Indonesian-Malaysia Elementary School Principal Participative Leadership

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Abstract—**This research aims to describe elementary school principal participative leadership in Indonesia and Malaysia in the implementation of character education. Participative leadership manages active participative from various parties to disseminate or deliver ideas and recommendations in decision making process in order to achieve education goals in each school where they lead. There are a number of studied in Indonesia concerning participative leadership however there is no any more comprehensive study on participative leadership involving Malaysia. This research used survey method by using questionnaires distributed to elementary school principals in Indonesia and Malaysia. The participative leadership assessed by teachers show various effects and descriptions among the dimensions consisting of coordination, motivating, communication, conflict resolution and decision-making skill dimensions. By this research, it is expected to create a new participative leadership model which can be used as a guidance by principals in leading their schools.**

Keywords—elementary schools, leadership model, participative leadership, principals, teachers

I. INTRODUCTION

In implementing character education, principals are required to be able to initiative and communicate properly with their subordinates [1]. Principals are also required to be able to develop activities in order to improve teaching and learning process as well as other activities in order to be able to develop intellectual and emotional aspects [2]. Principals must also determine and understand certainly curriculum content which is integrated with the character education in the school learning conducted by teachers [3]. By this complex role of the principals, a principal is obliged to have participative leadership. As a *leader*, principals must be able to assign himself in many roles namely as *coordinator, director,* *motivator, communicator, delegator, resolver of conflict and decision maker* [1,4].

Participative leadership is an ideal style to create member involvement and contribution as well as create a sense of belonging and commitment to decide any mater in order to achieve organizational goals by an open attitude and receiving any suggestion and ideas from each group member [5,6]. Thus in participative leadership, a leader must always engage all aspects in his organization in policy making process [7]. Participative leadership emphasizes on any arising opinions from subordinates, thus the decision making process in participative leadership model is assumed to be able to obtain group supports in implementing it since it is taken based on the group decision [8]. Participative leadership including situational leadership model by leadership model in previous discussion cannot give answers to any arising problems in current leadership [9].

Previous studies engage participative leadership as an urgency on the success of character education strengthening [1,6,9]. This is the basic capital for character education studies which can be replicated at schools in Indonesia [10], however, there is no any more comprehensive research on participative leadership involving Malaysia. Thus, this research aims to describe elementary school principal participative leadership in Indonesia and Malaysia in implementing character education.

II. RESEARCH METHODOLOGY

This research used quantitative methods by means of surveys and literature studies. The survey was carried out by spreading out elementary school principal participative leadership questionnaires to teachers in Malaysia and Indonesia. Determination of the number of research respondents was conducted by using probability sampling method with simple random sampling so that there are

questionnaires successfully filled out by 755 respondents from Malaysia and Indonesia. In addition to the survey, another method used by the researchers was a literature study including various journals, books and other relevant sources. After the field data is obtained, the researchers conducted data analysis by descriptive analysis and testing structural model testing such as indicator reliability test, internal reliability test, convergence validity and discriminant validity tests [11]. Meanwhile, structural model analysis is conducted by endogenous variable variance analysis and structural model significance analysis based on the [11,12].

III. RESULTS AND DISCUSSION

Participative leadership includes principal behavior as a leader and manifestation of participation by teachers in decision-making process. Participative leadership in this study which is characterized by coordination, motivating, communication, conflict resolution and decision-making skill dimension shows different results for each dimension. The structural model shown in participatory leadership research can be seen in figure 1.
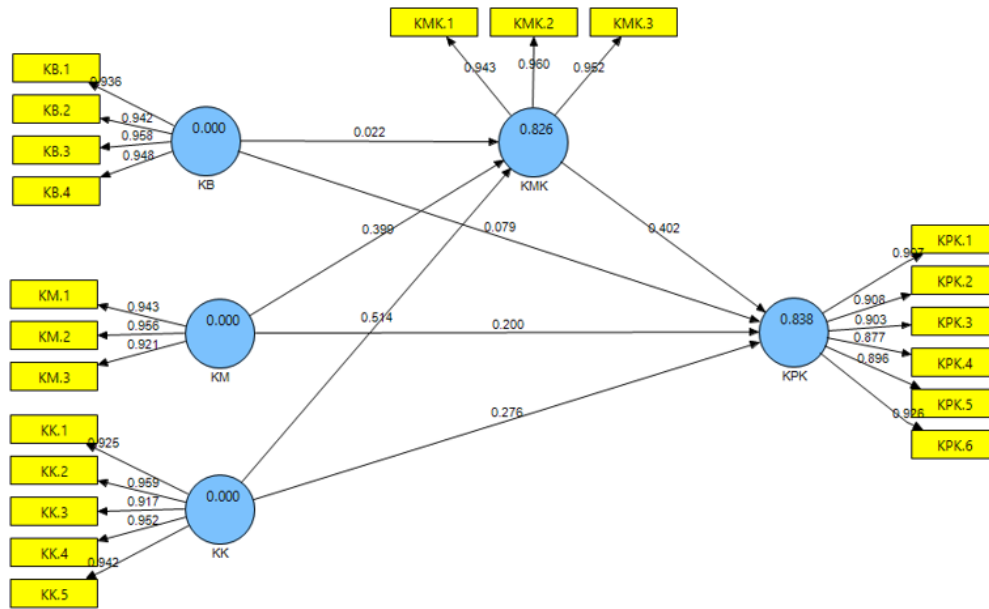

Fig. 1. Participative leadership structural model.

From the above structural model, then, there is endogenous variable variance analysis and structural model significance analysis based on path coefficient with the following results.

A. Descriptive Statistics

After endogenous variable analysis and structural model significance analysis based on the path coefficient, the researchers then conducted descriptive calculations for each dimension. Results of the calculation can be seen in figure 2.
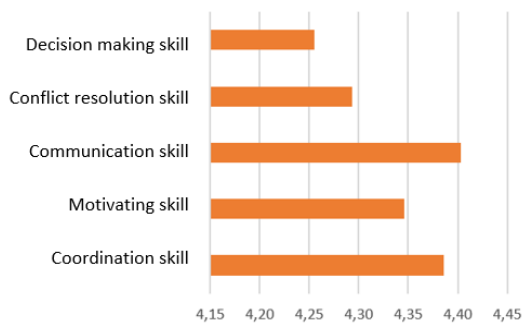

Fig. 2. Descriptive statistics of participative leadership.

From the picture above, it can be seen that the coordination skill gets a score of 4.39, the motivating skill gets a score of 4.35, the communication skill gets a score of 4.40, the conflict resolution skill gets a score of 4.29 and the making decision skill gets a score of 4.26. From this summary, it is known that the communication skill is the dimension obtaining the highest score while the decision-making skill has the lowest score among other dimensions.

B. Endogenous Variable Variance

Based on the calculation results, it is obtained the results of R^2 test as the following (table 1).

TABLE I. RESULTS OF R^2 TEST

	R^2	%	Criteria
Conflict resolution skill	0.8256	82.56%	Strong
Decision making skill	0.8382	83.82%	Strong

The R^2 value of 82.56% in the endogenous variable of *Conflict Resolution Skill* shows that the exogenous variables of Coordination, Communication and Motivating Skills strongly explain 82.56% of the variance of these variables on Conflict

resolution skill. The R^2 of 83.82% in the endogenous variable of *Decision-Making Skill* shows that the exogenous variables of Coordination skill, Communication skill, motivating skill, and Conflict resolution skill strongly explain 83.82% of the variance of these variables on Decision Making Skill.

C. Structural Model Significance Based on Path Coefficient

The path coefficient significance test is conducted to obtain the impact of the relationship between endogenous and exogenous variables. The value of significance used was 5% or 0.05. The following are the results of calculations (table 2).

TABLE II. PATH COEFFICIENT SIGNIFICANCE TEST

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	Standard Error (STERR)	T Statistics (|O/STERR|)	P-Value
KB -> KMK	0.021741	0.028410	0.101962	0.101962	0.213227	0.83124
KB -> KPK	0.088086	0.089299	0.112971	0.112971	0.779725	0.43592
KK -> KMK	0.514107	0.502318	0.169209	0.169209	3.038302	0.00250
KK -> KPK	0.482399	0.477990	0.166222	0.166222	2.902131	0.00387
KM -> KMK	0.398701	0.405447	0.171297	0.171297	2.327545	0.02034
KM -> KPK	0.360707	0.364732	0.151577	0.151577	2.379689	0.01770
KMK -> KPK	0.402314	0.411105	0.148951	0.148951	2.700979	0.00715

KB: Coordination skill; KM: Motivating skill; KK : communication skill; KMK: conflict resolution skill; KPK : decision making skill

The table above shows the effects of each exogenous variable on the endogenous variable. The results above can be explained as follow:

- The teacher coordination skill has no significant effects on the conflict resolution skill, with a p value of 0.83124.

- The teacher coordination skill has no significant effects on the decision making skill, with a p value of 0.43592.

- The teacher communication skill has significant effects on the conflict resolution skill, with a p value of 0.00250.

- The teacher communication skill has significant effects on the decision-making skill, with a p value of 0.00387.

- The teacher motivating skill has significant effects on the conflict resolution skill, with a p value of 00.02034.

- The teacher motivating skill has significant effects on the decision-making skill, with a p value of 0.01770.

- The teacher conflict resolution skill has significant effects on the decision-making skill, with a p value of 0.00715.

Each dimension has different effects between dimensions. Among each dimension, the coordination skill is the dimension that has insignificance effects on the conflict resolution skill and decision-making skill. This is such a contradiction, in fact the good coordination between teachers, staff, and school committee will show that the participative leadership has been implemented properly [13]. Also, by the coordination, principals will be better in task division or delegation as well as be more effective in achieving organizational goals [14,15].

As it is known, the participative leadership is a leadership behavior as the foundation or basis for the decision-making process which has a position controlling over problem-solving and making decision processes [3,16]. Meanwhile, referring to the research results, it shows that the use of participative

leadership has not been optimally implemented. The on-going leadership style taking by leaders and subordinates has not shown any exchange of views and ideas in the problem solving and decision making processes. Even though communication is two-way, the responsibility for problem-solving and decision-making activities is still largely upon the leader party. The participative leadership which manages to maximize individual initiative or to improve self-motivation may be more effective in achieving organization goals than any leadership styles which enforces individual control in an authoritarian manner [17]. Because some authorized leaders or people in fail to understand how to implement the participative leadership, they take advantage of a more authoritarian approach [18]. The participative leadership in its practice will always build two-way communication so there is a role of mutual suggestion provision between superior and subordinates as well as they can give mutual evaluation toward others [19]. Leaders in the participative leadership considers a problem as a common problem and they give shared responsibility and burdens between superiors and subordinates by discipline but it is not implemented in a rigid manner and still there is a room for proportional monitoring [20]. Thus, in the participative leadership, quantity of output tends to be higher [18,21,22].

IV. CONCLUSION

Participative leadership at primary schools in Indonesia and Malaysia shows different description for each dimension. In terms of coordination skill, motivating skill, communication skill, conflict resolution skill decision making skill, it has various results. From these results, the communication skill is the dimension with the highest score, while the decision making skill gets the lowest score among other dimensions. In addition to this, each dimension provides different effects between dimensions. Among the dimensions, the coordination skill dimension has insignificant effects on the conflict resolution skill and the decision making skill. By this research, it is expected that there will be a new participatory leadership model that can be used as a guidance by any principals in leading their schools.

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