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THE EFFECTIVE LEADERSHIP MODEL WITH LOCAL WISDOM FOR PRINCIPAL'S STATE TECHNOLOGY HIGH SCHOOLS IN SULAWESI INDONESIA

Rusli Ismail¹, Alimuddin Mahmud², Sulaiman Samad³, Husain Syam⁴

¹Doctoral Student of Public Administration,

²Professor of Education, ³ Professor of Education,

⁴Professor of Technic, State University of Makassar (INDONESIA)

E-mails: rusli.ismail01@gmail.com¹, ali_abkin@yahoo.co.id²,
essamad2011@gmail.com³, husainsyam01@yahoo.com⁴

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ABSTRACT

A number of indications show that the absence of leadership models applied by the principal in leading state technology high school (SMKN Technology) has not been any indication that the implementation of a model applied in effective school leadership in improving teacher performance. The common problem to be studied is how to implement models of effective school leadership on teachers' performance improvement professionals can be apply in state technology high school in Makassar. This study aims to produce a product and apply effective leadership model that can improve the performance of professional teachers who studied through initiation leadership structure and consideration and leadership approaches based on local wisdom. This study conducted in several phase, to make product design about leadership model and then validated. Further trials model conducted in narrow and wide ways. then look at the implementation of the model to increase teacher performance. Technical analysis data conducted with conductive quantitative analysis and qualitative with t test. The results reveal effect of leadership model with local wisdom approach is effective to improve professional teacher performance.

Keywords: leadership model, principal's, teacher performance

1. INTRODUCTION

Improving the quality of education is the goal of national development in the field of education and is an integral part of efforts to improve the human quality in a planned and comprehensive, SA. Branata et al (in Ahmadi, 2001:69). [1] as mandated in the Act of educational system (2003) that the national education goals is "... to bright the nation..." This means that in an effort to achieve the life of the nation is the responsibility of the education, especially in preparing students to be subject devoted to God Almighty, noble, tough, creative, independent, democratic and professional in their respective fields. School as an important vehicle in the formation of qualified human resources will be realized through education unit level. in line with Sedamayanti (2007:13) [2] which states that the purpose of management is to increase and improve the capacity inherent in human capabilities and skills to contribute.

Situation on the ground shows the implementation of the school-based management, it is necessary that the principal is able to perform the function of leadership. It must be able to align leadership, follower and situation. Therefore, it is one of the principal factors that can encourage schools to realize the vision, mission, goals and objectives of the school through planned programs.

In South of Sulawesi cultural have known main cultural values specially on leadership such as *getteng, allempureng, taro ada taro gau*, and usually using in behavior leadership like *sipakatau, sipakalebbi* and *sipakainga'* and the other hand *tudang sipulung* that implementation in meeting models.

School success in achieving a good quality of education, a lot is determined by the role of school leadership. Siagian (2003:12) [3] states that a leader in the field of education which will effectively act as steady as educators. This is due to the role of the principal is very strong influence the behavior of human resources in this case teachers and other support resources.

In terms of leadership, effective principal in the school-based management must meet the criteria as proposed by Wahyusumidjo (2010) [4] as follows: (1) Ability to empower teachers to implement the learning process with a good, smooth and productive, (2) to implement duties and tasks in accordance with the set time, (3) able to establish a harmonious relationship with the school community and the community around the school, so as to involve them actively in order to realize the goal of school and education, (4) Successfully apply the principles of leadership corresponding to the maturity level of teachers and other school employees, (5) Working with the management team, (6) Successfully realizing a productive school purposes in accordance with the conditions set.

Furthermore Wahyusumidjo (2010) [4] stated that the low quality of education units in the country and Indonesia at the present time is one of the effects of this form of school leadership organization that manages the educational unit, because leadership is a key factor for effective school or work well, and if the head understand the various forms of school leadership as the need occurs.

Based on field observations indicate that the pattern has not indicated any major school leadership in state technology high school in the city of Makassar is effective in improving teacher performance. Besides, there is not a hint in the

implementation of school leadership that can be used as a model that can improve the performance implications of professional teachers.

From the description is supported by the facts on the field that the quality of education in South Sulawesi at the vocational school students who demonstrate success in achieving learning outcomes indicated low that should be carried out a research on school leadership as a model of effective leadership to improve the performance of professional teachers, and ultimately improve student achievement in improving the quality of student learning outcomes in Vocational School. And the problems are how a model of leadership of principal with touching of local wisdom can enhance the performance of professional teachers.

2. LITERATURE REVIEW

Approach to the study of leadership be learned through a variety of different ways according to the conception of leadership and research methodology. So the study of leadership treats at a subordinate or influence aspects such as the behavior of each other targeted studies without hooking each other which actually is a series of problems in the field of leadership.

Leadership research can be grouped into 4 (four) kinds of approaches: a power influence approach, Trait approach, Behavior approach, and Situational approach.

James M. Liphans et. al (in Wahjosumidjo, 2010) [4] states that the historical approach to the analysis of models of leadership are: (a) Psychological approach, (b) Situational approach

(c) Behavior approach, (d) Contingency approach

Henry Mintzberg (1973) [5] concluded that all leaders have the formal authority of the organizational units they lead. As a result of the formal authority of a leader has the status or position. Because of his position, then the leader involved in cooperative relationships with subordinates, co-leader with the necessary information in decision making.

Koonts (1980) [6] describes the function of leadership is the function of leadership, therefore, is to induce or persuade all subordinates of followers to contribute willingly to organizational goals in accordance with the maximum capacity.

The leadership description of leader behavior is defining to two dimensions: initiating structure and consideration. Initiating structure refers to " a leader's behavior in delineating the relationship between himself and members of the work group and in endeavoring to establish well-define patterns of organization, channels of communication, and methods of procedure" on the other hand consideration refers to " behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and the members of his staff."

Taufiq (2011) [7] In Bugis culture known for some leadership qualities that serve as guidelines in leading a social life like: *Sipakatau* ', is human nature to look human like humans, *Sipakainge* ', is nature to reminiscent other people, *Sipakalebbi*, which forbids us to see the nature of human beings with all its shortcomings.

Principal Leadership Models

Mulyasa (2009:98) [8] Principals order to perform its role and function as managers, principals should have the right strategy to empower education personnel through collaboration or cooperative, providing opportunities for education personnel to improve the profession in encouraging the involvement of all educational personnel in a variety of activities that support school programs. As an educator, the principal must have the right strategy to improve the professionalism of educational personnel in the school, creating a school climate that is conducive.

Wahjosumidjo (2010:108) [4], states that an integral part of the principal's leadership is clearly related to: (1) The school principal is a leadership position that is both complex and unique. The success of the school principal as a leader will be determined by the factors underlying its leadership. (2) School leadership positions are complex and unique demands certain requirements as well as requirements of leadership in general, also require special requirement that the principal competence. (3) General and specific qualification requirements generate the principal profiles, the principal is the ideal figure qualified in accordance with the specifications of the desired principal office.

Professional Teacher Performance

According to Patricia King (in Kusnan, 2007:7) [9] "Performance is an activity of a person in performing basic tasks assigned to him." Performance and responsibilities is an expression of all the potential and ability of a person and demanded a full and complete ownership. Thus the appearance of a person's performance is a result of the existence of a job or task performed in accordance with the profession and the individual job description.

Teacher performance is critical to the performance of teachers that are very important to be noticed and evaluated for teacher professional task. Danim (2002) [10] Teachers have a responsibility that can be broadly grouped as follows: (1) Teachers as teacher, (2) Teachers as mentors and (3) Teachers as class administrator.

From the above statement, it can be said that teacher performance indicators include, among others: saondi (2010:23) [11] Ability to plan and prepare teaching, Mastery of the material to be taught to students, Mastery of strategic methods, Assignments to students, Ability to manage classroom the ability assessment and evaluation.

3. METHODS

Implementation phases of the research were conducted with the following steps: Perform search, assessment literature that discuss models of leadership, and then Observations and field surveys to observe the situation carefully and systematically principal leadership. Perform design or product design leadership models which are then validated by construct validity as well as content validity through expert / experts who are competent and then tested at the school are taken as samples. It tested a narrowly on one school to get a picture of the field to empirically evaluate the effective model that can improve the performance of professional teachers, and conduct research to test the wider applicability in another SMKN Technology.

4. RESULTS AND DISCUSSION

Results of Statistical Analysis Descriptive Teachers Performance

According to statistical analysis can be explained that the professional performance of teachers in SMTI Makassar on bad criteria 78.13%, and 21.87% is good. While the mean or average score of 65.06 which lies in the interval 48-68 in the category of no good. Thus professional performance SMTI Makassar (after trial 1) is still bad category. Thus still needs to be tested.

And then second trial can be explained that the professional performance of teachers in SMTI Makassar on bad criteria 15.63%, and 84.37% is good. While the mean or average score of 71.72 which lies in the interval 69-89 in both categories. Thus professional performance SMTI Makassar after trial 1 is located in either category. Thus an increase in the performance of professional teachers from 1st trial to 2nd trial.

Teachers Performance After Extensive Trials on SMTI and SMKN 2 Makassar

Table 1. Teacher Performance Statistic in SMTI After 3rd Trial

N	Valid 32 Missing 14
Mean	75.3750
Std. Error of Mean	.92102
Median	74.5000
Mode	75.00
Std. Deviation	5.21010
Variance	27.145
Range	23.00
Minimum	69.00
Maximum	92.00
Sum	2412.00

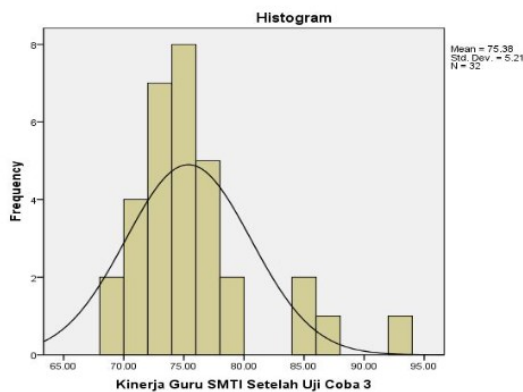


Fig. 1. Graph Diagram of Professional Teacher Performance in SMTI Makassar (after 3rd trials) Leadership Model

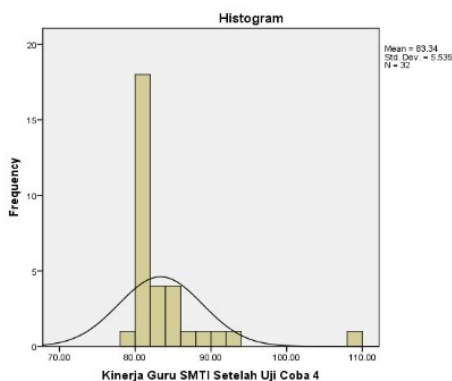
The highest score : $4 \times 27 = 108$
 Lowest score : $1 \times 27 = 27$
 Range : 81
 Class interval : $81 : 4 = 20.25 = 20$

Table 2. Description of Teacher Performance professionals in SMTI Makassar

No	Interval	Criteria	Frequency	Percentage
1	27 – 47	Worst	0	0%
2	48 – 68	Bad	0	0%
3	69 – 89	Good	31	96,88%
4	90 – 110	Better	1	3,12%

Table 3. Statistic of Teacher Performance in SMTI after 4th Trials

N	Valid	32
	Missing	0
Mean		83.3438
Std. Error of Mean		.97923
Median		81.0000
Mode		81.00
Std. Deviation		5.53936
Variance		30.684
Range		29.00
Minimum		79.00
Maximum		108.00
Sum		2667.00

**Fig. 4.** Graph Diagram of Professional Teacher Performance in SMTI Makassar after 4th trial

8
 The highest score : $4 \times 27 = 108$
 Lowest score $1 \times 27 = 27$
 Range 81
 Class interval $81 : 4 = 20.25 = 20$

Table 8. Description of Professionals Teacher Performance in SMTI Makassar

No	Interval	Criteria	Frequency	Percentage
1	27 – 47	Worst	0	0%
2	48 – 68	Bad	0	0%
3	69 - 89	Good	29	90,62%
4	90 – 110	Better	3	9,38%

Professional teacher performance in SMTI Makassar after the principal effective leadership model is applied (after 4th trial) is located in good category. Thus an increase in the performance of professional teachers widely tested (3rd trial to 4th trial).

Table 9. Statistic of Teacher Performance in SMKN 2 After 1st Trials

N	Valid	34
	Missing	5
Mean		79.4412
Std. Error of Mean		.95177
Median		77.5000
Mode		77.00
Std. Deviation		5.54973
Variance		30.799
Range		25.00
Minimum		72.00
Maximum		97.00
Sum		2701.00

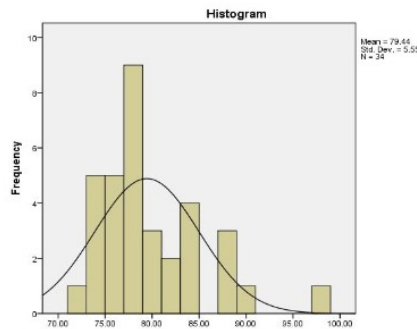


Fig. 5. Graph Diagram of Professional Teacher Performance in SMK Negeri 2 after 1st trial

8
 The highest score : $4 \times 27 = 108$
 Lowest score : $1 \times 27 = 27$
 Range : 81
 Class interval : $81 : 4 = 20.25 = 20$

Table 10. Description of Teachers Performance at SMKN 2 Makassar

No	Interval	Criteria	Frequency	Percentage
1	27 – 47	Worst	0	0%
2	48 – 68	Bad	0	0%
3	69 - 89	Good	32	94,12%
4	90 – 110	Better	2	5,88%

Thus professional performance at SMKN 2 Makassar after the model of effective leadership principals apply (after 1st trial) is located in either category. Thus it is an increase in the performance of professional teacher prior to the implementation of the model to a wider trial (1st trial).

Table 11. Statistic of Teacher Performance in SMKN 2 after 2nd trial

N	Valid	34
	Missing	0
Mean		89.6765
Std. Error of Mean		1.35678
Median		88.0000
Mode		85.00
Std. Deviation		7.91133
Variance		62.589
Range		28.00
Minimum		77.00
Maximum		105.00
Sum		3049.00

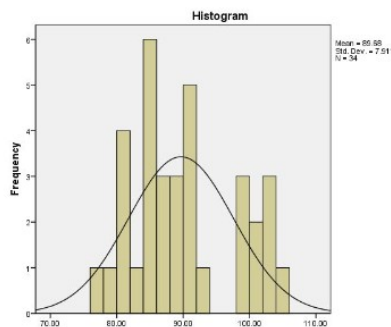


Fig. 6. Graph Diagram of Performance Professional Teacher at SMKN 2 Makassar after 2nd trial

The highest score : $4 \times 27 = 108$
 Lowest score : $1 \times 27 = 27$
 Range : 81
 Class interval : $81 : 4 = 20.25 = 20$

Table 12. Description of Professional Teacher Performance at SMKN 2 Makassar

No	Interval	Criteria	Frequency	Percentage
1	27 – 47	Worst	0	0%
2	48 – 68	Bad	0	0%
3	69 - 89	Good	19	55,88%
4	90 – 110	Better	15	44,12%

Thus professional performance at SMKN 2 Makassar after the model of effective leadership principals apply (after 2nd trial) is located in good category. Thus an increase in the performance of professional teacher-tested from 1st to 2nd wide trial.

t test analysis at 2 Vocational School Technology in Makassar

T test analysis results at SMK 2 Makassar

Based on data analysis table 11 of the trials was larger in SMKN 2 Makassar that the average value of 2 test larger and significantly different from 1 value trials (89 676> 79 441). to make a decision, whether the difference was significant or not, the price of the t need to be compared with the price chart with n-2 df = 32. Based on the t distribution table, if dk 32, it is to test one side with an error level of 5%, then the price of t table 1.695. Based on these calculations it turns out is greater than t table (13.041> 1,695). conclusion is that the hypothesized model proved to be effective.

T test analysis results at SMTI Makassar

While based on the analysis of data in the SMK-SMTI Makassar table 4:38, that the average value of 2 larger trials and significantly different from the value of test 1 (83.344>71.719). to make a decision, whether the difference was significant or not, the price of the t need to be compared with the price chart with dk n-2 = 30. Based on the t distribution table, if dk 30, it is to test one side with an error level of 5%, then the price t table of 1,697. Based on these calculations it turns out t is greater than t table (15.9059> 1695). The conclusion is that the hypothesized model proved effective.

From the t test results in 2 SMKN seems clear that the application of the approach to school leadership structure of initiation, consideration and a touch of local culture wisdom suggests each has a significant impact on performance improvement professional teachers.

Results of Implementation Leadership Model

Results feasibility model of principal leadership assessment form is done through observation based on the initiation steps of leadership, leadership consideration, step approach to local wisdom, and the principal attention to the performance of professional teachers. In the limited testing before deploying the model shows that the structure of the initiation step of leadership, leadership consideration, approach local knowledge and professional teacher performance improvements can be achieved only an average of two of the five dimensions or 40% and after the implementation of the model can be implemented across dimensions of 100%, for more details can be seen as illustrated in the following table:

Table 13. Implementation of the Leadership Model In SMTI Makassar

Before the model is applied	Dimension	Once the model is applied
40%	Leadership structure of the initiation	100%
40%	consideration leadership	80%
40%	local wisdom Approach	100%
20%	Improved teacher performance	100%

Source: Calculated from survey data observations

Separately enforceability of the model is also tested on SMKN 2 Makassar in order to see the results of testing a wider implementation of effective principal leadership models in improving the performance of the professional teacher. Feasibility of observational data indicates that the dimensional model of the structure of leadership initiatives, leadership considerations with local wisdom approach, and the dimensions of teacher performance improvement can be seen in the table below:

Table 14. Implementation of Initiation Leadership Structure, Consideration, Local Wisdom Approach and Teachers Performance Improvement in SMKN 2 Makassar

Before the model is applied	Dimension	After the model is applied
40%	Leadership structure of the initiation	100%
40%	consideration leadership	100%
40%	local wisdom Approach	100%
40%	Improved teacher performance	100%

Source: Calculated from survey data observations

Based on data analysis from observational feasibility model of effective leadership principals at 2 SMK showing an improvement in performance of technology professional teachers after the model was implemented on the enforceability of any dimension previously only an average of 40% to 100%, thus it can be concluded that in terms of practicality model of effective leadership principals to improve the performance of professional teachers are met. Thus from descriptive analysis and inferential statistical descriptive analysis to a feasibility model of the effectiveness and practicality element models can be fulfilled.

Based on the observation of the implementation of data analysis models of effective principal leadership in vocational technology 2 showed no performance improvement professional teachers after the implementation of the model is implemented on each dimension previously only an average of 40% to 100%, so it can be concluded that in terms of the practicality of the model effective leadership principals to improve the professional performance of teachers are met. Thus from descriptive analysis and inferential statistical analysis of the descriptive model of implementation effectiveness and practicality of the model elements can be fulfilled.

5. CONCLUSION

According to research result that preliminary investigation on field observation shown that, principal's leadership to improve performance professional teacher at SMKN before model implementation is bad, then after the leadership model was implemented become performance of professional teacher could be good. So the conclusion is The effective leadership model Principal's of state vocational high school of technology can improve the performance of professional teachers In Makassar, South Sulawesi Indonesia.

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