By embracing these principles, nurse educators managed their teams to transcend cultural boundaries, resulting in enhanced patient care, superior outcomes, and a healthcare ecosystem that was more inclusive and equitable.

The researcher also noted a new point on the Education Philosophy of "*Ki HadjarDewantara,*" an Indonesian Educator Role Model. This was the statement of the participant:

According to *Ki Hajar Dewantara*'s philosophy, 'those in the front should set an example, those in the middle should lift the spirit, and those in the back should encourage.' This idea had been implemented in our schooling. Since my admission to UGM in 1998, I had seen how seniors had demonstrated that being a leader did not include delivering commands but rather serving as role models.

Lecturers are educators, namely people whose profession is guiding students to discover their potential. Educators could only care for and guide the growth of that nature. Excellent teachers and lecturers could see the talents of their students and direct them to achieve what was their potential (S., 2022). In the philosophy of Indonesian education, the motto was "*Ing Ngarso Sung Tulodo, Ing Madyo Mangun Karso, Tut WuriHandayani.*" This national education motto used the Javanese language, which meant to set an example in front, give encouragement in the middle, and give encouragement behind.

The three philosophies of *Ki Hajar Dewantara* that were used as leadership concepts and principles were '*Ing Ngarsa Sung Tuladha, Ing Madya Mangun Karsa,* and *Tut WuriHandayani.*' This leadership style represented a concerted effort to fully free humanity, implying that education may help people acquire physical and spiritual freedom, as well as intellectual, existential, and social autonomy. These excerpts touched on various aspects of leadership and management, including leading by example, community involvement, and the philosophical underpinnings of leadership principles.

Education, which is the process of guiding students to become independent human beings, was a process of freeing them from ignorance and lack of knowledge, as well as knowledge and skills. A participant had a lesson and learning experience for all nurse educators who did not look at tribal backgrounds, religious backgrounds, and school origins. This surfaced the issue that a private school was leading the first service to a student, but the nurse educator made it a top priority in its service as a leader and educator.

So, even though it was not a matter of seniority, keeping up with the changes was essential. Furthermore, our primary role was to serve. Students were the core of our business, in terms of education. We also could not expect students to be like this, like before. Nowadays, students who were from health departments like nursing usually differed from those who were not from the health background, though what was certain was that it was a generation, and there were changes.

The concept of cultural flexibility resonated with broader leadership theories as well. Madi Afsar, Shahjehan, Shah, and Wajid (2019) established links between transformational leadership and cultural adaptability. They highlighted that nurse educators who embodied a transformational leadership style characterized by inspiration, intellectual stimulation, and individual consideration were better positioned to exemplify cultural flexibility. This was also expressed by participants who tried to adapt and change their leadership styles, namely Transformational Servant Leadership.

Reflecting on these different types of generations, I modified my leadership style with transformational servant leadership so that it was more adaptable to existing conditions and people... I really appreciated the differences that existed; our generation certainly preferred teamwork to get ideas from others.

Cultural flexibility entailed recognizing the shared values of transformational and servant leadership that aligned with promoting inclusivity, open communication, and respect for individual differences.

Gaps in the understanding of cultural agility

The nurse educators in Indonesia have interpreted their comprehension and challenges regarding cultural agility based on their experiences within their respective institutions or organizations. And yet, the depth of understanding and practical application of cultural agility among Indonesian nurse educators remains unclear. These can be seen from the statements from different respondents:

I haven't had a chance to go through the content yet, sis, so I'm not familiar with its specifics. However, I can offer my own insights and interpretation of agility based on my personal experience.

In my opinion, agility is about being able to adapt to the current conditions, although not everyone can do it. By chance, we are currently undergoing leadership training on agility. If you ask about the understanding of agility culture in leadership, it may have a broad scope and various interpretations.

The study points to a crucial gap in understanding how leaders navigate the intricate process of operationalizing cultural values. Operationalization involves the transformation of broad principles into tangible, day-to-day behaviors and practices that can be implemented within the organizational framework. These points were touched on by a participant.

It's essential to have control, as sometimes they may rush things, but we must always consult and adapt to the changing times. The approach will be taken by the motherly figure, who will step back a bit to contemplate, ensuring that what I communicate is well-received. They express their trust, saying that they will leave things in the mother's hands if there is anything to be done.

The study highlights a pivotal gap in understanding how leaders navigate this intricate process of operationalizing cultural values, underscoring the need for a more comprehensive exploration of the strategies employed in bridging the gap between abstract cultural values and real-world actions.

Participants also briefly acknowledged the potential negative effects of cultural homogeneity. There exists a notable research gap concerning a nuanced understanding of the specific consequences on organizational growth, innovation, and adaptability. This study hints at the existence of a gap in comprehending how a lack of diversity in culture may hinder the overall development and responsiveness of an organization as explored by participants.

… if we remain closed off from the outside world, this homogeneity can lead to stagnation and hinder the growth of the organization because it believes it has the ultimate truth. For instance, if there are predominantly Batak or Javanese individuals in an organization, their working styles, and beliefs, which they consider superior based on their values, will influence the entire community. Therefore, excessive homogeneity in the organizational context, particularly regarding culture and belief, can be viewed negatively.

One of the participants emphasized that a closed-off approach can lead to stagnation and hinder overall organizational development and negative implications of excessive homogeneity, where beliefs and working styles considered superior by a dominant group may influence the entire organizational community. This is supported by the statements below:

It's not important for you to respect me, but to value, because valuing has a higher worth." Respect and such can be superficial, right, sister? If I can see that, if respect is uncertain, I tell them that we are one body with many members, so let's respect each other from head to toe because no one is more important, as we are all a team. Everyone is important, from security guards to gardeners.

It is essential to always view others in a positive light and have faith in our ability to collaborate. Once we start harboring suspicions, it can have detrimental effects on our physical, psychological, and emotional well-being.

One aspect of our culture is to show respect to our parents and elders, as well as to care for those younger than us. These principles guide me to make an effort to understand and love them. While it is common for those in higher positions to demonstrate respect, it doesn't necessarily imply that we should automatically do the same. It is a cultural expectation that I sometimes find lacking among my peers.

The complexity of cultural dynamics is acknowledged through the exploration of potential difficulties in navigating cultural expectations within peer groups. Other perspectives underscore the value of fostering a team mentality, urging mutual respect from all team members regardless of their roles. Additionally, participants highlighted a cultural expectation of respect for elders that may be lacking among peers, signaling potential disparities in adherence to cultural norms within the same cultural context. The study hints at the broader implications of these challenges.

One participant emphasized the need for a professional and competent approach, utilizing measurable indicators and data to bring about behavioral change rooted in beliefs. The participant stressed the importance of maintaining a delicate balance between cultural traditions and the transformative power of digital technology for organizational development. This underscores the necessity for an understanding of the leadership practices required in reconciling traditional and modern values within the context of nurse education in Indonesia.

IV.   Discussion

Themes arising from participants' understanding of culturally agile leadership

The thematic analysis reveals a strong emphasis on the importance of cultural agility, inclusivity, understanding, and collaboration in leadership. Participants recognized the transformative potential of cultural agility and emphasized the need for leaders to adapt and navigate diverse cultural landscapes effectively.

Cultural Agility and Adaptability. Participants emphasized the importance of cultural agility and adaptability in leadership. They highlighted the need to understand and navigate various cultures, beliefs, and communication styles effectively. This theme underscores the recognition that cultural agility is essential for successful leadership in diverse environments.

Inclusivity and Collaboration. Another prominent theme is inclusivity and collaboration. Participants stressed the significance of viewing others positively, fostering collaboration, and embracing diverse perspectives. This theme reflects the belief that inclusivity and collaboration are vital for effective leadership and organizational success.

Understanding and Respect for Culture. Participants emphasized the importance of understanding and respecting culture in leadership. They highlighted the role of culture in influencing leadership style and emphasized the need to adapt leadership theories to specific cultural contexts. This theme underscores the recognition that understanding and respecting culture are essential for effective leadership and communication.

Leadership Impact and Transformation. Participants discussed the transformative impact of cultural agility in leadership. They highlighted how cultural agility can catalyze positive change and empower leaders to navigate diverse cultural landscapes effectively. This theme reflects the belief that cultural agility is not just a competency but a powerful tool for instigating positive shifts within organizations and beyond.
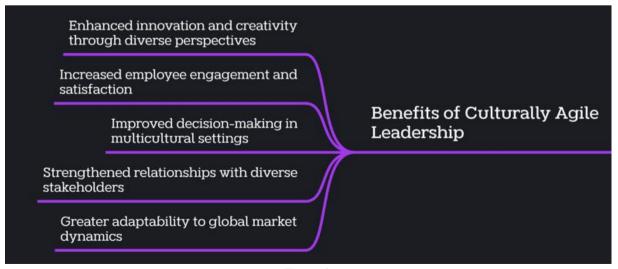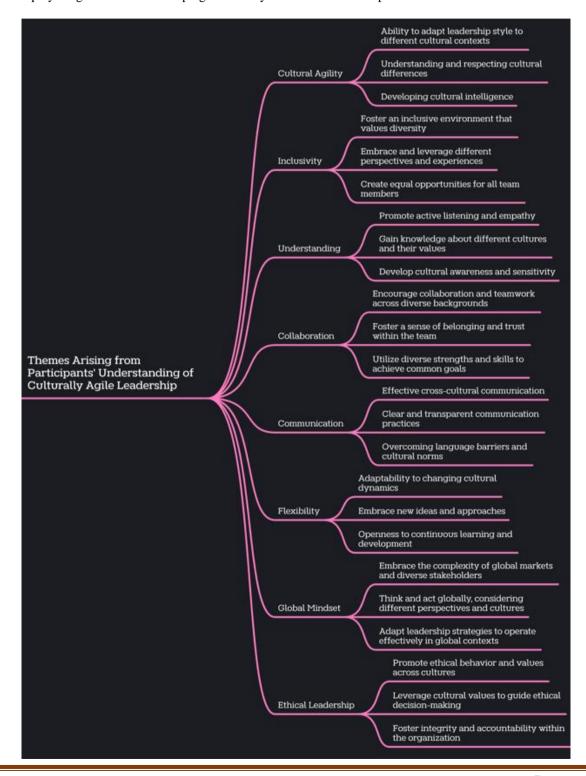

Figure 1

Selected Indonesian Participants; Perception on the Benefits of Culturally Agile Leadership
(https://chatmind.tech/editor)

Beliefs and Values. Participants recognized the importance of beliefs and values in cultural adaptation and leadership. They emphasized the need to address and understand beliefs to succeed in changing cultures and mobilizing diverse groups towards common goals. This theme underscores the recognition that beliefs and values play a significant role in shaping cultural dynamics and leadership effectiveness.

Figure 2

Selected Indonesian Participants' Understanding of Culturally Agile Leadership (https://chatmind.tech/editor)

Themes arising from strategies that can be implemented to enhance cultural agility and its understanding

The thematic analysis highlights the multifaceted approach taken by nurse educators in Indonesia to enhance cultural agility and understanding, encompassing role redefinition, training, leadership practices, collaborative efforts, and embracing inclusive leadership styles.

Redefined Roles and Responsibilities. Nurse educators are evolving from mere conveyors of knowledge to facilitators of critical thinking, problem-solving, and intercultural competence. This shift acknowledges the need for educators to adapt to changing educational landscapes driven by external factors like the pandemic and technological advancements.

Training and Adaptation. Participants emphasize the importance of training programs aimed at equipping educators with the skills needed to navigate challenges and adapt to new teaching methods, particularly in the context of online learning. Flexibility in the use of technology is seen as essential, allowing educators to continue delivering quality education in line with institutional aims.

Cultural Agility in Leadership. The transformation in nurse education, particularly the shift to online learning, underscores the paramount importance of cultural agility within leadership models. Participants highlight the need for honesty, sincerity, and vertical transparency in leadership, fostering workplace security and open discussions.

Collaborative Efforts and Adaptability. Participants share experiences of collaborative efforts across the healthcare sector, emphasizing the need for creative problem-solving and adaptability in managing faculty and leading teams. This adaptability is crucial for navigating new challenges, such as those presented by the pandemic.

Transformational and Servant Leadership. There is recognition of the resonance between transformational and servant leadership styles with cultural flexibility. Participants express the importance of embracing shared values, promoting inclusivity, and creating environments conducive to collaboration and respect for diversity. The combination of these leadership styles fosters an environment that encourages creativity and effectively manages the complexities of a globalized environment.

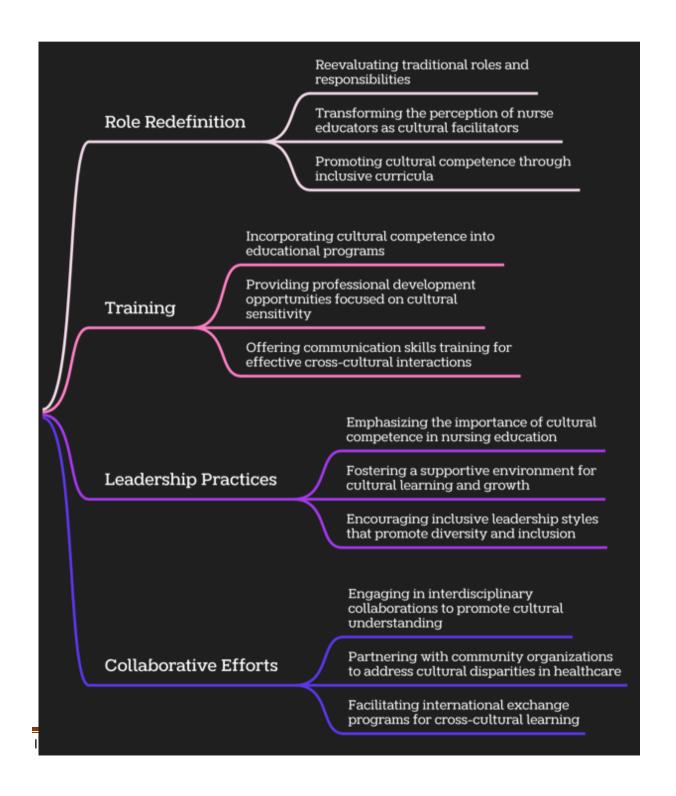**Themes arising from alignment of ideas**

The provided quotations demonstrate alignment with the concept of cultural agility through several key themes:

Virtue-Based Leadership: The emphasis on virtues such as honesty, empathy, humility, and compassion reflect a commitment to culturally agile leadership. These virtues form the foundation for building authentic connections across cultural frontiers and fostering inclusivity and respect for individual differences.

Spirituality and Faith. Participants highlight the importance of spirituality and faith in guiding their actions and decision-making processes. Regardless of religious backgrounds, the shared belief in God as a mentor and guide underscores the cultural sensitivity and humility necessary for effective leadership in diverse contexts.

Trustworthiness and Transparency. Trustworthiness, characterized by consistency, honesty, and transparency, is highlighted as indispensable for building authentic connections across cultural boundaries. By

promoting trust and confidence within their teams, nurse educators create an environment conducive to collaboration and respect for diversity.

Figure 3

Selected Indonesian Participants' Perception of Strategies that can be Implemented
to Enhance Cultural Agility (https://chatmind.tech/editor)

Cultural Flexibility in Leadership Styles. The adoption of transformational servant leadership styles reflects an acknowledgment of the need for adaptive leadership approaches in culturally diverse settings. Leaders who embrace these styles promote inclusivity, open communication, and respect for individual differences, fostering cultural flexibility within their teams.

Philosophical Underpinnings of Leadership. References to *Ki Hajar Dewantara*'s philosophy emphasize the importance of leading by example, community involvement, and promoting intellectual and social autonomy. These principles align with the values of cultural agility, emphasizing the importance of humility, respect, and continuous learning in leadership.

Overall, the quotations illustrate a holistic approach to cultural agility, encompassing virtues-based leadership, spirituality, trustworthiness, adaptive leadership styles, and philosophical underpinnings of leadership. These elements contribute to creating an environment that welcomes diverse perspectives, fosters collaboration, and promotes inclusive leadership practices in the healthcare landscape of Indonesia.
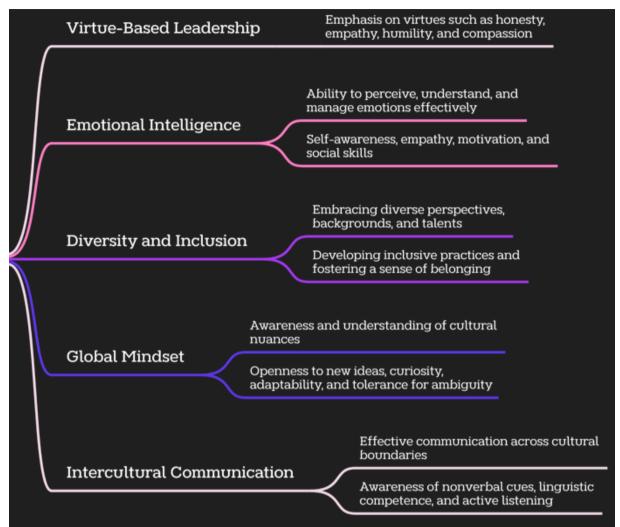
Figure 4

Alignment of Selected Indonesian Participants' Perceptions/Understanding
and the Concept of Cultural Agility (https://chatmind.tech/editor)

Themes arising from the gaps in understanding of cultural agility
Several gaps in understanding cultural agility among Indonesian nurse educators are apparent:

Limited Understanding and Application. The depth of understanding and practical application of cultural agility among Indonesian nurse educators remains unclear. Participants express a lack of familiarity with specific content and offer personal interpretations based on their experiences rather than a comprehensive understanding of agility.

Operationalization of Cultural Values. There is a gap in understanding how leaders navigate the process of operationalizing cultural values into tangible behaviors and practices within the organizational framework. While participants emphasize the importance of consultation and adaptation to changing times, there is a need for further exploration of strategies to bridge the gap between abstract cultural values and real-world actions.

Impact of Cultural Homogeneity. Participants acknowledge the potential negative effects of cultural homogeneity on organizational growth, innovation, and adaptability. However, there exists a notable research

gap concerning a nuanced understanding of the specific consequences of cultural homogeneity on organizational development and responsiveness.

Disparities in Cultural Adherence. There are disparities in adherence to cultural norms within the same cultural context, as highlighted by participants' experiences. While some emphasize the importance of respecting elders and fostering a team mentality, others note a lack of adherence to these cultural expectations among peers.

Balancing Traditional and Modern Values. Participants stress the importance of maintaining a delicate balance between traditional cultural values and the transformative power of digital technology for organizational development. This highlights the need for understanding leadership practices that reconcile traditional and modern values within the context of nurse education in Indonesia.

Thus, the gaps in understanding cultural agility among Indonesian nurse educators include limited comprehension and application, challenges in operationalizing cultural values, disparities in cultural adherence, and the need to balance traditional and modern values for organizational development. These gaps underscore the importance of further research and exploration in enhancing cultural agility within the nursing education context in Indonesia.
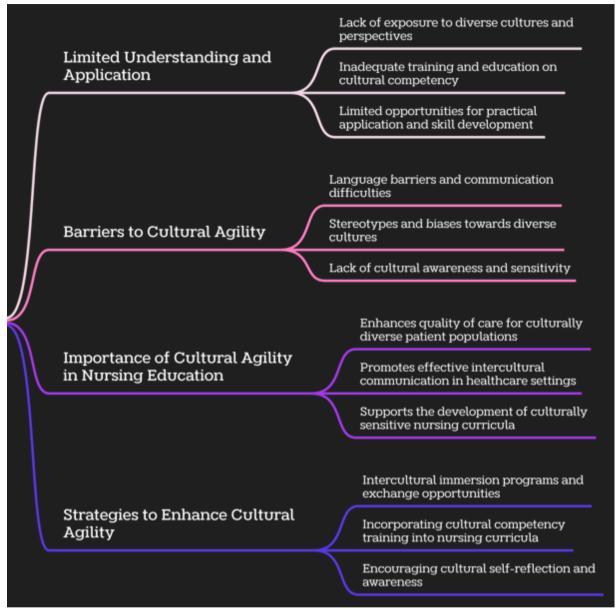
Figure 5
Gaps in the Understanding and Practice ofCultural Agility as Perceived by Selected Indonesian Participants
(https://chatmind.tech/editor)

V.   Conclusion.

The study highlights the paramount importance of cultural agility in leadership among nurse educators in Indonesia. Themes emerging from participants' perspectives underscore the significance of cultural agility, inclusivity, understanding, collaboration, and the transformative impact of cultural adaptability. The findings emphasize the need for leaders to adapt and navigate diverse cultural landscapes effectively, embracing virtues-based leadership, spirituality, trustworthiness, and adaptive leadership styles. However, the study also identifies several gaps in understanding cultural agility, including limited comprehension and application, challenges in operationalizing cultural values, disparities in cultural adherence, and the need to balance traditional and modern values. Addressing these gaps is essential for fostering inclusive leadership practices and promoting cultural agility within the nursing education context in Indonesia, ultimately contributing to organizational success and enhanced patient care outcomes.

References

[1.]   Afsar, B., Shahjehan, A., & Shah, S. I., & Wajid, A. (2019). The mediating role of transformational leadership in the relationship between cultural intelligence and employee voice behavior: A case of hotel employees. *International Journal of Intercultural Relations*, 69, 66-75.

[2.]   Arifin, R. &Purwanti, H. (2023). Examining the Influence of Leadership Agility, Organizational Culture, and Motivation on Organizational Agility: A Comprehensive Analysis. *Golden Ratio of Human Resource Management, 3*(1). **DOI:** https://doi.org/10.52970/grhrm.v3i1.205

[3.]   Awad, M. J. & Al Adwan, M. A. (2023). Significance and Scope of Agile Leadership Within Educational Settings. Advances in educational marketing, administration, and leadership book series. DOI: 10.4018/978-1-6684-7818-9.ch005

[4.]   Bacon, C. T. & Jenkins, M. (2023). Academic-Practice Partnership in Research. The Journal of Nursing Administration, 53(5), 246-247. DOI: 10.1097/nna.0000000000001278

[5.]   Caligiuri P. (2012). *Cultural Agility: Building a Pipeline of Successful Global Professionals*. Wiley

[6.]   Cole, 2019, How sociologists Define Culture. In Aronson, E., Wilson, T. D., Akert, R. M., & Sommers, S. R. (n.d.). *Social Psychology* (10th ed.). Pearson College Div.

[7.]   Cooper, T. D. (2023). The Relationship of Incorporating Spirituality in Ethical Workplace Decision Making Spirituality in Ethical Workplace Decision Making. Retrieved from https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=12923&context=dissertations

[8.]   GGI Insights. (2024, April 10). Agile Leadership: VUCA and The Core Tenets of Adaptability. Retrieved from https://www.graygroupintl.com/blog/agile-leadership#:~:text=Agile%20leaders%20trust%20their%20team,also%20fosters%20innovation%20and%20creativity

[9.]   Irawanto, D. W. (2009). An Analysis of National Culture and Leadership Practices in Indonesia. *Journal of Diversity Management, 4*(2), 41-48

[10.] Kuku, O. (2021).Nurse Educator's Role in Equipping Students with Culturally Competent Skills. *Journal of Interprofessional Practice and Collaboration, 3*(2), 1-10

[11.] Q., A. (2021, December 13). *Indonesian Culture and Traditions-What to Consider When Entering the Indonesian Market?* Retrieved from https://gtelocalize.com/indonesian-culture-and-traditions/

[12.] Howard, S. H. (2022). Growing in Cultural Agility. Retrieved from https://www.vlct.org/article/growing-cultural-agility

[13.] McGinnis, L. F. (2023). Agility: more than a buzzword? DOI: 10.1615/faim1997.40

[14.] Pumariega, A. & Ruiz, P. (2023). Culture: Normality, Psychopathology, and Treatment. DOI: 10.1093/med/9780197521359.003.0014

[15.] Sommers, C. L.&Bonnel, W. B. (2020).Nurse educators' perspectives on implementing culturally sensitive and inclusive nursing education. *J Nurs Educ, 59*(3). DOI: 10.3928/01484834-20200220-02

[16.] S., L. A. (2022). MenakarTrilogiKepemimpinan Ki Hajar Dewantara. *Social, Humanities, and Educational Studies (SHEs): Conference Series*, *5*(1). https://doi.org/10.20961/shes.v5i1.57793

[17.] Sugito, P., Sumarsono, T. G., &Kamaluddin, K. (2022). Organizational Adaptibility Exploration as An Intervening Variabel on The Lingkage of Trandiciplinarity and Computational Skills toward Competitiveness. Bismar: Business Management Research. DOI: 10.26905/bismar.v1i1.6918

[18.] Suzan, N. H. (2023). Leadership Agility dalamMewujudkanKepolisianRepublik Indonesia yang Adaptif Dan Presisi di Era Vuca. *COMSERVA, 3*(2). DOI: 10.59141/comserva.v3i02.823