

Build Teacher Leadership Capacity and Application of Learning Organization

(Field study in Vocational School 8 Bandung)

Dani Hidayatuloh, Aceng Muhtaram Mirfani
 Educational Administration Doctoral Program
 Universitas Pendidikan Indonesia
 Bandung, Indonesia
 dhidayatuloh@gmail.com, am_mirfani@upi.edu

Abstract—Teacher leadership and teacher development are key to building capacity for sustainable school improvement. Evidence shows the importance of teachers working together and learning together in generating capacity for change. Building leadership capacity requires constructivist learning approaches where teachers learn together and build on the meaning of professional interaction, discussion and dialogue. The birth of leaders at every level of leadership in the school through the development / leadership capacity building of teachers is an effective leadership trait that ultimately leads to an advanced and superior school. School is an organization. As an organization, the school seeks to improve its products, services and innovations through continuous improvement and breakthrough strategies. This method produces a concept known as Total Quality Management (TQM) and Business Process Reengineering. This research uses quantitative approach, with the sample is in SMKN8 Kota Bandung. The results showed that in Vocational School 8 Bandung has implemented teacher leadership capacity building with level of implementation equal to 36%. And the success rate of implementation of learning organization is 24,41%.

Keywords—*leadership; capacity; leaders; teachers*

I. INTRODUCTION

Speaking of leaders and leadership is largely defined by experts with a variety of perspectives. But basically, the definition of a leader is a person who functions as a leader, or someone who guides or guides. While leadership is a person's ability to influence others in achieving goals.

Leadership is an effort to influence many people through communication to achieve goals. Creating change is one of the goals of leadership, so it is important to have a shared commitment at every level in achieving a goal. The discussion in this article provides additional repertoire that many leaders, not just one. Leadership is distributed. Leadership is not only at the top of leadership, but is inherent in everyone, at every level, attached to one way or another, for anyone who acts as a leader [1].

Schools are a pilot agency for leadership practices. In practice, leadership features are used as a means to generate and mobilize changes across systems and within schools. But

conventionally leadership in school still tends to equate between position and authority, and must be a recognized leader in the organization. This means that it is still focused only on school principals who have the ability to change, develop and improve schools.

An effective leader is a leader who produces capacity in making improvements through investment in developing other people, namely by distributing leadership within the organization and being able to develop systems that involve skills. That is, good leaders are those who develop the capacity to improve schools by empowering others to lead and develop schools [2].

Based on the explanation above, the subject of leaders and leadership can be drawn a common thread that many leaders are and are at every level of leadership. While good leaders are leaders who can give birth to leaders at every level through development / capacity building.

But what exactly is meant by development / capacity building and how can it be realized at school? This is a discussion that states that in a simple perspective, capacity building is related to providing opportunities for people to work together in new ways. Therefore collegial relations are at the core of capacity building.

II. RESEARCH METHODS

The research method used is using quantitative research and discussed using descriptive analysis methods in a comprehensive, integral and holistic manner through various data and information, notes and references obtained through literature studies.

III. RESULTS AND DISCUSSION

A. Building Teacher Leadership Capacity

1) *Collaboration*: V Required for collaborative work that involves the ability to:

- Develop shared goals with coworkers
- facilitate group processes

- communicate well
- Understand the transitions and changes and their effects on each other
- Mediate conflict
- Develop positive relationships

2) *Reflection and investigation*: Reflection leads to the opportunity to 'run away with' an idea, to see it. If the idea is usually blocked by the Head, the idea will not develop regularly. If a school community feels that an idea guarantees a trial, many doors need to be opened to allow the teacher the leader (entrepreneur) to turn ideas into reality.

3) *Professional development*: There are a number of important messages about the role of professional development in building leadership capacity for school improvement:

- Important to encourage deep collaboration and not superficial cooperation between teaching staff
- It is important to form partnerships in schools and schools to establish networks with schools and other institutions
- It is important to produce leadership and leadership teacher students
- It is important to provide opportunities for teacher investigation and action research
- It is important to allocate time for personal reflection and the opportunity for teachers to talk together teaching and learning
- Important to produce collective abilities. Teacher expertise and commitment is one way to ensure that all teachers are involved.

B. Learning Organization

Since the publication of the book "the fifth discipline" by [3], the concept of the Learning Organization is promoted as a way to transform organizations into learning organizations in facing future challenges. Some modern organizations have advanced in improving their performance through learning organizations (Learning Organizations).

Various definitions of learning organizations, among them are According to Pedler et al. [4]. A learning organization is an organization that:

- Having an atmosphere where members are individually motivated to learn and develop their full potential
- Extending this learning culture to significant customers, suppliers and other stakeholders
- Making the strategy of developing human resources as the center of business policy
- Being in the process of continuous organizational transformation

Marquardt explains that to transform an organization into a learning organization, each individual or an organization must combine the five subsystems in the learning organization system model as shown in the following figure 1 [5]:

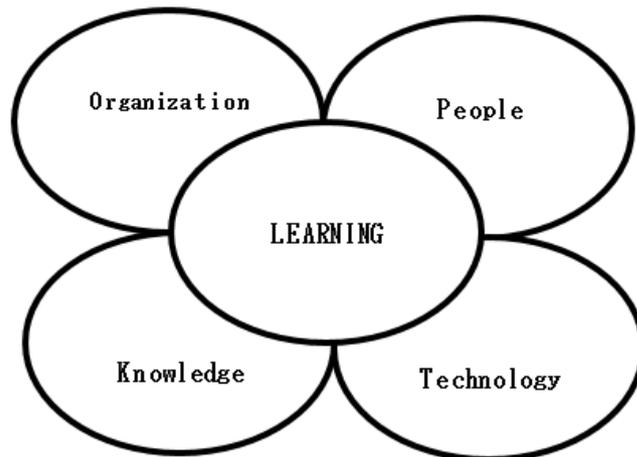


Fig. 1. Learning organization system model [5].

C. Learning Subsystem (Learning)

Learning subsystems are the core of learning organizations. At levels of learning, the types of learning are crucial for organized learning, and critical skills in organized learning. Learning subsystem can be seen in the following figure 2:



Fig. 2. Learning subsystem [5].

- 1) *Type of learning*: The type of learning is:
- Adaptive learning occurs when an organization reflects past experiences and changes actions in the future
 - Anticipatory learning, is the process of gaining knowledge from a forward perspective through an approach that changes views into actions and for reflection

- Learning action, is learning that involves solving real problems and focusing on acquiring knowledge and actually implementing solutions.

2) *Learning skills*: Senge explains that the dimensions of learning organization are shared vision, mental models, learning teams, individuals who are experts in their fields, systems thinking [3]. Marquardt adds one more dimension, namely dialogue to form a learning subsystem that forms a learning organization [5].

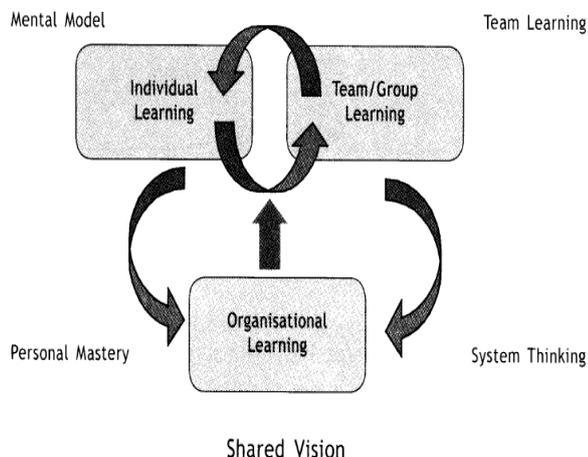


Fig. 3. Dimension of a Learning organization [3].

Research questions related to: (a) What is meant by leader and leadership, (b) How is leadership distributed, (c) What is meant by learning organization, (d) How to build a learning organization, (e) How to form leadership-minded human resources through teacher leadership capacity building and through the development of a learning organization at SMKN 8 Bandung, as follows:

- Teacher Empowerment
- Joint Leadership
- Collaboration
- Responsibility for collective

Whereas in the aspects of the application of Learning Organizations in Vocational High School 8 Bandung after the research was given the following recommendations:

a) Matters developed in the learning organization:

- Study facts, knowledge, processes and procedures.
- Learn new work skills that can be transferred to other situations.
- Learn to adapt.
- Learn to learn something.

b) The actions of building a learning organization that need to be carried out:

- Starting from "top"
- Starting from chronic problems (chronic)
- Form of "Task Force"
- Start by diagnosing the organization
- Associate with ongoing processes
- Review existing processes and systems
- Develop a new system

IV. CONCLUSION

The function of the leader as a catalyst by disseminating most of its role to the leaders below is true as the most appropriate choice in building teacher leadership capacity or we can call it the term cadre / cadre of the leader of a teacher.

The creation of leaders in each layer will facilitate decision-making to determine the most appropriate work steps, but with the terms of the function of the principal is a catalyst whose role as the base of the creation of wise and wise decisions.

A comprehensive view of learning organizations is an organization where learning begins at the individual level, continues at the group level and is collected, compiled and stored at the process and system level so that everyone who comes and deals with them is able to participate in organizations in a consistent manner.

Learning organizations are disseminated in order to: achieve high performance and win the competition, better customer relations, avoid decline, improve quality, bring innovation, meet personal and spiritual needs, improve our ability to manage change, understand each other, expand boundaries, obtain freedom, respecting interdependence.

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