Best Leadership Principals of Remote Elementary Schools in the Future

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ABSTRACT

A good school principal must be an example and role model for all school members. Such a leadership process will provide energy and high motivation, commitment, and confidence to the team. This understanding will contribute greatly to the distribution of the concept of effective schools correctly to school members. In addition, the principal is at the same time the best model for school members in enforcing a distributed commitment in the field of learning. The commitment that is built will have a significant impact on improving school effectiveness. This study aims to describe the problems and carrying capacity of leadership, the role of superior leadership, and superior leadership behaviour of elementary school principals in remote zones on Aceh Singkil. The results of this study showed; 1) Elementary schools in remote areas have relatively the same problems and leadership support; 2) there are four dominant superior leadership played by the principal in creating an effective school, including: spiritual leadership, transformational leadership, learning leadership, and entrepreneurial leadership.

Keywords: Superior, Leadership, Elementary, Remote

1. INDTRODUCTION

The regional autonomy policy has given birth to a decentralized system. Decentralization is expected to make fundamental changes to various sectors of government, including the education sector [1]. Decentralization, especially in the field of education was introduced as an answer to the failure of the centralized system to empower the education community in accordance with the potential of their respective contexts [2], and [3] stated that decentralization is the best solution for schools to empower schools participation in improving the quality of the nation's children in the future.

There are at least three ideals from implementing a decentralized system, including: 1) certainty of the strength of the elected institutions; 2) stakeholder engagement; and 3) the decision making process [4]. In line with [5] states that decentralization in the education sector is expected to bring at least 4 positive impacts, especially those related to: 1) quality improvement, 2) finance efficiency, 3) administrative efficiency, and 4)

expansion and equity in remote areas so that there is an expansion and distribution of education nationally. The main outline of the two opinions is that decentralization provides a great opportunity for schools to be independent. Thus, no school will be left behind, both quantitatively and qualitatively.

Although the decentralization of education is a consequence of regional autonomy policies that ideally benefit schools, the reality of the journey in these two decades, education decentralization seems forced and has not been proportionally accepted by the entire educational unit, especially those located in remote areas.

In the context of this awareness, various efforts have been taken by both central and local governments through related stakeholders in an effort to improve the quality of schools. Program for building new school units, rehabilitating schools, adding new classrooms, certification, non-job training and in-service training, providing regular coaching programs, preparing academic forums, in addition to supervision activities

and many other activities[6], but these programs are not correct really touches schools as a whole, especially in remote schools.

From several researches on educational leadership in schools, it was found that "passion" for achievement (school effectiveness) is only obtained through strong leadership awareness that pushes strong into the individual of all educational stakeholders who are encouraged by the exemplary achievement of the principal in the form of meaningful interactions through the use of values. Leadership values are based on consistent adjustments to variations in cultural contexts [7]. Leaders are not only aware that they are with them, but further and in that they are dynamic human resources who have beautiful aspirations in the future and need a place and opportunity to develop optimally for the purpose of the organization as their learning community [8], [9]. Therefore, effective leadership will only occur if leadership ethics and values are the main basis for leaders in carrying out their leadership [10].

Thus, the definition of effective leadership practices depends on several things, including the variety of cultures, the form and context of the organization, the dynamic uniqueness of individual organizations, and the issues that are being faced, experienced and will occur. The concept of leadership must finally be interpreted in a broader, more meaningful, and more relevant context to the real life of the community and its tendencies, especially in the context of remote communities, which are rarely touched by research in the field of education, even though the context of remoteness is real and a constraint. This study aims to: 1) describe the superior leadership roles of primary school principals in remote areas of Aceh Singkil regency, Aceh Darussalam province, and 2) describe superior leadership behaviours for primary school principals in remote areas of Aceh Singkil Regency, Aceh province. The results of this study are expected to obtain information or data on the superior leadership of elementary schools' principals in remote areas, as well as providing initial data / reference for future researchers in developing a research on the development of superior leadership for primary school principals in remote areas in realizing effective schools in accordance with the authenticity of the community elementary school.

2. METHODOLOGY

This research was carried out with three objectives, namely to describe the problems and carrying capacity of SD in remote areas, to describe the leadership roles and superior leadership behaviour of SD principals in remote areas in realizing effective schools in accordance with the authenticity of the school community context. So that what is being investigated is truly revealed is needed deep observation, so according to [11], [12] and [13] the process should be approached qualitatively.

This study was designed using a multisite study design. As stated by [11].

The single site analysis steps in this study followed the suggestions of [11] which included: (1) compiling all field notes based on chronological data collection time; (2) data reduction using cut and paste techniques; (3) presentation and analysis of the data domain; (4) drawing conclusions.

3. RESULT AND DUSCUSSION

3.1. Result

Through single site analysis and cross site analysis using constant comparative analysis techniques, research findings were obtained. First, as an elementary school with a background of teachers / staff, infrastructure, infrastructure, location and community that are not much different, the two schools face relatively similar problems as well as their carrying capacity. These problems include: PNS teachers are very lacking, teacher qualifications are not up to standard, competence still needs improvement, not all teachers have linear certificates, low community support, remote locations, inadequate infrastructure, low education level of the majority of guardians, community economic level and low student guardianship, low education awareness, schools must implement an inclusive school program, inadequate facilities and infrastructure, BOS as the only source of funding.

While the support capacity includes: high morale, teaching focuses on dedication, harmonious interaction between teachers, pleasant interaction between teachers and the community, support from strong community leaders, student enthusiasm for learning tends to be good, religious fanaticism of the community is high, agricultural land and plantations are fertile, policy support good government, the school is a UNESCO target school. Second, there are four dominant leadership models played by the principal in realizing an effective school, including: spiritual leadership, transformational leadership, learning leadership, and entrepreneurial leadership. Third, as a spiritual leader there are four leadership behaviours of the principal in realizing an effective school, including: (1) hard work based on responsibility and sincere service, (2) discipline; (3) honesty; (4) modelling; and (5) always be grateful in every success and failure based on sincerity and patience.

Fourth, as a transformational leader in realizing an effective school, there are 3 leadership behaviours of school principals, including: (1) distribution of vision and mission; (2) integration of leadership values; (3) strengthening the school organizational culture. Fifth, learning leaders, there are six principal leadership behaviours in realizing an effective school, namely (1)

understanding and equating the vision, goals, expectations in realizing an effective school; (2) understand and equate the vision of the characteristics of learning according to the school context; (3) developing a new learning culture in accordance with the school context; (4) develop all the learning tools needed in developing a new culture in learning in accordance with the demands of the school context; (5) encourage the role of the school committee very well in realizing effective schools; and (6) routine evaluation to ensure success in realizing effective schools. Sixth, as an entrepreneur leader, there are nine head leadership behaviours in realizing an effective school, namely (1) a strong culture of independence; (2) understanding a clear vision; (3) positive towards potential failure; (4) lifelong learning culture; (5) the power of imagination (6) based on multidimensional values; (7) empowerment; (8) collegiality; and (9) fighting value. These findings can be seen more clearly in Figure 1.
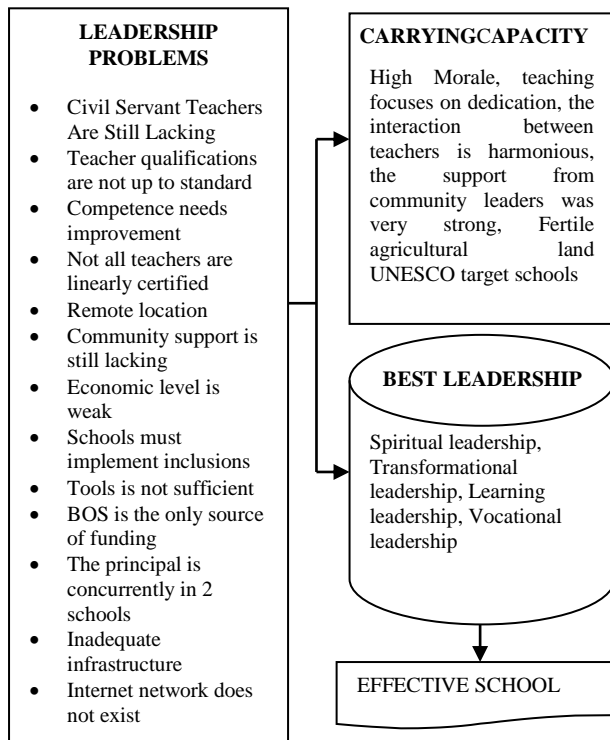
LEADERSHIP PROBLEMS

- Civil Servant Teachers Are Still Lacking
- Teacher qualifications are not up to standard
- Competence needs improvement
- Not all teachers are linearly certified
- Remote location
- Community support is still lacking
- Economic level is weak
- Schools must implement inclusions
- Tools is not sufficient
- BOS is the only source of funding
- The principal is concurrently in 2 schools
- Inadequate infrastructure
- Internet network does not exist

CARRYINGCAPACITY

High Morale, teaching focuses on dedication, the interaction between teachers is harmonious, the support from community leaders was very strong, Fertile agricultural land UNESCO target schools

BEST LEADERSHIP

Spiritual leadership, Transformational leadership, Learning leadership, Vocational leadership

EFFECTIVE SCHOOL

Figure 1 Exposure to General Findings.

In the process of implementing leadership to support the realization of an effective school, the most important dominant leadership is spiritual leadership. Spiritual leadership values are integrated into instructional leadership and entrepreneurial leadership through transformational leadership in various forms of programs and activities that are agreed upon by all school resources. The four dominant leadership and the interactions between them can be seen in Figure 2.
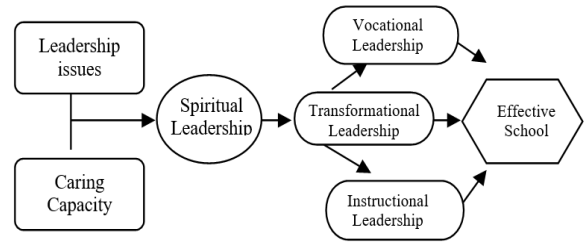

Figure 2 Relationship between Principal Dominant Leadership

3.2. Discussion

3.2.1. Principal as Spiritual Leader

Spiritual leadership is an amalgamation of values, attitudes, and behaviours needed to intrinsically motivate oneself and others, so that they are motivated to do many things for the maximum benefit of the organization. Spiritual leadership includes the task of: 1) creating a vision in which every member of the organization has a sense of calling to give meaning and a difference in his life; 2) Build a social and or organizational culture based on altruistic love (as opposed to a-social or selfish nature), so that between leaders and those who are led have a sense of mutual concern, care, respect and, sincerely, among members feel understood and appreciated. The role as a spiritual leader is reflected and actualized in actions and deeds. A good school principal must be an example and role model for all school members. Such a leadership process will provide energy and high motivation, commitment, and confidence to the team. In addition, values-based leadership can also make a positive contribution to the vision, mission, and leaders [14], [15] stated that for an organization that wants to have high performance, it must have a strong alignment between the personal values of employees, the organization, and the values that employees want.

3.2.2. Principals as Transformational Leaders

Leadership is implemented when a person mobilizes institutional, political, psychological and other resources to generate, engage and motivate followers [16]. There are 3 leadership behaviours of school principals, including: (1) distribution of vision and mission; (2) integration of leadership values; (3) strengthening the school organizational culture.

A transformational leader is a leader who controls situations by conveying a clear vision of group goals, is passionate about work and the ability to make group members feel recharged and energized [17].

Transformational leadership is a type of leadership style that leads to positive changes in those who follow (followers). Transformational leaders generally place a belief in the value of energy, enthusiasm and high spirit in every pulse of the school organization to be effective. Not only do leaders pay attention to and are involved in the process, they are also focused on helping each group member succeed as well [18].

3.2.3. Principal as Learning Leader

As has been emphasized that the most important role for the principal is the leader of learning, learning leadership can be implemented properly by principals who have the ability and willingness to implement it. Learning leadership is an action taken with the intention of developing a productive and satisfying work environment for the teacher, and ultimately being able to create student learning conditions increased [18]. There are three models of teach leadership that can be applied in order to improve school performance effectively, including: clarity of vision and mission, focus on learning, and improving a conducive work climate [19].

Because learning leadership contributes very significantly to improving student learning achievement, its existence is very important to be applied in schools. Learning leadership is able to provide encouragement and direction to school members to improve student learning achievement. Learning leadership is also able to focus the activities of its citizens towards achieving the vision, mission and goals of the school. Learning leadership is important to be applied in schools because of its ability to build learning communities for its citizens and is even able to make the school a learning school or as a learning society / community. Learning leadership ultimately becomes the most effective entry point in increasing student learning achievement, especially if it is supported by a burning spirit to achieve it (spiritual leadership).

3.2.4. Principal as Leader Entrepreneur

There are nine head entrepreneur leadership behaviours in realizing an effective school, namely (1) a strong culture of independence; (2) understanding a clear vision; (3) believe in success; (4) lifelong learning culture; (5) the power of imagination (6) based on multidimensional values; (7) empowerment; (8) collegiality; and (9) fighting value.

Independence is synonymous with decentralization. Independence as a form of decentralization is more directed at educational autonomy in exploring ideas, ideas, innovation, creation, and constructive criticism and even financial based on transparency, accountability, collegial collectives by promoting empowerment of community participation and educational unit stakeholders but still not colliding with other regulations [7]. Decentralization has an impact on increasing demands on schools to be more empowered and prioritize transparency [7]. An understanding of the vision and mission is the key to school success [8], [7] and [12]. Vision should be encouraged to become a manifestation of common thoughts and dreams, not only leaders, but also all staff [6]. Leaders are tasked with encouraging the courage of all subordinates to be motivated to achieve a common vision. This effort will position the leader as a person who has succeeded in strengthening the vision of all staff [11] as well as encouraging the independence of all staff in achieve an organizational vision independently [8].

Leadership cannot be the prerogative of one person. Future leaders need to be trained to master the art of team building, collaborating through teams rather than directing and giving orders [19] Collegiate leadership encourages prolonged organizational resilience. According to [18] there are at least 4 reasons for the need for staff involvement in the organization, including: 1) the prerogative of leadership is no more important than the involvement of all members, 2) basically everyone wants to be involved in every effort to face every challenge of change, 3) transformation of managerial and leadership values to all members will strengthen the ability to face the challenges of organizational change, and 4) shared ownership.

4. CONCLUSION

First, the leadership problems that arise include: PNS teachers are very lacking, teacher qualifications are not up to standard, competence still needs improvement, and not all teachers have linear certificates, low community support, remote locations, inadequate infrastructure, low education level of the majority of guardians. , the economic level of the community and student guardians is low, education awareness is low, schools must implement an inclusive school program, inadequate facilities and infrastructure, BOS as the only source of funding. Second, the leadership support available, among others: high morale, teaching focused on dedication, harmonious interaction between teachers, pleasant teacher interactions with community leaders, strong support from community leaders, student enthusiasm for learning tends to be good, religious fanaticism of the community, agricultural land and plantations. Fertile, supported by good government policies, the school is a UNESCO target school.

Third, there are four dominant leadership roles played by the principal in realizing an effective school, including: spiritual leadership, transformational leadership, learning leadership, and entrepreneurial leadership.

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