



The Commitment of a Headmaster Leadership of Learning to Improve the Quality of Education

Jumaria Sirait

Faculty of Teaching Training and Education Universitas HKBP Nommensen, Pematangsiantar, 21111, Indonesia

Email : jumariasirait@gmail.com

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ABSTRACT

This research aims to find out (1) Commitment towards the school's vision in executing the task and function; (2) Establishing the school's vision as a guidelines in managing and leading the school; and (3) constantly focusing the activities towards learning and improving teacher's quality in class. Leadership in teaching is one of the skill necessary as a headmaster. Leadership in teaching is very important to be applied because: (1) it could improve the student's performance significantly; (2) it could encourage and instruct the school body to improve their student's performance; (3) it could help the school body to focus their activities to achieve the school's vision, mission and; (4) it could help the establishment of the school's learning community and shape the school into an educative school. Leadership in teaching consist of the aptitude of the headmaster to formulate and to communicate the purpose of the school, supervising, guiding, and giving feedback in learning. The basic principle of headmaster leadership is in fact the same with any leadership within organisations around, which is the will to give influence to others (staff) in order for them to participate in achieving goals that been set. In order for this goals to be achieved, there are four basic that must be applied by the headmaster in executing its leadership task, which are planning, organizing, leading and monitoring. Next, three main point that must not be missed by the headmaster in attempt to improve the quality of education: (1) reinforcing curriculum; (2) improving the capacity of school management; and the teacher's competence.

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1. Introduction

Emzir and M.Chan (2010:22) stated, Indonesia are facing three majors, nationwide agenda in education, which are problem of quality and relevancy of education, management of education, and problem of distributing education. The problem with the low-quality of education is still a very important agenda. In fact, the low-quality education is taken as what resulting a deep entrenched problem of this nation, may it be in morality, social, economic, politic, and culture. In addition, Rivai and Murni (2009:30-37) have mapped four educational problem, which are the distribution, management and efficiency, autonomy as well as the relevance in education. Moreover, Ismaya (2015:1) stated, there is a paradigm shift in the ideal level of education in which the view of education institution have changed from a social institution to business that indicates the needs of change in management. That change in management must go alongside the change of era.

Three main factors causing poor quality of learning process in Indonesia are: (a) poor guarantee of quality in educational service; (b) local government cannot fully commit to fulfill SPM/payment command letter basic education as reference in executing local obligatory matter (Renstra Kemendikbud/Ministry of Education and Culture, 2015). Furthermore, in Permendikbud/Regulation in Ministry of Education and Culture number 23, 2013 assigns that each regency and municipality are obliged to fulfill SPM, less than three years after the legitimated SPM. On a side note, the unavailability of SPM for secondary education causes the local having no reference in fulfilling obligatory matter of managing secondary education. Until 2013, about 68,7% SD/MI and 62,5% SMP/MTs (primary and secondary school) were accredited of minimal B. It exposes that the quality of educational services for primary school is rather poor, on the other side, the quality of educational services for secondary school is not equally distributed between SMA/senior high school and SMK/vocational high school.



Related to the quality of education, Emzir and M. Chan (2010:20) stated, in the current era of local autonomy, the development of education confronts numbers of challenge. There is anxiety that the execution of local autonomy will in fact cause uncertainty about the standardized achievement and even causing disparity of educational quality among the locals. Not to mention, each local still confronts obstacles related to the school's capacity in ensuring the school's budget, qualified human resources, the availability of adequate and eligible facilities and infrastructures, strengthened school's management, and the participation of students' guardians as well as members of society which must be considerably high. Furthermore, Emzir and M. Chan (2010:28-32) stated, three main factors which need attention in attempt to improve the quality of education, which are (1) strengthening curriculum; (2) strengthening the capacity of school management; and improving the teachers' competence. Therefore, the main function of headmaster as the leader of education is to establish teaching-learning environment, so that teachers can teach and students can learn well. In attempt to execute such function, a headmaster has double the responsibility, executing school administration to create a decent teaching-learning environment, and supervising, so that teachers' competence improve in guiding the students' growth.

Related to school, Suhardiman (2012:1) stated, school is a front institution in running the process of education. Macro education will eventually anchored to school through learning. Headmaster has the role to move the component of school, so that the teaching-learning process can go well. Furthermore, Ismaya (2015:9) also stated that school is an organization figure of education which executes activities managed effectively and efficiently to achieve the educational purpose which is desired to be achieved. Hence, school must be managed accordingly, directed, organized, and integrated in order to generate fine performance, and truly capable to provide qualified education also providing fine services. School as a qualified institution will have fine performance, if the organizational wheel is carried out based on a management cycle that begins with the preparation of data-based programs, regular division of tasks, implementation of the program, the implementation process is monitored and the results are evaluated.

Based on the description above, one of the educational problems faced by the Indonesian people today is the low quality of education in every level and education unit. Various attempts have been made by the government to improve the quality of education, for example the development of national and local curricula, improvement of teachers competency through training, the existence of Kelompok kerja guru (KKG) /Teachers Group Work, Musyawarah Guru Mata Pelajaran (MGMP) / Conference of Teachers Course, and improvement of school management quality. Specifically for developing headmaster professional competence, accommodations which have been developed are Musyawarah Kepala Sekolah (MKS) / Conference of Headmasters, Kelompok Kerja Kepala Sekolah (KKKS) / Headmasters Group Work, Pusat Kegiatan Kepala Sekolah (PKKS) / Headmasters Agenda Center, and Improvement of school management knowledge through further study. However, various indicators of education quality have not shown significant improvement. Some schools, especially those in urban areas, showed an encouraging improvement in the quality of education, but some others, for example those in the regions were still concerned, the quality of education was not evenly distributed.

2. Review of Literature

a. The Commitment of Headmasters

Luthans (2006:248) stated, the commitment of organization is: (1) strong demand to maintain as member of certain organization; (2) strong demand to work hard to meet the expectation of organization; (3) certain belief, also acceptance of value and purpose of organization. Ivancevich, Konopaske, and Matteson (2004:234) emphasize that organizational commitment involves three attitudes, namely: (1) a sense of identification with the organization's goals, (2) a sense of involvement in organizational tasks, and (3) a sense of loyalty to the organization. Furthermore, Schatz and Schatz suggest that commitment is the most basic thing for everyone in their work, without a commitment, the tasks assigned to them are difficult to carry out properly. If it is associated with school organizations, then the strong organizational commitment of the principal is the dominant factor to make improvements to the school (innovation) optimally and sustainably.

Colquitt, LePine and Wesson (2009: 67) revealed, "*as desire on the part of an employee to remain a member of organization*". it means, organizational commitment is defined as the desire of an employee to remain a member of the organization. Furthermore, Colquitt, LePine, and Wesson propose an Organizational Behavior Integration Model which explains that organizational mechanisms include organizational culture, and organizational structure; group mechanism which includes leadership style and behavior, power and influence of leadership, team processes, team characteristics; and individual characteristics which include personality, cultural values, and abilities directly influence individual mechanisms which include job satisfaction, stress,

motivation, trust, justice, ethics, learning, and decision making. Furthermore, the individual mechanism directly influences individual outcomes including organizational performance and commitment.

Mulyasa (2009: 71) states, professional school headmasters in the new paradigm of education management have a *strong organizational commitment* to optimally improve school quality. Thus, the headmaster's guidance system requires measurable indicators and targets for achieving educational goals as a basis for determining the eligibility of a school headmaster. A headmaster is declared professional, if according to the measurement results have met the mastery capacity of knowledge and perform well in carrying out tasks, so as to realize the goals of the school.

Headmasters as leaders of formal educational institutions have the duty and responsibility to manage all the resources they have to achieve educational goals. Efforts to empower all resources owned by schools to achieve school goals, this is called management of education, which is part of the administration of education in overall. For this purpose, the headmaster must be able to mobilize school resources, in relation to planning and evaluating school programs, curriculum development, learning, management of personnel, learning resources and facilities, finance, student services, school relations with the community and the creation of a school climate. Thus it can be understood that the role of the headmaster as a *leader*, must have several abilities, both in terms of personality, knowledge of the teaching staff, vision and mission of the school, the ability to make decisions and the ability to communicate. In line with that, to manage education, it is necessary for school headmasters who understand education fully and comprehensively, and have a *strong concern and commitment* to realize quality education in the school where they serve.

Based on the description above, known various factors that influence the commitment of the headmaster's organization, both based on research results, as well as based on theoretical explanations, and empirical facts on the field. Therefore, the headmaster's commitment in managing education, especially the leadership in innovating learning becomes very important in attempt to improve the quality of education (the quality of graduates) to gain qualified human resources.

b. Leadership

Gatewood, Taylor, and Farrel (1995:492) stated, "Leadership, on the other hand, focuses almost exclusively on the people aspects of getting job done-inspiring, motivating, directing, and gaining commitment to organizational activities and goals". This means that leadership refers to leadership actions or behaviors that can be measured from subordinate circumstances and activities, whether they are motivated, inspired, and directed to perform tasks in accordance with their responsibilities to achieve Organizational objectives. Furthermore, Newstrom defines leadership as a process that can influence and direct individual or group activities in an effort to identify goals and motivate them in achieving those objectives.

The Ministry of National Education of the Republic of Indonesia (2011:1-7) said that the leadership of learning is one of the skills that a school principal must have. Leadership learning is crucial to be applied in schools as it can: (1) significantly improve student learning performance; (2) Provide encouragement and direction to the school citizen to improve their student's learning performance; (3) to focus the activities of its citizens to achieve the achievement of the vision, mission, and objectives of the school; and (4) to build a community of learning and to make schools a learning school. Leadership of learning includes the school principal's behavior in formulating and communicating school objectives, monitoring, accompanying, and giving feedback in learning.

The quality of education can be seen from the school performance that can be measured from quality, effectiveness, productivity, efficiency, innovation, quality of working life and moral work. To realize quality schools can only be supported by the headmaster as an effective education leader. Fred M. Hechinger in Daryanto (2011:97) stated, "I have never seen a good school headed by a bad headmaster and a bad school headed by a bad headmaster. I also found a school that failed, transformed into a successful, otherwise successful school suddenly decreased in quality. The quality of school rises or downs depends heavily on the quality of its school head.

The main goal of leadership learning is giving the prime service to all students so that they are able to develop their potency in facing the future load challenge. Addressing the thing, headmaster as the learning leader must be able to facilitate the learning to achieve the improvement of students achievement, studying satisfaction, studying motivation, curiosity, creativity, innovation, entrepreneurial spirit, toward the awareness to learn long life because science and technology, and cultural art which develops rapidly and globally.

Several models of learning leadership can be adopted by school principals according to school needs to improve the quality of learning, including:

Hallinger and Murphy's Model in the Ministry of National Education (2011: 1-7) learning leadership descriptors consist of 11 as in the table below.



Table 1
Model Hallinger and Murphy

Dimension	Descriptor
Formulate Mission	Formulate school goals
	Communicating school goals
Manage Learning Programs	Supervise and evaluate learning
	Coordinate the curriculum
	Monitor student learning progress
Building a School Climate	Control the allocation of learning time
	Encourage professional development
	Focusing on achieving vision
	Provide incentives for teachers
	Establish academic standards
	Providing incentives for students

Murphy's Model

In 1990, Murphy developed 4 leadership dimensions that were developed into 16 behaviors / roles as in table 2 below.

Table 2.
Murphy's Model

Dimension	Behavior or Role
Develop mission and goals	Formulate school goals
	Communicating school goals
Developing educational production functions	Encourage quality learning
	Supervise learning
	Control the allocation of learning time
	Coordinate the curriculum
Encouraging an academic learning climate	Monitor student learning progress
	Establish a standard of positive expectations
	Focusing on achieving vision
	Provides incentives for teachers and students
Develop a supportive work environment	Encourage professional development
	Creating an orderly and safe work environment
	Provide opportunities for students to be meaningfully involved
	Develop collaboration and cohesive bonds between staff
	Ensure outside sources support the achievement of school goals
	Building bonds between schools and students' families

Weber's Model (1996: 64) explains the five main domains of learning leadership, namely: (1) formulating school missions; (2) managing curriculum and learning; (3) encourage the creation of a conducive learning climate; (4) observing and improving learning; and (5) assessing learning programs.

3. Research Methodology

The collected data analyzed through descriptive qualitative method. In descriptive qualitative method, the data were systematically and accurately analyzed based on the theory applied in the study. According Gay and Eurasian (2000), Qualitative approach is based on the collection data and analysis of non numerical data such as observations, interviews, and other more discursive sources of information. Additionally, Moleong stated (2009) "Qualitative research is the research that's means to understand the phenomenon about what is the subject research undergone by using natural method". It means that Qualitative research is the research which understanding the phenomenon based on the collection data and analysis of non-numerical data.

4. Result and Discussion

The finding of the Research as The Alternative to Improve Quality of Education in Schools

Strengthening the Curriculum, According to Article 1 of Law No. 20 of 2003, the curriculum is a set of plans and setting goals that are in accordance with SNP, contents, learning materials, methods used, and evaluation of learning. Therefore, the curriculum is a very important and strategic educational instrument in managing student learning experiences, in laying the foundations of various knowledge, values, skills and expertise, and in forming the capacity attributes needed to deal with social changes that occur.

Strengthening School Management Capacity School Based Management (SBM) is one of the models adopted in education. In the context of decentralization in the field of education, this model has a role: (1) it will strengthen the reference of values that are considered strategic in the sense of strengthening relevance, (2) strengthen community participation in overall educational activities, (3) strengthen reference values on the independence and creativity of individuals and institutional, (4) strengthen and enhance the meaningful function of school institutions

Strengthening Educational Personnel Resources the main agenda to strengthen the resources of the teaching workforce in the long run is to strengthen the education system and education staff who have expertise. Expertise is human investment which requires changes in the learning system.

Continual Improvement Continuous improvement is related to the commitment of CQI (Continuous Quality Improvement) and CPI (Continuous Pros Improvement) process. Commitment to quality begins with a statement of dedication to a shared vision and mission in the organization, as well as empowering all preparations synergistically realize that vision and mission. Furthermore, systematic or continuous improvement efforts depend on two elements, namely: (1) learning the right processes, tools, and skills, (2) applying new small achievable project skills.

Fact Based Management Decision making must be based on tangible facts about the quality obtained from various sources throughout the organization. So, not solely on the basis of intuition, prejudice, or political organization. Various tools have been designed and developed to support data collection and analysis, and factbased decision making.

5. Conclusion

The organization commitment of the headmaster is the alignments of headmaster to the school where he is on duty which is marked by the indicators: form of attachments in headmaster psychology oh his duty: trust and acceptance of the value as well as school charateristic as reference: the tight motivation to enforce the inovation of school vision, mision and goal achievement: the strong desire to remain his existence as headmaster :as well as the requirement to keep working in school organization.

Learning conclusion is the headmaster's action to influence other (teacher) to act in accordance with the expected to achieve learning goal based on the indicator of school goal, doing supervision and evaluating the learning, socializing the curriculum, overseeing the learning improvement, monitoring time allocation, school vision and mission achievement, providing the teacher incentives, and assigning the students graduation standard. The effective headmaster can develop his capacity as administration learning leader which is marked by indicators: (1) commitment on school vision in running his duty and function; (2) making the school vision as guidelines in managing and leading the school; (3) always focusing his activity on teacher learning and work at the class.

The main goal of learning leadership is giving prime service to all students so they are able to develop their potency to face the future loaded challenge, so that some of the learning leadership models possible can be adopted by headmaster in accordance to school needs, such as: (1) Hallinger and Murphy model is consist of 11 descriptors, (2) Murphy model is consist of 4 leadership dimensions. It is developed to be 16 behavior/role, (3) Weber model is consist of 5 main domain of leadership learning, (4) Directorate of educational staff is consist of 12 leadership learning competency. A few alternative steps of improving the education quality in school can be done through; (1) strenghten the curriculum, (2)strengthen the management of school capacity, (3) strenghten the resource of educational staff, (4) the enhancement continuously, and (5) based management fact.

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