



Elementary School Principal Participative Leadership: Coordination in Character Education Implementation

Aan Komariah¹(✉), Dedy Achmad Kurniady¹, Zuraidah Abdullah²,
and Cucun Sunaengsih³

- ¹ Educational Administration Department, Postgraduate School, Universitas Pendidikan Indonesia, Bandung, Indonesia
aan_komariah@upi.edu
- ² Educational Management Department, University of Malaya, Kuala Lumpur, Malaysia
- ³ Primary School Teacher Education Program, Universitas Pendidikan Indonesia, Bandung, Indonesia

Abstract. Coordination is one among the key measurements of participative leadership in character education. Coordination applied by heads in character education operation is realized during a number of forms, like delegating authorities, empowering all school parties, building cooperation with teachers and staff also as creating good relationships with teachers and staff. However, there's a little information describing the forms of coordination taken by principals. So, by pertaining to the issue, this research aim goal is to work out the description of coordination forms taken by principals in Character Education Implementation. A survey method is used in this study by using distributing questionnaires to grade school principals in Indonesia. The coordination taken by grade school Principals show a very high level of frequency. By this research, it's expected to be able to resent description of participative leadership coordination forms which can be used as a guidance by principles in Character Education implementation.

Keywords: Principals · Participative Leadership · Coordination · Character Education · Elementary School

1 Introduction

In education world, principals are seen as a leader in managing education unit in education institutions playing crucial roles in order to determine achievement of education goals. Currently, a main indicator to determine the success of education is shown by character education [1]. Character education is integrated explicitly in the curriculum, in which teachers give their efforts to assist students in developing their characters so they can have good values and moral, understand cultural differences, and grow competence in order to be a good citizen [2]. Principals must be able to take the initiative and communicate effectively with their staff in order to promote character education [1]. Principals must use their influence as leaders in education and have ability to direct

teachers as the ones who directly interact with students as well as have ability to respond a number of instrumental recommendations and face various environmental effects on learning process [3]. Principals must also determine and understand correctly the curriculum content that is integrated in character education used by teachers during the learning process [4, 5]. Headmasters must also be able to expand any activities to upgrade teaching and studying procedures as well as more activities so it can develop intellectual and emotional aspects. As a result, in order to play complicated principle roles, principal participatory leadership is required. As a leader, the principal must also fulfill a variety of crucial tasks, including those of coordinator, director, motivator, communicator, delegator, conflict-resolution expert, and decision-maker [1, 6]. By this complex principal role, then participative leadership is seen as a suitable leadership style applied by a principal. Participative leadership is a leadership style in which decision making is a result of shared decision, which a leader involves its members to participate in a decision-making process by sharing responsibilities, and can evaluate opinions and suggestions given by its members before leading to a final decision [7, 8]. Therefore, participative leadership is an ultimate leadership type to issue association and benefaction among members so that there will be a sense of belonging and it can foster an attitude of commitment in order to decide something in sequence to reach organizational goals with an open outlook and accept suggestions and opinions from all component of the group [9, 10]. Participative leadership is assumed to be a leadership that will obtain many supports from each member in a policy decision since in its decision process, it involves opinions of all members by encouraging members to be able to participate actively and receive feedback from them [11, 12]. Participatory leadership is a situational leadership model that has emerged as a result of the failure of before stated leadership models to address any issues that may now be present in leadership [13]. Participatory leadership has been cited in earlier research as being urgently needed to promote character education [1, 10, 13]. This is frequently utilized as the foundational material for character education research that may be duplicated in Indonesian classrooms [14]. Participatory leadership may be implemented by looking at it from five perspectives, including coordination, motivation, communication, dispute resolution, and decision-making [1].

Out of the five dimensions, this study focuses on the dimension of coordination ability where coordination is seen as one of the head extents of participative guidance in character education application. Coordination is a form of cooperation applied by an organization through division of tasks carried out evenly and according to its part [15]. Coordination plays a very important role in a management process so that it can achieve an organizational goal directed and integrated with the goals to be achieved [16]. Jaworski and Kohli emphasized that in achieving an organization effectiveness, it is necessary for a good coordination applied by all departments with their respective duties and roles [17]. Any number of issues may be managed simultaneously with good cooperation [18]. Principals' efforts to coordinate the implementation of character education take many different forms, including delegation of authority, empowerment of all school personnel, collaboration with faculty and staff, and building positive working relationships with them. There isn't much information available, though, about this kind of coordination used by principals. In order to address this issue, the main goal of this study is to identify the coordinating strategy used by principals to execute character education.

2 Method

The research method used is a quantitative method with a survey. Groves suggested that survey method is a research method that produces statistically natural information obtained from questionnaire data containing questions addressed to several respondents describing their beliefs, opinions, characteristics, and behaviors that have occurred or are currently happening [19]. The survey was conducted by distributing questionnaires to elementary school teachers in Purwakarta regarding the principal participatory leadership in the coordination dimension. Determination of the number of respondents taken by researchers is by using probability sampling method with simple random sampling.

3 Result and Discussion

Principals' efforts to coordinate the implementation of character education take a variety of forms, including delegation of responsibility, empowerment of all school personnel, collaboration with faculty and staff, and building positive working relationships with them. The principal as the top leader has his own style in building coordination with his subordinates. Including in the process of character education implementation in the school environment, the principal is seen as the component having the highest authority. In developing cooperation between one employee and another, the coordination applied by the principal must be an ongoing basis coordination. In addition, it is a continuous coordination between institutions as the key to the success of a principal in achieving harmony among school members in order to achieve the planned school goals.

Good coordination is also reflected from good relationship between principals, teachers, and staff. According to the results, all respondents from low school committee showed the existence of good relations between teachers and staff in elementary schools in Purwakarta Regency. According to one respondent from the low school committee, the coordination aims to create a good working atmosphere in the school environment. A good working atmosphere will lead to create a maximum work ethic from various parties, making it easier for schools to achieve organizational goals. This is in line with an opinion expressed by Nursam stating that the purpose of coordination is to create harmony in achieving organizational goals [20]. There are various forms of good relationships, including those stated by respondents as the forms of good relations usually applied by principals, namely as follows.

- 1) Keeping in touch
- 2) Maintaining good communication
- 3) Always prioritizing deliberation in every decision on various issues
- 4) Openness in everything, especially finance

By referring to all aforementioned issues, there will be automatically a good cooperation and it can create a positive atmosphere at school. A positive atmosphere can be in the forms of greeting each other when meeting and helping each other when colleagues need help; all of which will foster a harmonious relationship between teachers and staff in the school. A good form of cooperation is implemented through the habits of asking

for help, mutual cooperation and deliberation without having to distinguish between rank, class or status. It can also be in the form of prioritizing common interests.

The cooperation applied by the principal is not only within the scope of the school. Based on the profile of State Elementary School Ciwangi, Purwakarta Regency, the school cooperates with various parties in supporting quality development activities in schools, namely as follows.

Regular committee meetings;

- 1) Bringing in information sources from the UPTD Community Health Centers and Health Office;
- 2) Cooperation with the Jarimatika Center institution;
- 3) Cooperation with computer institutions;
- 4) Cooperation with the Purwakarta Police

In addition to good relations and solid cooperation for school internal and external parties, the coordination actions applied by the principals can be seen from delegation of responsibilities to his subordinates. For example, the principal gives full authority to teachers in carrying out their duties. Delegating tasks to teachers can be in the form of taking students to competitions to other schools, meetings, seminars, or workshops. This division of tasks must be applied without any distinction of rank, class or status. However, the division of tasks must be applied out by prioritizing common interests. In addition, the assignment of tasks applied by the school must be adjusted to personal capabilities. For example in the field of sports, art, or religion. The division of tasks and delegation applied by wisdom aims to create a harmonious atmosphere in the school and avoid any jealousy in teachers or other staff.

Every school member must be able to understand the line of command and the line of coordination in order to achieve a good and efficient coordination relationship. Thus, it is expected the effective and efficient efforts in order to support principal coordination to create a school atmosphere. It is also important to maintain coordination since it is seen as one of the factors supporting the process of implementing all character education values in elementary schools in Purwakarta regency.

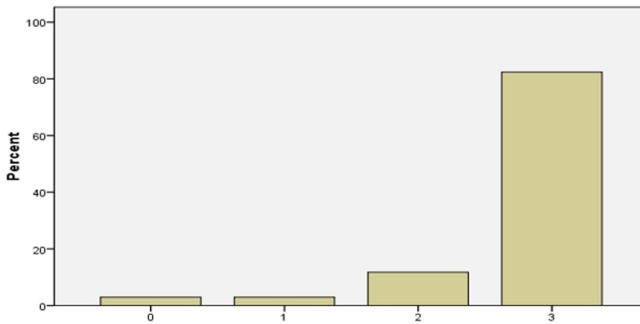
The ability to distribute responsibility, building collaboration with teachers and staff, and fostering positive connections with teachers and employees are just a few examples of how principals' coordination efforts surrounding the implementation of character education present themselves. As the institution's leader, the principle has a unique way of working with his staff members.

The description of the coordination applied by the principals in accordance with the observation results can be observed in Table 1 and Fig. 1.

From Table 1, it has been informed that the coordination ability possessed by the Principals of Elementary Schools in Purwakarta shows a very high frequency. There is 82.4% of coordination ability with teachers and staff by the Principal of the Elementary School showing a very good coordination ability. In this case, any time the principals determine any steps in order to achieve the school targets and goals are inseparable from the coordination applied to the teachers and staff. As for another description showing the coordination ability carried out by the Principal can be seen in Fig. 1.

Table 1. Description of Coordination Ability

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 0 | 1 | 1.4 | 2.9 | 2.9 |
| | 1 | 1 | 1.4 | 2.9 | 5.9 |
| | 2 | 4 | 5.6 | 11.8 | 17.6 |
| | 3 | 28 | 39.4 | 82.4 | 100.0 |
| | Total | 34 | 47.9 | 100.0 | |
| Missing | System | 37 | 52.1 | | |
| Total | | 71 | 100.0 | | |

**Fig. 1.** Coordination Ability

From the graph, it can be seen that there are majority of the principals namely 82.4% can coordinate by showing very good criteria by meeting all three aspects of the assessment; and the remaining percentage namely 11.8% of the principals often coordinate also showing good criteria; there is also 2.9% showing less frequent coordination applied by the principals also showing good enough criteria by not meeting the assessment aspects, only covering two aspects of the assessment, namely cooperation ability and delegating authority, and also there is 2.9% of the Principals of Elementary Schools in Purwakarta who rarely coordinate with teachers and staff and are only able to show one aspect of the assessment, namely coordination ability, cooperation ability, and delegating authority so that it shows not good criteria. Kunhert and Lewis suggested that participative leadership can be used to increase the level of confidence in work which then will increase the quality of performance [7]. In the form of coordination, delegation of authority can create confidence to members so that it will increase their confidence in the performance they will produce. In addition, always cooperating and creating good relationships with teachers and staff applied by the principals can improve the quality of decision making by the existence of member active involvement.

As publicly known, the strength of participative leadership does not only lie in a leader individually, but rather lies in active participation by each group member [20].

Principal participatory leadership is one of the factors that can improve teacher performance by providing them with significant space and roles through coordination in the decision-making process [21]. Thus, the role of school principals in implementing character education by always involving teachers and staff actively through delegation of authority, establishing cooperation, and creating good relationships has shown good participatory leadership in the form of coordination. Coordination applied by principals with teachers, staff, and school committees will show participative leadership with good implementation [22]. Through good coordination, the principal will also implement better task division or task delegation evenly, fairly, and can be adjusted to capacity or ability and expertise of each member so that it will be more effective in achieving organization goals [23, 24]. For this reason, referring to the results of research, it can be seen that there is a good implementation of participative leadership in the form of coordination applied by principals, it is expected that it can increase efforts to implement character education in elementary schools.

4 Conclusion

Based on the research results, it can be concluded that the participative leadership in the form of coordination applied by the Elementary School Principals in Purwakarta shows a general description of very good criteria. Efforts made by principals to create harmonious relationships with teachers and staff have a positive impact on minimizing misunderstandings. If there is less conflict between the principal and the teacher and staff due to misunderstandings, then at the time of carrying out tasks, there will be no awkwardness; this will give effects on the cooperation process between the principals and the teachers as well as the staff. If it can establish good cooperation, then it will also be easier for the school to achieve its formulated goals and achieve the setting targets. In addition, good coordination skills can give effect on the delegation of authority to teachers and staff. The principal is the highest leadership position in school institutions, but in this case, the division of tasks to subordinates (consisting of teachers and staff) is an issue that must be considered properly nor does it act arbitrarily so that all elements namely subordinates can work appropriately and get appropriate portion of the work, namely, according to its capacity.

Acknowledgments. This research is a world research funded by the postgraduate school of Universitas Pendidikan Indonesia. Additionally, this research may be a follow-up study from the previous year's research. For this reason, the researcher would really like to thank for the supports given by the institutions and any related parties who assisted the smooth implementation of this research.

References

1. Purwanto, A. K., Kurniady, D. A., & Sunaengsih, C. (2019). Participative leadership in the implementation of character education. *Opción, Año, 35*(88), 736–758.
2. Lee, G., & Manning, M. L. (2013). *Character education around the world part 2*. Pixel Creative Shutterstock.

3. Sumiarsih, I. (2017). Pengaruh Kepemimpinan Partisipatif dan Learning Organization Terhadap Kinerja dengan Psychological Empowerment Sebagai Pemediasi Pada Guru IPA SMP Se-Provinsi Jawa Tengah dan DIY. *Jurnal Ekonomi, Bisnis, dan Akuntansi*, 19(04), 1–19.
4. Rodríguez-ponce, E., & Rodríguez-ponce, J. (2006). Leadership styles and effectiveness: A study of small firms in Chile.
5. Metcalf, L., & Benn, S. (2013). Leadership for sustainability: An evolution of leadership ability, (January 2012), 369–384. <https://doi.org/10.1007/s10551-012-1278-6>
6. Miao, Q., Newman, A., & Huang, X. (2014). The impact of participative leadership on job performance and organizational citizenship behavior: Distinguishing between the mediating effects of affective and cognitive trust. *International Journal of Human Resource Management*, 25(20), 2796–2810. <https://doi.org/10.1080/09585192.2014.934890>
7. Abudaqa, A., Faiz, M., Dahalan, N., & Almujaibi, H. (2020). The role of leadership styles in encouraging and improving team performance in one of the biggest oil & gas group of companies in Abu Dhabi, UAE. *International Journal of Economics, Business and Accounting Research*, 2020(2), 75–87.
8. Makambe, U., Joy, G., & Moeng, M. (2020). The effects of leadership styles on employee performance: A case of a selected commercial bank in Botswana. *Annals of Management and Organization Research*, 1(1), 39–50.
9. Saĝnak, M. (2016). Participative leadership and change-oriented organizational citizenship: The mediating effect of intrinsic motivation. *Eurasian Journal of Educational Research*, 16(62), 181–194. <https://doi.org/10.14689/ejer.2016.62.11>
10. Anggraini, P., & Kusniarti, T. (2016). The implementation of character education model based on empowerment theatre for primary school students. *Journal of Education and Practice*, 7(1), 26–29.
11. Amin, M., Tatlah, I. A., & Khan, A. M. (2017). Which leadership style to use? An investigation of conducive and non-conducive leadership style (s) to faculty job satisfaction. *International Research Journal of Arts & Humanities*, 41, 229–254.
12. Allahverdyan, E., & Galstyan, A. (2016). Emergence of leadership in communication. *PLoS One*, 1–23. <https://doi.org/10.1371/journal.pone.0159301>
13. De Vries, R. E., Pathak, R. D., & Paquin, A. R. (2011). The paradox of power sharing: Participative charismatic leaders have subordinates with more instead of less need for leadership. *European Journal of Work and Organizational Psychology*, 20(6), 779–804. <https://doi.org/10.1080/1359432X.2010.509923>
14. Komariah, Kurniady, D. A., Sunaengsih, C., Purwanto, & Nurlatifah, S. (2020). *Participation in character education* (Vol. 400, no. Icecream 2019, pp. 414–417). Atlantis Press.
15. Abas, & Chandra, H. (1994). Koordinasi Laporan Dalam Meningkatkan Efektivitas Organisasi Pada Badan Pendapatan Daerah Provinsi Lampung, pp. 1–12.
16. Hidayat, S. (2015). Pengaruh Koordinasi Internal Dan Pengawasan Preventif Terhadap Kinerja Pegawai Pengangkut Sampah (Studi Kasus di Unit Pelaksana Teknis Dinas Pengangkutan Sampah Wilayah Soreang Dinas Perumahan, Penataan Ruang dan Kebersihan Kabupaten Bandung).
17. Tomášková, E. (2018). Expertise, leadership style and communication in interfunctional coordination. *Periodica Polytechnica, Social and Management Sciences*, 26(2), 103–111.
18. Hasibuan, M., et al. (2020). Information sharing, joint reward system, leadership style and supply chain responsiveness: Mediating role of cross-functional coordination. *Systematic Reviews in Pharmacy A multifaceted Rev. J. F. Pharm. Inf.*, 11(4), 731–738.
19. Adiyanta, F. C. S. (2019). Hukum dan Studi Penelitian Empiris: Penggunaan Metode Survey sebagai Instrumen Penelitian Hukum Empiris. *Administrative Law Gov. J.*, 2(4), 697–709.
20. Nursam. (2020). Gaya Kepemimpinan Kepala Sekolah Dalam Mengembangkan Kinerja Pendidik. *Journal of Islamic Education Management*, 5(1), 27–38. <https://doi.org/10.24256/kelola.v5i1.1413>

21. Ali, H. M., Ramdani, A., & Hamidsyukrie. (2016). Pengaruh Kepemimpinan Partisipatif Kepala Sekolah Dan Iklim Kerja Organisasi Terhadap Kinerja Guru Smp Negeri Di Kota Mataram. *Jurnal Ilmiah Profesi Pendidikan*, 1(2), 163–172.
22. Guérin-marion, C., Manion, I., & Parsons, H. (2017). Leading an intergenerational workforce: an integrative conceptual framework. <https://doi.org/10.1108/IJPL-11-2016-0046>
23. Ibrahim, & Mohamed, M. S. A. (2017). Manajemen Pendidikan, Administrasi Pendidikan dan Kepemimpinan Pendidikan: Definisi dan konsep Umum. *SAS Journal of Medicine*, 3(12), 326–329.
24. Bulletin, P. P. (2017). A seven nations study of leadership attributes, 48(2), 307–314.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

