

One-Roof School Principal Excellence Leadership Development Model in Indonesia

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ABSTRACT

This research aims to develop an Excellence Leadership model of One-Roof School principals in Indonesia. One-Roof School is a combination of elementary and secondary school that practicing the schooling in elementary school building. This research is a development study concerning the ten steps Borg & Gall developed. The findings of the study, among others: (1) there are 5 dialectic factors of Excellence Leadership of One-Roof School principals that are effective in developing the quality of the school, among others: personal, social, political, spiritual, and cultural; (2) there are four One-Roof School head Excellence Leaderships that have sequential relationships, namely spiritual leadership, learning leadership, entrepreneurial leadership, and transformational leadership; and (3) Ishikawa Excellence Leadership development model is the most effective model for the development of One-Roof School quality.

Keywords: *Leadership Development Model, Excellence Leadership, Ishikawa Model, Principal, One-Roof School*

1. INTRODUCTION

The principal is the primary determinant of quality [1]–[3]. Quality education is capable of presenting high-quality learning [4], [5]. The result will undoubtedly give birth to quality graduates. The externality of quality education is characterized by human resources' ability to optimize their overall potential in real [6], [7].

It is not easy to carry out leadership duties for principals, especially in suburban, remote, over-the-top schools that double management, such as One-Roof Schools, [8]–[10]. Maintaining the school's existence in minimal conditions and developing it towards established quality standards seems like a nightmare for every principal. In such circumstances, not a few teachers are deemed worthy of holding the principal position, instead avoiding the position. Only based on managerial matters, the principal must finally be appointed to lead the school. Finally, the principal determination risked two different and contradictory points of interest, namely that there must be a principal and a headmaster of no [11], [12]. Whatever angle is chosen, the principal still must carry out his leadership duties best. Some of them can manage the school successfully, and some others fail. There are still stakeholders who have the same high

concern to facilitate a quality young generation's birth through schools in their communities.

Their leadership success could determine the principal spirit. They believe that the role of the principal is critical to improving the quality of the school. The principal may act as a developer of the school's quality or vice versa, destroying the existence [11]. Humanist awareness and principles about the school's role and function can formulate themselves the principal to keep actively striving for breakthrough thinking and action in advancing remote schools, including One-Roof Schools (SATAP).

SATAP is an integrated primary, and junior high school in the [13], [14] To date, the number of SATAP in Indonesia amounts to about 5,000 [15]. In Indonesia, the existence of SATAP has a very strategic role in the implementation of policies on primary education nine years (access) and improving the quality of human resources. SATAP is the government's strategic answer in catching up on human resource development towards improving the overall resource quality index (HDI), which to date remains ranked 116th out of 189 countries [17].

The continuity of SATAP meets a variety of issues. Common problems facing schools, among others: (1) the absence of special teachers by most SATAP; (2) Most SATAP teachers are teachers at the elementary school where SATAP was founded, which does not yet have the qualifications of junior high school equivalent performance; (3) The difficulty of the Principal positioning and implementing two different management and leadership characteristics; (4) low moral and financial support of the guardian; and (5) low learning awareness; and others [9], [18]. Becoming a principal in a remote area is not easy. A remote area is a community isolated from accessible information [19]. Although technology tools have begun to penetrate the younger generation in the area, most of them use it only for entertainment, games, and short messages, far apart from future needs [20].

Such technology even leads them into partial thinking about the meaning of life that shapes their mindset about the right, positive-negative, progress-deterioration, necessity of lifestyles, etc. The low majority of educational backgrounds are very decisive in the low maturity of positive thinking on the impact of technology tools that seem to be the basic needs of rural youth today [19], [21], [22]. They are the youth of responsibility, with an understanding that is also a responsibility but potentially determines their own society's future direction. In such circumstances, the school's role becomes complicated, and no matter how complex the complexity, the principal must still act as a change agent for the life of the broader community through the school [23].

The principal most significant opportunity to gain community support in advancing SATAP is to raise public awareness that the school is a significant and very important [26], [27]. These potential opportunities are certainly not easy to achieve in a short time. Again, it is necessary to make strategic, systematic, and careful efforts by the principal for the community to appear in its potential form for school development indeed. Identification of applicable norms and values, local traditions of local communities, interesting themes that become the language of everyday people, socio-cultural and even economic problems, and the existence of the role of community leaders need to be explored in depth in order for the principal to produce an approach, strategy, and models of interaction that are effective in communicating creative ideas based on identified local themes. Approaching the community with the best strategies is a powerful force in supporting the realization of the school's quality of education and teaching services to the maximum, becoming the principal primary and first task.

2. METHOD

The study used a development research plan, adopted [28] to Educational Research and Development (R & D), to develop and validate educational products. The

product developed in this study is a model of Excellence Leadership development of One-Roof School principals in Indonesia, as a new model to be recommended to schools, especially research schools.

Research procedures in the context of research and development are steps taken in developing and producing proven products. Referring [28] there are ten development steps in research to develop and produce new products, namely: (1) collecting information through principals, vice principals, and teachers; (2) Develop draft planning of the initial model; (3) conduct draft discussions of the initial model; (4) Conduct a trial, which in the online context of the trial is only done by asking the principal and teacher for input on the possibility of accessibility of the applicability and acceptance of the draft model. The fourth step is done infused with Steps 5 and 6; (7) revise the draft model following the input of the principal and teacher; (8) conduct further accessibility trials through discussions with teachers and learning expert opinions; (9) finalize the model; and (10) to disseminate the model through online workshop activities involving 6 elementary schools in East Java (Malang and Bondowoso District) and North Kalimantan (Tana Tidung Regency).

3. RESULTS AND DISCUSSIONS

3.1. *Effective Excellence Leadership Dialectic Factors*

One-Roof Schools were established to provide low access to compulsory primary education for 9-year-olds, especially in remote areas. Several dialectical factors determine the Excellence Leadership of an effective One-Roof School principal. At least five practical leadership dialectic factors result from this study: personal, social, political, spirituality, and culture.

3.1.1. *Factor personal*

Personal factors refer more to aspects of the principal personality as a humanitarian need. The principal personal factors often cannot be uniformed for all schools, relying heavily on the setting of local wisdom values that become local community conventions. As a convention, the principal knows it and initiates it to be applied personally and socially in the school's internal and external context.

The success of SATAP principles in strengthening the school's quality is determined by personal characters set as unwritten standards by the local community. These characteristics include: having a clear vision, performing with high spirits, andhab asor (low profile), engaging in various societal activities, the willingness to study relentlessly, be open to input, have commitment to cooperation with various parties, have a high awareness that the school is essentially an education system and are an important part of the societal system in general, persistent and unyielding, have a high confidence that there must be a way out of every problem, have a belief

that he is not alone in carrying out school policy attractive [1], [2].

The findings of Ibukun research et al. and Crow, et al. are relatively similar to cases in Indonesia, where personality is the most significant factor for succeeding the school development. Meeting personality competency standards can be analyzed to meet the standards of values set and expected by society. High personality quality can be an essential factor in awakening other people's beliefs (Grankvist & Kajonius, 2015). If these standards have been achieved and implemented in earnest, then the community will accept and support all policies programmed by the principal (Schrag, 2016). Personality is a crucial aspect of strengthening the quality of receiving and community support towards schools.

3.1.2. Social factors

Social factors refer more to the quality and quantity of the principal interactions and their involvement in the context of society at large. Social factors also lead to the principal sensitivity to various social activities that develop in the community. This sensitivity is not only in the physical context (sympathy), but also non-physical (empathy) that encourages the birth of the principal physical actions.

Effective self-management of the principal in a social context becomes a determinant of the quality of community involvement in school programs. The principal who manages the school is generally identified with his social hospitality quality in the community. The higher the quality of the principal social care, the more likely it will be to manage the school. It is due to the intense public acceptance of the principal and the support provided. It is essential to understand that the community wishes that the principal presence does not necessarily interfere with the growing social order.

Certain assumptions and stigmas believed to be accurate by society should be maintained, acknowledged, appreciated by the principal. For example, public education is stigmatized as an educational institution that instills individualistic, competitive, and sarcastic values. These values are not in line with traditions that flourish in society. The villagers are very confident that the tradition developed is an established and mature tradition that gives birth to complexity, friendship, feelings of mutual need, personal and social closeness, please help selflessly, principles develop together, mutual care, and others. Even in the context of education, public education is considered a threat to the establishment.

The presence of principals with a high level of social support to the community will strengthen the edifying [29]. Even when the community loses social support, and it ends up being the threat of a community rift with an individual or organization that is in the midst of [30].

3.1.3. Factor policy

Ongoing education reforms in different parts of the world are: (1) changes from a centralization-based management model to decentralization; (2) increased government intervention to improve educational goal; (3) emphasis on performance, efficiency, and accountability; (4) educational modifications; and (4) community influence (market) and competition between schools [31], [32]. The change positively affects the principal leadership. The implications of these changes are the high expectations and intensive performance of principals to deal with external changes, internal consolidation, resource utilization, and public accountability.

However, the principal is the supreme leader in the school who is carrying out the mandate of the highest political decisions of the government's supreme leadership. Political factors lead to the principal hard work in devising various strategies to enable all school parties to know, understand, and commit to translating [33] Principals who have power in politics always manage to anticipate any turmoil that will occur. The principal as an effective leader strives to the fullest possible coordination and persuasion innovations so that both central and regional policies can be accepted and realized together by the team [34]–[36]. Such principals' success, directly or indirectly, has a significant effect on the appreciation of top leadership, especially concerning technical support for implementing the principal policies at the school level or the school's community.

3.1.4. Spirituality factor

Spirituality is the basis for the growth of self-esteem, values, morals, and a sense of possession. Spirituality is more of a form of psychic experience that leaves a profound impression and meaning. Spiritual nature is reflected in infinite creativity, broad imagination, and an open and joyous life approach. A high spirituality person can interpret every event, problem, and even suffering from the life that he experiences by giving positive [37], [38]. Then it is stumbled on the power of God in life.

He will be able to raise his soul and take better positive action. So spirituality is directly or indirectly related to the human ability to transcend itself. Transcendence is the highest quality of spiritual life that brings man to overcome love and sorrow; it even takes us beyond the limits of our knowledge and experience into a broader context and is infinite in us as well as beyond ourselves. Common spiritual values include truth, honesty, simplicity, caring, cooperation, freedom, peace, trust, cleanliness, humility, loyalty, sincerity, glory, courage, unity, gratitude, the humor of perseverance, patience, justice, equality, balance, sincerity, and wisdom [39].

3.1.5. Cultural factors

Cultural factors lead more towards the local culture's principal awareness, integrating it into each of its policies

and actions, and actively engaging in developing it with the community. The principal cultural awareness is one of the factors that determines the high level of community support for [2], [3]. Efforts to explore symbols and cultural values with the involvement of cultural figures in providing school policy input significantly impact the high participation of the community into school policy. Especially in remote areas, suburbs, which are in locations far from the hustle and bustle of urban information, the community's commitment to local culture is still very [40], [41]. Even when the school no longer appears to be a cultural representation of the community, it is not only considered foreign to the community but can be suspected as an institution that has the potential to threaten the cultural continuity of society.

Excellent schools usually show many indicators. They provide mother language lessons, wearing regional uniforms on certain days, preparing for local language day program, performing traditional ceremonies, inviting local cultural figures into every important school event, and even involving cultural figures into the committee structure or community in the school. Local culture, for whatever reason, cannot be abandoned, let alone replaced with modern products, which by certain communities are considered to be a disruptor of the stability of the continuity of the local culture. Appreciating culture, integrating the entire product of a growing culture greatly determines the success of any [40]. Of course, the analysis of the properness of cultural values needs to continue to be done by the school, with an approach that still refers to the values of the conventions that develop in society.

3.2. Principal Excellence Leadership Sequential Interaction

The principal success in developing the quality of One-Roof Schools in remote areas is determined by four Excellence Leadership behaviors, including spiritual leadership, learning leadership, [9]. In practice, the leadership's four behaviors, move sequentially. The implementation of the four Excellence Leadership moves in line with the character of remote communities, where spiritual leadership becomes the first and foremost deciding factor. Spiritual leadership is an amalgamation of values, attitudes, and behaviors necessary to motivate oneself and others intrinsically, so it is encouraged to do much for the organization's maximum good. Such a leadership process will provide high energy and motivation, commitment, confidence to the team. Also, value-based leadership can positively contribute to vision, mission, and leaders (Phipps, 2012).

Furthermore, learning leadership as the second stage is oriented towards the school's task and function as a learning institution. The principal's success as a spiritual leader contributes positively to the principal high success as a learning leader. Learning leadership is an action taken to develop a productive and fulfilling work environment for teachers, and ultimately create improved

student learning conditions (Eggen and Kauchak, 2004). Three learning leadership models can be applied to improve school achievement effectively: clarity of vision and mission, focus on learning and improving a conducive working climate (Hopkins, 2000). Learning leadership eventually becomes the most effective entrance in improving students' learning achievement, primarily if supported by a burning spirit[9]

The principal entrepreneurial leadership is the third factor, whose success rate is determined by spiritual leadership and learning success. There are nine leadership behaviors of the head entrepreneur in realizing an effective school, namely: (1) a strong culture of independence; (2) clear vision understanding; (3) be confident of success; (4) lifelong learning culture; (5) the power of imagination (6) based on multidimensional values; (7) empowerment; (8) collegiality; and (9) fighting values [9], [42].

Understanding vision and mission is key to the school's success (Dent, Higgins, & Wharff, 2005; Lumby & Heystek, 2012; Pan, Weu, & Chen (2015). A vision should be encouraged to be the embodiment of shared thoughts and dreams, not only the leader but also his entire staff (Murphy, 2009). The leadership is tasked with encouraging all subordinates' courage to be motivated to achieve a shared vision. These efforts will sit the leadership as the one who successfully strengthens the vision to the entire staff (Dennis & Bocarnea, 2005) while encouraging all staff's independence in achieving the organization's vision independently (Bennis, 2002).

The last is transformational leadership, in which the principal transforms the values found in the three previous Excellence Leaderships. A transformational leader is a leader who mastered the situation by conveying a clear vision of the group's goals, passionate about the work, and making group members feel recharged and energized (Cherry, 2017).

The transformational leader has always tied himself to the values that apply in the form of daily behavior and believes in the polarization of the behavior to all his school citizens. The polarization of these values will ultimately give rise to healthy school culture. All school residents have a full awareness that the values of kindness benefit highly and give birth to effective schools. Finally, transformational leadership can effectively increase human resources awakened from the trust, admiration, loyalty, and respect for leaders, who relentlessly seek to motivate followers to do something more and do so beyond their expectations (Ezzedeen, 2005).

3.3. Ishikawa's Excellence Leadership Development Model

The principal success in developing the quality of the One-Roof School is determined by the dialectic factors of effective leadership and the Excellence Leadership strategy of the principal. The unified dialectics between the two variables, moving dynamically according to the

dynamics of leaders and followers in an evolving organizational dynamic. However, the dynamic consistency of each of the actors in the school's leadership, did not go well without the support of key figures, at least as the most significant constituent in traditional, suburban, and remote communities. The overarching dialectics appear in Figure 1 of Ishikawa next excellence leadership development model.

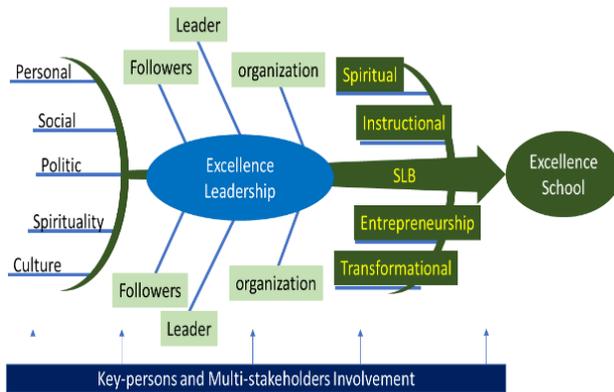


Figure 1 Ishikawa's Excellence Leadership Development Model

4. CONCLUSION

One-Roof School principals' success in developing school quality is determined by effective leadership dialectic factors, such as personal, social, political, spirituality, and cultural factors. The principal mastery of the dialectic factor will be apparent in the implementation of Excellence Leadership, consisting of spiritual leadership, learning, entrepreneurship, and transformational. Each of these behaviors moves sequentially. Nevertheless, key community leaders' involvement becomes the main entrance for the principal, especially in building community support for school programs. Therefore, a strong synergy between schools and communities becomes a critical factor in building and developing school quality.

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