

## **Patterns of Cultural –Based Leadership to improve the Quality of Education**

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**ABSTRACT:** The research was aimed at revealing Patterns of Cultural –Based Leadership to improve the Quality of Education at MTsN Merangin region, Jambi province. The design of the research was qualitative. The informants were teachers, Headmaster of the Madrasah Tsanawiyah, and Vice principal of Madrasah, while the key of informant was the supervisor of the school. The data were collected by using observation, interview, a list of check and documentation study. The data were analyzed by applying qualitative analysis consists of data reduction, display and drawing conclusion. The finding of the research were validated by four standards consisted of *Credibility*, *Transferability*, *Dependability* and *Comformability*. The result of the research are (1). Leadership applied at MTsN, Merangin Region, Jambi Province, are not fully democratic supervision and the duty for the teachers has not been carried to the maximum yet. (2) Cultural –Based Leadership at the school has not been fully applied yet. (3) The quality of education at the school has improved based on the assessment of Accreditation team that is A. (4) This has referred to the patterns of cultural- based leadership

**Ke words:** Pattern of Leadership, The Culture of school and Quality of Education.

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Date of Submission: 18-10-2017

Date of acceptance: 31-10-2017

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### **I. INTRODUCTION**

The success of an organisation - company, government, offices, hospitals, education, politics etc – depends on two factors; capabilities of the leader and acceptabilities of the members to reach the goal. Organisation is a place where the management works. Thus, to achieve the goal the good management is needed (Handoko (1999: 3). Management is often meant as an art beside knowledge since it deals with the relationship of the people in finishing the job. Hersey and Blancard (1992: 3) mention that management is a proses of net working among people or groups. The school is considered low or high standard, good or bad quality depends on the Headmaster as the leader of the institution. The headmaster surely wants the school to have standar quality. Then the function of the headmaster certainly plays an important role to achieve the goal. In a line with Mulyasa (2011:181) says that the main factor in achieving the quality of the education is the role of the head master as the leaders of institution. He/ she is the one who has the responsibilities to teach and influence the others in teaching activities as well as working together to reach the goal.

The problem is the quality of our education is low comparing to other countries. The quality of education in the country is lower than in the city. The the main factor is just the leadership. This paper dicusses the patterns of culture- based leadership to improve the quality of education. This involves the theory of leadership, culture of school, quality of education and leadership patterns to improve the quality.

### **II. REVIEW RELATED LITERATURE.**

#### **1.Theory of leadership.**

The word leader etymologically derived from “ to lead” then changed into “leader” then “leadership”. To lead means according to Permadi (1996:9) to pioneer, work in front, to lead, to supervise, to stimulate, to go ahead, to do earlier than, give example and motivate people to do something. In terms of lexical, leaders means someone who leads others. According to Efendi (1996:207) a leader is someone who leads others and makes them obey to do what should be done. While Higgins ( 1982: 170) defines that leader is a person who has

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followers”. Based on the definitions above it can be concluded that the leader is someone who leads others so that they volunteer to do what they are asked.

Now it is time to understand the definition from some experts about leadership. According to Terry (2010:192) leadership is the ability of someone or the leader to influence the behaviour of based on his or her desire in a certain condition. Moreover Griffin (1986:347) states that leadership is a process or property. As a process, the leader leads or coordinates the members of the group in doing the activities to achieve their goal. While as a property, the leadership is a set of characteristics that should be owned by the leader in leading his or her groups to achieve the goal. In a line with, Siagian (1993:9) in his book *Filsafat Administrasi* mentions that leadership is a motor or energy to move the resources and equipments that available in the organization.

To sum up, leadership is a process that can influence the members of the group in leading their activities in order to achieve the goal of the group. Thus discussing about leadership should be based on the theory.

#### **a. Trait Theory**

Trait theory was developed for the first time in Greek and Roma which considered that leadership is born not creation called *The Great Theory*. Thus if a person is born as a leader, certainly he or she will be the leader.

This theory says that it is the trait to determine the capacity of Leadership. Stogdill quoted by Gistituati (2009) classifies the personality factors into five categories, they are 1. Capacity, which involves intelligence, thinking sharply, verbal ability, originality, consideration. 2. Achievement which involves scholarly, knowledge, and sport achievement 3. Responsibility deals with: being trusted, having initiative, diligence, aggressive, self-confidence, and a will to pursue the dream, 4. Participation means active, and able to socialize, work in a group, easy to adapt and humorous, 5. Status: social position, economy and popularity. Selanjutnya Stogdill says that someone is not able to be a leader based on the combination of the trait only, since the influence of the trait are variety from one condition to another. In a trait theory according to Malayu(2007) the scientific analysis of the leadership starts by focusing on the leadership itself. The leader in this theory should be intelligent comparing to their members. However if the leader is too intelligent, this will not be effective since their members have difficulties to understand their leader ideas or they are not able to understand the policy which is already stated. Therefore the leader ideally is not too intelligent.

#### **b. Behaviour Theory**

Based on the research, Wijaya (1987:32-33) divides the behaviour of the leaders into two types: First, it is called *Consideration* in which the leaders shows their close relationship to their members. There are many ways such as: kind, helpful, care, ready to consult with the members and pay attention to the welfare of the members etc. Second *Initiating Structure* in which the leader claims the limitation role between the leader and the members in achieving the goal of organisation. The model can be seen from several ways: such as the members get instruction to do their works, when, how the works should be done, the result should be pursued, here the leader makes standard plan to be done.

House quoted by Robbins (2008: 68) identifies 4 behaviours of the leader: firstly Directive leader, who tells what is expected from the members, decides what work they have to finish, provide them with the guide how to do their works. Secondly Supportive leader is very kind and care with the need of their members. Thirdly, Participative leader is the one who are ready to talk to the members and listen to their suggestion before making the decision. Fourthly, the leader who has achievement orientation will state the great goal and expect the members do their best. Unlike Fiedler, House assumes that the leader is flexible and able to perform all the behaviour depend on the situation.

#### **c. Contingency Theory**

Basically, the theory is the same as Continuum theory developed by Robert Tannenbaum dan Warren. H. Schmidt. In Hersey theory, the leader of contingency has the relationship to their members, clear duty for each of them and power as the dimension of the leader. However Robert Tannenbaum and Warren.H. Schmidt use the terminology like job orientation and relationship orientation. While Fiedler in Hersey (1992:113) tend to use one continuum of the leader's behaviour by proposing two kinds of leader: the one who has job orientation and the one who has relationship orientation. Mostly evidence shows that the behaviour of the leader should focus on two different poles not to the one continuum only. Thus the leader who has good behaviour in job is not necessary good or bad in the relationship. But the combination of the two dimension can happen.

Situational leadership according to Hersey and Blanchard quoted by Gistituati is based on the relation as the following:

1. The numbers of the instruction and guide given by the leader
2. The numbers of supporting socio-emotional given by the leader

3. The level of readiness and maturation of the members in doing their job ( Gistituati 2009:125)

## **2. Culture of the School**

### **a. Definition of Culture**

Selo Soemardjan and Soelaeman Soemardi quoted by Soekanto (2002:173) define Culture as all the works, thinking and creation of the society. The works of society create technology and material that are needed by people to master their environment so that the results can be applied to the need of the society. Clifford Geertz (1991:17) defines culture as a context in which everything can be explained clearly and deeply. There is interactive relationship between education and culture, since the process of education is basically culture. In the process, education is not only to transfer the value which exists in the tradition, but also to participate actively in cultural activities and anticipates the value which probably occurs in the future. Zamroni (2000:173) states that education aims to develop three actors of culture, they are people who are aware of culture, civilized, and wildly cultured man.

### **b. Cultural Essence of School**

At school the special effective attention is given to the one who can create and keep the conducive atmosphere in learning. Reynold in Mulyasa (2011:90), proposes that the conducive atmosphere and culture at school were known by creating the nice, comfortable and discipline learning environment so that the learning process can work conductively. These are very important so that the students feel convenient and behave positively towards the school. Besides, the teachers think they are appreciated, the parents and society think that they are accepted and involved.

### **c. Characteristics of Culture**

Mulyasa (2011:91-91) mentions several indicators of the good school: 1. The aims of the school to reach the best goal is announced widely so that all the academies understand it. 2. The aim of the school should be formulated and measurable. 3. The physical facilities of school should have good maintenance and if they don't work properly the school should repair them immediately. 4. The performance of the school should be cleaned, tidy comfortable and safe. 5. The school compound are arranged in such a way so that they are green, fresh and convenient. 6. The poster and information are put in a certain and strategies

where all the academies feel proud. 8. The class should be comfortable that motivates students to learn. 9. Any events in the school should be hold in a certain time so that the learning process can not be disturbed. 10. The transitions among the activities at school should run quickly and smoothly. 11. The teachers are eager to try the new methods or techniques introduced to them. 12. Using moving-class system. 13. Create the familiarized networking. 14. Create the belief that the aims of the school can be reached so that the teachers believe that their students are able to achieve the higher competence. 15. The school emphasizes that the learning is important for schooling. 16. The expectation towards the higher achievement of the students is well-known by the students. 17. The expectation towards the higher achievement of the students is well-known by the parents. 18. All the staffs and the teachers commit to develop cultural quality in doing their daily work.

Based on the description above, it can be concluded that the culture of the school is the desire to create the conducive school in which the environment of learning is safe, comfortable, and discipline so that the learning process can run effectively and efficiently. The conducive culture is important so that the students feel convenient and behave positively towards their school. Besides the teachers feel they are appreciated, the parents and the society feel that they are involved in reaching the goal of the school.

## **3. Quality of Education**

The definition of education quality may have different meaning. However it needs one operational definition as a guide to manage the education in achieving the quality. Thus what is the quality of education? Quality in Indonesian Dictionary (KBBI) is the measurement of good or bad standard of something (Baskoro 2009:472). According to Oemar Hamalik (1990: 33) the definition of Quality can be seen from two points- normative and descriptive. In terms of Normative, quality is determined by intrinsic and extrinsic criteria. Quality of education based on the intrinsic criteria is a production of education, it means educated people based on ideal standard. While in term of extrinsic criteria, education is an instrument to educate the practical workers. In term of descriptive, the quality is determined by the equipments such as the results of the learning assessment.

There is a correlation between quality and education. Dzaujak Ahmad (1996:8) says that the quality of education is the ability of school in managing related components operationally and efficiently to the school so that it is able to generate the value of the subscription based on the standard norm. In short education is not just an simply effort but it is a dynamic activity full of challenging. The education tends to change based on the era. Therefore the education needs the effort to improve the quality suitable to the need of human being.

Indicator of education quality can be analyzed through: 1. Is any effective and efficient indicator in new students admission and the results of national examination. 2. Is any tolerance toward the dropout students or the ones who need remedial. 3. the achievement. 4. The quality of the teachers ( School Management Guide. 2000:200-2002). Another indicator is the evaluation towards the teachers quality which involves: 1. the background of the education. 2. the suitable relationship of teaching subject to the background of education, 3. the kind of upgrading and training, 4. the role in developing profession, and 5. The duty of teaching.

Thus the essence of the effectiveness is a part of the education evaluation as a main analysis unit towards its productivity. The successful of national education mission especially schooling system can be seen from the effectiveness of work and efficient results that relates to its quality and quantity as well as relevance, equity, and quality of graduates.

**The improvement steps of education quality.** The effort to improve the education is not as easy as what people think since it needs the continuity. Here are some steps to increase the quality of education.

**a. Strengthen the curriculum**

Curriculum is an important education instrument and strategy in organizing learning experience of students in laying the basic of knowledge, value, skills and expertise to form attribute capacity which is needed to face the social changing. Now the effort to improve the relevant curriculum has been done by doing revision and trials on competence based. The trials is based on an approach such as: 1. Mastery of cognitive aspect in a form of ability. 2. Mastery of comprehensive affective aspect. 3. Mastery of skills aspect in the form of professional capacity. These competence are supposed to form solid and comprehensive capacity in order not to be suspended to be ready skills. Michael (2002), Charles Quengly (2000) propose the solid and comprehensive competence should relate to other capacity. The competence requires three basic elements, they are *knowledge, skills (intellectual and participation) and disposition*. Through the effective learning process, competence and commitment for making every decision can be derived from the three basic elements. This capacity should be the main curriculum content and the basic of developing learning process in forming the competence.

**b. Strengthen the school management capacity.**

Today there are many models and modern management principles that had been used especially in business to be adopted by education. One of the adopted model is *School- Based Management*. In the framework of educational decentralization this model has been developed to be applied. It is propositioned that curriculum is based on management (MBS) : 1. this is to strengthen the value of reference which is considered as a strategy in keeping the relevance. 2. to strengthen the participation of society in all of education activities. 3. to strengthen the value preference of independence and creativities of individual or institution. 4. to strengthen and improve the functional meaningfulness of institution.

**4. Cultural-Based Leadership Patterns**

Relating to Patterns of Cultural-Based Leadership, it should be considered what “pattern” means. The word “pattern” in Indonesian Dictionary is defined as a Model, example, basic working guide ( Partanto and Dahlan, 2001:605). Leader is a process which influences the group activities led to the achievement of goal ( Lecturer Team 2011:125). While based refers to basis on and Culture deals with the concept which is important in understanding society or community in long term. Robert G. Owen in Uha says that culture is the system of value and belief which interact with others in an organisation and control system to promote behaviour norm. ( Uha 2013:5) Then Philips(1993:1) mentions the culture of School as *The beliefs attitudes and Behaviors which characterize a school*. Here value, belief, attitude dan behavior are the components of cultural essence that form the school characters.

Thus the Patterns of Culture-Based Leadership is a pattern or model of leadership based on the culture, in this case the culture of the school. According to Hoy in Efendi (1997:3), culture or School atmosphere is the wild concept refers to teachers perception in school working environment influenced by formal and informal organisation as well as the practice of school leadership.

The school as an organization has its own culture formed and influenced by value, perception and tradition , policy of education and behavior of the people within it. As an organization the school shows their specific way suitable to the core of business they run, that is learning. The culture of the school should show capability suitable to the demand of learning which grows up behavior of the students in accordance with the principle of humanity.

The culture of school consists of :1. Perception of teachers and staffs about the characteristic and quality of work at school. 2. The pattern involves behavior in the organization of school such as motivation, communication, leadership, goal setting, evaluation and supervision. 3. Teachers and staff perception which influence their performance. 4. Teachers performance that influences others (Imron. et al 2003:193).

The successful leader should have a set of talent as Rivai and Deddy (2012:20) state that the leader should have physical qualities and good nervous system, understanding the aim and the goal of organization, independent, skillful, eagers to know, humorous, adaptative, aware, realistic, communicative, entrepreneur, decision maker, intuitive, wild knowledge, high motivation, imaginative, enthusiastic. hospitality, integrity, technical expertise, decision maker, smart, teaching skill, personality and able to make a good relationship with others. Clearly, having good physical performance is not enough to be a leader, but a leader should have talent and ability to manage the organization, understand the goal, skills, humorous optimistic. honest, knowledgeable and high motivation to develop the organization and achieve the goal.

The headmaster is required to be a leader as well as to organize the teaching –learning application at his /her school. He/ she should be able to be a leader of the team which consists of teachers, staffs and the students in pursuing the process of effective and efficient teaching-learning so that the productivity of learning is able to improve the quality of education. In a line with, Permadi (1996:51) says that the application of the programme should be run consequently without distortion. Besides he /she should consider the effectiveness and efficient of factors to apply the learning process, for example the headmaster should make a team work consist of professional teachers. This is important to achieve the learning productivity in improving the quality of education.

In summary, it is not so easy to create the quality of school since it involves several relation elements especially the headmaster of the school. Thus to reach the success in leading the institution, the headmaster should decide the pattern of the leadership. The good leadership is the one which is based on culture, democratic leadership. Indrafachrudi states that the good leadership today is the democratic one. All the teachers work together to achieve the goal. All the decision are made by the result of discussion and should be obeyed. The headmaster appreciates the teachers opinion. He /she gives the chance to the teachers to develop their initiative and creative thinking. The headmaster should motivate the teachers to develop their skills and effort to try the new method especially the usefull one for the development of teaching-learning at school (Indrafachrudi 1994:28).

### **III. METHODOLOGY**

#### **1. Research Location.**

The research was conducted at public MTs, Merangin region, Jambi province by using Qualitative approach. This approach was choosen since the reaseach analyzed the phenomena deeply, and event refers to the environment of education, the terminology perception which refers to the research strategy as well as the main characteristics. In a line with, Faisal (1990) states that this is done to know the meaning as the basis of human behavior. Furthermore Spradley (1980), Bogdan and Biklen (1982) suggest that qualitative approach is used to find out the basis of human behavior.

#### **2. Informant of the research**

The informants in this research were considered as the ones who knew the subject of the research. To determine the first informants, Spardly quoted by Burhan Bungin (2008:54) suggests five criteria: 1. The subject who knew well and intensively involved in the activities of the research so that they understood the study. 2. The subject were actively involved in the activities. 3.the subject should have enough chance to be interviewed. 4, the subject were not situated before the research thus they were factual.5. the subject did not know about the research. Based on the criteria, 45 informants were chosen consisted of the three leaders of Madrasah, 9 vice principals, 2 supervisor, 30 teachers and the head of Merangin religion department.

Snowball Sampling technique were used to chose the informants. Black ( 2001:267) defines Snowball Sampling as the way to chose all individuals in the organization or group limited as a close friend, then the friend choose another one who close to them till it was found out the constellation friendship and be the social pattern.

#### **3. Technique and Instrument to collect data**

Collecting data was done by using observation, interview and documentation.

##### **a. Observation**

Observation is a a method to collect the data by observing, taking note sistematically to the phenomena. According to Moleong( 2007:175) methodologically observation is to optimize the ability of the researcher in terms of motive, belief, attention, uncouncious behavior, habit, etc; the observation enables the observer to see the world as how the subject see it, catch the the meaning of the phenomena from subject point of view, and the cultural life from the subject point of view and belief at that time; observation enables the observer to feel what the subject feels and understands that enables he/ she as data resource then: observation enables to form knowledge obtained together both from the observer and the subject itself.

#### **b. Interview**

Interview is conducted to reveal what the observation did not obtain. Faisal (1990:61) explains that interview is the best way to collect the data or information with two reasons: firstly by interviewing the researcher is able to find out not only explicit knowledge but also tacid knowledge. Secondly the questions used to the informants may involve anything related to the past time, present and future. There are two models of guide interview, they are model A and B . Model A was aimed to the key informant, the headmaster. While the model B were aimed to the supporting informants, they re teachers, students and school committee.

#### **c. Documentation**

The information resource for this research was documentation, records/notes that was very useful: a. The information resource were already gotten easily. b.stabil and accurate that reflects the real situation and condition. c. can be analyzed several times without any changing. Documentation analysis was done by analyzing all the documents considered necessary to support the research obtained by observation and interview.

#### **4. Technique to validate the data**

The data were validated based on Lincoln and Guba theory (1981): 1. Internal validity, 2. External validity, 3.reliability and conformability. (Objective)

#### **5. Technique to analyse the data**

The data were analyzed by using interactive cycle based on Miles and Huberman (1992:20) theory. Analysis were done during the research through the set of collecting data, reduction and presentation. Based on that proses the conclusion was drawn or the verification was done after seeing the relationship of each others. Then the interpretation was conducted and the meaning of the phenomena was revealed. The process of verification was conducted to enrich and validate the interpretation.

### **IV. CONCLUSION**

Based on the finding and discussion, it can be concluded that: the leadership is a process to influence the members of the group do their activities voluntarily, and coordinate them to achieve the goal. The Culture of the school is the way to create the condusive school which can be seen through the safe, comfortable and disciplin environment of learning so that it runs effectively and efficiently. While the quality of education is the ability of the school in managing operasionally and efficiently over the related components so that they produce and add the value based on the norm and general standard. Therefore the patterns of Culture-based leadership is the pattern in which all the teachers work together in order to achieve the goal. All the decision are made by having deliberation and consensus of opinion and they are obeyed. The leader respects and appreciate the teachers opinion. The leader also gives the chance to the teachers to develop their initiative and creative thinking. He/she stimulate the teachers to develop their skills which relate to the effort in applying the new methods for instance that is very useful to develop and improve the education and teaching-learning at school.

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Ibrahim. “ Patterns of Cultural –Based Leadership to improve the Quality of Education .” IOSR Journal Of Humanities And Social Science (IOSR-JHSS) , vol. 22, no. 10, 2017, pp. 18–24.