Model of Principal Leadership Based On Local Wisdom for Improving School Performance on High Schools in Panged Regency, Indonesia

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Abstract : *Model of principal leadership based on local wisdom was an effective model to be implemented in any educational aspects. It contained principal role, principal management, instructional leadership, and school performance. The implemented local wisdom on high schools in Pangkep Regency was based on Buginese local cultures with the symbol of "3S": sippakatau' (humanize each other), sippakalebbi' (mutual respect), and sippakainga' (remind each other) which narrated in pappaseng (Buginese message). This model were applied by using research and development approach and aimed to produce an effective model of principal leadership based on local wisdom or known as kepemimpinan kepala sekolah berbasis kearifan lokal (KKSBKL) in Indonesia. The research produced an effective and appropriate KKSBKL model to be implemented in improving the school performance. It was constructed from two main steps: planning and development. In the planning step, there were two points, namely observation and need analysis. While the development step included effectiveness test and model revision. As a result, the operational product of KKSBKL model was in the form of an effective book contained of five components of its theoretical basis, such as objectives, material, strategies, learning source, and evaluation. It was also supported by manual user book of KKSBKL model.*

Keywords: *Principal leadership, management role, learning, local wisdom, school performance*

I. Introduction

Development in all areas of human life in this era of globalization has not been able to prevent the negative influences of foreign cultures, especially the influence of western culture. Its values internalization has penetrated into various aspects of human life, even particularly into the field of school's education, teachers, students, and also the element of society. Conflicts, fights, theft and robbery, drugs, and murder are caused by the erosion of the values of our culture and civilization.

Therefore, the focus of this research was the effectiveness of school leadership model based on local wisdom to improve school performance on high schools in Pangkep Regency. The examined local wisdom was oriented on the values of Buginese local culture *"3S" (sippakatau', sippakalebbi ', and sippakainga')* narrated in *pappaseng*. It is believed that the indicators of "3S" as Buginese local wisdom in *pappaseng* consisted of fifteen components. Some of them are intellectualization, honesty, persistence, courage, confidence, work ethic, deliberation, and religion.

Leadership: Leadership was a decision which more likely as a result of the change in the personal character or internal transformation. This related to purposes, contents/materials, strategies, tools, and evaluation. When a person had found the goals of his life, peace within himself (inner peace), strong character is built, every utterance and action begin to affect the environment, and his existence encouraged change in his organization, that was when a man born to be a true leader. Leadership started from the inside and outside in order to serve those they led. Character change was everything for a true leader.

Without inner change, inner peace, modesty, strong integrity, durability to face difficulties and challenges, and a clear goal, a man would never be a true leader. According to Anonymous (2008), Q Leader has four meanings related to a true leadership, specifically Q which means intelligence (IQ, EQ, SQ). Leadership of type Q was divided into three important aspects abbreviated as "3C", namely: 1) Character change; 2) Clear vision; and 3) Competence. Related to that, Broome et al. stated that leadership offered support performance and skills application through a method such as training programs, coaching and mentoring, action learning, and development tasks. Ki Hajar Dewantara states that Leadership model of Ki Hajar Dewantara subscribed to the theory of: 1) *Ingarso Sung tulada* means the leader is on the front line and becomes as the role model to his subordinates; 2) *Ing Madya Mangun Karsa* means the leader stands among his subordinates to

encourage; and (3) *Tut Wuri Handayani* means the leader stands behind and gives encouragement or motivation to his subordinates.

Strategic and macro conceptional by management experts regarding to the emergence of a leader were explained in three theories: 1) Genetic, in which the essence of this theory was summed up as "leaders are born and not made" and believed that a leader had been born with a talent as a leader itself; 2) Social, where the adherents of the theory confirmed on the contrary, that "leaders are made and not born". They argued that everyone would become a leader if they were educated and had a chance for it; 3) Ecological, where the adherents of this theory argued that a person could only be a good leader if were born with leadership talents in which developed through regular training and experiences.

From the explained theories above, it was shown that an effective leadership to be implemented on high schools in Pangkep Regency was the principal leadership based on local wisdom. The relevant local wisdom for this research was adapted from Buginese cultural values. To promote the implementation, qualification and competencies of school principal based on Ministerial Regulation of National Education of Republic of Indonesia No.13/2007 include personality, managerial skill, academic supervision, social skill, and enterpreneurship. In the same way, Katz in Segiovanni (Sudarwan Danim, 1995) identified that in a complete mechanism of school management as a social process, there were three must-have skills by the principal: 1) technical skills; 2) human skills; and 3) conceptual skills. Fred Luthans (1995) defined five skills that managers had in common as follows: 1) cultural flexibility; 2) communication skills; 3) human resources development skills; 4) creativity; and 5) self-management of learning.

Pursuing this further, the effectiveness of this principal leadership based on local wisdom to improve school performance is well known as *leadership of local wisdom*. Operationally, it could be formulated as how far the effectiveness extent of principal leadership model based on local wisdom can reach in order to improve school performance. Related to the problem statement, this research had discovered that model of principal leadership was an effective model. It contained: 1) reference books of principal leadership model based on local culture or local wisdom; 2) the adaptation of Buginese local cultures in the principal leadership model; and 3) the objectives of the model in improving school performance.

Principal Leadership: In the world of education, principal took control as an EMASLIME *(educator, manager, administrator, supervisor, leader, innovator, motivator, and entrepreneur)* and also ruled the principal management involving managerial functions, such as planning, implementation/movement, leadership, supervision, control, and supervision.

Likewise, instructional leadership was a real effort to improve school performance as a principal. Some of them were achieving common goals, developing curriculum, increasing teacher's competence, ensuring learning process under supervision, developing assessing system, and drawing conclusion based on data. As the academic leader, a principal should have a strong personality in building his vision, understanding school's mission, drawing conclusion, communicating, and understanding the condition of teachers, staff, and students.

Therefore, the strong personality by a principal was expected to change teacher's mindset to be more effective in learning process. Several dimensions to detect teacher's performance in learning process included competence, work indicators, and ability. It was clearly that the implementation of principal leadership indicators based on local wisdom could effectively improve school performance.

Local Wisdom: It is cultural products or traditions which contained of values system, belief and religion, social rules, work ethic, and even how social dynamic took part (Pudentia, 2003, p.1).

The adapting values of Buginese local wisdom in this research were humanizing each other (*sippakatau'),* respecting each other *(sippakalebbi'),* and reminding each other *(sippakainga').* Those values could give impacts to a leadership, especially principal leadership on high schools in Pangkep Regency. Specifically, here are the values' indicators of Buginese local cultures in *pappaseng*.

Honesty: In *pappaseng*, there were three basic concepts to reach an honesty, that is *siri'* (shame), careful approach, and fear accompanied by thoroughness. They were reflected in the following quotation which translated into: *Never been easy to speak an honesty, it is like a wild bird, if you don't know how to tame. But here are things to conquer, it can caged by siri' (shame), fed by carefulness, drunk by heart, and caressed by fear with thoroughness* (Palippui, 1992, p.166).

Accordingly, an honest leadership has sincerity in esteeming values, cultures, and civilizations (*sippakatau', sippakalebbi',* and *sippakainga').* This could be seen in honest heart, honest utterance, honest deed, and honest emotion. This leadership was a type that a principal or headmaster should have in imrpoving school performance. Similar to it, sincerity was a moral value which became as a foundation in constructing personal character's configuration, for instance, intellectual development (*fathonah*), spiritual development

(*siddiq*), physical development (*amanah)*, kinesthetic development, and affective and creative development (*tabliq*).

Intellectualization*:* According to *Kamus Besar Bahasa Indonesia* (1991, p.183), the word of intellect or *cendekia* has three meanings as follows: 1) *tajam pikiran* (sharp-witted), *lekas mengerti (kalau diberitahu sesuatu)* (fast learner), *cerdas* (clever), *pandai* (smart); 2) *cepat menggunakaan kesempatan* (opportunity taker), *cerdik* (bright); and (3) terpelajar (educated), *cerdik pandai* (intelligent), *cerdik cendekia* (brainy). As narrated in *pappaseng* below*,* here is the description of intellectualization: *(1) Rekkowa engka kedo rinawa-nawamu lengugai addimunna rekkuwa naddimunri ja napancajiwi dewata seuwa-e deceng narekko kedo mala amma tumatuwangi apa tennapuji seuwa-e la-e* (Palippu, 1999, p.148). Translation: *If something pricks your heart, consider its consequences. If you perceive something good, keep it on, but if it causes you in distress, it will be forgiven by Dewata Seuwa-e's mercy.*

Persistence*:* Persistence or self-discipline was known as *getteng* in Buginese. The word *getteng* could also be preferred as strict, strong, true believer, and obedient. There were three orientantions of persistence: a) firmness; b) honesty; and 3) true speech.

   Courage: There were nine characters of a courage man according to the information he acquired, such as: 1) not straightly surprised or shocked when receiving bad or good news; 2) not panicked when receiving news, but remains calm and keeps sane; 3) Not afraid to be shown up; 4) not shriveled when standing on the backside; 5) Not trembled in confronting enemies; 6) becoming as a national shield and defender; 7) determined to fulfill obligations; 8) becoming as a protecting castle from despotism; and 9) mutual respect.

   In connection with it, Supeni mentioned the famous leadership trilogy of Ki Hajar Dewantara that a leader must able to put himself in the following three things: *Ing ngarsa sung tuladha* (a leader must be a role model for his subordinates); *Ing madya mangun karsa* (a leader must encourage or motivate his subordinates); and *Tut Wuri Handayani* (a leader must assist and support during the existence of an organization).

Work Ethic*:* One condition to achieve success in life could be fulfilled by committing hardwork. It was proven by facts that successful people had a higher work ethic. In relation to that, *pappaseng* had given us much clues. If you want to be successful in your business or career, pay attention to clues. Do not follow the random clues, but follow the structured ones. Random clues came from the aimless, while the structured clues came from the successful with strong goals and led to a true path. Success could not be achieved by mere passion, but accompanying by clear purposes in a true path. *(Machmud, 1976, p.41).*

   Broome *et al.,* stated that leadership offered work support and skills' application through a method (training program, *coaching* and *mentoring*, action learning, and development tasks). It gave people opportunities to learn from their career rather than having career to learn. Ruyadi, Y (2010) defined that charisma appearsed as the reflection of admiring quality of characteristic such as honest, reliable, persistent, consistent, brave, and clever. "All of these provoked 'a magical charm' as an extraordinary gift to certain people.

Deliberation: *If there is a hard matter which is not ruled in customary or custom,* **tuppu** *(custom levels),* **wari** *(a custom which classifies things in each portion, includes manner and customs as well), and* **rapang** *(jurisprudence), then it will be discussed with government and people from old ages. They will be asked by some reasonable questions, with the kindness of Only* **Dewata***, until it is agreed to be obeyed and implemented. That is called as custom by agreement. If it reflects badness, then we will agree to replace it, but if it remains good, then it will be continued and repeated* (Palippui, 1992, p.21)*.*

Religion*:* Anonymous (2008) defined that a leadership called Q Leader has four meanings related to true leadership, namely Q which means quotient/intelligence, IQ means as intelligence quotient, EQ means emotional quotient, and SQ means spiritual quotient. Q leader implies a leader with high IQ, EQ, and SQ. This type of leadership was divided into three main aspects known as "3C" as follows: 1) character change; 2) clear vision; and 3) high competence.

   Pursuing this further, it was showed that an effective leadership based on heart matter *(qalbu/spiritual).* Our heart was a main source of all kinds of intelligence (spiritual, intellectual, emotional, social, and kinesthetic). Heart could create calmness, peace, and happiness. Nevertheless, an effective principal leadership was a model which highly appreciated the values of local culture.

School Performance: An evaluation would be a sustainable, comprehensive, and transparent process which motivated students and the implementers of education management of SMAN 2 Pangkajene to keep improving

the quality of learning. The school performance would be supervised periodically and openly to help and empower in developing resources and achieving education goals.

1) *The Definition of School PerformancePengertian Kinerja Sekolah: Performance was a quantitative and qualitative measurement which described the determined level of target achievement by considering the indicator of input, process, and output. Additionally, another expert stated that performance was a combination or assimilation between personal motivation and the ability to do something (Fielmen, 1999). The criteria or indicators of school performance was adapted from school components which later became as assessing material based on standards of National Accreditation Board for Schools/Madrasah (Badan Akreditasi Nasional Sekolah Madrasah /BAN-SM).*

2) *Main Components of School Performance : The assessment would be done by conducting several activities of comparing school condition with the determined standard or criteria. The standards included: a) input standard; b) process standard; and c) output standard. Input standard encompassed: 1) teacher aspect;2) student aspect; 3) facilites aspect; and 4) financial aspect. While process standard covered: 1) curriculum and learning material aspect; 2) learning and teaching process aspect; 3) assessment aspect; and 4) management and leadership aspect. Then output aspect involved: 1) student's achievement aspect; 2) teacher and principal achievement aspect; and 3) school achievement aspect. From the three standards above, the researcher added the impact of school achievement standard as the outcome for people.*

II. Research Method

Type, Approach, and Location of The Research: The type of this research was an educational research by using research and development approach. It was used to improve the effectiveness of educational products which contained of steps of review and developing products. It was also addressed to conduct field trials based on the problem statement where the product considered as the effective revision in order to launch a new product based on the established standards (Borg dan Gall, 2003, p.569).

This research was held on high schools in Pangkep Regency, that is SMAN 2 Pangkajene and SMAN 1 Pangkajene as the comparing school, held in Januari to December, 2015. Both schools were selected because they had relevant characteristics of leadership in improving the quality of education which included similarities of problems, competence of principal leadership, role of principal, managerial skill, instructional leadership, local wisdom, and school performance.

Research and Development Planning: There are two steps of this research and development. They are (1) evaluation the model and (2) field testing. The evaluation of model employed quasi-experimental design combined with non-equivalent control group design. It was conducted to test the significance of principal leadership model based on local wisdom. Dissemination was conducted after producing the tried and tested model of principal leadership based on local wisdom. It was in the form of discussion forum as an effective way to socialize the characteristics of the leadership model. The field testing of the research was administered by conducting one group of pre-test and post-test to find out the impact of principal leadership model based on local wisdom in improving school performance. Here are the following description:

$$O1 \times O2$$
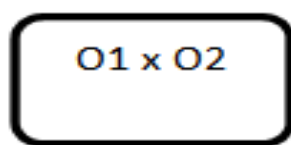
O1 x O2Oo

Figure 1. One Group of Pre-test and Post-test Design (Sugiyono: 2001).

Description: O1= administering pre-test before treatment; O2= measured by post-test after treatment; X= treatment; O2-O1= the impacts of treatment. The test was administered to measure the model effectiveness and discover the difference on school performance before and after treatment. Samples and Data Resource of Research and Development: Based on the characteristics of research and development design, the samples which acted as the resources as well were: 1) Group of grade X students consisted of 192 students from six classes; 2) Teacher Networks (MGMP) consisted of 45 teachers; 3) Principal Consultative Work (MKKS) consisted of 18 students; 4) Consultative Forum of School Supervisor (MKPS) consisted of 8 supervisors; and 5) 4 expert lecturers.

Procedures of Data Collection: Procedures of data collection was conducted through observation, interview, questionnaire, and document analysis. Nieveen in Daswati (2009:92) assessed a model by suggesting the following steps to measure model efffectiveness and technique of data analysis. The school performance was measured by using descriptive statistics analysis. For the meaning analysis of quantitative data, the researcher

used qualitative analysis and categorization system of school perfomance score by referring to the assessment of school/madrasah accreditation.

The effectiveness of principal leadership model based on local wisdom to improve school performance could be proved by its implementation. It could be truly effective if there was improvement by numbers of teachers which suitable with the characteristics of teacher's good performance during the implementation. The descriptive statistical analysis was used to measure the school performance. As the same on the previous paragraph for the meaning analysis of quantitative data, the researcher used qualitative analysis and categorization system of school perfomance score by referring to the assessment of school/madrasah accreditation. The whole data was analyzed by using SPSS analysis version 18 for Windows. The interpretation of categorization could be seen by the scores of school performance below:

Table 1. The Interpretation of Scores Categorization of School Performance

Scores of School Perfomance	Category
86 - 100	Very Good
71 – 85	Good
56 – 70	Fair
41 – 55	Poor
0 - 40	Very Poor

Table 2. Recapitulation of School Performance in SMAN 2 Pangkajene

No.	Component/Indicator	Meeting Frequency (%)			Total	Averages	Description
		I	II	III			
1.	Principal leadership	87	95	97	279	93,00	
2.	Managerial role of Principal	83	90	94	267	89,00	
3.	Instructional leadership	85	88,5	91	264,5	88,17	
4.	Local wisdom	86	89	93	268	89,33	Nurturant effect
5	School performance	85	89	92	266	88,67	
Total Score		426	451,5	467	1344,5	89,63	

On the table above, it was shown that 93% average score for the component/indicator of principal leadership which in very good category. Then, for the component of managerial role of principal, there were 89% average score which categorized as very good. There were 88,17% average score with very good category for instructional leadership component. The average score of school perfomance component was 88,67% and 89,33% for local wisdom as nurturant effect which both of them categorized as very good. Therefore, the analysis on table 33 above showed the positive effect to the components/indicators of school performance. The more effective roles of values, culture, and civilization (local wisdom) to the principal leadership, the bigger improvement of school performance will do. For clearer information, here are the following figures and graphic description.
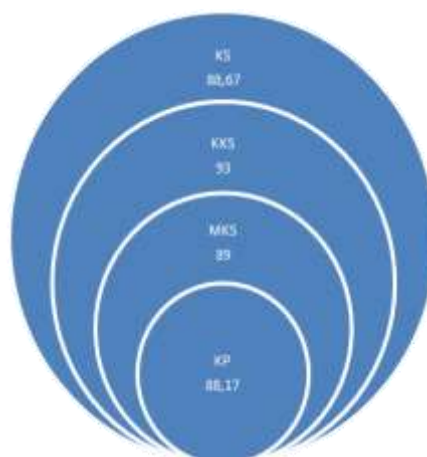
Figure 2. Model of Principal Leadership Based on Local Wisdom (KKSBKL)

Descriptions:

KP	=	88.17
MK	=	89
KKS	=	93
KS	=	88.67

III. Results and Discussion

This part discussed about the results of the effectiveness of principal leadership model based on local wisdom (KKSBKL). It was defined by analyzing data of local wisdom during the model implementation. The principal leadership model was integrated in the form of: 1) principal leadership; 2) managerial role of principal; 3) five integrated principles of instructional leadership; 4) subjects (mathematics, natural sciences, social sciences, Bahasa Indonesia, and civic education); 5) principal perfomance; and 6) school performance. From the whole indicators of intellectualization, honesty, persistence, courage, work ethic, deliberation, religion (local wisdom) on the implementation of five integrated principles of instructional leadership, there were 0,15% improvement for subjects in the first to third meeting. This was meant that the implementation of local culture (local wisdom) could improve the school performance along the quality of education.

The development procedures of KKSBKL model in this research was conducted through seven phases: 1) preliminary research and data collection; 2) planning; 3) preliminary products' making; 4) preliminary field testing; 5) revision of preliminary products; 6) field testing; 7) revision of operational products.

The theoretical basis for the development of principal leadership consisted of genetic, social, and ecology theories. The nurturant effect in the form of school performance became the main focus on this principal leadership model. In detail, here are the following list of school performance's indicators: 1) material contents revision of KKSBKL model which were formed in a simple material related to local culture values and not only led through pappaseng reference. It focused on local wisdom through interview reports as well; and 2) strategies of principal leadership of KKSBKL model divided into: *(a) syntax of principal and instructional leadership; (b) social system; (c) reaction principle; (d) supporting system; and (e) nurturan effect.*

The steps in developing model as defined by Ministry of National Education of Indonesia (2008) consisted the followng ten steps: 1) preliminary research and data collection; 2) planning; 3) preliminary products' making; 4) preliminary field testing; 5) revision of preliminary products; 6) field testing; 7) revision of operational products; 8) operational field testing; 9) revision of final products; and 10) national dissemination. Even so, this research only processed till step seven related to the revision of operational products of KKSBKL model. From the tests conducted by the experts, it obtained 0,875(0,88) as the validity coefficient of first model of KKSBKL and 0,993(0,99) of reliable coefficient. The validity coefficient showed the validity extent in the range of 0,00 – 1,00 which later were converted in the range of 10-100. It was meant that the developed first model of KKSBKL theoretically proper for the advanced development. It was because the extent of model validity larger than 75% .

The model validity interpreted the first model of KKSBKL as constructive and valid which were consisted in the following: 1) supporting theories; 2) sytax; 3) theoretical basis; 4) social system; 5) supporting system; and 6) nurturant effect. Next, the reliability of first model of KKSBKL obtained the coefficient value as 0,993 or 0,99 (99%). This was quite large (> 0,75 (75%)) to achieve the model acceptance and reliability standard. Theoretically, the first model which were used repeatedly in different times still showed the same result. It was done by using the instrument of model acceptance which considered the following aspects: 1) unique or specific; 2) full procedures; 3) clear and comprehensible; 4) well-applied; 5) well-controlled; 6) well-assessed; and 7) well-changed. Moreover, the acceptance assessing of second model of KKBSKL were classified in good category. It was due to average scores which were bigger than the standard score of 88. If average score of assessment obtained 0,88(88%) compared to acceptance score, then the model acceptance was in the range of 0,924 or 92,4(92%) which bigger than the required minimum score.

In general, the data showed that all indicators of school performance had been improved. This indicated a positive impact in the implementation of principal leadership model based on local wisdom to improve school performance in SMA Negeri 2 Pangkajene. It was also an effective model for this research.

Main findings on this research were to produce an effective principal leadership model based on local wisdom (KKSBKL). This model had several implications as follows: 1) Implication of the result enrichment on principal leadership research. It is showed that the implementation of KKSBKL model could improve the values implementation of local wisdom along the school performance in the aspects of principal leadership, school management, and instructional leadership. Besides, it also produced satisfied output. This research supported and strengthened the previous related researches; 2) Implication of the principal leadership role. It referred that the role (EMASLIME) was able to improve the school performance; 3) Implication of managerial role of

principal. It showed that KKSBKL model in classrooms or school was implemented through five integration methods; 4) Implication of instructional leadership in which KKSBKL model was implemented by three components of teacher performance, that is: (a) integration of teacher components in which were used in learning process for improving school performance; (b) integration of teacher performance indicators in supporting the improvement of school performance; (c) integration of teacher's ability in supporting the improvement of school performance; 5) Implication of school performance which indicated that the implementation of KKSBKL model in classroom or school was integrated by four components of: (a) five cross-input integration are used to support the improvement of school performance; (b) process integration to support the improvement of school performance; (c) output integration which also supported the improvement of school performance; and (d) outcome integration which were the effect of the output to be used in supporting the improvement of education quality. The model of principal leadership was actually integrated with the values of local culture (local wisdom).

Based on the model development in data analysis and discussion, it is proved that the implementation of KKSBKL model able to improve school performance with affective aspects and values of Buginese local culture.

IV. Conclusion

In the final analysis of the results and discussion, the prototype of first model of KKSBKL was validated and revised into second model of KKSBKL. The second model was then tested for its practicality and revised to produce the third model of KKSBKL. Similar to the previous process, the third model were revised. It produced the advanced fourth model of KKSBKL which was valid, practical, and effective. It was also concluded that: 1) KKSBKL model fulfilled the high validity criteria which theoretically and consistently could be used in improving school performance; 2) KKSBKL model fulfilled the acceptance and practicality criteria as the easy-applied model for teachers; 3) KKSBKL model fulfilled the requirements of effectiveness which were proven in improving school performance; and 4) KKSBKL model were developed in two main steps, that is planning and development step.

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