PROSIDING

Musyawarah Kerja APMAPI dan
Temu Ilmiah Nasional Manajemen Pendidikan 2014

"Revolusi Mental Pemimpin dan Manajer Pendidikan
dalam Implementasi Kebijakan Pendidikan Kontemporer
Menuju Indonesia Emas"

Gorontalo, 28 - 30 November 2014
Prosiding

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Temu Ilmiah Nasional Manajemen Pendidikan 2014

"Revolusi Mental Pemimpin dan Manajer Pendidikan dalam Implementasi
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SAMBUUTAN KETUA APMAPI

Puji syukur kita panjatkan ke hadirat Allah Swt atas segala rakhmat dan karunia-Nya, sehingga
Masyarakat Kerja Musker) Asosiasi Program Studi Manajemen/Administrasi Pendidikan Indonesia
(APMAPI) dan Temu Ilmiah Nasional tahun 2014 dapat dilaksanakan dengan lancar dan sukses.

Kegiatan Musker dan Temu Ilmiah Nasional APMAPI ini merupakan salah satu program kerja yang
dirancang sejak Deklarasi APMAPI pada bulan Maret 2014 di Kampus Universitas Pendidikan
Indonesia (UPI) di Bandung. Musker dan Temilnas APMAPI ini merupakan forum yang
memperoleh pemikiran-pemikiran pengembangan kelembagaan dan peningkatan mutu
akademik program studi Administrasi dan atau Manajemen Pendidikan pada tingkat sarjana, magister
dan doktor di Indonesia.

Pada kegiatan Temu Ilmiah Nasional (TEMINAS) dipresentasikan berbagai pemikiran para ahli
dalam bidang kajian administrasi/manajemen pendidikan, baik kajian yang berbasis riset maupun
pengembangan pemikiran berbasis kajian literatur maupun kebijakan pendidikan kontemporer di
Indonesia. Pemikiran para ahli tersebut ada yang disajikan secara langsung dalam forum Temilnas,
da juga yang disajikan dalam dokumen prosiding Temilnas, karena keterbatasan waktu untuk
disajikan secara langsung.

Prosidng merupakan dokumen tertulis yang menyajikan pemikiran-pemikiran para ahli dari
berbagai Program Studi Administrasi/Manajemen Pendidikan yang mengirimkan artikelnya kepada
Pihak Pelaksana Temilnas APMAPI tahun 2014 di Universitas Negeri Gorontalo. Prosiding ini
diterbitkan oleh Panitia, karena tidak semua artikel yang dikirim para penyaji dapat disajikan secara
langsung pada forum Temilnas, dan tidak semua pengirim artikel dapat hadir secara fisik dalam
forum Temilnas APMAPI 2014. Melalui prosiding ini, diharapkan para dosen dan pengamat
pengembangan bidang kajian administrasi/manajemen pendidikan di Indonesia dapat memanfaatkan
pemikiran-pemikiran yang dimuat dalam prosiding ini untuk berbagai kepentingan peningkatan
kualitas pembelajaran ataupun yang lainnya sesuai dengan posisi masing-masing pembaca.

Kepada para pengirim artikel dan penyaji, kami atas nama Panitia Pelaksana Temilnas dan
Pengurus APMAPI menyampaikan penghargaan dan ucapan terima kasih yang tidak terhingga atas
santunan-santunannya dalam menyelesaikan Temilnas APMAPI tahun 2014. Kami juga mohon maaf atas
segala kekurangan dalam penyajian prosiding ini. Semoga prosiding ini bermanfaat bagi semua yang
terkait dengan pengembangan bidang kajian administrasi/manajemen pendidikan di Indonesia.

Gorontalo, 28 November 2014
Ketua Umum Pengurus APMAPI,

dto

Prof. UDIN SYAEFUDIN SAUD, Ph.D
NIP. 19530612 198103 1003
SAMBUTAN
REKTOR UNIVERSITAS NEGERI GORONTALO

...secara gamblang dan berani UNG telah menawarkan diri sebagai "alam besar", yang siap membangun mentalitas baru yang massif".
(Syamsu Qamar Badu, 2010)


Masyarakan kerja nasional dan Temu Ilmiah APMAPI di Program Studi Manajemen Pendidikan Fakultas Ilmu Pendidikan Negeri Gorontalo pada tahun ini dapat menjadi sumbangan bagi kami dalam memajukan dunia pendidikan nasional. APMAPI hadir ini ci tengah resonansi kritik dan harapan masyarakat terhadap perguruan tinggi. Selaras dengan misi APMAPI untuk memperkuat program studi Manajemen/Administrasi Pendidikan, Manajemen Pendidikan Islam, Manajemen Pendidikan Tinggi di seluruh Indonesia agar proaktif dalam meningkatkan mutu pendidikan nasional, demikian juga saya sebagai pimpinan, saya awal kepemimpinan, saya berupaya untuk mengembangkan budaya akademik (academic culture), iklim akademik (atmosfer academic) di kalangan sivitas akademika UNG agar menjadi bagian yang melekat dalam tradisi intelektualitas di tengah masyarakat Gorontalo dan Indonesia umumnya.

APMAPI hadir untuk memperkuat jaringan Prodi Manajemen/ Administrasi Pendidikan, Manajemen Pendidikan Islam dan Manajemen Pendidikan Tinggi dalam rangka memperbaiki mutu kehidupan, dosen, pembelajaran, kualitas lulusan di tengah sorotan masyarakat luas terhadap mutu pendidikan nasional di tengah persaingan global. APMAPI berupaya hadir memperkuat posisi program studi yang berapilasi dengan APMAPI agar dapat menumbuhkan gairah meneliti dan menulis yang merupakan tradisi mencipta untuk meningkatkan dedikasi ilmiah para akademisi dan sivitas masing-masing.

Bagi yang menekuni bidang kependidikan APMAPI hadir di tengah masyarakat manajajemen pendidikan dan sekitarnya, lebih setengah abad yang lalu. Fakultas Ilmu Pendidikan telah hadir untuk meningkatkan kualitas pendidikan dan tenaga kependidikan bagi dunia pendidikan di Gorontalo dan sekitarnya. APMAPI harus hadir sebagai "dapur besar" pengembangan program studi manajemen/administrasi pendidikan. Hal ini tentu terwujud, manakala para sivitas APMAPI mengembangkan amanah sosial, ilmiah dan moril untuk memajukan dunia pendidikan dengan
bersikap proaktif atas penelitian dan eksperimen pendidikan yang lebih bermutu bagi masyarakat luas.

Pada dekade berikutnya APMAPI menjadi bagian yang tak terpisahkan dengan pengembangan mutu pendidikan. Bahkan di tengah kritik dan tantangan mutu pendidikan saat ini peran strategis lembaga ini untuk terus proaktif dalam peningkatan mutu guru pendidikan anak usia dini, sekolah dasar dan menengah, guru bimbingan dan konseling, tata usaha sekolah, pengawas, ke sekolah dan tenaga kependidikan lainnya. APMAPI terus memposisikan diri sebagai lokomotif perbaikan dan pembaruan kependidikan secara utuh agar pendidikan konsisten untuk melahirkan SDM yang cerdas dan berkarakter untuk menyoongsong Indonesia Emas 2045.


Gorontalo, 28 November 2014
Rektor UNG

dto

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SAMPUTAN PANITIA PELAKSANA
MUKERNAS III APMAPI DAN TEMILNAS MP 2014

Assalamu'alaikum Wr. Wb.


Terkahir panitia menyadari bahwa kegiatan ini tentu tidak sempurna sesuai dengan harapan kita semua, untuk itu, dalam kesempatan ini kami sebagai panitia menyampaikan permohonan maaf. Sekaligus memohon saran dan masukan dari peserta dan pembaca untuk kesenasean yang lebih bermakna

Waissalam,

Gorontalo, 28 November 2014
Panitia Pelaksana,

dto

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DEKAN FAKULTAS ILMU PENDIDIKAN UNIVERSITAS NEGERI GORONTALO

Assalamualaikum Warahmatullahi Wabarakatu.

Salam sejahtera untuk kita semua.

Musyawarah Kerja Nasional (Muskernas) III Asosiasi Prodi Manajemen/ Administrasi Pendidikan Indonesia (APMAPI) merupakan forum musyawarah tahunan untuk membahas dan mendiskusikan berbagai hal (common problems) yang dipandang penting agar masing-masing anggota saling belajar dan membagi pengalamannya untuk meningkatkan mutu organisme. Disamping itu juga diselenggarakan Temu Ilmiah Nasional Manajemen Pendidikan 2014 merupakan wadah keilmuan dan media diskusi kolegial yang diselenggarakan para penggiat ilmu manajemen/administrasi pendidikan di Indonesia.

Tentunya maksud dan tujuan dari Muskernas III dan Temilnas MP 2014 ini sangat strategis, dalam melihat berbagai persoalan pendidikan nasional dan isu-isu kontemporer yang menjadi bagian dari program unggulan pemerintah. Untuk itu, saya berharap kiranya kegiatan ini dapat memberikan kontribusi kepada bangsa dan negara yang kita cintai ini, utamanya kontribusi dalam bidang pengelolaan pendidikan.

Terakhir harapan saya kiranya musyawarah kerja nasional dan temu ilmiah Manajemen Pendidikan ini jangan hanya berahir pada musyawarah ini saja, namun dapat diterapkan dalam kehidupan sehari-hari, terutamanya dalam memimpin lembaga pendidikan.


Wassalamualaikum Warahmatullahi Wabarakatu.

Gorontalo, 28 November 2014
Dekan FIP UNG

dto

Dr. Wenny Hulukati, M.Pd
NIP. 195709181985032001
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QUANTUM LEADERSHIP: AN EFFECTIVE PRINCIPAL LEADERSHIP
IN THE CHANGING NATURE OF SCHOOL MANAGEMENT

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ABSTRACT
Quantum Leadership is a leadership style that focuses on the growth and development of individuals and the organization as a whole. It emphasizes the importance of understanding the underlying principles of leadership and applying them in a way that promotes continuous improvement and sustainable success. This style of leadership is particularly relevant in the current era of rapid change and uncertainty, where the ability to adapt and innovate is crucial for success.

In this article, I argue that Quantum Leadership is the most appropriate style for leading educational institutions in the 21st century. I will introduce the key concepts of Quantum Leadership and provide examples of how it can be applied in educational settings. I will also discuss the benefits of Quantum Leadership, including increased student engagement, improved teacher satisfaction, and enhanced school performance.

I will begin by defining Quantum Leadership and highlighting its key characteristics. I will then provide evidence of its effectiveness in educational settings and discuss the challenges that may arise when implementing this style of leadership. Finally, I will conclude by emphasizing the importance of Quantum Leadership in today's rapidly changing educational landscape.

In conclusion, Quantum Leadership is a powerful tool for leaders seeking to drive educational institutions forward in the 21st century. By embracing this style of leadership, educational leaders can create a culture of continuous improvement and sustainable success, ultimately leading to improved student outcomes and enhanced school performance.

Keywords: Quantum Leadership, Principal, Quality, Educational, School, Management.
committee with professional development to enable it to better understand School Management responsibilities and processes. This will enable the school committee to perform its role and minimise misunderstanding.

Becoming school principals is a privilege as they are assigned to managerial responsibilities to maximize available resources productively to achieve targeted school goals. They need to ensure that the school systems are effective and school resources are available and qualified towards achieving the goals. It is important for them to manage their schools effectively as they will color the future life of their students (Schaps, 2005).

**Defining Quantum Leadership**

Linguistically, the word quantum refers to “a quantity of something”. Most word quantum usually used to describe the mechanic process of physical activities from its specific application in their origin science - physics, the term “quantum theory” been used in many contexts of various field of science, such as teaching, learning, leadership (Shelton, 1990; Dargahi, 2013).

Even quantum leadership accepts as a concept in the leadership theory, but now there is not agreement or consensus about the concept of quantum - mental leadership and its definition. Zohar (1998) argues that quantum leadership is learned, informed by quantum thinking and guided by the defining principles of physics/mechanics. The leader, who use quantum as approach for their leadership both/and thinking, they think ahead by formulating many scenarios for what might hold, encourage questions and experiments, and thrive on uncertainty. Further quantum leaders have used the defining principles of spiritual intelligence to make their leaders higher, quantum intelligence.

Papaïa and Dulupçu (2000) state quantum leadership is a mental phenomenon, which is deterministic and predictable. In addition, according to Papaïa and Dulupçu, in leadership process, relations and conditions can be defined objectively, leadership any defect is assumed to be leader’s fault/mistake.

Porter-O'Grady and Malloch (2010) found that quantum leadership is leader operates with a “quantum” lens that views human relationships and environmental elements as interconnected and dynamically moving. Basically, the relationship between human and their environment can be described as follows: individuals are important in the world, and their collective relationships are even more important as they exist in environments.

Warren Blank (1995) in his book The 9 Natural Laws of Leadership, attempt to explain the paradigm of quantum as an approach in leadership. Blank views basic of the quantum physics. He summarized the characteristic of quantum leader in four groups: (1) leadership is an interaction field between leader and followers, (2) leadership can not be structured and estimated, (3) discontinuity of the leadership fact and the impact of leadership mostly depends on interaction.

**Qualities of Educational Leaders, in the Changing Nature of School Management**

With the move to local school management, decision making patterns of administration, leadership and management have changed. An overview of the nature of management and the increased need for leadership is presented in the following. Contextually, the table is a useful basis for schools to discuss their own perspectives of the evolution of leadership and management in their workplace.
The question is: What is the working performance indicators of competent school principals and knowledge and skills required to be so?

**Performance Indicators for Quantum Leadership Competence**

What kind of knowledge and skills required to be competent school principals? A summary of literature review regarding the required knowledge and skill for the school principal in the form of Working Performance Indicators are presented below:

**Quantum Leadership Competence # 1: Facilitate, develop, disseminate, and implement teaching and learning vision and mission that are well communicated to and supported by school community.**

School principals need to ensure that schools have clear and agreed vision and mission that are supported by their school community. If vision and mission are not yet clear, they need to take initiatives to have them developed by involving all related stakeholders (Hinchco, 2011; Robertson et al. 2011). Working performance that can be measured as their competences are as follows:

- Vision and mission are developed collaboratively with related stakeholders.
- Staff, parents, and community members understand the school vision and mission.
- Related stakeholders believe that the core of the school vision is to be the guideline for everyone related to the school matters.
- Contribution from the school community members towards achieving the vision is respected.
- Related stakeholders receive updated information about the progress of achieving the school vision.
- School community is actively involved in the efforts for school improvement, e.g., school programs, plans, and activities are developed based on the school vision.
- Plan is implemented based on clear goals and strategies.
- Student assessment data is used to develop school vision and goals.
- Demographic data of students and their families is used to develop school mission and goals.
- Obstacles of achieving the vision can be dealt with.
- Provision of resources is available to implement school mission and goals.
- Resources have been used effectively and efficiently to support achieving school vision and goals.
- Vision, mission and plan have been regularly monitored, evaluated, and revised. The knowledge and skills, which required being competent school principals:
- Learning goals in pluralistic community.
- Strategic development and implementation techniques.
- System theory and thinking.
- Data collection, processing, and analysis techniques.
- Effective communication.
- Effective consensus and negotiation.

**Quantum Leadership Competence # 2: Assist, develop, and maintain conducive school environment and teaching program for student learning and teacher and staff professional development.**

School principals need to ensure the creation of conducive school environment (Poon, et al, 2010). This school environment enables everyone to be empowered and to realize their best potential. School principals need to work hard so that social issues, e.g., which will impact on the school environment. In this school environment, students and teachers are motivated to learn from one another, as well as support and encourage one another. This provides room for learning by modeling and being accountable, managing full potential.
A principal who is strong in social leadership will take the time to have individual discussions with each teacher. The principal will show care and respect for others and work to heal unhappiness in peoples' feelings. The principal will recognize team achievements and be sensitive to the difficulties they might be experiencing. The principal will gather and consider the thoughts and feelings of all in making decisions.

The key indicators or working performance of competent school principals is as follows:

- Everyone is treated equally despite their backgrounds.
- Professional development is focused on teaching and learning as outlined in the school's vision and mission.
- School staff and students are respected and considered important.
- Learning issues are identified, clarified, and addressed.
- Diversity in developing learning experience is reviewed and considered.
- Long-life learning is encouraged and modeled.
- High expectations are developed as school culture for school staff and students.
- Technology is used in teaching and learning process.
- Staff and student achievement are acknowledged and celebrated.
- Various learning opportunities are available for all students.
- Schools are managed and directed towards achieving student success.
- Curriculum, co-curriculum, and extracurricular programs are implemented, and revised on a regular basis.
- Results of research studies, perceptions of teachers, and recommendations of community members are used as the reference for import-making.
- School culture is evaluated regularly.
- Student learning outcomes are assessed by using various techniques.
- Staff and students are given opportunities to use different information on making successful achievement.
- Different supervision techniques are applied.
- Programs to meet the needs of students and their families are developed.

There are some essential knowledge and skills for the principal in this context:

- Developmental psychology of students.
- Applied learning theories.
- Applied motivation theories.
- Curriculum design, evaluation, and revision.
- Effective teaching principles.
- Learning evaluation techniques.
- Diversity and what it means to education programs.
- Learning models and adult professional development.
- Change process for system, organization, and individual.
- The role of technology in supporting student learning and professional development.
- School culture.

Quantum Leadership Competence # 3: Ensuring that organizational management, operation for school resources are used to create safe, healthy, effective learning environment.

Schools principals need to ensure that the organizational management for school resources are merely used for the sake of students. They need school physical environment is safe and healthy for students, teachers, and staff (2005).
### Table 1 Changing Nature of School Management

<table>
<thead>
<tr>
<th>Old Pattern</th>
<th>School Based Management pattern</th>
</tr>
</thead>
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<tr>
<td>Principal as a manager</td>
<td>Principal as a leader (and manager)</td>
</tr>
<tr>
<td>Decentralised</td>
<td>Decentralised</td>
</tr>
<tr>
<td>Central decision makers</td>
<td>Local participative decision makers</td>
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<tr>
<td>Democratic approach</td>
<td>Professional approach</td>
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<tr>
<td>Directed</td>
<td>Facilitating</td>
</tr>
<tr>
<td>Being controlled and organised</td>
<td>Self motivation</td>
</tr>
<tr>
<td>Avoiding risks</td>
<td>Managing risks</td>
</tr>
<tr>
<td>Using all funds, in accordance with broad system priorities</td>
<td>Using funds as required and as efficiently as possible in accordance with locally determined priorities within broad system priorities</td>
</tr>
<tr>
<td>Information centred on the authorized parties</td>
<td>Information available for all of the community</td>
</tr>
</tbody>
</table>

Source: School Based Management Handbook (NTTPEP, 2007)

**Basically,** a position reflects the status of its holders. The status reflects the roles of the holders. The main roles of school principals as educational leaders are different from other leadership positions. Educational leadership of school principals refers to certain required qualities to be able to undertake the educational roles successfully (Haycock, 2007).

**What are the qualities of education leaders?**

- Firstly, school principals need to know exactly what to be achieved (vision) and how to do that (mission).
- Secondly, school principals need to have certain competences to undertake the mission to realize the vision.
- Thirdly, school principals need to have certain character traits to demonstrate their integrity.

**Understanding a school’s Vision and Mission through Quantum Leadership**

There might not be many school principals who know and understand their school vision and mission and how to achieve that, which might also happen to other leaders. Reliable school principals try to know and understand their vision and make one in collaboration with relevant school stakeholders if there has not any. The vision needs to be socialized for all as an aspiration and school principals need to ensure that there are consistent shared commitment to realize the vision. They will not let the vision be merely displayed on their school walls.

Understanding school vision and vision and having good integrity are not sufficient for the school principals. They need to meet the required competences to undertake their responsibilities successfully. What are the competences? Competence is the ability manifested by someone when doing something. There is a shared agreement that school principals need to have the following competences (adapted from CCSSO, 2002).

1. Facilitate development, dissemination, and implementation of teaching and learning vision that are well communicated with and supported by the school community.
2. Assist, improve, and sustain conducive school environment and teaching programs that support learning process of students and professional development of teachers and staff.
3. Ensure that organizational management and operation of school resources are to create safe, healthy, efficient, and effective learning environment.
4. Collaborate with parents and community members to respond to various needs of the community, and mobilize the community resources.
5. Be the role models in demonstrating integrity.
6. Understand, respond, and influence wider political, social, economic, and cultural environments.

It is vital that principals give very high priority to their role as educational leaders. The following framework distinguishes the principal role both in school management and school leadership. This framework is useful for principals to consider as a framework for their educational leadership responsibilities. All of these components are necessary for effective educational leadership.

<table>
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<th>Principal Role</th>
<th>School Management</th>
<th>School Leadership</th>
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<td>Necessary but not sufficient</td>
<td>Vital for school improvement</td>
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<tr>
<td><strong>Organization</strong></td>
<td>School budget&lt;br&gt;School maintenance&lt;br&gt;Inventory of school material resources&lt;br&gt;Completing forms and reports&lt;br&gt;Data gathering</td>
<td>Consulting on and establishing the school priorities&lt;br&gt;Reviewing what the data means&lt;br&gt;Develop improvement strategies&lt;br&gt;Ensuring a transparent approach to school management&lt;br&gt;Means of and purposes for student assessment</td>
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<td><strong>Curriculum</strong></td>
<td>Class organization&lt;br&gt;Purchase of classroom materials&lt;br&gt;School instruction hours&lt;br&gt;Extracurricular activities</td>
<td>Teaching methods&lt;br&gt;Developing classroom management policies and practices&lt;br&gt;Attendance&lt;br&gt;Improved curriculum&lt;br&gt;Local curriculum needs</td>
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<td><strong>Human</strong></td>
<td>Teacher materials and equipment&lt;br&gt;Teacher accommodation&lt;br&gt;Election of school committee&lt;br&gt;Election of student leaders&lt;br&gt;Teaching loads and responsibilities</td>
<td>Establishing school values&lt;br&gt;Ensuring behaviors are based on school values&lt;br&gt;Developing student behavior management policies and practices&lt;br&gt;Teacher mentoring and sharing good methods&lt;br&gt;Teacher sharing of areas where they need help to improve&lt;br&gt;Discussion of student needs&lt;br&gt;Dealing with gender and children's rights</td>
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<td><strong>Culture</strong></td>
<td>Organizing school committee meetings&lt;br&gt;Completing the school development plan&lt;br&gt;Training the school committee in effective meetings&lt;br&gt;Training school committee executive in their roles</td>
<td>Vision and mission&lt;br&gt;Being accountable to the community&lt;br&gt;Seeking community input&lt;br&gt;Building good relationships&lt;br&gt;Mentoring the school staff and community in what constitute sound teaching&lt;br&gt;Maintaining confidentiality</td>
</tr>
</tbody>
</table>

Source: School Based Management Handbook (NTTPEP, 2007)
There is several working performance of this third competent of school principals:
- Knowledge about teaching and learning and student learning progress is used in school management's decision-making.
- Operational procedures are used and managed to maximize opportunities for successful learning.
- New beneficial techniques are applied.
- Operation plans and procedures to achieve school vision and mission are well developed.
- School contract agreement is managed effectively.
- School building and facilities are operated safely, efficiently, and effectively.
- Time is managed effectively to achieve school goals.
- Potential issues and opportunities are identified.
- Every issue is addressed in a timely manner.
- Human resources and other resources are managed to achieve school goals.
- Organizational system is monitored and modified regularly as need be.
- Related stakeholders are involved in school-impacted decisions.
- Responsibilities are shared to maximize accountability.
- Effective problem solving skills are applied.
- Conflict solution skills are effectively applied.
- Effective working group and consistent achievement are applied.
- Safe, clean, beautiful, and joyful school environment is maintained.
- Human resources are maintained to get them functioned towards achieving school goals.
- School documents are kept confidential.

There are at least eight knowledge and skills that are required to be competent principals for this competence:
- Organizational development principles.
- Operation procedures at school and regional levels.
- Issues and principles on safe and healthy school environment.
- Human resources management.
- Principles of school finance management.
- Principles of school facility management.
- School operation regulation.
- Up to date technology to support management functions.

**Leadership Competence # 4:** Collaborate with parents and community

Parents, respond to various needs and interests, and mobilize community resources.

School principals need to be aware that school goals cannot be achieved without the support of all related stakeholders, especially parents. School management is a shared responsibility and big responsibilities to be more controlled. Therefore, school principals should not give up involving all related stakeholders to move schools forward.

Additionally, collaboration school and community require a conducive school culture is the basis for interaction between all members of the organization. This includes; values (beliefs, honesty, and transparency) and norms and behaviors that prevail and are agreed by all members of the organization.

The school culture also requires common views on how students learn, how student is managed and how members of the school community - students, teachers, staff, and school committee - respect each other.

A positive school culture arises from good relationships between the principal and teachers and students, teachers and students, student and students, and between parents and the school community. This becomes a school characteristic that influences the teaching and learning process at school.

The principal has a key role in developing a positive school culture. This is done through discussion with the teachers and school community, through modeling positive
values and behaviour and by having individual discussions with teachers unacceptable behavior.

To be competent in collaborating with parents and community members, mobilizing community resources, the principal has to meet the following performance:

- Active involvement, participation, and communication with wider community.
- Relationship with community leaders is developed.
- Information from families and community members are used.
- Relationship with business, religion, politics, and government is developed.
- Different values and opinion of individuals and groups are well respected.
- Resources of schools and community members are shared.
- Community resources are secured to help schools solve problems and achieve goals.
- Partnership with business and education institutions and community is developed to strengthen school programs towards achieving school goals.
- Community members are treated equally.
- Diversity is acknowledged and respected.
- Effective relationship with media is developed.
- Comprehensive community relationship programs are developed.
- Public resources are used properly and wisely.
- Community collaboration is modeled for staff.
- Proper opportunities are provided for staff to develop collaboration skills.

The required knowledge and skills to be competent school principals are listed as follows:

- Issues and trends that might impact on school community.
- Various condition and dynamics of school community.
- Community resources.
- Community relations and marketing strategy and process.
- Successful model on school partnership, family, business, government, and higher education.

**Quantum Leadership Competence # 5: Modeling actions on integrity.**

School principals will be uneasy if cannot model appropriate behaviors with behavioral qualities of being reliable, consistent, committed, emotionally controlled. These moral characters have long-term influence on others. School principals who only rely on their position to influence environment will only have short-term effect. Furthermore, effective principals also enrich teacher performance (Lee, 1991; Lee, Buck, & Midgley, 1992; Rosenholtz, 1989; Bouchannna et. al, 2001).

Some working performance indicators required to be competent school principals modeling actions on integrity are listed below:

- Personal and professional ethical codes are modeled.
- Inspiring values, beliefs, and behaviors are demonstrated.
- Positive behaviors are modeled.
- School operations are made reliable.
- The impact of managerial practices on others is considered.
- Position is used to improve education programs and not to meet personal goals.
- Other people are treated equally.
- Rights and confidentiality of staff and students are protected.
- Diversity in school community is respected.
- Authority of others is acknowledged and respected.
- Values of school community is reviewed and considered.
- Ethical behavior and integrity are highlighted.
- Required regulation and agreement are met.
Regulation and procedures are applied equally and wisely.

In order to be competent in modeling actions on integrity, the principal has to equip
with required knowledge and skills, as follows:
- Education goals and leadership roles in modern community.
- Different frameworks and perspectives on ethics.
- Various school community values.
- Ethical profession codes.
- Education philosophy and history.

Leadership Competence # 6: Understand, respond, and influence wider political, social, economic, and cultural environments.

School principals need to be aware that school life is part of a wider life environment.
Furthermore, schools influence efforts to manage schools effectively (Schaps, 2005). Social leadership is about developing a school where teachers and the community care about and support each other.

Considering certain systems will help them understand the school position in the social picture. Schools are part of social sub-system that relates to political and economical systems. The key working performance required to be competent school principals:
- Best efforts to influence school operational environment for the sake of students and their families.
- Communication among school members on trends, issues, and possible changes in school operational environment.
- Ongoing dialogue with community group representatives.
- School community is functioning properly as required by local and national government policies, regulation, and law.
- Efforts to influence public policy or provide quality education.
- Communication networks with decision-makers outside school community are developed.

For this competence, the following knowledge and skills required to understand, respond, and influence wider political, social, economic, and cultural environments in order
competent school principals:
- Principles of education bureaucracy that outlines Indonesian school system.
- General roles of education in developing and improving democratic community.
- Regulation that relates with education and schooling.
- Political, cultural and economic systems and processes that impact on schools.
- Model and strategy of change and conflict resolution as outlined in the context of school politics, social and economics.
- Global issues and factors that impact on teaching and learning process.
- Dynamics in developing and supporting policies in democratic political system.
- The importance of diversity and equality in democratic community.

REMARKS

Essentially, school management is completing the school organizational tasks that ensure the school run well. On the other side, leadership is developing a school that values the learning, well-being and capacity of students, teachers and the personal interest.

By viewing educational organizations from the perspective of physics quantum theory, it suggests new approaches into leading and managing for effective and efficient education services, in this context using of quantum leadership approach. The quantum nature of school management, as educational leaders, in term of school principal shall use the quantum thinking. Through quantum leadership, they can use the paradoxical differences to create highly innovative thinking to improve the quality of their school or organization.
The role of the principal swings between management and leadership and both are necessary. Good management is important for effective school operation. Good leadership improves harmony, student results and improved teaching. It is important for principals to develop and use a wide range of different styles of leadership to suite the circumstances and needs.

Effective management through quantum leadership is needed to run a good school, but it is not enough to produce a great school, especially in the changing nature of school management.

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