

Leadership of Muhammadiyah Junior High Headmasters in Building Quality Culture at Gunungkidul District

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Abstract

This research aims to describe Leadership of Muhammadiyah Junior High Headmasters in Gunungkidul District. This research was used descriptive qualitative approach with multi case study design. Data retrieval techniques were by interview, non participant observation, and study documentation. Data analysis consisted of individual case analysis and cross-case analysis. Checking the validity of the data was using the test of credibility, transferability, dependability, and conformability testing. The results showed that; the first style of leadership used by headmasters in Gunungkidul is the style of participative and delegative. Second, the style of participative is applied in the teachers' main task, while the delegative style is applied in teachers' additional task. Third, the leadership support of Junior High headmasters in Gunungkidul district comes from external and internal parties. External supports are: special allowances for teachers, school committee assistance, and competence and harmonious atmosphere of teachers. Internal supports are: organizational experience, educational provision, independence, and headmaster innovation power. Fourth, the obstacles of leadership come from the geographical conditions of the school, knowledge provision, and the demands of society. Fifth, the efforts to resolve the obstacles are with the policy of distributing special allowances, strengthening personal relationships, and intensive communication with the committee and guardian/parents.

Keywords: Leadership, Junior High School, Headmasters, Quality Culture

Introduction

Teachers are a central figure in the educational organization. The Law of the Republic of Indonesia Number 14 of 2005 on Teachers and Lecturers stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners. Teachers are people who have certain skills in the field of education, given the task and authority to manage teaching and learning activities in order to achieve certain goals. Professional proficiency of teachers can be enhanced with programs and school atmosphere that are proactively designed to improve teacher competence. The main designer and actor in the effort to improve teachers proficiency in school is the headmaster. The headmaster is the most

important component of education in improving the quality of education. Government Regulation Number 28 of 1990 on Basic Education in Article 12 paragraph 1 stated that headmaster is responsible for the implementation of educational activities, school administration, training of educational personnel, and the utilization and maintenance of infrastructure facilities. Based on the headmaster's responsibilities in the regulation, the efforts to improve the quality of an educational organization are determined by the quality of leadership and effective management.

Leadership is one of the problems that appear along with the human consciousness to the importance of living in groups to achieve common goals. In order to achieve that goal, it takes someone who has advantages over others, who can guide the group to achieve the goal. This is because humans have certain limitations and advantages.

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This research aims to (1) understand the leadership styles of headmasters of junior high schools in Gunungkidul District, (2) understand the leadership styles application of headmasters of junior high schools in Gunungkidul District, (3) understand the external and internal supports of headmasters leadership style in Gunungkidul District, (4) obstacles in applying leadership styles of headmasters at junior of Gunungkidul District, and (5) understand the headmasters' efforts to overcome obstacles of applying leadership styles in junior high school of Gunungkidul District. Headmasters are a central figure in education implementation.

Gunungkidul Regency is defined as an area that is difficult to reach by means of transportation, has a relatively poor social, economic, and physical condition when compared with other areas in the vicinity.

Literature Reviews

Siagian (1999: 12) formulated leadership as an activity to influence the behaviour of people to work together towards a particular goal they want. In other words, leadership is an ability to influence a group to achieve the group's goals. According to Zainal, et al (2014: 2), they stated that leadership is sometimes understood as the power to move and influence others. Leadership is also a process of directing and influencing activities related to the work of group members.

Of the many opinions expressed by experts on leadership, it can be seen that the conception of leadership are as many as the number of people who want to define it. Leadership definition by experts has a common point keyword, which is a process of influencing. Conceptually, leadership is different in many ways. The difference occurs in terms of who uses the influence, the purpose of influencing, and how to use that influence.

An approach that can be used to understand the success of leadership, which is by focusing on what the leader does, is called the leadership styles. Leadership style is a behaviour that is used by someone when trying to influence others behaviour to do as he wants. An organization needs a leadership style in order to develop conducive working environment and build motivational climate for employees that resulting in high productivity.

Leadership style is a way used by a leader in influencing the behaviour of others. Leaders cannot use the same leadership style in leading their subordinates; it must be tailored to the characters of the ability level in doing the tasks of each subordinate. Effective leaders in applying the style in his leadership must first understand who his subordinates are, understanding the strengths and weaknesses of every subordinate, and understand how to utilize the strengths of subordinates to compensate for their weaknesses. The term "style" is the way that leaders use in influencing their followers (Thoha, 2001: 49).

Hersey and Blanchard (in Robbin, 2006) developed a leadership model called Situational Leadership Theory. Situational leadership is a theory that focuses on followers. In situational theory, leaders' behaviour is related to the task of leadership, and also the relationship between superiors and subordinates. The emerging leadership styles can take four forms, which are

(1) telling. This style is a high order-low support style, also called commanding style. The task orientation can be said to be high and combined with the superior-subordinate relationship that cannot be categorized as familiar, although it is not also classified as a hostile relationship.

(2) Selling. This style is referred to as a training approach, high command style and high support. When a leader behaves as "selling", it means he starting from the orientation of the formulation of his duties explicitly, combined with an intensive boss-subordinate relationship. With such behaviour, not only the roles of the

subordinate are clear, but also the leadership provides implementation instructions coupled with the support required by the subordinates.

(3) Participative. This style is a supportive approach. The behaviour of a leader with a low task orientation is combined with an intensive boss-subordinate relationship. The most obvious manifestation of such behaviour is that the leader invites his subordinates to participate actively in the decision-making process.

(4) Delegative. This style is referred to as a command style and low support style, or a delegate approach. A leader in dealing with a particular situation can also use behaviour based on low task orientation. In practice, with such behaviour, leader limits himself to giving direction to his subordinates and hands over the implementation to the subordinates without much interference.

The second major part of the situational leadership model is related to the level of subordinates' development. The level of development is the degree to which followers have the necessary competencies and commitments to accomplish a specific task or activity (Northouse, 2013: 98). These levels describe the various combinations of commitment and competence for employees on the tasks being assigned to them. These levels are used only for tasks and do not label any employees.

According to Wahyusumidjo (2002: 83), the headmaster is a functional teacher who is assigned to lead a school in which the learning process is organized, or where there is an interaction between the teacher giving the lesson and the student receiving the lesson. In line with Wahyusumidjo, Rahman (2006: 106) stated that the headmaster is a teacher (functional position) who is appointed to occupy a structural position in school. Based on this understanding, it can be interpreted that the headmaster is a teacher who has the ability lead resources in school to be maximally utilized in achieving common goals.

Furthermore, Sahono pointed out that the problems often occur and faced by teachers who served in the Gunungkidul district is the students' low motivation to learn, and even students often leave class to follow parents to the field (rice field). Leadership is one of the problems that appear along with the human consciousness to the importance of living in groups to achieve common goals. In order to achieve that goal, it takes someone who has advantages over others, who can guide the group to achieve the goal. This is because humans have certain limitations and advantages.

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Method

The research method was qualitative approach with descriptive technique. Characteristics of qualitative research by Bogdan and Biklen (1992) was has a natural setting, descriptive, prioritizing the process rather than results, data analysis was inductive, and the meaning was the most important. This study was used a multi-case study design, which was conducted to gain a deep understanding of the situation and meaning of something or object that have been studied. The subject of this research was Muhammadiyah Junior High Schools in Gunungkidul district. The research instrument was structured interview, non-participant observation, and documentation study. Data analysis was done through two stages, which were single case data analysis and cross-case data analysis. Data validity was tested with four criteria, which were degree of trust, transparency, dependency, and certainty.

Discussion

The findings of cross-case leadership style in Muhammadiyah High Schools in Gunungkidul District are the leadership styles used is the styles of participative and delegative styles. The application of leadership styles adapted to the condition of subordinates. The application of leadership style is related to the condition of subordinates. Subordinate conditions in both cases have differences. The style of participative is used to the main task of the teachers, which is directly related to the teaching and learning process; the reason is that it is related to one of the headmaster

functions as a supervisor. Delegative style is performed on teachers' additional tasks. The reason is that the headmaster before giving the teacher additional duty has understood the characteristics and competence of the teacher to be given the additional task. The headmaster always prioritizes personal communication and exemplary leadership.

External supports for the application of the headmaster's leadership style come from educational institution, community, and teachers. Support from educational institutions is related to the special allowance for teachers who fall into the category of special areas. Community support through the school committee provides material and non-material assistance to the school program. Support from teachers by having young teachers and harmonious relationships between individuals. The internal supports of the headmaster leadership styles from within the headmaster-self are the headmaster organizational experience, the provision of graduate degree education, independence, and innovative attitudes.

The headmaster obstacles in applying the leadership style are the geographical condition of the school, the provision of knowledge owned by the headmaster, as well as the demands and involvement of surrounding communities. Efforts by the headmaster to overcome the obstacles of leadership are the policy of distributing special allowances, enhance personal relationships between individuals, and increase the intensity of communication with guardians/parents and the committee. The result of the efforts to resolve the obstacles is the improvement of the education quality, especially in junior high schools in Gunungkidul District.

The leadership styles being used by the junior high school headmaster in Gunungkidul district are the styles of participative and delegative. The participative style is used by the headmaster especially in the matters relating to the administration of teaching duties. In this style approach, leaders not only focus on goals, but use a supportive behaviour that enables subordinates to demonstrate skills for performing the assigned task. This participative style is happen when the headmaster invites communication, discussion, input open discussion, asking opinions and considerations from subordinates. These characteristics are consistent with the use of supportive style. Northouse (2013) stated that supportive style including listening, praising, requesting feedback, and providing feedback.

Delegative style is used when dealing with teachers' additional assignments. Delegative style is apparent when the teachers perform additional task, which is in addition to their main duty as a teacher, and also incorporated into the teaching work assignment decree. Headmaster in determining additional tasks is taking into consideration the competence and hobby of the teachers. Before putting in the decree, each teacher will be asked for personal consideration in relation to those additional tasks. If additional tasks are given in accordance with their competence and hobbies, then in the implementation teachers will not feel burdened, even the

creative ideas will emerge for the success. This matter is in accordance to Northouse (2013), who stated that the type of subordinate, at this stage, is to have the skills to do the job and have the motivation to finish the job.

Conclusion

Based on data explanation, research findings, and result of research focus discussion, it can be formulated conclusion as follows. First, the headmaster leadership style is participative and delegative styles. Second, the application of participative leadership style is in the main tasks of teachers. This is because; it is directly related to the main task of teachers as professional educators that require every teacher to always ready with all the administration. The application of the delegative style is in terms of the additional task of the teachers, where in determining the additional task of the teachers, the headmaster invites discussion and asking input first, and considers the teachers' competence and hobbies. Third, external supports for education in Gunungkidul district are (a) special allowances for teachers assigned to special districts, (b) school harmonious relationships with committees, (c) teachers subordinate conditions where inter-teacher communication is harmonious, and (d) the presence of young teachers. Internal supports that assist in the application of leadership styles are (a) organizational experience, (b) the independence of the headmaster, (c) responsiveness to the new innovations, and (d) the provision of the knowledge. Fourth, the obstacles experienced by the headmaster of junior high school in Gunungkidul District are (a) the geographic condition of the school, (b) the provision of knowledge, (c) teachers' condition, and (d) the demands and support of the community. Fifth, the efforts of the headmaster to overcome the obstacles to the application of leadership styles are (a) the policy of distributing special allowance, (b) strengthening personal relationships, and (c) establishing intensive communication, and also bringing school committees and parents regularly to school.

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