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An Indonesian model of successful school leadership

Indonesian
school leadership

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Abstract

Purpose – This paper seeks to explore principals' leadership in successful Indonesian secondary schools from the perspectives of multiple sources of data.

Design/methodology/approach – Inspired by the ISSPP, three schools which met the set criteria of successful schools were selected to be the cases for this study. Within each, individual or group interviews were conducted with the principal, vice-principal, three teachers, one support staff member, two groups of students, one group of parents, and the school committee president. The collected data were transcribed, coded and categorized following the emerging themes, and interpreted using inductive and deductive methods.

Findings – Whilst confirming several common practices of successful school leadership from earlier research, the principals from the three successful schools in Yogyakarta also demonstrated significant differences, particularly in terms of beliefs and values that underpinned their leadership. These values include Islamic and cultural beliefs and values which were strong and enduring, and which were articulated in the school leadership and strategies. The principals demonstrated ability in developing the school vision, setting strategies, building capacity, and establishing a broader network to achieve the benefits of school improvement.

Originality/value – The paper provides an insight into school leadership practices in the Asian context, particularly in Indonesian Muslim schools, which have suffered from a lack of attention from international researchers. The paper will also contribute to a worldview of successful school leadership characteristics and practices, the research into which has been piloted in the International Successful School Principalship Project (ISSPP).

Keywords Education, Islam, Principals, Indonesia

Paper type Research paper

Introduction

Considering the importance of the principal's roles in school success, Day *et al.* (2000) explicitly studied successful head-teachers in successful schools in England. They developed a valued-based contingency school leadership model, which will be described later in this article. Building upon this study, the International Successful School Principalship Project (ISSPP) was formed, with researchers in eight different countries (Australia, Canada, Denmark, China (Hong Kong), England, Norway, Sweden, and the USA) conducting multiple-perspective case studies and surveys concerning successful school principals (Leithwood, 2005).

While it is acknowledged that the contexts of both country and school might be influential in shaping the principals' leadership characteristics and practices, the ISSPP, unfortunately, has been mainly concerned with school leadership in Western and Scandinavian contexts, with Asia represented by cases studies from China.

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Relatively few studies on school leadership have been conducted in Asian schools with fewer still available in English (e.g. Cheng, 1996; Hallinger and Heck, 1998; Wong, 2005). This lack of information about Asian and other contexts of school leadership may limit our understanding of a worldview of school leadership, and more particularly of successful school leadership. This article, therefore, is focused on characteristics and practices of principals' leadership in successful schools in Yogyakarta, Indonesia. It also develops a model of Indonesian successful school leadership.

Successful school leadership from the ISSPP perspectives

Leithwood *et al.* (see Geisjel *et al.*, 2003; Leithwood and Duke, 1999; Leithwood and Jantzi, 2000; Leithwood and Riehl, 2003; Yu *et al.*, 2002), after conducting a series of studies on school leadership, proposed a core set of basic leadership practices which are valuable in almost all school contexts. Three key practices are found in this core set:

- (1) *setting directions* includes building a shared vision, developing consensus about goals and priorities, and creating high performance expectations;
- (2) *developing people* includes providing individualized support, offering intellectual stimulation, and modeling important values and practices; and
- (3) *redesigning the organization* includes building a collaborative culture, creating and maintaining shared decision-making structures and processes, and building relationships with parents and the wider community.

The core set of basic school leadership practices supports Hallinger and Heck's (1998) proposal for school conditions through which leadership may exercise its influence. These conditions include purposes and goals, school structure and social networks, people and organizational culture.

As indicated earlier, the ISSPP was inspired by Day *et al.*'s (2000) work on school leadership in the UK contexts. From this study, Day *et al.* developed a model of "values-led contingency leadership", which includes dimensions of values and vision, integrity, context, continuing professional development, and reflection (Day *et al.*, 2000). In comparison to the previous research of MacBeath *et al.* (1998), Day *et al.* (2000, p. 165) suggested that their findings revealed a distinct characteristic, that is, "good leaders are informed by, and communicate, clear sets of personal and educational values, which represent their moral purposes for the school".

"A contemporary model of educational leadership" developed by Gurr *et al.* (2003, p. 33) confirmed the findings of Leithwood *et al.* (2000, 1999, 2003), Hallinger and Heck (1998), MacBeath *et al.* (1998), and Day *et al.* (2000) regarding successful school leadership practices. This model, which was developed in a study of Victorian school leadership as part of the International Successful School Principalship Project (ISSPP), maintains that successful school leaders intervene in a variety of school aspects. These include interventions that either directly or indirectly influence the students' outcomes. "Teaching and learning" is believed to have a direct influence on "students' outcomes", and "teaching and learning" is directly influenced by "school capacity". "School capacity" is affected by some "other influences" including the policies and program of external organizations, organizational characteristics, community resources,

stakeholders and the social and economic landscape. These “other influences”, according to Gurr *et al.* (2003) vary with the contextual variations of schools.

Support for the above findings was also provided by a study on Tasmanian successful school principalship by Mulford and Johns (2004). This study, also part of the ISSPP, found that the principals’ personal set of beliefs and values was the basis for their leadership practices. These beliefs and values led the principals in their decisions and actions regarding support and capacity building provided for both individual people in the school and the schools as organizations that include in themselves the elements of school culture and structure. Also, the successful school principalship was concluded to be an interactive, reciprocal and evolving process which involves many players, and which is influenced by and, in turn, influences the context in which it occurs (Mulford and Johns, 2004, p. 56). Furthermore, the findings support a claim made in most school leadership research that successful school leadership facilitates the attainment of student achievement through the provision of better school conditions (e.g. Leithwood and Reihl, 2003). This indirect relationship is able to create the quality curriculum and instruction, which, in turn, achieve better student outcomes.

From the above review of the literature, propositions about successful school leaders are drawn in that they demonstrate ability in:

- analyzing the school contexts and situations both internal and external to school;
- visioning and setting strategies;
- having strong personal and professional values and respecting and aligning others’ personal and professional values;
- developing strong teaching-learning characteristics including curriculum and instruction;
- fostering professional development of themselves and staff through methods such as intellectual stimulation, providing individualized support and modeling;
- redesigning the organization including identifying and creating and/or changing the school cultures and modifying organizational structures; and
- building collaborative cultures in which the high involvement of the school’s other stakeholders in the decision-making processes is exercised.

The Yogyakarta case studies

Indonesian school context

In general, there are two types of school in the Indonesian education system in terms of ministerial affiliation (MNE, 2003b; National Office of Overseas Schools Recognition, 1995; Poerbakawatja, 1970; Raihani, 2001). This includes schools affiliated to the Ministry of National Education (MNE) and schools affiliated to the Ministry of Religious Affairs (MRA). The MNE and MRA administer public and private schools, and provide education at kindergarten, elementary, secondary, and tertiary levels. Both the MNE and MRA manage their own schools and develop the curriculum (Hasbullah, 1995; MNE, 2003a; National Office of Overseas Schools Recognition, 1995; Tilaar, 1995; Yunus, 1979). The MNE schools constitute about 80 percent of the total number of Indonesian schools (EMIS, 2002; Hartono and Ehrmann, 2001; MNE, 2002). The main difference between these school types is found in the curriculum content in that there is a stronger focus on religious teaching in MRA compared to MNE schools (Mastuhu, 1994; Raihani, 2001), with about thirty percent of the whole curriculum of

the MRA schools being religious (Islamic), whereas it is less than five percent in MNE schools.

The Indonesian government has conducted two major school reforms in the last decade. First, School-Based Management (SBM), at primary and secondary levels, was introduced in 1999 (Jalal and Supriadi, 2001; Jiyono *et al.*, 2001; Umaedi, 2001). Second, Competency-Based Curriculum (CBC), popularly termed “the 2004 curriculum” was trialed in 2004. However, some revisions were made, and the revised version named KTSP, standing for Kurikulum Tingkat Satuan Pendidikan (Curriculum for School Units), has been implemented since 2006 in both primary and secondary schools. Although these reforms have been criticized[1], they do reflect the major government policy of political decentralization begun in 1999, shortly after the fall of the Soeharto regime (Jalal and Supriadi, 2001; Jiyono *et al.*, 2001; MNE, 2001). Another initiative is to have the larger community involved in school education processes through the empowerment of local education councils (*dewan pendidikan*) and school committees (*komite sekolah*).

School selection

Three successful public senior secondary schools (SMAN) in Yogyakarta were selected for this study on the basis of the two following criteria:

- (1) schools that, on the basis of provincial wide test and examination results, could be shown to be improving their performance at an exceptional rate; and
- (2) schools where the principal had been in the principalship position there for at least two years.

These two criteria partly followed those set in the ISSPP. Consultation was held with an official of the Education Office of Yogyakarta regarding the two criteria to see whether the criteria were contextually acceptable and to ascertain which schools best met the criteria. The schools selected are under administration of MNE. They are:

SMAN A: Located in an outskirt of the Yogyakarta city, this was a school of 857 students in 2004, mostly from middle to lower socio-economic backgrounds. The principal, a male in his 40s, was in his third year at the school, and had instituted significant changes, particularly in terms of academic improvement programs and the development of school facilities. Under his leadership, the school had achieved outstanding performances, both academically and non-academically. The school had been ranked for the last two years among the top ten schools in Yogyakarta, whilst previously it was not in the top twenty.

SMAN B: This school is located outside the city of Yogyakarta, and had 712 students in 2004. The students mostly came from middle to lower socio-economic backgrounds, with more than 50 percent of students having parents who were farmers. The principal was a male in his 40s. Under his leadership, the school focused on improving its teaching and learning facilities, particularly the use of information and communication technology (the internet was available in the school library for students to use, and multimedia provision in every classroom). There had been continuous improvement over a three-year period (the school was ranked ninth, fifth and third in the years 2002, 2003 and 2004 respectively), with the school regarded by the authority and community as one of the best secondary schools in Yogyakarta. There had also been outstanding achievements by students in non-academic programs in sports and the arts.

SMAN C: This had been regarded as the best secondary school in Yogyakarta for many years. The school is located in the city of Yogyakarta, and had 781 students enrolled in 2004. Most of the students came from middle class families, in that most of the parents worked in the public services. The principal was a male in his 50s. Under his leadership some innovative changes had been implemented including the establishment of classes with internationally standardized curriculum and accelerated classes. High student academic and non-academic achievement had been maintained or improved. For example, in 2003 95 percent of its graduates were accepted into prestigious universities, whilst in 2004 96.5 percent of its graduates were accepted, with some receiving scholarships from universities in Singapore, Japan and the Netherlands.

Data collection techniques and analysis

The research was modeled on the multiple-perspective case study approach of the ISSPP. In each school, individual or group interviews were conducted with the principal, vice-principal, three teachers, one support staff member, two groups of students, one group of parents, and the school committee president. All the interviews were recorded on audiotape and transcribed, with the transcripts sent to the respondents for checking, amendments and additions as necessary. Within-case analysis, in which each school case was treated and analyzed as a comprehensive case in and of itself, was conducted. At this stage, transcribing, coding, and categorizing of the interview data were carried out (Cohen *et al.*, 2000; Flick, 1998; Merriem, 1988; 1998; Miles and Huberman, 1994; Yin, 2003). After this, cross-case analysis was undertaken with attention to Miles and Huberman's (1994, pp. 205-6) advice:

Cross-case analysis is tricky. Simply summarizing superficially across some themes or main variables by itself tells us little. We have to look carefully at the complex configuration of processes within each case, understand the local dynamics, before we can begin to see patterning of variables that transcends particular cases.

In this stage, the data were put into the matrices and interpreted both inductively and deductively. Whilst, in fact, the inductive method of interpretation was used in the stage of within-case analysis, the deductive method was used to generate theoretical propositions after inductively identifying categories (Patton, 2002) since "anytime that a researcher derives a hypothesis from data, because it involves interpretation, we consider that to be deductive process" (Strauss and Corbin, 1998, p. 22).

Successful school leadership: an Indonesian model

The findings of this study presented and discussed in the following sub-sections were based on emerging themes drawn from the interviews with all the aforementioned respondents. The major themes of the principals' leadership characteristics and practices include defining school success; holding enduring beliefs and values; analyzing contexts; developing vision and strategies; building school capacity; and establishing broader collaboration.

1. Defining school success

How the respondents defined school success is important since their definition reflects their educational objectives, their expectations and their beliefs about what should be covered in the school strategies for improvement. Three themes emerged from the

respondent interviews as to the characteristics of the success of a school: better student output, good school conditions and supportive school cultures.

Better student output was understood by the respondents as having two main indicators: academic and non-academic. Academic achievement was indicated by the students' performance in Ujian Nasional (Nasional Assessment) and by the numbers of graduates who gained places in highly regarded universities. Non-academic achievement was indicated by the students' commitment to religion and morality and by their activities and achievement in extra-curricular programs. Students' commitment to religion was a major concern for all the respondents in determining whether a school was successful or not. For example, Group One students in SMAN A said:

One of the criteria of success is that the school develops students with good performance and morality. A successful school has a balanced emphasis of IMTAQ and IPTEK.

Some respondents, like the school committee presidents of SMANs B and C, stated that better student output was a result of an effective process of school education, which included school leadership and management, school facilities, and school culture. Within school leadership and management, the wider involvement of the school stakeholders in the decision-making process was believed to be one of the school success characteristics. This confirmed earlier findings of effective school leaders who had the ability to develop a shared vision, and who promoted participative decision-making (Bush and Middlewood, 2005; Leithwood *et al.*, 1999; Leithwood and Riehl, 2003).

2. *Enduring beliefs and values*

As found in other studies of successful school leadership (Day, 2005; Day *et al.*, 2000; Leithwood, 2005; Mulford and Johns, 2004), the principals' leadership in this study was underpinned by a set of personal and professional beliefs and values.

The religious beliefs and values of the Indonesian principals, and other members of the school communities, were very strong and exerted much influence on their leadership practices, despite the schools being under the MNE administration i.e. not formally religious. As indicated earlier, the respondents were concerned with students' commitment to religion as one of the key outcomes. The most important religious beliefs and values indicated by all the respondents were "amanah" and IMTAQ.

"Amanah" was found to be the most influential value in each principal's leadership. It was the value according to which the principals considered their job as something entrusted to them (typically with reference to being entrusted by God) to fulfill as perfectly as they could:

I am now a school principal, but later on I don't know what I will be. I just enjoy my life and my career, and always try to be "amanah" (SMAN C Principal).

The principal of SMAN B described "amanah" in these terms:

As a person of religion, I regard my job as "amanah". I have to hold and pass it to others. If I don't pass "amanah" from Allah, I don't follow the truth and neither do I invite others to it.

According to SMAN C Principal, "amanah" resulted in a strong commitment to his job, without complaining about what happened in the school. For the SMAN A Principal

“amanah” was related to accountability in that he was responsible not only to the higher authority, pupils, and other members of the school community, but also to God.

The concept of “amanah” is underpinned on Islamic teachings. For example, in the Qur’an (Islamic Holy Book), it was stated that mankind has to render back amanah to those who have the right to it (Chapter 4:58). A classical and prominent commentator of the Qur’an, al-Mawardi (1992, p. 498), described “amanah” as entrusted leadership and resources that must be fulfilled by everyone who has been given them.

IMTAQ (constructed from the words Iman and Taqwa, meaning faith and piety) was another religious belief and value commonly held by each principal and mentioned by almost all respondents. This value is explicitly stated as one of the national education objectives (Departemen Pendidikan Nasional, 2003; Tilaar, 1995), and therefore it has become one of the inspirational values for members of the school community of each school. This was evident in their definition of school success noted previously, and in the school vision and strategies. SMAN B’s vision, for instance, is to:

[...] realize a highly regarded and advanced school in order to produce pupils who possess in themselves IMTAQ and morality, and who master science and technology in the context of the global world in the year 2010 (SMAN B, 2004).

It is appropriate here to acknowledge Sergiovanni’s (1992) concept of sacred authority to explain how strongly such religious beliefs and values may influence the way the principals led their schools. This sacred authority, which refers to the authority of religious tracts, the authority of professional or community norms and shared purposes, and the authority of democratic ideals or other ideals (Sergiovanni, 1992, p. 12), provides a set of beliefs and values for principals. This set of beliefs and values is described as the heart of their leadership, which then guides the head (thinking and strategies) and hands (decisions and actions) of leadership (Sergiovanni, 1992, 2005). This sacred authority has given the principals confidence that what they decide and do in their principalship is right and based on strong ethical foundations.

Other values held by the principals and influential in their leadership included: openness, transparency, the centrality of students, trust, care, collegiality, respectfulness, “kekeluargaan”, and Javanese values. Whilst the rest of the values were also found in other studies of successful school leadership, the value of “kekeluargaan” was unique to these principals. This term means a family-like relationship. This value was found as uniquely important to help foster effective school teamwork, which creates the cultures of togetherness and collaboration. The kekeluargaan value was articulated in a variety of ways and on different occasions. In SMAN B, for instance, the methods included “arisan haji”[2], and school-family recreation, while in SMAN C, the principal was actively involved in many sporting activities. In SMAN A, the principal was described by the interviewed teachers as having fatherly attitudes towards his staff and students.

3. Analyzing situations

All the respondents indicated that each of the principals displayed ability in analyzing the contexts – internal and external – of the school. This confirmed that successful school leaders are distinctively able to understand the context where they find themselves (Day, 2005; Leithwood *et al.*, 2004). Their understanding of the contexts provided foundations for them to exert their leadership functions: developing vision, setting strategies, and promoting changes in order to improve the schools. Changes,

which are contextually appropriate have been found in the literature to be effective. The themes of internal contexts to the school included the school existing performance, school community expectations, school resources and school facilities. Meanwhile, those of external contexts were parent and community expectations, the national education policies, and societal changes. The following is an example of how the principals analyzed the context of school performance.

Each of the principals evidently analyzed the school performance, particularly in terms of student achievement, relative to the annual results of the National Examination, and to other schools' performances. This confirmed Leithwood and Riehl's (2003) conclusion that effective leaders are able to identify the school's organizational performance through multiple indicators, and use the information to re-set the goals and strategies. In conducting this analysis, the principals invited other community members to analyze and reflect on the school's performance so far, transmitting a sense and ability of the analytical and critical thinking, and problem solving to them:

In every meeting, the principal emphasized the importance of school self-analysis in order to plan appropriate programs for improvement. We now see that the community's enthusiasm to school their children here is relatively high. Last year, the number of application forms sold reached 800, while we just needed 228 new students (SMAN B teacher).

4. *Visioning and setting strategies*

Underpinned by their enduring beliefs and values and by their understanding of the contexts, the principals (re)-developed their school vision. Each of the principals had a clear and realistic vision for school development, and this was obviously built on the principal's and the community's strong philosophies and values, and reflected their understanding of the contexts of the schools (Green, 2000; Leithwood *et al.*, 1999). For instance, the vision of SMAN B is:

Mewujudkan sekolah yang unggul dan terdepan dalam penyelenggaraan pendidikan dan pengajaran untuk menghasilkan lulusan yang memiliki IMTAQ, Akhlak, dan penguasaan IPTEK dalam dunia global pada tahun 2010 (to realize a competitive and advanced school in undertaking education and teaching for the production of graduates with faith, piety, and good morality, who will master science and technology in the global world in 2010) (SMAN B, 2004).

The process of visioning consisted of two stages. First, the vision was formulated, and second, it was disseminated to all the school stakeholders. While in SMAN A the development of the vision involved limited parties of the school's stakeholders, in SMANs B and C, it involved a broader membership of the schools. In SMAN C, the school alumni association also played a role in the development the vision and the school process as a whole. As supported by the literature (Bush and Middlewood, 2005; Seyfarth, 1999), the principals, however, were those who first had the vision and they shared it with other members of the school community. The involvement of more stakeholders in the vision development suggests a democratic system in the schools, "as it is inadequate for the head or principal to enunciate the vision without the participation of others with a legitimate interest in the outcome" (Bush and Middlewood, 2005, p. 10). The vision, at the second stage, was disseminated to all stakeholders, including parents, students, the school committee and broader communities.

In order to realize the school vision, each of the principals set strategies, which are classified into three: pre-conditional strategies, core strategies, and supporting strategies. Pre-conditional strategies included those that were deliberately intended to create the pre-conditions for effective implementation of core strategies. These included promoting discipline amongst the school community and motivating them. Core strategies referred to academic and non-academic strategies to improve student achievement. Of the academic strategies which were commonly found in each school, was material comprehension and enrichment for Grade 11 and 12 students. Meanwhile, non-academic strategies referred to extra-curricular activities such as sporting and arts.

There were strategies unique to each school. In SMAN B, for example, the principal implemented a strategy of “pelayanan prima” or first-rate service to the community. Through this strategy, the principal wanted all his staff to put students and parents as number one “customers”. In SMAN C, distinctive strategies in the form of an international program and acceleration classes were set up by the principal along with the stakeholders to achieve one aspect of the school vision to “go international”. The principal of SMAN A focused his strategy on improving curriculum and the quality of instructional in order to facilitate better student outcomes.

Supporting strategies included the improvement of school facilities, creating school cultures and structures, and evaluating the school programs systematically. Supporting strategies were developed to facilitate and make it possible to effectively implement changes and initiated improvements.

5. *Building school capacity*

One of the imperatives of a successful school, according to Beck and Murphy (1996), is the leader’s ability to build school capacity. The principals in this study were found to work on three related aspects of school capacity: school culture, school structure and school resources.

School culture. Organizational culture is defined as a manifestation of beliefs and values that organizational members share (Jenkins, 1991). The process of creating culture in an organization is affected through the establishment of norms and values, the articulation of philosophies, and the creation of symbols, ceremonies, rituals, parental and community interaction patterns (Jenkins, 1991; Caldwell and Spinks, 1998; Bush and Middlewood, 2005). Amongst the most important cultures in each school were collaborative and learning cultures.

As indicated previously, the value of kekeluargaan was a foundation for the principals to foster teamwork building and a collaborative culture. Each of the principals created accordingly symbols and rituals to support the creation of such a culture. As a formal method, for example, each of the principals involved teachers, staff, parents, students and the school committee members in the school-decision making process:

I think the most important strategy that the principal has applied is coordinating endeavors among the school community. Everyone feels united and together. When good coordination is established, every policy can easily be implemented (SMAN A School Committee President).

In terms of informal methods, as discussed earlier, the principals, for instance, conducted staff recreational activities, arisan haji, sporting activities, and religious and

social occasions, which were intended to build emotional closeness upon which a collaborative culture was created.

The learning culture is another concern for each of the principals in enabling the creation of a learning organization in the school, which is seen in the literature as a vital component in school capacity building (Tomlinson, 2004). In doing so, each of the principals fostered professional growth amongst teachers and staff, and showed appropriate examples of how he was doing so for himself. Each of them also suggested the value of a competitive culture by providing rewards for teachers and staff who performed well.

School structure. The essential strategy in redesigning school structures by each of the principals was to distribute power and leadership by delegating jobs and responsibilities to other members of the school community. Consequently, they wanted to empower staff, teachers and even students particularly in terms of leadership development, as was also found in other contexts (Gurr *et al.*, 2005; Leithwood *et al.*, 1999; Leithwood and Riehl, 2003). Yet, empowerment is beyond mere sharing or a collegial decision-making process, and requires a sincere distribution of power from principals to teachers or other staff (Jenkins, 1991). In each of the cases, there seemed to be a little resistance to such leadership distribution from staff, which might result from the long time centralist culture[3] with more than three decades under this centralist cultural mindset (Bjork, 2003; Jalal and Supriadi, 2001; Rubiannor, 2003).

In redesigning the school structures, each of the principals used extra caution, particularly in changing or replacing staff. Changing or replacing staff in general was found to be a very sensitive issue for the principals to undertake, particularly in the early period of their principalship. If not calculated carefully, as all the principals said, it could be counter-productive to the improvement efforts and strategies developed. Yet, as acknowledged by the principal of SMAN B, restructuring needs the courage to take risks. For instance, a radical change was made in the case of SMAN B where the principal firmly suggested that a vice-principal position is not a life-long job as perceived conventionally by his staff, but is subject to assessment and change.

School resources. School resources are also an important component of school capacity with which school leaders were concerned. There are two vital aspects of this component – human resources and financial resources. Each of the principals in the study showed an outstanding ability to manage these two resources in order to support school capacity building:

- (1) *Human resource development.* The management of human resources and professional development is important for successful organization (Moorhead and Griffin, 1998; Riley and MacBeath, 1998; Smith, 1995). Well-programmed professional development will be highly likely to contribute to effective processes of organization, particularly in the support of the creation of a learning organization. In this current study, each of the principals showed a high concern for in the professional development of himself, his teachers and his staff.

As to teacher and staff professional development, each of the principals considered motivation as an important factor for improving their performance. Many methods were employed to motivate them, including the provision of rewards and individualized support, an emphasis on school performance in every meeting, and the ongoing monitoring and evaluation of staff performance. Each of the principals provided various types of rewards for teachers and staff including compliments when they did jobs well, and material rewards such as

bonuses and wages increases, etc. In the respondents' words, these rewards were referred as "kesejahteraan" (welfare), which encompassed psychological, spiritual, physical and financial welfare.

On many occasions, he (the principal) often praises staff and teachers for doing a good job. He always says that staff and teachers here are competitively selected persons, so we have to prove that we are the right people for the job (an SMAN C vice-principal).

The provision of individualized support, a characteristic of successful school leadership across contexts (Leithwood and Duke, 1999), is a feature of the principals' leadership in this current study. The principals paid attention to teachers as individuals, asking about their personal and family welfare (found as well in Jacobson *et al.*, 2005), as well as their professional problems. They were keen on providing advice to solve problems. Each of them was also open and visible for teachers to see him and discuss any matters with him.

With regard to the context of Indonesian education, teacher salaries were very low (Asia Times, 2000; Bjork, 2003; Sutjipto *et al.*, 2001). Consequently, many Indonesian teachers worked also as part-timers in other job areas, such as *ngojek* (motorcycle drivers for public transportation). Therefore, salary increases are important in order to provide teachers and their families with a better standard of living. Some teachers interviewed in this study confirmed that since this current principalship they have not had to find a part-time job to fulfill their financial needs since they already received a better salary from the school. Accordingly, they could concentrate more effectively on their teaching work.

- (2) *Financial resources management.* Each of the principals was capable in managing his school's financial resources and was described as diligent in seeking various sources of school funds and establishing partnerships with such sources for the benefit of the school. As a result, not only has the government offered regular funding, but also private sources such as business companies from both national and international bases have provided funds. The key to this effort in seeking funds is the communication skills that each of the principals has mastered outstandingly (Leithwood, 2005).

What appeared to be a distinctive feature in each case was the principal's accountability for the use of the funds. This was enhanced through the involvement of various school stakeholders in the process of school development planning, which was undertaken every year. Another regular meeting between the school and its community including parents and the school committee was held in order to evaluate the implementation of school programs. Reports on school funding were given, and were subject to questions or internal audits.

Establishing broader collaboration

Each of the principals showed the ability to promote and establish collaboration and partnerships with not only the immediate school community members, but also broader communities. This ability was congruent with the nature of school-based management in which school principals are given more freedom in making decisions about their school affairs (Caldwell and Spinks, 1998; Mohrman and Wohlstetter, 1994). Examples of networks built by the principals were those with universities and other educational institutions. These also included partnerships with companies that provided funds in the form of scholarships for students. In SMAN C, the top ten

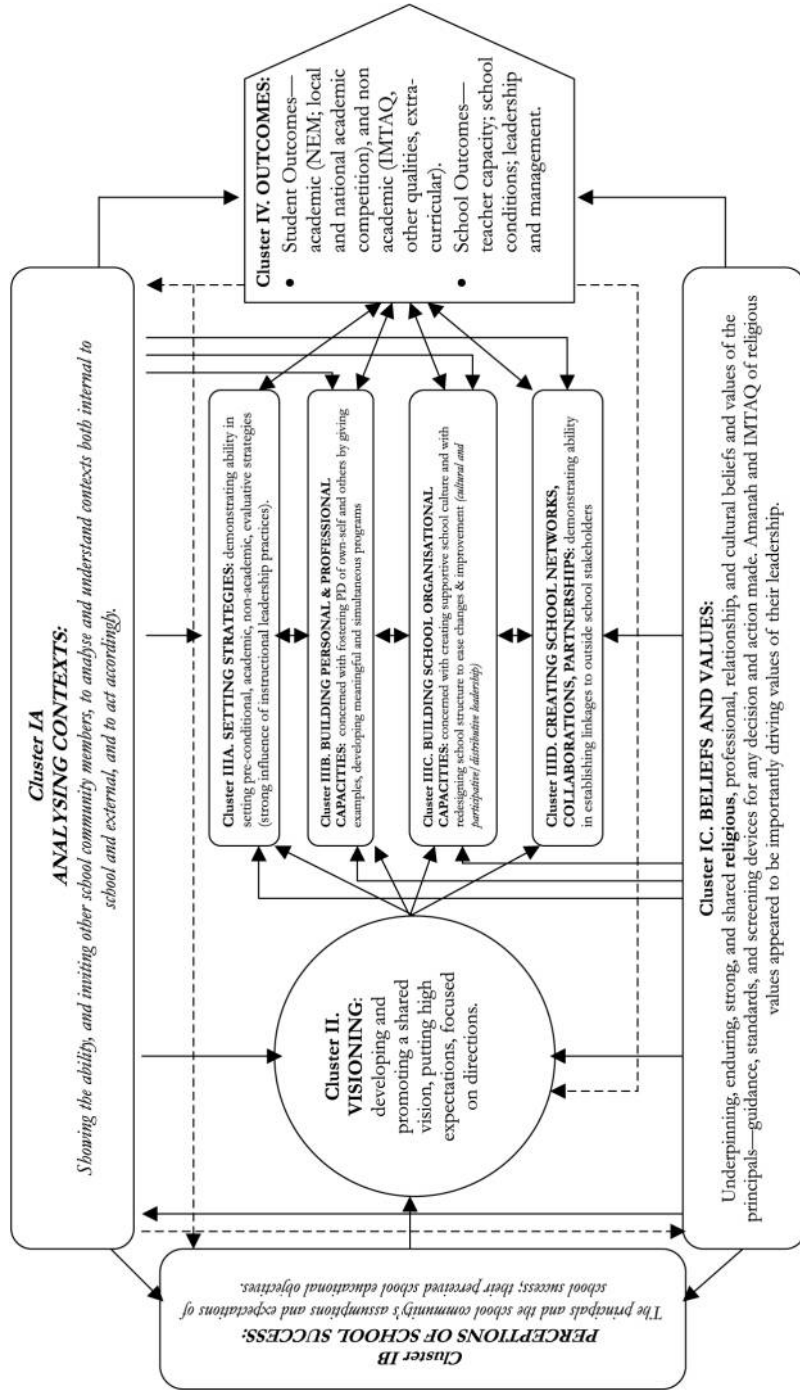


Figure 1.
An Indonesian model of successful school leadership

graduates received scholarships from a Singaporean university to continue their studies at postgraduate level.

Summary

To summarize, in this study a model of successful school leadership in the context of Indonesia was developed, which is drawn directly from the findings and based also on the investigator's reflections on the data and the relevant literature. In this model there are four clusters of school leadership process. Clusters I A, B, and C are the foundations of the principals' leadership, as shown in Figure 1, with which they underpinned their leadership activities. As well, these foundations existed as factors overwhelming other subsequent leadership practices. Cluster II indicates the leadership functions of promoting and developing a shared vision, establishing high expectations, and setting directions. As indicated in Figure 1, besides being underpinned by the three foundations, the vision component inspired other leadership functions and activities pictured in Clusters III A, B, C, and D. These four clusters respectively included setting pre-conditional, academic, non-academic, and evaluative strategies; building personal and professional capacities; building school organizational capacities; and creating school networks, collaboration, and partnerships. As shown in Figure 1, these activities had close and reciprocal relationships with one other and other components of leadership, such as leadership outcomes. The leadership outcomes of the principals are put in Cluster IV, which included student outcomes and school outcomes. Overall, the principals based their leadership on the firm foundations from which their vision and strategies were generated. They were able to transform their schools to become better places for students to experience learning. More importantly, they had the ability to enhance the continuous improvement of their students and their schools.

Notes

1. For instance, Stuart Weston, a Chief of Party of the Managing Basic Education (MBE) Project, a project funded by USAID, in an e-mail said: "It is official (Indonesian) government policy to encourage school based management, but the roles of the various levels in the education system under decentralized government are not adequately defined. This means that many local governments intentionally fail to support school-based decision making, particularly by retaining many procurement activities (to support their corruption)". As indicated by Bjork (2003), a lack of knowledge of and conceptual basis for improvement programs has been a problem in Indonesia.
2. Arisan Haji' is a regular gathering whose members contribute to and take turns at winning an aggregate sum of money for doing hajj i.e. pilgrimage to Mecca. Hajj is the fifth pillar of Islamic belief. This program continues for many years until all the members have been able to perform hajj.
3. As explained briefly in the methodology section, Indonesian education has changed from the centralist approach to school management to a decentralist one following the fall of Soeharto in 1998 since which time decentralization of politics and governance has been implemented. It is difficult, however, to shift the centralist culture of government officials, including school staff and teachers to a new one.

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MODEL KEPEMIMPINAN SEKOLAH YANG SUKSES DI INDONESIA

A. Hasil Ringkasan Jurnal

Pengaturan inti dari praktik kepemimpinan sekolah dasar mendukung proposal Hallinger dan Heck (1998) untuk kondisi sekolah di mana kepemimpinan dapat menggunakan pengaruhnya. Kondisi ini termasuk tujuan dan sasaran, struktur sekolah dan jaringan sosial, orang dan budaya organisasi.

Model "kepemimpinan kontingensi yang dipimpin nilai", yang mencakup dimensi nilai dan visi, integritas, konteks, pengembangan profesional berkelanjutan, dan refleksi (Day et al., 2000). Dibandingkan dengan penelitian sebelumnya dari MacBeath et al. (1998), Day et al. (2000, p. 165) menyarankan bahwa temuan mereka mengungkapkan karakteristik yang berbeda, yaitu, "pemimpin yang baik diinformasikan oleh, dan berkomunikasi, set jelas nilai-nilai pribadi dan pendidikan, yang mewakili tujuan moral mereka untuk sekolah".

"Model kontemporer kepemimpinan pendidikan" yang dikembangkan oleh Gurr et al. (2003, hal. 33) mengkonfirmasi temuan mengenai praktik kepemimpinan sekolah yang sukses. Model ini, yang dikembangkan dalam studi kepemimpinan sekolah Victorian sebagai bagian dari *Proyek Sekolah Kepemimpinan Internasional (ISSPP)*, menyatakan bahwa para pemimpin sekolah yang sukses campur tangan dalam berbagai aspek sekolah. Ini termasuk intervensi yang secara langsung atau tidak langsung mempengaruhi hasil siswa. "Mengajar dan belajar" diyakini memiliki pengaruh langsung pada "hasil siswa", dan "mengajar dan belajar" secara langsung dipengaruhi oleh "kapasitas sekolah". "Kapasitas sekolah" dipengaruhi oleh beberapa "pengaruh lain" termasuk kebijakan dan program organisasi eksternal, karakteristik organisasi, sumber daya masyarakat, pemangku kepentingan dan lanskap

sosial dan ekonomi. Ini "pengaruh lain", menurut Gurr et al. (2003) bervariasi dengan variasi kontekstual dari sekolah.

Dukungan untuk temuan-temuan di atas juga diberikan oleh studi tentang prinsip sekolah yang sukses di Tasmania oleh Mulford dan Johns (2004). Penelitian ini, juga bagian dari ISSPP, menemukan bahwa kumpulan keyakinan dan nilai-nilai pribadi para pelaku merupakan dasar bagi praktik kepemimpinan mereka. Keyakinan dan nilai-nilai ini mengarahkan kepala sekolah dalam keputusan dan tindakan mereka mengenai dukungan dan pengembangan kapasitas yang disediakan untuk orang-orang individu di sekolah dan sekolah-sekolah sebagai organisasi yang termasuk dalam diri mereka sendiri unsur-unsur budaya dan struktur sekolah. Juga, kepala sekolah yang sukses disimpulkan menjadi proses interaktif, timbal balik dan berkembang yang melibatkan banyak pemain, dan yang dipengaruhi oleh dan, pada gilirannya, mempengaruhi konteks di mana ia terjadi (Mulford dan Johns, 2004, hal. 56). Selanjutnya, temuan mendukung klaim yang dibuat di sebagian besar penelitian kepemimpinan sekolah bahwa kepemimpinan sekolah yang sukses memfasilitasi pencapaian prestasi siswa melalui penyediaan kondisi sekolah yang lebih baik (misalnya Leithwood dan Reihl, 2003). Hubungan tidak langsung ini mampu menciptakan kurikulum dan instruksi mutu, yang, pada gilirannya, mencapai hasil siswa yang lebih baik.

Dari tinjauan literatur di atas, proposisi tentang pemimpin sekolah yang sukses digambarkan bahwa mereka menunjukkan kemampuan dalam:

1. menganalisis konteks dan situasi sekolah baik internal maupun eksternal ke sekolah;
2. strategi visi dan pengaturan;
3. memiliki nilai-nilai pribadi dan profesional yang kuat dan menghormati dan menyelaraskan nilai-nilai pribadi dan profesional orang lain;

4. mengembangkan karakteristik belajar mengajar yang kuat termasuk kurikulum dan pengajaran;
5. membina pengembangan profesional dari diri mereka dan staf melalui metode seperti stimulasi intelektual, menyediakan dukungan dan pemodelan individual;
6. mendesain ulang organisasi termasuk mengidentifikasi dan menciptakan dan / atau mengubah budaya sekolah dan memodifikasi struktur organisasi; dan
7. membangun budaya kolaboratif di mana keterlibatan yang tinggi dari pemangku kepentingan sekolah lainnya dalam proses pengambilan keputusan dilaksanakan.

Konteks sekolah Indonesia (Studi kasus Yogyakarta)

Secara umum, ada dua jenis sekolah dalam sistem pendidikan Indonesia dalam hal afiliasi kementerian. Ini termasuk sekolah-sekolah yang terkait dengan Departemen Pendidikan Nasional (DPN) dan sekolah-sekolah yang terkait dengan Departemen Agama (DA). DPN dan DA mengelola sekolah negeri dan swasta, dan memberikan pendidikan di tingkat taman kanak-kanak, dasar, menengah, dan tersier. Baik DPN dan DA mengelola sekolah mereka sendiri dan mengembangkan kurikulum. Sekolah DPN merupakan sekitar 80 persen dari total jumlah sekolah Indonesia (EMIS, 2002; Hartono dan Ehrmann, 2001; MNE, 2002).

Perbedaan utama antara jenis-jenis sekolah ini ditemukan dalam isi kurikulum karena ada fokus yang lebih kuat pada pengajaran agama di DA dibandingkan dengan sekolah-sekolah DPN (Mastuhu, 1994; Raihani, 2001), dengan sekitar tiga puluh persen dari keseluruhan kurikulum DA sekolah menjadi agama (Islam), sedangkan itu kurang dari lima persen di sekolah DPN.

Pemerintah Indonesia telah melakukan dua reformasi sekolah besar dalam dekade terakhir.

Pertama, Manajemen Berbasis Sekolah (MBS), pada tingkat dasar dan menengah, diperkenalkan pada tahun 1999 (Jalal dan Supriadi, 2001; Jiyono et al., 2001; Umaedi, 2001).

Kedua, Kurikulum Berbasis Kompetensi (KBK), yang populer disebut “kurikulum 2004” diujicobakan pada tahun 2004. Namun, beberapa revisi dibuat, dan versi yang telah direvisi yang dinamakan KTSP, berdiri untuk Kurikulum Tingkat Satuan Pendidikan (Kurikulum untuk Unit Sekolah), memiliki telah dilaksanakan sejak 2006 di sekolah dasar dan menengah. Meskipun reformasi ini telah dikritik.

Mereka mencerminkan kebijakan pemerintah utama desentralisasi politik yang dimulai pada tahun 1999, tidak lama setelah jatuhnya rezim Soeharto. Inisiatif lain adalah untuk melibatkan komunitas yang lebih besar dalam proses pendidikan sekolah melalui pemberdayaan dewan pendidikan lokal (komite pendidikan) dan komite sekolah (komite sekolah).

Pemilihan sekolah

Tiga sekolah menengah atas negeri yang sukses (SMAN) di Yogyakarta dipilih untuk penelitian ini berdasarkan dua kriteria berikut:

- (1) sekolah yang, berdasarkan hasil ujian dan ujian provinsi, dapat ditunjukkan untuk meningkatkan kinerjanya pada tingkat yang luar biasa; dan
- (2) sekolah tempat kepala sekolah berada dalam posisi kepala sekolah di sana setidaknya selama dua tahun.

Kedua kriteria ini sebagian mengikuti yang diatur dalam ISSPP. Konsultasi diadakan dengan pejabat Kantor Pendidikan Yogyakarta mengenai dua kriteria untuk melihat apakah kriteria tersebut dapat diterima secara kontekstual dan untuk memastikan sekolah mana yang paling memenuhi kriteria. Sekolah yang dipilih berada di bawah administrasi. Mereka:

SMAN A: Terletak di pinggiran kota Yogyakarta, ini adalah sekolah dengan 857 siswa pada tahun 2004, sebagian besar dari latar belakang

sosial ekonomi menengah ke bawah. Kepala sekolah, seorang laki-laki berusia 40-an, berada di tahun ketiganya di sekolah, dan telah melakukan perubahan yang signifikan, terutama dalam hal program peningkatan akademis dan pengembangan fasilitas sekolah. Di bawah kepemimpinannya, sekolah telah mencapai prestasi luar biasa, baik secara akademis maupun non-akademik. Sekolah tersebut telah diperingkatkan selama dua tahun terakhir di antara sepuluh sekolah teratas di Yogyakarta, sementara sebelumnya tidak ada di peringkat dua puluh.

SMAN B: Sekolah ini terletak di luar kota Yogyakarta, dan memiliki 712 siswa pada tahun 2004. Para siswa kebanyakan berasal dari latar belakang sosial ekonomi menengah ke bawah, dengan lebih dari 50 persen siswa memiliki orang tua yang adalah petani. Kepala sekolah adalah laki-laki berusia 40-an. Di bawah kepemimpinannya, sekolah berfokus pada peningkatan fasilitas pengajaran dan pembelajaran, khususnya penggunaan teknologi informasi dan komunikasi (internet tersedia di perpustakaan sekolah untuk digunakan siswa, dan penyediaan multimedia di setiap kelas). Telah ada peningkatan berkelanjutan selama periode tiga tahun (sekolah itu berada di peringkat kesembilan, kelima dan ketiga pada tahun 2002, 2003 dan 2004), dengan sekolah yang dianggap oleh otoritas dan masyarakat sebagai salah satu sekolah menengah terbaik di Yogyakarta. Ada juga prestasi luar biasa oleh siswa dalam program non-akademik di bidang olahraga dan seni.

SMAN C: Ini dianggap sebagai sekolah menengah terbaik di Yogyakarta selama bertahun-tahun. Sekolah ini terletak di kota Yogyakarta, dan memiliki 781 siswa yang terdaftar pada tahun 2004. Sebagian besar siswa berasal dari keluarga kelas menengah, di mana sebagian besar orang tua bekerja di layanan publik. Kepala sekolah adalah laki-laki berusia 50-an. Di bawah kepemimpinannya beberapa perubahan inovatif telah dilaksanakan termasuk pembentukan kelas dengan kurikulum dan kelas akselerasi yang distandardisasi secara

internasional. Prestasi akademik dan non-akademik siswa yang tinggi telah dipertahankan atau ditingkatkan. Sebagai contoh, pada tahun 2003 95 persen lulusannya diterima di universitas bergengsi, sementara pada tahun 2004 96,5 persen lulusannya diterima, dengan beberapa menerima beasiswa dari universitas di Singapura, Jepang dan Belanda.

Penelitian ini dimodelkan pada pendekatan studi kasus multi-perspektif dari ISSPP. Di setiap sekolah, wawancara individu atau kelompok dilakukan dengan kepala sekolah, wakil kepala sekolah, tiga guru, satu anggota staf pendukung, dua kelompok siswa, satu kelompok orang tua, dan ketua komite sekolah. Semua wawancara direkam pada rekaman audio dan ditranskripsikan, dengan transkrip dikirim ke responden untuk diperiksa, amandemen dan penambahan jika diperlukan. Analisis dalam-kasus, di mana setiap kasus sekolah diperlakukan dan dianalisis sebagai kasus yang komprehensif dalam dan dari dirinya sendiri, telah dilakukan. Pada tahap ini, transkriping, pengkodean, dan pengkategorian data wawancara dilakukan (Cohen et al., 2000; Flick, 1998; Merriem, 1988; 1998; Miles dan Huberman, 1994; Yin, 2003). Setelah ini, analisis lintas kasus dilakukan dengan memperhatikan saran Miles dan Huberman (1994, pp. 205-6).

Analisis lintas kasus itu rumit. Secara sederhana merangkum secara superfisial di beberapa tema atau variabel utama dengan sendirinya memberitahu kita sedikit. Kita harus melihat dengan hati-hati pada konfigurasi proses kompleks dalam setiap kasus, memahami dinamika lokal, sebelum kita dapat mulai melihat pola variabel yang melampaui kasus-kasus tertentu.

Pada tahap ini, data dimasukkan ke dalam matriks dan ditafsirkan secara induktif dan deduktif. Sementara, pada kenyataannya, metode interpretasi induktif digunakan dalam tahap analisis dalam-kasus, metode deduktif digunakan untuk menghasilkan proposisi teoritis setelah menginduktif kategori induktif sejak "kapan pun seorang peneliti mendapatkan hipotesis dari data , karena melibatkan interpretasi, kami

menganggap itu sebagai proses deduktif ”(Strauss dan Corbin, 1998, hlm. 22).

Kepemimpinan sekolah yang berhasil: model Indonesia

Temuan penelitian ini disajikan dan dibahas dalam sub-bagian berikut ini didasarkan pada tema yang muncul diambil dari wawancara dengan semua responden yang disebutkan sebelumnya. Tema utama dari karakteristik dan praktik kepemimpinan para pelaku termasuk keberhasilan sekolah yang menentukan; memegang keyakinan dan nilai-nilai abadi; menganalisis konteks; mengembangkan visi dan strategi; membangun kapasitas sekolah; dan membangun kolaborasi yang lebih luas.

1. Mendefinisikan kesuksesan sekolah.

Bagaimana responden mendefinisikan keberhasilan sekolah adalah penting karena definisi mereka mencerminkan tujuan pendidikan mereka, harapan mereka dan keyakinan mereka tentang apa yang harus dicakup dalam strategi sekolah untuk perbaikan. Tiga tema muncul dari wawancara responden mengenai karakteristik keberhasilan sekolah: output siswa yang lebih baik, kondisi sekolah yang baik dan budaya sekolah yang mendukung.

2. Keyakinan dan nilai yang bertahan lama

Seperti yang ditemukan dalam penelitian lain tentang kepemimpinan sekolah yang sukses (Day, 2005; Day et al., 2000; Leithwood, 2005; Mulford dan Johns, 2004), kepemimpinan kepala sekolah dalam penelitian ini didukung oleh serangkaian keyakinan pribadi dan profesional dan nilai-nilai. Keyakinan dan nilai-nilai agama para kepala sekolah Indonesia, dan anggota lain dari komunitas sekolah, sangat kuat dan memberikan banyak pengaruh pada praktik kepemimpinan mereka, meskipun sekolah-sekolah berada di bawah administrasi MNE yang tidak secara formal religius.

Seperti yang disebutkan sebelumnya, responden khawatir dengan komitmen siswa pada agama sebagai salah satu hasil kunci. Keyakinan dan nilai agama paling penting yang ditunjukkan oleh semua responden adalah "amanah" dan IMTAQ.

3. Menganalisis situasi

Semua responden menunjukkan bahwa masing-masing kepala sekolah menunjukkan kemampuan dalam menganalisis konteks - internal dan eksternal - sekolah. Ini menegaskan bahwa para pemimpin sekolah yang sukses secara khusus mampu memahami konteks di mana mereka menemukan diri mereka sendiri (Day, 2005; Leithwood et al., 2004). Pemahaman mereka tentang konteks memberikan dasar bagi mereka untuk menggunakan fungsi kepemimpinan mereka: mengembangkan visi, menetapkan strategi, dan mendorong perubahan untuk meningkatkan sekolah. Perubahan, yang secara kontekstual sesuai telah ditemukan dalam literatur untuk menjadi efektif. Tema konteks internal sekolah termasuk kinerja sekolah yang ada, harapan masyarakat sekolah, sumber daya sekolah dan fasilitas sekolah. Sementara itu, konteks eksternal adalah harapan orang tua dan masyarakat, kebijakan pendidikan nasional, dan perubahan masyarakat. Berikut ini adalah contoh bagaimana kepala sekolah menganalisis konteks kinerja sekolah.

4. Visi dan strategi pengaturan

Ditopang oleh keyakinan dan nilai-nilai abadi mereka dan oleh pemahaman mereka tentang konteks, para pelaku (kembali) -mengembangkan visi sekolah mereka. Masing-masing kepala sekolah memiliki visi yang jelas dan realistis untuk pengembangan sekolah, dan ini jelas dibangun di atas filosofi dan nilai-nilai utama dan masyarakat yang kuat, dan

mencerminkan pemahaman mereka tentang konteks sekolah-sekolah (Green, 2000; Leithwood et al., 1999).

5. Membangun kapasitas sekolah

Salah satu keharusan sekolah yang sukses, menurut Beck dan Murphy (1996), adalah kemampuan pemimpin untuk membangun kapasitas sekolah. Kepala sekolah dalam penelitian ini ditemukan bekerja pada tiga aspek terkait kapasitas sekolah: budaya sekolah, struktur sekolah dan sumber daya sekolah. Budaya sekolah. Budaya organisasi didefinisikan sebagai manifestasi dari keyakinan dan nilai-nilai yang dibagikan oleh anggota organisasi (Jenkins, 1991). Proses penciptaan budaya dalam suatu organisasi dipengaruhi melalui pembentukan norma dan nilai, artikulasi filosofi, dan penciptaan simbol, upacara, ritual, pola interaksi orang tua dan masyarakat (Jenkins, 1991; Caldwell dan Spinks, 1998; Bush dan Middlewood, 2005). Di antara budaya yang paling penting di masing-masing sekolah adalah budaya kolaboratif dan pembelajaran.

B. Pendapat (analisis) penulis

Dalam penelitian ini model kepemimpinan sekolah yang sukses dalam konteks Indonesia dikembangkan, yang ditarik langsung dari temuan dan berdasarkan juga pada simpulan peneliti pada data dan literatur yang relevan. Dalam model ini adalah fondasi kepemimpinan para pelakunyang mendasari kegiatan kepemimpinan mereka. Selain itu, fondasi-fondasi ini ada sebagai faktor yang melumpuhkan praktik kepemimpinan selanjutnya. fungsi kepemimpinan untuk mempromosikan dan mengembangkan visi bersama, membangun harapan yang tinggi, dan menetapkan arah. selain didukung oleh tiga yayasan, komponen visi mengilhami fungsi dan kegiatan kepemimpinan lainnya.

Jurnal ini difokuskan pada karakteristik dan praktik kepemimpinan kepala sekolah di sekolah-sekolah yang sukses di Yogyakarta, Indonesia. Ini juga mengembangkan model kepemimpinan sekolah yang sukses di Indonesia. Setelah melakukan serangkaian studi tentang kepemimpinan sekolah, mengusulkan serangkaian inti praktik kepemimpinan dasar yang berharga di hampir semua konteks sekolah. Tiga praktik utama ditemukan dalam hal inti ini:

(1) pengaturan arah termasuk membangun visi bersama, mengembangkan konsensus tentang tujuan dan prioritas, dan menciptakan harapan kinerja tinggi;

(2) mengembangkan orang termasuk memberikan dukungan individual, menawarkan rangsangan intelektual, dan pemodelan nilai-nilai dan praktik penting; dan

(3) mendesain ulang organisasi termasuk membangun budaya kolaboratif, menciptakan dan memelihara struktur pengambilan keputusan bersama dan proses, dan membangun hubungan dengan orang tua dan masyarakat yang lebih luas.

Output siswa yang lebih baik dipahami oleh responden sebagai memiliki dua indikator utama: akademik dan non-akademik. Prestasi akademik ditunjukkan oleh kinerja siswa di Ujian Nasional dan oleh jumlah lulusan yang memperoleh tempat di universitas yang sangat dihormati. Prestasi non-akademik ditunjukkan oleh komitmen siswa untuk agama dan moralitas dan dengan kegiatan dan pencapaian mereka dalam program ekstra kurikuler. Komitmen siswa untuk beragama merupakan perhatian utama bagi semua responden dalam menentukan apakah sekolah berhasil atau tidak. Salah satu kriteria keberhasilan adalah sekolah mengembangkan siswa dengan kinerja dan moralitas yang baik. Sekolah yang sukses memiliki penekanan yang seimbang antara IMTAQ dan IPTEK.

Beberapa responden, seperti ketua komite sekolah SMANs B dan C, menyatakan bahwa output siswa yang lebih baik adalah hasil dari

proses pendidikan sekolah yang efektif, yang termasuk kepemimpinan dan manajemen sekolah, fasilitas sekolah, dan budaya sekolah. Dalam kepemimpinan dan manajemen sekolah, keterlibatan yang lebih luas dari pemangku kepentingan sekolah dalam proses pengambilan keputusan diyakini menjadi salah satu karakteristik keberhasilan sekolah. Ini menegaskan temuan sebelumnya dari pemimpin sekolah yang efektif yang memiliki kemampuan untuk mengembangkan visi bersama, dan yang mempromosikan pengambilan keputusan partisipatif

"Amanah" ditemukan sebagai nilai yang paling berpengaruh dalam kepemimpinan setiap kepala sekolah. Itu adalah nilai yang menurutnya para pelaku menganggap pekerjaan mereka sebagai sesuatu yang dipercayakan kepada mereka (biasanya dengan referensi untuk dipercayakan oleh Tuhan) untuk memenuhi sebagai dengan sempurna yang mereka bisa. Untuk khusus SMAN "Amanah" terkait dengan akuntabilitas karena dia bertanggung jawab tidak hanya kepada otoritas yang lebih tinggi, murid, dan anggota lain dari komunitas sekolah, tetapi juga kepada Tuhan. Konsep "amanah" didukung oleh ajaran Islam. Sebagai contoh, dalam Al-Qur'an (Kitab Suci Islam), dinyatakan bahwa umat manusia harus memberikan kembali amanah kepada mereka yang memiliki hak untuk itu (Bab 4:58). Seorang komentator klasik dan terkemuka dari Al-Qur'an, al-Mawardi (1992, hal. 498), menggambarkan "amanah" sebagai pemimpin dan sumber daya yang dipercayakan yang harus dipenuhi oleh setiap orang yang telah diberikan kepada mereka.

IMTAQ (dibangun dari kata-kata Iman dan Taqwa, yang berarti iman dan kesalehan) adalah keyakinan dan nilai agama lain yang umumnya dipegang oleh setiap kepala sekolah dan disebutkan oleh hampir semua responden. Nilai ini secara eksplisit dinyatakan sebagai salah satu tujuan pendidikan nasional (Departemen Pendidikan Nasional) dan karena itu telah menjadi salah satu nilai inspirasional bagi anggota komunitas sekolah masing-masing sekolah. Ini terbukti dalam definisi

keberhasilan sekolah mereka yang dicatat sebelumnya, dan dalam visi dan strategi sekolah.

Otoritas suci ini, yang mengacu pada otoritas ketaatan keagamaan, otoritas norma-norma profesional atau komunitas dan tujuan bersama, dan otoritas cita-cita demokrasi atau cita-cita lainnya (Sergiovanni, 1992, hal. 12), menyediakan seperangkat keyakinan dan nilai-nilai untuk kepala sekolah. Kumpulan keyakinan dan nilai ini digambarkan sebagai jantung kepemimpinan mereka, yang kemudian memandu kepala (pemikiran dan strategi) dan tangan (keputusan dan tindakan) dari kepemimpinan (Sergiovanni, 1992, 2005). Otoritas sakral ini telah memberikan keyakinan kepada para pelaku bahwa apa yang mereka putuskan dan lakukan dalam prinsipal mereka adalah benar dan didasarkan pada fondasi etis yang kuat.

Nilai-nilai lain yang dipegang oleh para pelaku dan berpengaruh dalam kepemimpinan mereka termasuk: keterbukaan, transparansi, sentralitas siswa, kepercayaan, kepedulian, kolegialitas, rasa hormat, "kekeluargaan", dan nilai-nilai Jawa. Sementara sisa nilai-nilai itu juga ditemukan dalam studi-studi lain tentang kepemimpinan sekolah yang sukses, nilai "kekeluargaan" adalah unik bagi para pelaku ini. Istilah ini berarti hubungan keluarga. Nilai ini ditemukan sebagai hal yang sangat penting untuk membantu mengembangkan kerja tim sekolah yang efektif, yang menciptakan budaya kebersamaan dan kolaborasi. Nilai kekeluargaan diartikulasikan dalam berbagai cara dan pada kesempatan yang berbeda.

Setiap kepala sekolah wajib menganalisis kinerja sekolah, terutama dalam hal prestasi siswa, relatif terhadap hasil tahunan Ujian Nasional, dan pertunjukan sekolah lain. Ini menegaskan Leithwood dan Riehl (2003) menyimpulkan bahwa pemimpin yang efektif dapat mengidentifikasi kinerja organisasi sekolah melalui berbagai indikator, dan menggunakan informasi tersebut untuk menetapkan kembali sasaran dan strategi. Dalam melakukan analisis ini, para kepala sekolah mengundang anggota

masyarakat lainnya untuk menganalisis dan merefleksikan kinerja sekolah sejauh ini, mentransmisikan rasa dan kemampuan pemikiran analitis dan kritis, dan penyelesaian masalah bagi mereka:

Dalam setiap pertemuan, kepala sekolah menekankan pentingnya analisis diri sekolah untuk merencanakan program perbaikan yang tepat. Kami sekarang melihat bahwa antusiasme komunitas ke sekolah anak-anak mereka di sini relatif tinggi.

Mewujudkan sekolah yang unggul dan terdepan dalam penyelenggaraan pendidikan dan pengajaran untuk menghasilkan lulusan yang memiliki IMTAQ, Akhlak, dan penguasaan IPTEK dalam dunia global. Proses penglihatan terdiri dari dua tahap.

Pertama, visi itu dirumuskan, dan kedua, itu disebarluaskan kepada semua pemangku kepentingan sekolah.

Kedua, visi itu disebarluaskan kepada semua pemangku kepentingan, termasuk orang tua, siswa, komite sekolah dan komunitas yang lebih luas.

Untuk mewujudkan visi sekolah, masing-masing kepala sekolah menetapkan strategi, yang diklasifikasikan menjadi tiga:

1. Strategi pra-kondisional,
2. Strategi inti, dan
3. Strategi pendukung.

Strategi pra-kondisional termasuk yang sengaja dimaksudkan untuk menciptakan pra-kondisi untuk implementasi strategi inti yang efektif. Ini termasuk mempromosikan disiplin di antara komunitas sekolah dan memotivasi mereka. Strategi inti mengacu pada strategi akademik dan non-akademik untuk meningkatkan prestasi siswa. Dari strategi akademik yang umum ditemukan di setiap sekolah, adalah pemahaman materi dan pengayaan untuk siswa kelas 11 dan 12. Sementara itu, strategi non-akademik mengacu pada kegiatan ekstra kurikuler seperti olahraga dan seni.

Ada strategi unik untuk setiap sekolah. Di SMAN B, misalnya, kepala sekolah menerapkan strategi "pelayanan prima" atau layanan tingkat pertama kepada masyarakat. Melalui strategi ini, kepala sekolah menginginkan semua stafnya menempatkan siswa dan orang tua sebagai "pelanggan" nomor satu. Di SMAN C, strategi khusus dalam bentuk program internasional dan kelas akselerasi dibentuk oleh kepala sekolah bersama dengan para pemangku kepentingan untuk mencapai satu aspek visi sekolah untuk "go international". Kepala SMAN A memfokuskan strateginya pada peningkatan kurikulum dan kualitas pembelajaran untuk memfasilitasi hasil siswa yang lebih baik. Strategi pendukung termasuk peningkatan fasilitas sekolah, menciptakan budaya dan struktur sekolah, dan mengevaluasi program sekolah secara sistematis. Strategi pendukung dikembangkan untuk memfasilitasi dan memungkinkan untuk menerapkan perubahan secara efektif dan memulai perbaikan.

Untuk itu, nilai kekeluargaan adalah fondasi bagi para pelaku untuk menumbuhkan pembentukan kerja tim dan budaya kolaboratif. Masing-masing kepala sekolah menciptakan simbol dan ritual yang sesuai untuk mendukung penciptaan budaya semacam itu. Sebagai metode formal, misalnya, masing-masing kepala sekolah melibatkan guru, staf, orang tua, siswa, dan anggota komite sekolah dalam proses pengambilan keputusan sekolah:

Saya pikir strategi yang paling penting yang telah diterapkan oleh kepala sekolah adalah mengoordinasikan upaya di antara komunitas sekolah. Semua orang merasa bersatu dan bersama. Ketika koordinasi yang baik terbentuk, setiap kebijakan dapat dengan mudah diimplementasikan.

Dalam hal metode informal, seperti yang dibahas sebelumnya, para pelaku, misalnya, melakukan kegiatan rekreasi staf, arisan haji, kegiatan olahraga, dan acara-acara keagamaan dan sosial, yang dimaksudkan untuk membangun kedekatan emosional di mana budaya kolaboratif diciptakan. Budaya belajar adalah kepedulian lain untuk masing-masing

kepala sekolah dalam memungkinkan penciptaan organisasi pembelajaran di sekolah, yang terlihat dalam literatur sebagai komponen penting dalam peningkatan kapasitas sekolah (Tomlinson, 2004). Dengan demikian, masing-masing kepala sekolah memupuk pertumbuhan profesional di antara guru dan staf, dan menunjukkan contoh yang tepat tentang bagaimana ia melakukannya untuk dirinya sendiri. Masing-masing dari mereka juga menyarankan nilai budaya yang kompetitif dengan memberikan penghargaan bagi para guru dan staf yang berkinerja baik.

Struktur sekolah. Strategi penting dalam mendesain ulang struktur sekolah oleh masing-masing kepala sekolah adalah untuk mendistribusikan kekuasaan dan kepemimpinan dengan mendelegasikan pekerjaan dan tanggung jawab kepada anggota lain dari komunitas sekolah. Akibatnya, mereka menginginkannya untuk memberdayakan staf, guru dan bahkan siswa khususnya dalam hal pengembangan kepemimpinan, seperti juga ditemukan dalam konteks lain (Gurr et al., 2005; Leithwood et al., 1999; Leithwood dan Riehl, 2003). Namun, pemberdayaan melampaui sekadar berbagi atau proses pengambilan keputusan kolejal, dan membutuhkan distribusi kekuasaan yang tulus dari kepala sekolah kepada guru atau staf lain (Jenkins, 1991). Dalam setiap kasus, tampaknya ada sedikit perlawanan terhadap distribusi kepemimpinan dari staf, yang mungkin dihasilkan dari budaya sentralis yang lama [3] dengan lebih dari tiga dekade di bawah pola pikir budaya sentralis ini (Bjork, 2003; Jalal dan Supriadi, 2001; Rubiannor, 2003).

dalam mendesain ulang struktur sekolah, masing-masing kepala sekolah menggunakan ekstra hati-hati, terutama dalam mengubah atau mengganti staf. Mengubah atau mengganti staf secara umum ditemukan menjadi masalah yang sangat sensitif bagi para pelaku untuk melakukan, terutama pada periode awal kepala sekolah mereka. Jika tidak dihitung dengan hati-hati, karena semua kepala sekolah mengatakan, itu bisa menjadi kontra-produktif terhadap upaya perbaikan dan strategi yang

dikembangkan. Namun, restrukturisasi membutuhkan keberanian untuk mengambil risiko.

Sumber daya sekolah. Sumber daya sekolah juga merupakan komponen penting dari kapasitas sekolah yang menjadi perhatian para pemimpin sekolah. Ada dua aspek penting dari komponen ini - sumber daya manusia dan sumber daya keuangan. Masing-masing kepala sekolah dalam penelitian menunjukkan kemampuan luar biasa untuk mengelola kedua sumber daya ini untuk mendukung pengembangan kapasitas sekolah:

(1) Pengembangan sumber daya manusia. Pengelolaan sumber daya manusia dan pengembangan profesional penting bagi organisasi yang sukses (Moorhead dan Griffin, 1998; Riley dan MacBeath, 1998; Smith, 1995). Pengembangan profesional yang diprogramkan dengan baik akan sangat mungkin berkontribusi pada proses organisasi yang efektif, terutama dalam mendukung pembentukan organisasi pembelajaran. Dalam penelitian ini, masing-masing kepala sekolah menunjukkan kepedulian yang tinggi dalam pengembangan profesional dirinya, gurugurunya dan stafnya.

Untuk pengembangan profesional guru dan staf, masing-masing kepala sekolah menganggap motivasi sebagai faktor penting untuk meningkatkan kinerja mereka. Banyak metode digunakan untuk memotivasi mereka, termasuk pemberian penghargaan dan dukungan individual, penekanan pada kinerja sekolah di setiap pertemuan, dan pemantauan berkelanjutan dan evaluasi kinerja staf. Masing-masing kepala sekolah memberikan berbagai jenis penghargaan untuk guru dan staf termasuk pujian ketika mereka melakukan pekerjaan dengan baik, dan imbalan materi seperti bonus dan upah meningkat, dll. Dalam kata-kata responden, penghargaan ini disebut sebagai "kesejahteraan" (kesejahteraan) , yang meliputi kesejahteraan psikologis, spiritual, fisik dan keuangan.

Penyediaan dukungan individual, karakteristik kepemimpinan sekolah yang sukses lintas konteks (Leithwood dan Duke, 1999), adalah ciri kepemimpinan para pelaku dalam penelitian ini. Kepala sekolah memberi perhatian kepada guru sebagai individu, menanyakan tentang kesejahteraan pribadi dan keluarga mereka (ditemukan juga dalam Jacobson et al., 2005), serta masalah profesional mereka. Mereka ingin memberikan saran untuk memecahkan masalah. Masing-masing dari mereka juga terbuka dan terlihat bagi para guru untuk melihatnya dan mendiskusikan masalah apa pun dengannya.

Berkenaan dengan konteks pendidikan Indonesia, gaji guru sangat rendah (Asia Times, 2000; Bjork, 2003; Sutjipto et al., 2001). Akibatnya, banyak guru Indonesia bekerja juga sebagai pekerja paruh waktu di bidang pekerjaan lain, seperti ngojek (pengendara sepeda motor untuk transportasi umum). Oleh karena itu, kenaikan gaji penting untuk memberi guru dan keluarga mereka standar hidup yang lebih baik. Beberapa guru yang diwawancarai dalam penelitian ini menegaskan bahwa karena kepala sekolah saat ini mereka tidak harus menemukan pekerjaan paruh waktu untuk memenuhi kebutuhan finansial mereka karena mereka telah menerima gaji yang lebih baik dari sekolah. Dengan demikian, mereka dapat berkonsentrasi lebih efektif pada pekerjaan mengajar mereka.

(2) Pengelolaan sumber daya keuangan. Masing-masing kepala sekolah mampu mengelola sumber keuangan sekolahnya dan dideskripsikan sebagai rajin dalam mencari berbagai sumber dana sekolah dan membangun kemitraan dengan sumber-sumber semacam itu untuk keuntungan sekolah. Akibatnya, pemerintah tidak hanya menawarkan pendanaan reguler, tetapi juga sumber-sumber swasta seperti perusahaan bisnis dari basis nasional dan internasional telah menyediakan dana. Kunci untuk upaya mencari dana ini adalah keterampilan komunikasi yang telah dikuasai oleh para kepala sekolah (Leithwood, 2005).

Apa yang tampaknya menjadi ciri khas dalam setiap kasus adalah akuntabilitas kepala sekolah untuk penggunaan dana tersebut. Ini ditingkatkan melalui keterlibatan berbagai pemangku kepentingan sekolah dalam proses perencanaan pembangunan sekolah, yang dilakukan setiap tahun. Pertemuan reguler lainnya antara sekolah dan masyarakat termasuk orang tua dan komite sekolah diadakan untuk mengevaluasi pelaksanaan program sekolah. Laporan tentang pendanaan sekolah diberikan, dan tunduk pada pertanyaan atau audit internal.

Membangun kolaborasi yang lebih luas Masing-masing kepala sekolah menunjukkan kemampuan untuk mempromosikan dan membangun kolaborasi dan kemitraan dengan tidak hanya anggota komunitas sekolah langsung, tetapi juga komunitas yang lebih luas. Kemampuan ini adalah kongruen dengan sifat manajemen berbasis sekolah di mana kepala sekolah diberi kebebasan lebih dalam membuat keputusan tentang urusan sekolah mereka. Contoh jaringan yang dibangun oleh para kepala sekolah adalah mereka yang memiliki universitas dan institusi pendidikan lainnya. Ini juga termasuk kemitraan dengan perusahaan yang menyediakan dana dalam bentuk beasiswa untuk siswa.