

ROLE OF LOCAL LEADERSHIP IN PROVIDING QUALITY OF BASIC EDUCATION

(Study In Banyumas Regency)

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Abstract

Leadership is one of the important factors at the implementation of government decentralization especially for improving the quality of service to the local community. High commitment of local leadership will assure that the quality of service provision would be accomplished. The study examines how local leadership play role in providing quality of basic educational service. The results of the study showed that, the local leadership has not given enough attention to the provision of basic educational service yet. The commitment of local leader to provide the quality of basic educational service was still in average. This could be indicated that there were still many the facilities and infrastructures of primary public sector school, such as school library, textbook and scientific laboratory, have not met the standard, even some of them do not enough facilities and infrastructures. The study found that, when education was not the primary program of the local government leader, so it would not be the primary attention.

Key words: Local leadership, basic education.

1. Background

The policy of government reform, followed by decentralized of education system in Indonesia is a new hope for the reform in the provision of education service. It is expected that the quality of educational service would be better, because decision making competency among the actors of management of education at different level will more evenly distributed (Rado, 2010:37). Decentralization as an instrument for enhancing the quality of local service was likely not be implemented well in most local government in Indonesia. Most of them still have lack of capacities to implementing and executing program. Although the provision of educational services is the responsibility for all government level (centre, province, and local government), however, local government has more responsible for providing quality service, because of most financial budgets has been transferred to local government (Alisyahbana, 2010).

The experience of Banyumas regency, the decentralization of public primary education has also not influenced to the improvement of its

quality of facilities and infrastructures. There have still many of public schools with bad condition of facilities and infrastructures. In 2012, there were only 44.49 percent (from amount of 4,246 rooms) of teaching room that were feasible for teaching activities. It is mean that more than fifteen percent of rooms were in not good (poor in quality). Other facilities such as school library were also the same condition. It were only 30 percent of public primary schools that have meet the standard (Faozanudin, 2013). This condition was in line with the Patrinos (2007, 1) statement, 'that public sector schools in most countries have limited resources to maintain school infrastructure and offer basic amenities for an appropriate learning environment'. The limitation of government capacity in providing good service has great challenge to maintain an appropriate quality of education.

This phenomena was affected by the lack of commitment and attention from local leaders to education affair. Local leadership as epicentrum of local development has a strategic role for

determining quality and direction of organization destination (Zein, 1-4-2014). The task of leader is directing and coordinating resources toward the accomplishment of organization goal (Sarundajang, 1999:215; Shafritz & Russel, 1997:361). Therefore, the success of local government in delivering public service sector would be more depending on how the local leadership is carried out. High commitment of local leader, -not only in political mainstream but also in management- would influence to development and progress of local education. It is the fact that, until now, there are still many of local leaders who have not responsiveness toward the local problems. There were many local community services, including educational service, that have not been realized and executed well.

This paper is organized as follows. The first section provide an overview of the theoretical basis of the role of local leadership in providing the quality of basic education service; next section describes the result of the research; and be ended by conclusion

2.Role Of Local Leadership In Providing The Quality Of Basic Education Service

Conceptually, leadership is the ability to influence the behavior of other people and also the internalization of values to others to achieve organization goals”(Leveriza, 1990:263, Vechio, 1995:65). The job of the leader of any organization is to get people to do thing they have never done before, to do thing that are not routine, and to take risk – and sometimes even to die – for the common good” (Shafritz and Russel, 1997:361). Therefore, leadership is the exercise of authority, in directing and commanding the work others. The job leaders are those who could simultaneously exercise of both kind of capacities. Therefore, leadership has important for

organization for achieving organization goal. It will directing where organization will be steer. For most organization, the leader determines some policies and makes for crucial decision, set work assignments for the follower and tends to direct where product oriented. When public organization is led by unqualified leader, it is likely difficult for an organization to achieve its goal effectively, even for some cases it could reduce the community trust to government (Purbokusumo and Utomo, 2009:249). The success of local leader when the leader value and combine some components i.e rule; management and development in organization (Makmur, 2002:40-41). According to Barnard (Shafritz & Russel, 1997:363), the general function of leader or executive are: to provide a system of communication; to promote the securing of essential effort and to formulate and define the purpose and goals of an organization. The most critical function of leader is to establish and communicate a system of organizational values among organization members.

According to NPM Approach, the leader as manager should has a wide knowledge and capacity to role as facilitator for their follower. They should treat the follower and staff as colleague. Those capacities will worth to make more environmentally conducive for staff working, where staff will devote their moral for achieving organizational goals (Lusthaus, 2002:64). The leader should also have the capacity to assess and interpret needs and opportunities outside organization to establish direction, to influence and to align others toward common aims, to motivate them and to make them responsible for their performance (Horton, et.all, 2003:24). In education sphere, it is necessary for the leader who have not only above capacities, but the leader should have a good understanding about community demand for development, especially by giving wide

opportunities for community to access education easily. Its capability will be reflected by their commitment to provide enough budget and feasible facilities and infrastructures for educational process. The local leader should also have responsiveness to community problem which is reflected by their behavior to always defend public interest (Zen, 2014).

3. Research Method

This research employed a quantitative descriptive approach (Cresswell, 2009). Quantitative data was collected through observation, interview and questionnaire. The research object was the head of elementary school which amount of 142, who chosen through proportional random sampling from the 804 of population. This procedure was employed with the reason that the population had homogenous characteristic. They had similar tasks and responsibilities. The collected data then analysed by descriptive model, such as cross-tab.

4. 4. Local Leaderships On Educational Affairs In Banyumas

The success of local government to achieve its goal depends on whether the local leader has clear vision, and has a capacity to realize it. Local leader in this research comprises *Bupati* (as top of the local leader) and Head of educational office (operational leader). *Bupati* as local leader with his power and authority was demanded to have capacity to direct and influence the staff as

followers to realize his mission. It also should have the capacity of managing all activities related to his task and responsibility, and the head of educational office likewise. It has a responsibility to implement more operational of local educational policy. Thus, it has strategic role in supporting accomplishment of educational policy goal.

The result of the research showed that the capacity of the two leaders of Banyumas Regencies for achieving educational mission were in enough category, those were respectively only 62.6 percent and 69.6 percent. Based on the respondent perception, comparatively, the head of educational office was respectively assessed higher than *Bupati*. Detailed result of all indicators indicated the same trend. The commitment of the two leaders to local educational affairs were 59.3 percent and 66.6 percent; then indicator of clear mission of them were 64.7 percent and 69.9 percent; the extensive difference was the responsiveness and the openness to staff development indicators with 63.4 percent and 70.6 percent; and 64.4 percent and 75.1 percent respectively. From those results, it could be said that, although the index category of two leaders was the same, there was a different perception of respondent related to their capacities, in which the head educational office was recognized better than *Bupati*. Detailed of those values are depicted in the table below.

Table: Score And Index Of Based On Leadership Indicators In Banyumas Regency

No	Question Item	Score					Value	Index	Category
		5	4	3	2	1			
Bupati Leadership									
1	Clear mission of educational affair	2	40	67	31	2	435	61.3	Enough
2	Bupati Capacity to direct mission	1	55	63	22	1	459	64.7	Enough
3	Bupati Commitment	0	31	78	30	3	421	59.3	Enough
4	Ressponsivenes to educational affair	4	48	60	28	2	450	63.4	Enough
5	Give free opportunity to staff for opinion	4	46	70	21	1	457	64.4	Enough
6	Openess for receive staff ideas	9	30	74	20	9	436	61,4	Sometimes
Average Index							473.37	62.6	Enough
Head of Educational office Leadership									
1	Clear mission	8	61	62	11	0	492	69.3	Clear
2	Capability to realize mission	3	57	66	16	0	473	66.6	Enough
3	Commitment to education affair	5	46	82	9	0	473	66.6	Enough
4	Capability to direct staff	7	63	62	10	0	493	69.4	Enough
5	Openess to develop staff capacity	19	74	44	5	0	533	75.1	Often
6	Responsiveness to educational affairs	9	68	54	11	0	501	70.6	Responsive
Average Index							494,2	69.6	Enough

Source: Main research, 2012

The result of the research showed that what was done by head office was more acknowledged by most respondent. There was no clear mission and the lack of commitment of the leaders, however, has influenced to educational progress in Banyumas. This implies that how important the local leaders and the head of educational have a high commitment to achieve local government mission, especially for making progress of local education. The top of local leaders who cares about their responsibilities, they would always give more attentions and devote their power authority to achieve their defined goal. They also would choose and employ a person who does not only dedicate and is loyal to them, but also has managerial and professional capacities in educational affairs (Zein, 2014). Clear mission of the leader could essentially be used as a guideline for realizing the program and as a mean for supporting staff morale in carrying task (Makmur, 2002:38).

To achieve their goal and mission, local leaders could not realize his mission without be supported by others. Therefore, they should have a capacity to empower staffs as follower, by convincing them that their tasks could be done well (Dressang, 2002:7, Gardiner in Haass, 2005). The success of the leaders when he could pass and solve many complex problems fall on local education (Soetrisno, 2001:84). The openness to receive other ideas from another is the characteristic of success (Haass, 2005:138). This characteristic was usually actuated by some method, such as, by giving wide opportunities to staffs or subordinates to discuss the problem and making dialogue among staff and leader about new ideas or solving problems. This condition is not in line with the result of the research which was only enough (average) category. It means that Banyumas leaders

have not fully opened to receive all ideas from others yet.

In conjunction with the condition of primary educational facilities and infrastructures, it is the fact that the Banyumas local leaders have slightly careless to most primary school buildings in which some school buildings in some areas in Banyumas were respectively slightly until fully damaged condition. Even, for some cases, because of the limited of budget, some primary public schools have to wait for almost 1 year to have new buildings. Therefore, some students studied in apprehensive place, like in open room or school terrace. The head of primary school was forced to find a way out to solve teaching process (Faozanudin, 2013). Moreover, school library, textbook and scientific laboratory, have also met the standard, even some of them have did not have an enough facilities and infrastructures. The study found that, when education was not the primary program of the local government leader, it is was likely would not become the primary attention.

5. Conclusion

Decentralization essentially gives opportunity for local government for promoting local education to be more advance. However, this could be achieved when the local a leader has high commitment and responsiveness to the local educational affairs. Commitment of the leader is reflected by his capacity to provide enough budget, facilities and infrastructures for local education. The leader always fights to make the provision of education service, especially primary education service, that could be provided. Moreover, the leader responsiveness could be shown by his attention to community affairs. The leader always make a better community service. However, to make excellent service, it is not easy. The leader could not work alone, because they need

support from others. The excellent leadership work together among supporting staffs, community elements and supported by enough resources. These components should be collaborative in action

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