Empowering the Principal of Boarding House-Based Junior High School in East Java Province Indonesia

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Abstract: This research aimed to know the level of empowerment of the principal of boarding house-based Junior High School in East Java, Indonesia. The research method used in this research was a descriptive quantitative method. This research was conducted in boarding house-based Junior High School in East Java Province, Indonesia. The samples were taken using a stratified random sampling technique. The research subjects were principals. The research instrument used was the questionnaire measuring the level of the empowerment of the principal with 61 items of the question. The data analysis employed was descriptive statistic by calculating the mean, standard deviation, and descriptive analysis of the category of each from 61items scores. The level of the empowerment of the principal was determined based on the high categorized-percentage from the descriptive analysis result of the category of each item namely it is high if it is ≥ 50%, and it is low if it is < 50%. Based on the descriptive analysis, the mean was 4.31 and the standard deviation was 0.46. The descriptive analysis results of every item category were from 61 items, there were 29 items (47.54%) categorized high while the rests were 32 items (52.46%) in the low category. Besides, the results showed that the level of empowerment of the principal was lowly categorized (47.54%).

Keywords: empowerment, principal, Junior High School, boarding house-based school

I. INTRODUCTION

A principal is a key man in improving the quality of school education. The principal as a leader must be able to carry out his/her duty as a leader of education by empowering all school resources. Therefore, before empowering the school resources, the principal should be able to empower him/herself for the school enhancement. The principal as the leader of education has a crucial role in empowering all school resources. Empowerment will moderate the relationship between empowering leadership and creativity (Özarall, 2015). Erkutlu and Chafra (2015), based on their research, concluded that empowering leadership is positively and significantly correlated with employees' organizational job embeddedness. By empowerment we mean increasing both the capacity of individuals or groups to make purposeful choices and their capacity to transform these choices into desired actions and outcomes (Petesch, et al., 2005).

Pradhani and Imron (2016), based on their research results, inferred that the principal's role as an educator, manager, administrator, and supervisor is to know the principal's success in teacher professionalism developing the sustainable profession. The problem related to the quality of education can be solved by empowering human as subject and object of development. Human in a certain country can support the success of development or burden it. The human can support the success of development when the human's potential can be optimally developed and empowered. Meanwhile, the human's potential that cannot be empowered and developed will be the burden of development. The essence of the human's

empowerment, according to Usman (2009) is how to prepare the productive man in development giving benefit for themselves, their family, social environment, religion, nation, and country.

Human resources empowerment in the school needs the principal focusing his/her attention to all components available in the school. Arikunto, et al., (2006) concluded the principal's performance can be seen from six components of school supervisory object namely students, teachers, curriculum, facilities and infrastructure, fund, school management, and school culture. The implementation of the school's role as a leader could improve the teacher's performance (Anggraeni, et al., 2016). The principal as the leader of education should be able to empower all school resources. The principal must be able to apply the empowerment model to reach the school goal. The principal must know the potential, skills, competency, and passion of each human resource in the school to assign the duty and responsibility of a job. This research aimed to know the level of empowerment of principal of boarding house-based Junior high School in East Java, Indonesia.

II. METHODS

This research used a descriptive quantitative method. The research was conducted in boarding house-based Junior High School in East Java Province, Indonesia, namely: (1) SMP Assa'adah Gresik representing the northern East Java; (2) SMP Insan Terpadu Probolinggo representing the eastern East Java; (3) SMP An-Nur Bululawang Malang representing the southern East Java; and (4) SMP

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Mambaul Hisan Kediri representing the western East Java. The sampling technique was by a stratified random sampling where the researcher selects the sample member in the group not separately (Gunawan, 2016c; Gunawan, 2013; Gunawan, 2916c). The research subjects were the principals of boarding house-based Junior High School in East Java Province, Indonesia, measuring the level of empowerment of the principal of boarding house-based Junior High School, East Java Province, Indonesia, with 61 items of the question. The data analysis used a descriptive analysis of each item category from the score of 61 items.

The item category was used to describe every statement of the item through the mean of each item score determined by dividing the total scores of items with the number of respondents. After that, the mean of each item score was compared to the mean all items scores using the requirement namely (1) if the mean of each item score is > the mean of all items scores, it means that the item is categorized high (H), and (2) if the mean of the score of item ≤ the mean of the scores of all items, it means that the item is categorized as low (L). Each item statement categorized as high is the description of variable indicator that should be maintained while the item categorized as low is the description of variable indicator that should be improved (Arikunto, 2014). The level of empowerment of the principals of boarding house-based Junior High School in East Java, Indonesia was determined based on the high category percentage from the results of descriptive analysis of every item category namely it is high if it is ≥ 50% and it is low if it is < 50%.

III. RESULTS

The data of empowerment of the principals of boarding house-based Junior High School in East java, Indonesia are presented in Table 1. Based on Table 1, the mean was 4.31 and the standard deviation was 0.46. The results of descriptive analysis of each item category by comparing the mean of all items scores and the mean of each item score are presented in Table 1.

Based on descriptive analysis of the category of each item presented in Table 1, we can know that from 61 items there are 29 items (47.54%) were categorized high since the mean of the score of each item > the mean of the scores of all items. The high categorized items were the number of 5, 10, 15, 23, 24, 25, 27, 30, 32, 33, 34, 41, 42, 43, 44, 45, 46, 47, 48, 50, 52, 53, 54, 55, 56, 58, 59, 60, and 61. This means that the description of the indicator of principal empowerment in the item numbers should be maintained. Meanwhile, the rests of 32 items (52.46%) were included in the low category since the mean of each item score was ≤ the mean of all items scores. The items in the low category were the number of 1, 2, 3, 4, 6, 7, 8, 9, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 26, 28, 29, 31, 35, 36, 37, 38, 39, 40, 49, 51, and 57. This case means that the description of the indicator of principal empowerment should be enhanced. Based on the percentage of the descriptive analysis results of each item, the level of the empowerment of the principals of boarding house-

based Junior High School in East Java Indonesia had a low category (47.54%).

IV. DISCUSSION

The principal is the leader of education in the school. The principal is the key man in improving the quality of education in the school. Therefore, a principal is the main and first actor that should be empowered in the school. The principal is the parameter of the advance of the school. The leader of education in the school is the principal (Gunawan, 2016a). Empowerment is not only giving responsibility and accountability for a task but also the responsibility and authority to make decisions tied to the assignment while, again, retaining control and accountability (Stone, 2004). Empowering leaders can obtain more trust, loyalty, satisfaction and identification from their employees (Amundsen dan Martinsen, 2014; Hon, 2011). Leaders are people who often receive their power through inspiring trust, communicating a vision, focusing on the group process, demonstrating concern for subordinates and the empowering of others (Bennis dan Nanus, 1985; Kouzes dan Posner, 1987; Porter-O'Grady, 1992). The principal should make a synergy with the teacher and staff to solve a certain task and get the support of funding and facility (Sudayat, 2014).

The empowerment of the principal is related to how to create a good working atmosphere, decision making, self-confidence, facility providing, and running authority as the leader of education in the school. The five factors influence the creation of the working place, psychological condition, organization commitment, and the presence of a leader. The principal is the driving force, the determinant of the school policy orientation determining the school goal that finally can realize the quality of education (Ekosiswoyo, 2007). The indicated of the types of empowering principal developing common beliefs about learning, connecting teaching and learning, highlighting successes in teaching and learning, serving the community, demonstrating a caring community, increasing outside information, facilitating change, building trust through communication, modeling inclusion and collaboration, and empowering student leaders (Bastian, 1995). The most commonly attended forms of professional development are conferences organized by the principals' association; the most valued professional development activities are those classified as learning on the job or involving interpersonal skill development (Bezzina, 1994).

Obstacles to empowering principal which were identified are time, isolation, fear of risk-taking, communication, technology, connectedness, and powerlessness and frustration (Bastian, 1995). Principals attended more professional development activities than their male, religious, and secondary counterparts respectively (Bezzina, 1994). However, if the leader does not delegate, the employee will never be empowered (Peachey, 2002). Delegation is the giving an employee the responsibility for part of your job and the authority to carry it out, while retaining control and accountability (Stone, 2004).

Table 1
The Comparison of the Mean of All Items Scores and the Mean of Each Item Score

No	Statement	Σ	n	$\overline{X}$	Note
1	You have specific documents/information of the things done.	16	61	4.00	L
2	You have specific notes/comments about the things that can improve the performance.	17	61	4.25	L
3	You have the guidance or problem-solving based on the suggestion given by the other people.	17	61	4.25	L
4	You note the recommendation related to the job/task given by the other people.	17	61	4.25	L
5	The teachers discuss the program of training or education that will be carried out.	18	61	4.50	H
6	You help the teachers and staffs when they face difficulty in doing their jobs.	17	61	4.25	L
7	Your help can be accessed by the teachers and staffs in doing the job.	15	61	3.75	L
8	You help the teachers and staffs in obtaining the material and equipment needed to undertake the job.	15	61	3.75	L
9	You give reward and acknowledgment to the teachers and staffs doing the job well.	17	61	4.25	L
10	The school condition.	18	61	4.50	H
11	The working relationship of the school unit.	17	61	4.25	L
12	How do the other people in the female/male teacher's position run their job?	14	61	3.50	L
13	The values applied by the school principal.	17	61	4.25	L
14	The goal formulated by the school principal.	17	61	4.25	L
15	This year plan.	18	61	4.50	H
16	How is the decision of salary made by the principal?	16	61	4.00	L
17	Does the other unit also think of your unit?	13	61	3.25	L
18	Having enough time to conduct the job.	17	61	4.25	L
19	The available time to archive the needed document.	14	61	3.50	L
20	The available time to finish the job is in accordance with the standard.	16	61	4.00	L
21	Attaining temporary assistance if necessary.	14	61	3.50	L
22	Influencing the decision of job division of Human Resources in the school.	16	61	4.00	L
23	Influencing the decision of the recruitment of Human Resources in the school.	18	61	4.50	H
24	Influencing the decision of providing the facilities for the school.	18	61	4.50	H
25	The job challenge.	18	61	4.50	H
26	The opportunity to achieve knowledge and skills in the work.	17	61	4.25	L
27	Access to the training program to learn the new things.	18	61	4.50	H
28	The opportunity to learn how the school works.	16	61	4.00	L
29	The jobs that use your all knowledge and skills.	16	61	4.00	L
30	The opportunity to be developed in the more challenging and better job and duty.	18	61	4.50	H
31	The chance to assume the different role that is not related to your job now.	16	61	4.00	L
32	The job I do is important for me.	20	61	5.00	H
33	The job I do is meaningful for me.	18	61	4.50	H
34	The job I do is essential for me.	18	61	4.50	H
35	I believe in my skills to do my job.	15	61	3.75	L
36	I believe in my skills to the activities in my work.	17	61	4.25	L
37	I have mastered the knowledge and skills needed for my job.	15	61	3.75	L
38	I have a significant autonomy in determining how I do my job.	16	61	4.00	L
39	I can decide how to do my job.	15	61	3.75	L
40	I have a big chance to freely determine how to do my job.	15	61	3.75	L
41	My effect on what happens in the school is big.	18	61	4.50	H
42	I have many controls of what happens in my school.	20	61	5.00	H
43	I significantly influence what happens in my school.	20	61	5.00	H
44	I like to spend my carrier span in this school.	18	61	4.50	H
45	Now, by living with my school, the problem is the needs as many as my wants.	19	61	4.75	H
46	I think that I have to live with my school now.	19	61	4.75	H
47	I really think as if the organization problems are my own problems.	20	61	5.00	H
48	I am difficult to leave the school even if I want to leave it.	19	61	4.75	H
49	If it is for my benefit, I do not feel that I will really leave the school.	17	61	4.25	L
50	I have a hard feeling that I belong to this school.	19	61	4.75	H
51	Many things in my life will be ruined if I decided to leave my organization now.	16	61	4.00	L
52	I will feel guilty if I leave my school.	20	61	5.00	H
53	I feel emotional/having heart bond with the school.	20	61	5.00	H
54	I feel that I have too few choices to consider leaving the school.	18	61	4.50	H
55	The school is appropriate to have my loyalty.	20	61	5.00	H
56	I feel as the part of the family in the school.	20	61	5.00	H
57	If I have not positioned many things of myself in this organization, I may consider working in another place.	13	61	3.25	L
58	I will not leave the school since I have the obligation for the people in it.	19	61	4.75	H
59	The school gives many personal meanings for myself.	18	61	4.50	H
60	One of the negative consequences if I leave the school is there will be available alternative Human Resources scarcity.	19	61	4.75	H
61	I have a debt of gratitude to the school.	19	61	4.75	H
Mean		**17.23**	**-**	**4.31**	**-**

By helping school administration personnel (school staff) to psychologically own changes, principals are more likely to see changes become sustained and embedded in practice (Bowers, 2011).

The empowerment of staff needs the leadership skill to treat the staff as the partner, not the subordinate (Sudayat, 2014). The empowerment of principal in building the quality of education by doing a planned

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class supervision and the empowerment of teacher by giving the chance to the teacher to join a training or seminar, and obligate the teacher to join Teacher Working Group (Fathurrahman, 2012). Empowerment is a process in which providers enable to think critically and act autonomously to ensure can make their own decisions and take control of their (Wang, et al., 2016).

Principals and teacher leaders responded to five essential questions regarding what works, what does not work, the incentives, and the costs of principal leadership behaviors under empowerment paradigms (Maxfield dan Flumerfelt, 2009). Principals' leadership empowerment behavior was a significant predictor of teachers' innovative behavior and innovative climate; innovative climate was found to partially mediate the relationship between principals' leadership empowerment behavior and teachers' innovative behavior (Sagnak, 2012). Emergent themes of principal empowerment paradigms were identified from two perspectives, that of practicing principals and that of emerging teacher leaders (Maxfield dan Flumerfelt, 2009).

V. CONCLUSION

Based on the descriptive analysis results, the mean was 4.31 and the standard deviation was 0.46. From 61 items, there were 29 items (47.54%) were categorized as high while 32 items (52.46%) were categorized as low. Besides, the level of empowerment of the principal of boarding house-based Junior High School in East Java, Indonesia was included in the low category (47.54%).

ACKNOWLEDGMENT

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