Headmaster's Leadership Style in the Implementation of School-Based Management at Madrasa

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Abstract

Madrasa was the school based on islamic value that mostly in traditional management, these problems make many people underestimated madrasa especially for state madrasa. Indonesian government applied School Based Management (SBM) for all school in Indonesia since 2013, but there are many factors that influenced the better implementation of SBM one of them is leadership style of school headmasters. Leadership is a way a leader influences the behavior of subordinates to want to work together and work productively to achieve organizational goals. Therefore, this study was conducted to explore the elements of the headmaster's leadership construct that influences implementation of SBM in madrasa. This study involved stakeholders of Madrasa State 5 Sleman, Yogyakarta, Indonesia as respondents. This study used the full qualitative approach by interview, survey, and observation data collection. The result of the thematic analysis showed that there are six main leadership role elements that have become the factors of good implementation of SBM in madrasa. The role of headmasters in the application of School-Based Management which includes: headmasters as managers, leaders, administrators, supervisors, motivators, and innovators are indispensable for leading quality schools. It was influenced the management of State Madrasa 5 Sleman to be modern management school and gave positive vibe for all stake holders of the madrasa.

Introduction

One of the problems of education that is being faced by our nation is the problem of the quality of education at every level and unit of education. Various attempts have been made to improve the quality of national education, including through various training and teacher competency improvement, procurement of books and learning tools, improvement of educational facilities and infrastructure, and improving the quality of Madrasa management. In Indonesia there are many type of schools and rules by different minestry, State school and private school regulated by Indonesian education and Cultural Minestry and madrasa regulated by Indonesian Religion Affair Minestry. Madrasa was the school based on islamic value that mostly in traditional management. However, education quality indicators have not shown significant improvement. Some Madrasa, especially in the cities, showed encouraging improvements in the quality of education, but most others were still concerned.

Based on the foregoing issues, the various parties ask what is wrong in our education provision. many studies and analysis, there are various factors that cause the quality of our education to experience improvement evenly. First, national education policies and implementation use an educational production function approach or input-output analysis that is not carried out consistently. This approach sees that the educational institution functions as a production center fulfilled with all the inputs needed in the production activities, the institution will produce the desired output. This approach assumes educational inputs such as teacher training, procurement of books and learning tools, and improvements to other repair infrastructure are met, so the quality of education (output) will automatically occur. Second, the implementation of national education is carried out in a bureaucratic - centralistic manner, so that Madrasas increase as the delivery of education which depends on bureaucratic decisions. Sometimes the bureaucracy is very long and the policies do not match the conditions of the local Madrasas. So, access to the long bureaucracy and centralization, Madrasas become not independent, lack of creativity and motivation. Third, the minimal role of the community, especially parents in the implementation of education, parents' participation so far is limited to supporting funds but not involved in the education process such as making decisions, monitoring, evaluation and accountability, so that Madrasas do not have the burden and responsibility of the results of the implementation of education to the community especially parents as stake holders with an interest in education. Fourth, the leadership crisis where the head of Madrasas tends to be undemocratic, a top-down policy system either from the head of the Madrasa towards the teacher or the bureaucracy above the head of the Madrasa towards the Madrasa.

To overcome the lack of school and madrasa quality management, there is a promising solution, namely the implementation of SBM (School-based management) which has been regulated in Law No. 20 of 2003 concerning the national education system with Article 51 stating "the procurement of early childhood education units, basic education and secondary education based on minimum service standards with the principles of school-based management. It requires all supporting factors one of which is school or madrasa leadership.

Leadership is a way a leader influences the behavior of subordinates to want to work together and works productively to achieve organizational goals. International research shows school leadership influences teaching and learning both directly and indirectly, experts (ERO, 2016) and (Service & Thornton, 2019) has found that direct leadership from the principal or senior school leaders can be especially influential on staff's expectations, pedagogical practices and professional working culture. Leadership style that does not involve subordinates in taking decisions will result in disharmony of relations between leaders and those led. Leadership is one of the factors that determine the successful implementation of SBM.

Nurkholis (2005) stated there are at least four reasons why a leader figure is needed; 1) many people need a leader figure, 2) in some situations a leader needs to appear to represent his group, 3) as a place to take risks when there is pressure on his group, and 4) as a place to put power. In School-based management which gives freedom to madrasas to manage their potential by involving all stakeholders to achieve an improvement in the quality of the Madrasa. Because Madrasa has very broad authority, the presence of a leader figure becomes very important. Leaders apply this influence either directly, through face-to-face contact and communication, or indirectly, by creating relevant conditions and organizational culture across the school.

The leadership of a good madrasa head certainly has an impact on whether or not the organization's goals are achieved because the leader has an influence on the performance they

lead. The ability to influence a group to achieve goals is part of leadership Based on the importance of the role of the head of Madrasah in the implementation school-based management, the writer is interested in analyze the role of the headmaster of madrasa in the implementation of SBM in Madrasah Aliyah Negeri 5 Sleman.

Theoretical Foundations

School Based Management

School Based Management (SBM) is the process of using resources effectively to achieve goals. Based has the word base which means base or principle. School / Madrasa is an institution for learning and teaching and a place to receive and give lessons. Based on the lexical meaning, SBM can be interpreted as the use of resources based on the School/Madrasah itself in the teaching or learning process. The idea of School Based Management (SBM) is currently a concern of education management, starting from the central, provincial, district, up to the level of schools and madrasas. MBS as system management school that provides institutional authority and power to schools to organize in accordance with the potential of life, demands and needs at school concerned (Nurkholis, 2005). Thus, Setiawan, Suparno, and Tasrif (2020) SBM is essentially a decentralized authority that views schools or madrasas individually. It is given school or madrasa to manage and to allocate resources according to the priority needs freely, beside that school more responsive to local needs. The purpose of implementing SBM is to improve the quality of education in general, both in terms of the quality of learning, the quality of the curriculum, the quality of human resources both teachers and other education personnel, and the quality of education services in general. For human resources, improving the quality of not only increasing their knowledge and skills, but also improve their wellness. In the era of school independence and the era of School Based Management (SBM), attention from school leaders is needed to manage schools with the application and concepts of management science that have been developed by thinkers in the business field. The opportunity to develop a school to become an effective school requires adequate leadership creativity. Along with the challenges of the times and changes, the principal is not only required as an educator and administrator, but also must act as a manager and supervisor capable of implementing quality management. The indication is in the work climate and the learning process that is constructive, creative and achievers. School management is nothing but the utilization and use of available resources and can be carried out efficiently and effectively to achieve the vision and mission of the school. The principal is responsible for the running of school institutions and activities within the school. The principal must be at the forefront and success can be measured.

Leadership Style

The literature on leadership has generated a number of alternatives, and competing, models. Some writers have thought to cluster these various concepts into a number of broad themes or 'types'. Bush (2007) stated that the main theories of leadership into six major type: formal, collegial, political, subjective, ambiguity, and cultural. Managerial leadership has certain advantages, notably for bureaucratic systems, but there are difficulties in applying it too enthusiastically to schools and colleges because of the professional role of teachers. If principals and educators do not 'own' innovations but are required to implement externally imposed changes, they are likely to do so without enthusiasm, leading to possible failure (Bush, 2003). That is why the way of leadership in school is important for school management. Robbins and Judge (2013) also argues about leadership as what leaders do. It is a process of leading a group and influencing that group to achieve its goals. Exercising leadership does not require that one be in a formal leadership position. Three important variables present in all leadership situations are people, task, and environment" Phillips, in Baidi, Putra, and Junaidah (2020) defines leadership as, "leadership means guiding and influencing others to work willingly toward the leader's objectives. Leaders set team goals, train team members, provide feedback, manage resources, support the team, and perform a variety of other roles. Leadership can have positive and negative effects in organizations".
Baidi et al. (2020) Leadership is the applied science of the social sciences, because its principles and formulations are expected to bring benefits to human welfare. Appropriate leadership in

leading an institution or organization requires expertise. Leading an organization is very important, because the leadership applied will affect the performance and character of its subordinates. Moorehead and Griffin (2010) leadership as a process that involves the use of non-coercive influence to direct and coordinate the activities of group members to meet a goal. Influence, a common element of both perspectives, is the ability to effect the perceptions, beliefs, attitudes, motivation, and behavior others.

Literature Review

Botha (2006) research the role of headmaster leadership style was primary factors contributed in school-based management effectiveness. It found among a number divergent secondary schools in Gauteng Province South Africa leadership style was important factors in succesfull improvement of school based management. Ghani and Radzi (2018) stated that the headmasters' leadership is important in achieving the goals and direction of the school. Marishane (2016) assumed that the theory, practice, and context leadership style made sustainables school improvement so South Africa Government made policy in standardidation of the headmaster in basic school management. Based on theory and emperical evidence in South Africa Principal Policy did not showed a clear connection between leadership style on school improvement. While Mustamin and Yasin (2013) argued that school headmasters need to have the knowledge about leaderships to carry out their heavy duty as leaders, instructional, and even operational aspects to support school success, teachers' welfare and student disability. Karabina (2016) stated the dimensions of the influence of administrators, individual concern, intellectual stimulation, and charisma to have a positive impact on teachers' job satisfaction. Josanov-Vrgovic and Pavlovic (2014) found that headmasters who practice positive relationships with teachers can create satisfaction in teachers' job. Thus Nadarasa and Thuraisingam (2014) argued that the autocratic leadership style has a negative impact on teachers' job satisfaction, while the democratic leadership style has a positive impact on teachers' satisfaction.

Research Method

The qualitative method was used in this study to analyze the role of the headmaster of Madrasa on the application of SBM in MAN 5 Sleman. This method was chosen because this method is more inductive where the logic of reasoning is carried out in partial analysis to get general conclusions. This is as stated by Tashakkori, Johnson, and Teddlie (2020) qualitative methods using inductive reasoning that uses opinions or data partially to get a generalization of a theory. It was important for evaluating the implementation of policies carried out in schools or madrasas to portray policy implementation partially in order to obtain detailed information in evaluating policies in general. The population of research was all of stakeholders in MAN 5 Sleman. Data collection was used field observations, interviews, and survey. Descriptive qualitative data analysis which is carried out as an effort to search and organize data systematically to increase researchers' understanding of the case under study and present it as a finding for others. Then the data transferability test was carried out by providing a detailed, clear and systematic description, and can be trusted by the reader regarding the findings of the research results. The reader will be wise to apply the results of the study in accordance with the context and situation that is identical to the research.

Findings

The following described the results of the field study relating to leadership style and the application of School-based management in Madrasah Aliyah Negeri 5 Sleman. The appearance of the Madrasah Headmasters leadership style is obtained from direct interviews, both with madrasa's headmaster and with other elements related with the Madrasah management. The application of School-based management is physical evidence of the appearance of madrasa's headmaster and other components in relation to education management. This SBM physical evidence was collected based on observational guidelines that were filled in directly by the researcher when conducting a field test. Based on interviews it was found that the headmaster leadership styles as the roles of managers, administrators, leaders, supervisor, innovators, and motivators made madrasa regarding their efforts in promote effective and succesfull Madrasa. The school stake holder gave positive average answers about madrasa headmaster role in leadership style to

implementing SBM. Madrasa's headmaster was made efforts to guide teachers, employees, students in carrying out their duties or obligations, and always try to develop the professionalism of educators and become good role models in various ways.

Discussion

The research found that headmaster's leadership style as a manager, administrators, leaders, innovators, supervisor, and motivators as a good practice to made madrasa improvement in implementing School-Based management. The description detailed below.

The Headmaster's Leadership Style in Implementing School-Based Management

In implementing SBM at the madrasa level, the madrasa headmaster is a key figure in encouraging Madrasa development. As a manager headmaster MAN 5 Sleman is able to arrange programs, schedule, and optimize all available resources. Discussing the role of madrasa's headmaster's manager is interesting, because the head of the Madrasah is not only a leader, as stated above. He also plays a managerial function by carrying out the planning, organizing, moving and coordinating processes. He was arranging short, medium, and long-term programs as an effort to facilitate work steps that are made with priority scale. the implementation of the SBM, the headmaster Madrasah have done: 1) planning carefully to determine the objectives and strategies to achieve goal, 2) organize, headmaster Madrasah design and create an organizational structure, including selecting people who are competent in carrying out the work and seek supporting resources the most appropriate, such as deputy head, head of the administration, treasurer, librarian, scoutmaster, laboratory assistant, committee whether permanent or temporary, 3) move, he was trying to influence others to be willing to carry out their duties voluntarily in order to achieve the desired goals, 4) control, he was controling the implementation SBM in accordance with what was planned. The strategy designed by madrasa's headmaster to improve the quality of education in the SBM frame is to optimize the resources owned by the Madrasah. It accordance with Mohamad and Yaacob (2013) argued that leadership is very important in charting the direction of a school management in particular. There are several things that are done by the headmaster of Madrasas such as: 1) increasing the size of academic achievement through national or regional examinations concerning competence and knowledge, improving talent tests, competency certification and portfolio profiles, 2) forming peer tutoring groups to increase the passion of learning through learning cooperatively (cooperative learning), 3) creating new learning opportunities in Madrasas by providing extra learning, 4) enhancing and rewarding academic achievement both achieved by teachers or students.

As an administrator, headmaster's Madrasah in implementing MBS, has two main tasks: first, as the controlling structure of the organization, which controls how reporting, with whom the task must be done and with whom must interact in working on the task. Second, carry out substantive administration which includes curriculum administration, student affairs, personnel, finance, facilities, relations with the community, and general Administration. Headmaster's madrasa expedite his duties with appoints TU staff who are tasked specifically in carrying out administrative and financial tasks. In addition to the above tasks, he also utilizes the broad authority given by the government to the Madrasah in managing the education administration to achieve the objectives in accordance with the principles of SBM. He was realized that this shift in the structure of the authority of the education administration system was the right momentum to reform the education management system in Madrasas. The positive excess of this independent management authority is that in making the budgeting plan, headmaster can optimize the strength of the Madrasah more freely inventorying needs in the form of programs to improve the quality of education in Madrasas which are then offered to all Madrasa components transparently in meetings with Madrasah committees.

As a supervisor, the headmaster's madrasa is obliged to provide guidance or guidance to the teachers and education staff and other administrators. Of course, before conducting coaching to others, the head of the Madrasa first develops themselves. This supervision can be done in class (class visit) or in the office where staff work. The results of the supervision are then communicated with related parties to be reciprocal for the interests of the Madrasa.

As a leader, the headmaster's madrasa is able to show his personality having a vision mission and being able to communicate and make decisions. One of the functions of madrasa's headmasters

as a leader. The characteristics of madrasa's headmaster described above, have shown the attitude as a democratic leader, for example: in making decisions, always based on the results of deliberation with all components and can listen to the voices from below. He has conducted the briefing process and influenced various activities related to the duties of the teacher, homeroom teacher, TU, and all Madrasah activities. Managing people is a complex thing because people who are governed (subordinates) and people who govern (leaders) often have opinions, experiences, soul maturity, willingness and ability to deal with different situations. He also dealing with these conditions often see the situation and conditions before making the right decision. From the description above it can be explained that the head of the Madrasa has maturity both in terms of work or psychological. In this case the head of Madrasa's with the maturity of their work has the knowledge and experience to carry out their duties and with psychological maturity can motivate others to do work. This situation is according to Nasution, Mahargiono, and Soesatyo (2016) it reveals that the leadership style of a manager of high contributed to the level of labor productivity, by why need to be considered by the managers to always provide a positive role model and sporty subordinates, and able to provide the motivation so that the level of labor productivity is expected to increase.

As a innovator headmaster's madrasa is shown in the form of the ability to build innovation, adopt or modify new ideas that are useful for the interests of Madrasa. Regarding his role as an innovator, the Head of Madrasah is able to regulate the Madrasah environment and create harmonious and conducive working relationships.

As a motivator headmaster's madrasa often provides motivation both physically and psychologically. Madrasa's headmaster is not stingy to give awards in the form of praise when he sees his subordinates doing their duties well and also gives a respectful reprimand for repairs. Motivation is an activity that results in, channeling, and maintaining humans. Madrasa's headmaster is well aware that the motivation of the subject is important to a leader. Then madrasa's headmaster tries to move the others to achieve their goals.

The characteristics of the head of Madrasah are also quite admired by their sincerity and patience by the teachers of Madrasah Aliyah Negeri Sleman 5, a simple life becomes his personality, acts as a trust and devotion full of dedication.

Influence of Headmaster's Leadership Style in School-Based Management

To examine more deeply the implementation of SBM on madrasa management, researchers have compiled observational guidelines containing 9 (nine) indicators: 1). Curriculum and learning, 2). Funding and budgeting, 3). Students, 4). Community participation, 5). Madrasah environment and culture, 6). Administration and management, 7). Organizational and institutional, 8). Facilities and infrastructure, and 9). Energy. Each indicator is elaborated through statement items that are answered by the respondents themselves by putting a "yes / no" check list. Regarding curriculum and learning indicators, out of the 20 items all statements are filled in "yes" which means 100% that the Madrasah has met the procurement and implementation of curriculum and learning standards. In terms of financing and budgeting indicators, all 10 items answered "yes", this shows that 100% of Madrasah financing and budgeting is sufficient. Student indicators consisting of 10 statement items according to access and quality standards. Community participation is included in the "good" category, because 100% are answered "yes". Thanks to the environment and culture of Madrasas, it runs according to conducive and harmonious standards. With regard to administration and management, from program start, regulations, list of statistics so that administration books are all available in Madrasa's. Existing organizations and institutions are all proven in the form of deeds, regulations, decisions, structure charts and documents. Facilities and infrastructure are available in the form of classy documents that are adequate collection of books, space and laboratory equipment as well as the installation of water, electricity, telephone and sports fields. Lastly, related to information, qualifications and educational background of teachers in accordance with the standards. Madrasas are also supported by special staff, both administrative staff and guidance and counseling staff.

In creating a conducive work environment and can be a role model for the Madrasah component. He has a democratic and situational leadership pattern supported by an organizational system with characteristics including: 1) in making policies, consultation is always carried out first with the Madrasah component, 2) the Madrasah organization has a legal entity in the form of a foundation, 3) activities Madrasa's run vertically and horizontally so it can motivate the teachers and students. In creating a conducive work environment and can be a role model

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According to the head of the Madrasa committee, in carrying out his duties and roles as Headmaster's Madrasa, he always puts forward deliberation and consultation to the Madrasah committee. The decision making and policy making process are also based on input from all elements of the Madrasah. The communication patterns that are developed are also open-patterned and reciprocate in accordance with mutually agreed norms. The monitoring process is reasonable and complies with the required norms. Ideas and suggestions from all matters continue to be developed to further enhance the Madrasa program.

The division of teaching assignments and others is determined based on a democratic meeting forum. In terms of providing motivation, Madrasah principals are not reluctant to give praise and continue to encourage the achievements of the teachers and staff according to their respective abilities. Loyalty of all officers to the head of the Madrasa takes place naturally with a nuance of tolerance. He work in progress and amicably, compact and solid in fostering the success of Madrasa to achieve the goal. The supervisor's response regarding the leadership of headmaster madrasa is as follows: The authority in organizing the teaching and learning process is flexible and open, meaning that more authority is delegated to subordinates to the extent that is able to be done. The decision making and policy making mechanism is characterized by a 'bottom up' which means to pay attention to input or suggestions from below. Communication patterns run in two directions, so that any problems can be solved together.

The monitoring process is in accordance with the "job description" procedure which has been mutually agreed upon. Actualization ideas suggestions from all of Madrasa elements continues to increase along with the opportunities that opened wide by the head of the Madrasah. He was making the decision letter for the distribution of teachers and staff in advance is discussed with various related parties so that responsibility and sense of ownership are maintained. The potential possessed by Madrasah resources continues to be fostered and developed for optimal performance results achieved. The condition of loyalty and work atmosphere shows a pattern of collegiality by feeling charitable and cool. One of madrasa teacher expressed his opinion about the headmaster's madrasa that it is common to a leader has broad authority or autonomous, but he was better appreciate the potential staff, so there is little going on devolution. The process of decision-making and policy, and through stages all of which are taken through deliberations committee meetings or teacher councils.

The form of communication is carried out in a dialogical and multi-directional manner, in the sense of referring to the potential possessed by the Madrasah committee or teachers and staff. The supervision process takes place through the evaluation of teaching assignments, preparation of teaching examinations and overall evaluation related to the quality of education. The process of actualizing ideas/suggestions includes the collection of aspirations, direct deliberations and evaluation of the substance of ideas or suggestions. The task distribution mechanism relies on the existing Madrasa plans, programs and structures. The implementation of the division of tasks has contracted for one year.

Motivation is colored by appreciation for staff to participate in training, seminars, discussions, panels and other positive activities (Setiawan et al., 2020). The opinion of the Head of Administrative Affairs concerning the figure of the Head of Madrasa is: Regarding authority, he does not make himself an absolute authority holder but not a few authorities are delegated to his subordinates. The decision-making process and policy making tend to be "bottom up", through the stages of deliberations and meetings. The patterns of communication that occur between Madrasa elements are reciprocal and are open in accordance with the norms agreed upon together. The supervisory process carried out by the Head of Madrasa leads to attitudes, behavior, or actions carried out by teachers, staff and students in a manner that is reasonable in accordance with the standards.

The Headmaster of Madrasa is very concerned about input, ideas, and suggestions from all Madrasa components because it is very useful in adding references when making decisions and setting policies. The mechanism of division of labor runs according to requests which are related to the conditions of Madrasas through a democratic meeting forum. He always had the opportunity to provide motivation and encourage the achievement of teachers and staff towards

optimal work results. The Head of Madrasah accustoms to prioritize tolerance and teposeliro, so that conditions, responsibilities and working atmosphere are compact, solid, and full of family, mutual trust and mutual respect.

Conclussion

The leadership style of the headmaster's Madrasah Aliyah Negeri 5 Sleman is transformational leadership with the characteristics by builds a shared commitment to the goals of the organization and gives authority in the form of trust to his followers namely teachers, staff and employees to achieve the goals, the path organization is not driven by the bureaucracy but by shared awareness this is in line with SBM where the authority of the school in management is very broad, he also make active participation of stakeholders. The role of headmasters in the application of School-Based Management which includes: headmasters as managers, leaders, administrators, supervisors, motivators, and innovators are indispensable for leading quality schools. Managing people is a complex thing because people who are governed (subordinates) and people who govern (leaders) often have opinions, experiences, soul maturity, willingness and ability to deal with different situations. Madrasa headmaster's also in dealing with these conditions often see the situation and conditions before making the right decision. From the description above it can be explained that the headmaster's madrasa has maturity both in terms of work or psychological. In this case he has maturity of their work has the knowledge and experience to carry out their duties and with psychological maturity can motivate others to do work

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