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# PROCEEDINGS

**International Conference on  
Educational Management and Administration  
& The 4<sup>th</sup> Congress of ISMaPI**

**“THE CHALLENGES OF EDUCATIONAL MANAGEMENT AND  
ADMINISTRATION IN COMPETITIVE ENVIRONMENT”**

15<sup>th</sup> - 17<sup>th</sup> April 2016  
Grand Clarion Hotel, Makassar



Organised by:  
Universitas Negeri Makassar  
Ikatan Sarjana Manajemen Pendidikan Indonesia

# **PROCEEDINGS**

## **International Conference on Educational Management and Administration & the 4<sup>th</sup> Congress of ISMAPI**

**“The Challenges of Educational Management And  
Administration in Competitive Environment”**

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**Badan Penerbit UNM**

International Conference on Educational Management and Administration  
& the 4<sup>th</sup> Congress of ISMAPI

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Faridah

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## About CoEMA

CoEMA stands for the International Conference on Educational Management and Administration. It is hosted by Universitas Negeri Makassar in collaboration with ISMAPi, the Association of Indonesia Educational Management Scholar. This conference aims at bringing knowledge and good practices together from different perspectives. Linking theory, practice and research is a challenge to improve the quality of education. The speakers and participants are vary from academics, education practitioners, teachers, school principals, policy makers, and students.

We would like to thank everybody who has helped to organize the Conference. We thank all the speaker, the presenters and all the participants. Special thanks is given to the Rector of Universitas Negeri Makassar and the National Board of ISMAPi for their support and fruitful feedback during the preparation of the Conference.

Makassar, 14 April 2016  
Conference Committee

Prof. Dr. Syamsu A. Kamaruddin M.Si

## Forewords by Rector UNM

I would like to congratulate the committee for its success in organizing the conference. This international conference is part of the university role in sharing and developing knowledge in the field of educational management and administration. I believe, the presence of various presenters and participants has contributed to the future development of knowledge and practices in the field.

This conference is just a beginning of the next journey in linking the theories and practices in the field of educational management and administration. Further partnership among scholars and universities will allow us to gain deeper understanding about the field. It is expected this conference will add new insight in improving the quality of educational management and administration in this dynamic environment.

Appreciation should be given to those who have helped and participated in this conference. Hopefully, this conference has given us opportunities to do more research collaboration and challenged our ideas about what educational management and administration should be.

Makassar, 14 April 2016  
Rector of UNM

Prof. Dr. Arismunandar, M.Pd



# **PROCEEDING BOOK**

## **The International Conference on Educational Management and Administration & the 4<sup>th</sup> Congress of ISMAPI**

**Theme:**  
**“The Challenges of Educational Management and  
Administration in Competitive Environment”**

### **Topic Areas**

1. School and University Governance
2. Quality Assurance in Education
3. Leadership & Organizational Culture in Education
4. Innovation in Teaching and Learning
5. Entrepreneurship in Education
6. Professionalism of Education Personnel

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# Model Of Principal Leadership On Pentalungan Culture Background

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**Abstract:** This study aimed to (1) describe characteristics of the principals leadership in the Pentalungan culture, (2) describe the values applied by schools in Pentalungan culture, and (3) identify the model of improving teachers professionalism in Pentalungan cultural. This study used qualitative approach with sociological phenomenology research design. The data source consists of two kinds, namely human (principals, teachers and students), and non-human (literature and relevant printed materials). The technique of collecting data used interviews, observation and documentation. Data were analyzed by descriptive qualitative method. Results of the study were: (1) values that are applied by the school based on Pentalungan culture and Islamic values, and (2) characteristics of principals leadership were open, thoughtful and authoritative, especially in decision-making by involving all teachers, and (3) teachers professional development to improve the ability of school personnel carried out in various techniques.

**Keywords:** principal leadership, pentalungan culture

## 1 INTRODUCTION

Successful schools were determined by the success of the their principals leadership. This also applies to the success principals leadership of elementary school. The elementary school is one of the main educational organizations in basic education. Basic education aims to provide basic ability for learners develop their life as personal, community members, citizens, and members of the human race, and to prepare students continue secondary education (Undang-Undang Republik Indonesia Nomor 20 Tahun 2003).

Ada banyak pandangan yang mengkaji tentang peranan kepala sekolah dasar. Campbell, Corbally dan Nyshand (1983) mengemukakan tiga klasifikasi peranan kepala sekolah dasar, yaitu: (1) berkaitan dengan hubungan personal, sebagai simbol organisasi (*figure head*), pemimpin (*leader*), dan penghubung (*liasion*), (2) berkaitan dengan informasi, sebagai pemonitor, *disseminator*, dan *spokesman* organisasi, dan (3) berkaitan dengan pengambilan keputusan, sebagai *entreneur*, *disturbance handler*, penyedia segala sumber, dan negosiator.

Sergiovanni (1991) distinguished principals tasks into two kind: administrative process (planning, organizing, coordinating, communicating, influencing, and evaluating), and cultivated fields of

education (school programs, student, personnel, funds, physical facilities, and relations with the public). While Duignan (2004) noted effective principals had a variety of sufficient capacity, include: educational capabilities, personal capabilities, relational capabilities, intellectual capabilities, and organizational capabilities.

Effective principal leadership should also consider local cultural characteristics of community where they served. This also applies in the Madurese culture in Java (Java-Madurese or Pentalungan culture). Pentalungan community typically did not difference with the Madurese. Similarly a matter of obedience, bigotry and adherence to cultural values in Madurese community, namely the doctrine or concept of *bhuppa' bhabhu' guru rato* (father, mother, teacher and government). Their obedience also brought into formal relationship patterns.

In everyday behavior, although they appeared to behave rude as character of Madurese Island, Pentalungan community were known as accommodative, tolerant and respect for diversity community. If they're not happy, they will soon tell it. In this area is almost never a conflict between ethnic groups. Conflicts may occur because of social, economic, political, indigenous and non-indigenous, or religious matters. In a further development, Pentalungan culture had nuances of Islamic. It happened because ulama and kyai are not

only be a role model, but they are also a figure who have power of some political forces.

According Yuswadi (2001) there are some of general characteristics for Pendalungan society, namely: tend to be open and adaptable, most of the more expressive, tend to have harsh character, temperamental, transparent and dislikes preamble, uphold the primary relationship, have relatively strong kinship, so that the resolution of issues is often conducted together, tend to be paternalistic, decision to act following decision taken by figures who become a model, is still largely confined to oral tradition of the first stage, with traits: chatty, talking about disgrace of others, afraid to deviate from thoughts and opinions generally accepted, most of the traditional agrarian, located mid-way between the agrarian and industrial societies; traditions and myths take a dominant place in daily life.

## **2 METHOD**

This study used a qualitative approach to answer problems in the comprehensive study (Bogdan and Biklen, 1998; Yin, 1999). The research is a phenomenological sociological, where the design could be primarily used for the development of the theory of adaptation of research setting (Bogdan and Biklen, 1998). This study used a modified method of analytic induction.

Researchers act as a key instrument at the same time as the data collector to understand the meaning, value interaction and different local value. The research were conducted in elementary schools in Bondowoso regency. The data source consists of two kinds, namely human (principals, teachers and students), and non-human (literature and printed materials about principal leadership of elementary schools).

Data collecting was done by using snowballs sampling technique. Furthermore, data were collected through: interview, observation and documentation techniques (Marshall and Rossman, 1989). Data analysis were conducted by descriptive qualitative method in accordance with guidance Bogdan and Biklen (1998) and Miles and Huberman (1992). Checking validity of data were done in three ways: (1) credibility, carried out using triangulation techniques both techniques triangulation and data source triangulation, (2) dependability, done by asking for help experts and those who understand this research, and (3) confirmability, by performing reexamination of data obtained by requesting further confirmation to the informant.

## **3 RESULTS AND DISCUSSION**

### **3.1 Results**

#### **3.1.1 Principals Leadership Characteristics in the Pendalungan Culture Background**

Principal in carrying out its leadership should involve all school personnel. Personnel involvement was mainly done for making strategic decisions, for example formulation of vision, mission and programs of school. Decision making related to the formulation of vision, mission and school programs were conducted by the principals involve all teachers and school committees. This activity aimed to make all school personnel and school committees can work together for success of school programs that have been set.

Involving all school personnel and school committee in setting vision, mission and school programs proved very effective perceived by principals in performing duties and functions as a principal. In addition, principals also conducted meetings with teachers to deliver variety of school activities program implemented.

The involvement of all components of the school in setting vision, mission and objectives of school appeared at the realization. Their vision includes faith and devotion to God and also contains science and technology. Almost every wall or point of focus of school community, their vision and mission of school were displayed.

While principals leadership, teachers stated that principals are open to the policies made by involving all teachers, especially in making school programs. Principals always accept feedbacks or suggestions given by school personnel associated with the policy.

According to teachers, leadership were applied by principals including open, thoughtful and authoritative leadership, especially in decision-making. In addition, the principal in carrying out its duties are always pay attention to needs school personnel and friendly to anyone who encountered. In conducting their duty to execute school programs, principals delegated learning tasks to teachers. The delegation of tasks to teachers and other school personnel by principals so that principal task becomes lighter and focus on what is done.

#### **3.1.2 Values Applied by the School in the Pendalungan Culture**

Schools can not be separated from society cultural values who surrounded them. Community cultural values surrounding schools should be a part of cultural values are internalized and applied in school life. There is no school because there is no society. So the presence of community is very important for the sustainability of school.

Planting islamic values as part of cultural values of Pandalungan community had done since starting from an early age, especially in schools. Behavior of school community who are religious looks at life at this schools. All school community members applied values taught by Islam values and community local cultural values who inherited.

Values are applied in this school community are very thick with the teachings of Islam values. It's because of Bondowoso society constitute the majority of Muslims and obey Kyai and ulama. So that all aspects of life in Bondowoso district based on religious life, so were in the school system.

### **3.1.3 Model of Improving Teacher Professionalism by Principals in the Pandalungan Culture Background**

Improving quality of education and learning in the school had been conducted by principal with improvement program of teachers competence and professionalism. The program had been planned through teachers meetings and various opportunities so that all teachers understand each their tasks.

Activities to increase teachers professionalism had been programmed by principals through teachers meetings so that before executing it has gained a lot of feedback from teachers. Activities for professional development of teachers and student activities done on Saturday, so it's not interrupt teaching and learning process.

Teachers professional development in order to improve the ability of school personnel carry out their duties and functions performed in various techniques. Various activities of teachers professionalism improvement have been planned by principals. All teachers participated to the success of the activities that have been programmed. The success of the school will appear if all of the school community support programs that have been planned.

## **3.2 Discussion**

### **3.2.1 Principals Leadership Characteristics in the Pandalungan Culture Background**

Principal in carrying out its leadership should involve all school personnel and the school committee. The involvement of all personnel and school committee is very important to keep the school components can work together for the success of all school programs that have been set. This is in accordance with the characteristics of leadership that leadership is the process of actuating, influencing and guiding others in order to achieve organizational goals (Feldmon, 1998; Newell, 1997). Involvement the school personnel, for example in the formulation of the vision, mission and school programs.

Involving all school personnel and school committee in implementing school programs proved very effective perceived by principals in carrying out its duties and functions as a principal. Principals and school personnel help each other to achieve better schools quality. Because of success of the school is actually determined principals success in carrying out their roles and duties. There are many views that studies principals role. Campbell, Corbally and Nyshand (1983) presents three classifications principals role of primary school, namely: (1) roles related to personal relationships, include symbols organizations (figurehead), a leader, and a liaison, (2) role related information, including monitors, disseminator, and spokesman that disseminates the information to all of organization's environment, (3) role with regard to decision-making, which includes entrepreneur, disturbance handler, provider of all sources, and negotiator.

While leadership was exercised by principals, teachers stated that principals were open, thoughtful and authoritative, especially in decision-making by involving all teachers produce school programs. Owens (1991) notes that quality of leadership is primary means to achieve organizational goals. Therefore, in order that principals could carry out its duties effectively, they absolutely must be able to apply good leadership.

Principal in carrying out their duties always pay attention to needs of school personnel and always friendly to anyone who encountered. Besides that, in performing their duties, principals especially delegated tasks of learning to teachers. Delegation of tasks to teachers and other school personnel in order to principals job becomes lighter and focus. The balance between task orientation and people

orientation on the leadership is situational leadership style.

This leadership style was very effectively done by the principal. Some research indicated that leadership orientation that emphasizes the people tend to be more effective and whereas some other studies have shown that the leadership orientation that emphasizes the task was more effective (Feldman and Arnold, 1983; Hoy and Miskel, 2005; Gorton and Schneider, 1991). This is due to the characteristics of different organizations, so it developed a situational leadership approach where effective leadership is leadership that can adapt to conditions and situation of the organization. Some components to consider are subordinate circumstances, demands of work, and organizational environment (Newell, 1997; Owens, 1991; Hoy and Miskel, 2005). Principals have been able to adjust their style of leadership in accordance with demands of the situation are successful principal.

### **3.2.2 Values Applied by the School in the Pentalungan Culture**

Schools can not be separated from cultural values of people who surrounded them. Community cultural values surrounding the schools should be a part of cultural values that are internalized and applied in school life. Existence of the community is very important for sustainability of school.

The elementary school is an organizational system. As a system of organization, primary schools can be viewed from two sides, namely: the organizational structure and organizational behavior. One of the many attributes that are associated with interaction of individuals behavior within organization is organizational culture. Greenberg and Baron (1995) emphasizes the organizational culture as a cognitive framework that contains attitudes, values, norms, behavior, and expectations are owned by members of organization. By using sociological and psychological approach, Getzel and Guba argued that organizational behavior is influenced by two dimensions: institutional dimension (nomothetic dimension) and individual dimensions (ideographic dimension) (Lunenberg and Orstein, 2000).

Schools in Bondowoso district, especially primary schools, emphasis on the cultivation of character or akhlakul karimah. According to community leaders that education functions to instill the values of good manners to their students. Values of character had been instilled by leaders of education in Bondowoso are values that exist in

society and Islamic values. But apparently values had been developed in Bondowoso community constitute Islamic values that have been fused with values of local culture or as part of cultural values in Pentalungan society. So that values of these communities remain sustainable, many schools in Bondowoso district incorporate these values into everyday life at school.

School community behavior who were religious appear in the daily school life. All school community members had applied the values were taught by Islam and cultural values of local communities who taught hereditary.

Values had been applied in the school community are very strong with the teachings of Islamic values. Bondowoso community constitute the majority of Muslims and obey Kyai and ulama. So that all aspects of life in the Bondowoso district based on religious life, where schools in Bondowoso also applied this values in the school system.

The characteristics according to characteristics of society transition or Pentalungan community. In everyday behavior, transition society or Pentalungan community are very accommodative, tolerant and respect for diversity. If they're not happy, they will soon reveal. Conversely, if they feel happy, they will soon tell it. In this area is almost never a conflict between different ethnic groups. Conflict ever and may occur, caused conflict in form of jealousy of an economic, political, indigenous and non-indigenous, or religious nuances. In a further development, Pentalungan community culture had felt Islamic nuance. It happened because in this region ulama and kyai aren't just be a role model, but also a figure who has strong power in some political forces. Pentalungan community are most of the traditional agrarian, located mid-way between the traditional society and the industrial society; traditions and myths are dominant in their daily life (Sutarto, 2006).

### **3.2.3 Model of Improving Teacher Professionalism by Principals in the Pentalungan Culture Background**

Principals had planned and implemented several program to improve quality of education and learning in the school. Improving quality of education and learning had conducted through increased teachers competence and professionalism. The program was planned by principals through teachers meetings and the various opportunities that exist, so that all teachers understand each their tasks. Improvement program for teachers professionalism

is important, so that teaching and learning process in accordance with government policy. According to Bakar and Nurjan (2009:1) teachers professionalism is a level of individual performance in executing a job as a teacher who is supported by the skills and code of ethics.

Schools have absolute professional teachers, because professional teachers are teachers who have competence to perform education and teaching tasks. In other word, a professional teacher is a person who has special ability and expertise in the field of teaching and learning so that they are able to carry out their duties and functions as a teacher with a maximum capability. As stated by Kunandar (2007:46) professional teachers are well educated and trained, and have much experience in the field.

Existence of a teacher is a professional educator in the school (Samana, 1994) in this regard as *uswatun hasanah*, administrative positions, and civic officials. Role of professional teachers is as designer (designer of learning), educator (personality development), manager (learning manager), administrator, supervisors, innovator, motivator, counselor, facilitator, and the evaluator (Uno, 2007: 22). Characteristics of teachers are some behavior or attitudes and actions of teachers both in the schools and in the society. For example, the attitude of teachers to improve services, increase knowledge, provide direction, guidance and motivation to the learners, how to dress, talk, and relate well with students, peers, and other community members (Bakar and Nurjan, 2009: 3).

Teachers should also have competence on teaching and learning process so that becomes quality education, effective, efficient, and achieve learning objectives. Teachers must develop themselves in order to high competence, because teachers function is to build dan develop learners ability professionally on teaching and learning process (Satori, 2010:2).

Teacher professional should have four competency to achieve the objectives. First, pedagogical competence, that is ability to manage learning of learners that includes an understanding of the learners, potential development of learners, planning and implementation of learning, and evaluation of learning outcomes (Bakar and Nurjan, 2009:4). Second, personal competence, that is personal capabilities that reflect personality of mentally healthy and stable, mature, wise, authoritative, creative, polite, discipline, honest, tidy (Samana, 1994:7) and being *uswatun hasanah* for learners. As stated by Ki Hajar Dewantara that a teacher should have spirit *ing ngarso sungtulodo*, *ing*

*madyo mangun karso*, *tut wuri hadayani*. Third, professional competence, that is ability of mastering learning material in depth and has a wide range of expertise in the field of education, include: mastery of teaching material, understand and development curriculum, classroom management, use of strategies, media and learning resources, has insights of educational innovation, provide assistance and guidance to learners, and others (Satori, 2010: 2). And fourth, social competence, that is ability of teachers communicate and interact with students, parents of students and the community, peer educators or colleagues and working with the board of education or school committee (Satori, 2010: 2), could play a role active in the preservation and development of society culture, and participate in social activities (Samana, 1994:56).

Teachers professional development in order to improve ability of school personnel carry out their duties and functions were performed in various techniques. There are two techniques of supervision of education, include: individual and group techniques. Individual techniques, that is technique that is performed for an individual teacher. Individual technique includes classroom visitation, classroom observation, private conversations, intervisitation, selectors of various source materials for teaching, and judge their self. While group technique, that is a technique implemented to serve more than a teacher. Group technique includes orientation session for new teachers, organizing committee, teacher meetings, groups study among teachers, discussions as a group process, exchange of experiences, workshops, panel discussions, seminars, symposium, discussion of teaching, positions library, supervision bulletin, direct reading, following the course, position organization, laboratory curriculum, and school trips for staff.

Principals have planned to improve teachers professionalism through various activities. Teachers participated to success of all activities that have been programmed. School success will appear if all of school community support programs that have been planned.

## **4 CONCLUSION AND RECOMMENDATIONS**

### **4.1 Conclusions**

Based on the research findings, this research can be summarized as follows. First, principals leadership characteristics in the *Pendalungan Culture Background*: (a) principals perform their leadership

always involve school personnel and school committee. It is intended that school personnel and school committees can work together for the success of school programs that have been established, (b) leadership applied by principals is open, thoughtful and authoritative, especially in decision-making with involving teachers, (c) principal always pay attention to needs school personnel and always friendly to anyone who met, (d) in carrying out its duties, principals delegated tasks to teachers so that principals tasks become lighter and focus on what to do.

Second, Values Applied by the School in the Pandalungan Culture: (a) schools can not be separated from community cultural values who surrounded him. Planting Islamic values as part of the cultural values of society Pandalungan had done since starting from an early age, especially in the schools, (b) values that applied in the school community were based on teachings of Islamic values, because of Bondowoso society constitute majority of Muslims and obey Kyai and ulama.

Third, model of Improving Teacher Professionalism by Principals in the Pandalungan Culture Background: (a) principals had made programs to improve quality of education and learning in schools through increasing teachers competence and professionalism, (b) the program had been planned by principals through teachers meetings and various opportunities, (c) teachers professional development in order to improve ability of school personnel performed in various techniques.

## 4.2 Recommendations

Based on the discussion and research findings, it may be recommended to: (1) Head of Education Department Bondowoso regency, this research is expected to be input in policy-making and decision-making to develop quality education in the Bondowoso regency, (2) Principals of elementary school in the Bondowoso regency, they are expected to be able to apply their leadership based on local wisdom to improve their performance and professionalism, and (3) teachers of elementary school in the Bondowoso regency, they can improve their performance and professionalism based on their local cultural characteristics.

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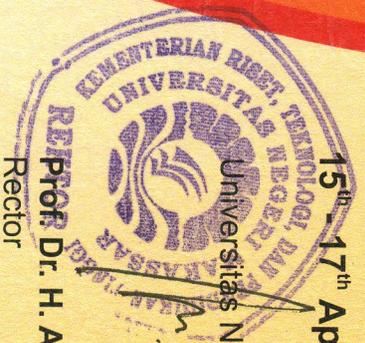
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