

Educational Leadership in Improving Vocational Education Student's Learning Success in Indonesia

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Abstract— This research aims is to find out the leadership models that can be used in increasing the learning success of students studied in Vocational schools, the increase in learning success in this research is assessed from the existing leadership models and in accordance with Education Management standards by elementary and secondary education units in Indonesia, and analyze which models are applied to these standards. Data were collected through document analysis and analyzed by descriptive and qualitative techniques. The results show that in the Ministry of Education Regulation number 19 of 2007 there are two models of leadership namely Participatory and Managerial leadership models. In conclusion, for the implementation success in terms of increasing the success of learning along with students, what is needed is a leader who can act, both as a participative leader and as a managerial leader.

Keywords— Educational Leadership - Student learning - Vocational Education.

I. INTRODUCTION

The definition of leadership is a key factor in the success of an organization and management. Leadership is an entity that directs the work of members of a certain organization in order to reach and organizational goals. Good leadership is believed to be binding, harmonizing, and also pushing the potential of organizational resources in order to properly compete.

Concepts of leadership have been offered by multitudes of writers in the field of organization and management. Leadership incorporates the individual aspect of a leader in a situational context in which the leader can apply leadership. Leadership also has collective properties which means all actions done by the leader would have a wide impact not to his/herself but to all members of the organization.

Davis (1977) defines leadership as the capacity to invite other people to reach a common goal with a high spirit condition. Good (1938) gives a wider definition in the essence of leadership, the definition is given under two limitations according to him, leadership is nothing but a mental readiness that is manifested in the form of a person's capability to give counseling, direct and manage and also rule over other people with the purpose of making them do a certain set of actions, the readiness, and capability of the leader to play a part as an interpreter or to explain about the importance, interest, future goals or purposes that is a collective goal of a group of individuals. In accordance with that, the essence of leadership is the capacity to coerce and move someone in order to reach an educational goal.

A definition of leadership is also offered by Yukl (2010), “... the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives.”

It can be concluded that the components that need to be fulfilled in educational leadership are (1) Followers, (2) Purposes, and (3) Influencing activity. An effective leader is a leader in which the leader's members can feel that their needs are being met, whether it is the need for work, motivation,

recreation, health, clothing, food, lodgings and other needs that are deemed necessary.

II. MANAGEMENT AND LEADERSHIP MODELS

The role of leaders in educational institutes as a figure is needed in terms of decision and policymaking, which in turn making sure that myriads of problems can be solved, no matter how complicated. The important aspects that need to be noted in educational leadership are as follows:

- (1) The process of a series of actions in the education system;
- (2) Influencing and setting an example;
- (3) Give orders in a persuasive and humane way but still, uphold the discipline and rules that are followed;
- (4) Followers obey orders according to their respective authorities and responsibilities;
- (5) Using authority and power within justified limits;
- (6) Move or mobilize all personnel in the institution to complete tasks so as to achieve goals, improve working relationships among personnel, foster cooperation, mobilize organizational resources and provide work motivation.

TABLE 1. Typology Models of Leadership and Management

Management model	Leadership model
Formal	Managerial
Collegial	Participative
	Transformational
	Interpersonal
Political	Transactional
Subjective	Post-modern
Ambiguity	Contingency
Cultural	Moral
	Instructional

Source: Adapted from Bush and Glover, 2002

A wide range of literature on leadership has resulted in a number of alternatives and competing models. Many authors has grouped those conceptions into several types. The most well known of which is forwarded by Leithwood, Jatzidan Steinbach (1999), which identifies 6 “models” that are

explained in article 121 on four international journals. Bush and Glover (2002) further increase this particular typology into eight models, as shown in table 1.

III. DISCUSSION

In accordance with the opening of Indonesian's Constitution year 1945, it is said that one of the goal's of education is to enrich the life of a nation, and in order to reach that purpose then the government would need to create a policy in regards to education, this policy is in Legislation No. 20 of 2003 about National Education System. Furthermore, in order to create a quality education, then every education groups would need to be able to fulfil a National Education Standard that has been agreed upon by the government, in accordance with Governances Regulation No. 19 of 2005 about National Education Standard, and also Ministry of Education No. 19 of 2007 about Educational Management by Elementary and Secondary Education Unit. In which through the program's application it would create a smart, high quality and competitive human resource both nationally and internationally.

Leadership in education other than following and fulfilling the criteria stated on Ministry of Education No 13 of 2007 about The Standard of School/Madrasah Principal, but must also work in accordance to UU Sisdiknas No 20 of 2003, PP No 19 of 2005, moreover must be according to Ministry of Education No 19 of 2007 in educational management.

In seeing the types or models of leadership that can improve student learning success, it can be analyzed based on the regulation itself, especially in Ministry of Education No. 19 of 2007 concerning Education Management Standards by the Elementary and Secondary Education Unit, said so because in managing an institution/organization, it is very necessary to have a match between the applicable rules with the management model and the leadership model that will run it. Based on this, then in this article made a study of the type of leadership that is suitable to be applied in order to increase learning success.

The education management standards as stipulated by Ministry of Education number 19 of 2007 contain six main points, namely: 1) program planning, 2) implementation of work plans, 3) supervision and evaluation, 4) school or madrasa leadership, 5) management information systems, 6) assessment specifically. Analysis of the leadership models carried out in this article will be given based on the contents of the attachment to the Ministerial Regulation.

A. Program Planning

Which contains the vision, mission, goals, and work plans of schools and madrasas. In this section, the role of the superior is seen as more equal as a worker, colleague, and work leader than as a giver of work orders or as boss. So the function of superiors here is a companion who forms a solid work team and does the division of labor, so they work on the basis of an obligation from within themselves to offer the best quality work for others, whether it is supervised or not. The Leadership Model that corresponds to every content of part A. Program Planning that contains, Vision, Mission, Objectives and Work Plans is a Participatory Leadership model, because

from every part that is in program planning it explicitly shows that decision making and school policies are determined in the participatory system, where in this case the vision, mission, goals and work plans of the school are made based on the results of cooperation between stakeholders. The principal is expected to adopt a participatory leadership strategy, so that power can be widely distributed within educational institutions.

B. Implementation of the Work Plan

In the section on Guidelines (Ministry of Education Regulation number 19 of 2007), Organizational Structure, Student Affairs, and Facilities and Infrastructure. From the description in each of these points of explanation, it can be seen that the management model used is the Formal Management model, said so because in this section, emphasizing the official elements and clear organizational structure: the formal model assumes that the organization is a hierarchical system where managers use rational ways to pursue agreed goals. From the management model that is the formal model, the Leadership model used is Managerial Leadership. Leaders in this leadership model, have authority that is legitimized by their formal positions in the organization and is responsible for supporting the activities of their organizations. Leaders in formal management are leaders who are officially given authority/power to take certain decisions. As for the Implementation of Activities, Curriculum and Learning Activities, Educators and Educational Personnel, Finance and Financing, Culture and Environment, Community Participation and Partnerships

In every description relating to the items in this section, it is clearly seen that the management model used is the collegial model, because in this case the decision making involves cooperation between the school principal, teachers, staff and school committee. So according to the management model used, the most appropriate Leadership model is the Participatory Leadership Model because control over problem solving and decision making is balanced between leaders and subordinates, leaders and subordinates are equally involved in problem solving and decision making. The two-way communication is increasingly frequency, the leader listens intensively to his subordinates. The involvement of subordinates to solve problems and make decisions more and more, because the leader believes that subordinates already have the skills and knowledge that is broad enough to complete the task.

C. Monitoring and Evaluation

In the parts about Program Monitoring, Self evaluation, KTSP Evaluation and Development, Evaluation of the usage of Educators and Educating Resources dan Accreditation of School/Madrasah,

Referring to the details and explanations, it can be seen that the management model used is the Formal Model, because it tends to treat schools / madrasas as a system, where in a system must consist of elements that have a clear organizational relationship with each other. In schools, for example, departments and sub-units interact systematically with one another and with the institutions themselves. In this case the application of this formal type of management model

is appropriate because in school management the school must still be seen as an organization.

Based on the management model used, the leadership model is the Managerial Leadership Model, because the managerial leadership model assumes that the focus of the leader should be on functions, tasks and behavior. So that managerial leadership is focused on the successful management of existing activities. This type of leadership portrays a person who is appointed by a particular organization or institution as a leader, based on official decisions and appointments to assume a position in the organizational structure, and to which rights and obligations are attached to it, to achieve the goals and objectives of the organization. In this type of leadership, the implementation of leadership is based on official rules and its scope is limited. Power in the Formal Leadership model is based on the position of an individual in an organization. Formal leadership power can come from the ability to coerce or reward or from formal authority.

D. School / Madrasah Leadership

Based on the content and explanation, it is known that the management model used is the Formal Model, because in each item the explanation is based on standards that apply nationally and also on rules that apply by default. For example in the criteria for being a principal and vice-principal of a school / madrasa, the provisions must be based on the standards of educators and education staff. Likewise, the ability to lead must follow the management standards of the education unit.

Due to the formal management model, the suitable leadership model is the Managerial Leadership Model which emphasizes the functions, tasks and behavior of school leaders. The characteristics of this formal leadership model are as follows:

- 1) Occupy a formal position on the basis of formal law (*legitimacy*)
- 2) Meet formal standard requirements
- 3) Supported by formal organizations to carry out their rights and obligations
- 4) Get material service reply
- 5) Can get a formal rank
- 6) There are sanctions for breaking the rules
- 7) Getting power and authority.

E. Management Information Systems

Based on the contents of each item, it can be seen that the tendency of the management model is the collegial model, because there is an interaction between the stakeholders and the community. The collegial model assumes that organizations determine policies and make decisions through a process of discussion that leads to consensus. Power is shared between some or all members of the organization who are considered to have a shared understanding of the goals of the institution.

The appropriate Leadership Model to be used in this management is Participatory Leadership, this is relevant to the provision of information not only obtained from school stakeholders but also involves the general public in the framework of participation.

F. Special Assessment

In accordance with the purpose of the assessment conducted and who conducts the assessment, it can be seen that the management model used is the Formal Model with the Managerial Leadership Model, because the standards and rules used in conducting the assessment are regulated and nationally standardized.

IV. RESULT AND CONCLUSIONS

A. Result

Implementation of school management is a typical process that consists of actions in the form of planning, organizing, implementing and supervising the principal to determine and achieve school goals in the form of the quality of education that has been determined through the use of human resources and other sources. So this also has an impact on the leadership model that wants to be applied.

School management is one of the factors that is very closely related to the creation of quality learning services in vocational high schools, because with the quality of school management, schools can design mechanisms for implementing learning services properly based on clear implementation procedures.

In general, the leadership skills of principals are needed to improve the quality of education in the institution they lead. The role of the principal becomes very strategic because he must lead and at the same time empower human resources directly. In this role it means that he must always have relations with people in his workplace especially those he leads, namely interactions between the principal as the leader and the teacher or staff and students as the leader. The school leadership role must be satisfying and enjoyable for the people they lead. The headmaster in communicating his thoughts must certainly be pleasing and accepted by those around him.

B. Conclusions

From the description described above, it can be seen that there are two management models that are used, namely the Formal and Collegiate models, so that this also results in the existence of two leadership models, namely the Managerial and Participatory models, so in implementing the rules contained in Ministry of Education No. 19 of 2007, in an effort to increase the success of this study, it takes a type of leader who can act, both Participatory and Managerial as well. In matters relating to rules that have been established by the government, the leadership conducted is the formal model, while the rules are local school and involve the interests of school stakeholders, the leadership model used is the participatory leadership model. So, what can be used is a blend or adaptation model between Managerial and Participatory Leadership.

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