

**International Conference on
Educational Management and Administration
& The 4th Congress of ISMAPI**

Certificate

This is to Certify that

Dr. NOVIANTY DJAFRI M.Pd.I

Has been a attended the conference as Presenter

At International Conference
“THE CHALLENGES OF EDUCATIONAL MANAGEMENT
AND ADMINISTRATION IN COMPETITIVE ENVIRONMENT”

15th - 17th April 2016 Grand Clarion Hotel, Makassar

Universitas Negeri Makassar



Prof. Dr. H. Arismunandar, M.Pd.
Rector



Universitas Negeri Makassar
Katan Sarjana Manajemen Pendidikan Indonesia

ISBN 978-602-6883-13-1

PROCEEDINGS

**International Conference on
Educational Management and Administration
& The 4th Congress of ISMaPI**

**“THE CHALLENGES OF EDUCATIONAL MANAGEMENT AND
ADMINISTRATION IN COMPETITIVE ENVIRONMENT”**

**15th - 17th April 2016
Grand Clarion Hotel, Makassar**



**Organised by:
Universitas Negeri Makassar
Ikatan Sarjana Manajemen Pendidikan Indonesia**

PROCEEDINGS

International Conference on Educational Management and Administration & the 4th Congress of ISMAPI

**“The Challenges of Educational Management And
Administration in Competitive Environment”**

Editor:

**Dr. Ed. Faridah, ST. M. Sc
Burhanuddin, M.Ed, Ph.D
Dr. Hadiyanto, M.Ed
Prof. Dr. Ibrahim Bafadal, M.Pd
Prof. Dr. Ismail Tolla, M.Pd
Prof. Dr. Syamsu A Kamaruddin M.Si
Dr. Ratwamati, M.Pd
Dr. A. Cudai Nur, M.Si
Dr. A. Nurrochmah, M.Pd
Dr. Ansar, M.Si
Dr. Wahira, M.Pd.**



Badan Penerbit UNM

International Conference on Educational Management and Administration
& the 4th Congress of ISMAPI

Copy Right @ 2016 by Faridah
Copy right is protected by law

First Edition, 2016

Published by Penerbit Universitas Negeri Makassar
Hotel La Macca Lt. 1 Kampus UNM Gunungsari Baru
Jl. A. P. Pettarani Makassar 90222
Tlp./Fax. (0411) 855 199

Member of IKAPI No. 011/SSL/2010
Member of APPTI No. 010/APPTI/TA/2011

<p>Reproduction of this book is prohibited without written permission from the Publisher</p>
--

Faridah

International Conference on Educational Management and Administrative & the 4th Congress
of ISMAPI/Faridah-cet.1

Makassar: Badan Penerbit Universitas Negeri Makassar
Makassar, 2016
758 hlm; 29,7 cm

ISBN: 978-602-6883-13-1

About CoEMA

CoEMA stands for the International Conference on Educational Management and Administration. It is hosted by Universitas Negeri Makassar in collaboration with ISMAPI, the Association of Indonesia Educational Management Scholar. This conference aims at bringing knowledge and good practices together from different perspectives. Linking theory, practice and research is a challenge to improve the quality of education. The speakers and participants are vary from academics, education practitioners, teachers, school principals, policy makers, and students.

We would like to thank everybody who has helped to organize the Conference. We thank all the speaker, the presenters and all the participants. Special thanks is given to the Rector of Universitas Negeri Makassar and the National Board of ISMAPI for their support and fruitful feedback during the preparation of the Conference.

Makassar, 14 April 2016
Conference Committee

Prof. Dr. Syamsu A. Kamaruddin M.Si

Forewords by Rector UNM

I would like to congratulate the committee for its success in organizing the conference. This international conference is part of the university role in sharing and developing knowledge in the field of educational management and administration. I believe, the presence of various presenters and participants has contributed to the future development of knowledge and practices in the field.

This conference is just a beginning of the next journey in linking the theories and practices in the field of educational management and administration. Further partnership among scholars and universities will allow us to gain deeper understanding about the field. It is expected this conference will add new insight in improving the quality of educational management and administration in this dynamic environment.

Appreciation should be given to those who have helped and participated in this conference. Hopefully, this conference has given us opportunities to do more research collaboration and challenged our ideas about what educational management and administration should be.

Makassar, 14 April 2016
Rector of UNM

Prof. Dr. Arismunandar, M.Pd



PROCEEDING BOOK

The International Conference on Educational Management and Administration & the 4th Congress of ISMAPI

Theme:

**“The Challenges of Educational Management and
Administration in Competitive Environment”**

Topic Areas

1. School and University Governance
2. Quality Assurance in Education
3. Leadership & Organizational Culture in Education
4. Innovation in Teaching and Learning
5. Entrepreneurship in Education
6. Professionalism of Education Personnel

Committee

• • • • •

**The International Conference on
Educational Management and Administration
& the 4th Congress of ISMAPI**

Committee

(International Conference on Educational Management and Administration).

1. Advisory Committee

- : Prof. Dr. H. Arismunandar, M.Pd.
- : Prof. Sofyan Salam, Ph.D.
- : Dr. Nurdin Noni, M.Pd.
- : Prof. Dr. Heri Tahir, M.Hum.
- : Prof. Dr. H. Eko Sujono, M.Pd.
- : Prof. Dr. Jasruddin, M.Si.
- : Dr. Abdulah Sinring, M.Pd.

2. Persons in charge:

- : Prof. Dr. H. Ismail Tolla, M.Pd
- : Dr. Sulaiman Samad, M.Si
- : Dr. Ratmawati T., M.Pd

3. Reviewer/Editors

1. Dr. Ed. Faridah, S.T, M.Sc
2. Burhanuddin, M.Ed, Ph.D
3. Dr. Hadiyanto, M.Ed
4. Prof. Dr. Ibrahim Bafadal, M.Pd
5. Prof. Dr. Ismail Tolla, M.Pd
6. Prof. Dr. Syamsu A Kamaruddin M.Si
7. Dr. Ratwamati, M.Pd
8. Dr. A. Cudai Nur, M.Si
9. Dr. A. Nurrochmah, M.Pd
10. Dr. Ansar, M.Si
11. Dr. Wahira, M.Pd.

4. Organizing Committee

- a. Chairman : Prof. Dr. H. Syamsu A. Kamaruddin, M.Si
- b. Vice Chairman : Drs. Ismail Muhtar M.Si
- c. Secretaries : Dr. Ed. Faridah, ST. M.Sc.
: Syamsurijal Basri, S.Pd., M.Pd
- d. Treasurers : Dra. Nurdiana, M.Pd
Hj. Nariman Jacop, S.E
Asmuliadi Asri, S.E

e. Division of Ceremony:

1. Drs. M. Bachtiar, M.Si
2. Drs. Andi Mappincara, M.Pd
3. Dr. Andi Cudai Nur, M.Si
4. Dra. Nirmala, S.Pd, M.Si
5. Dr. Syarifuddin Cn Sida, M.Pd
6. Dra. Hj. Hasmawaty, M.Pd

f. Division of Secretariat:

1. Dr. Ansar, M.Si
2. Dr. Tangsi, M.Hum
3. Andi Wahed, S.Pd, M.Pd
4. Hasmanto, S.Pd
5. Jamaluddin, S.Pd
6. Ilham Tonapa

g. Division of Refreshments:

1. Dr. Andi Nurochmah, M.Pd
2. Dra. Sitti Habibah, M.Si.
3. Irmawati, S.Pd, M.Pd

h. Division of Public Relation and Publications:

1. Dr. Pratiwi Syarief, M.Hum.
2. Dr. Wahira, M.Pd
3. Sumarlin Mus, S.Pd, M.Pd

i. Division of Transportation.

1. Muh. Ardiansyah, S.Ip, M.Pd
2. Samsuri S.Sos
3. Drs. M. Ihwan
4. Armin
5. Kaimuddin

j. Division of Technological Support:

1. Sulqifli, S.Kom
2. Ansari Saleh Ahmar, S.Si, M.Sc
3. Moh. Ali Hasan

Contents

ABOUT COEMA.....	III
FOREWORDS BY RECTOR UNM.....	IV
COMMITTEE	VII
CONTENTS.....	IX
THE RELATIONAL NATURE OF LEADERSHIP AND ORGANIZATIONAL CULTURES	
DAVID GILES	2 - 9
KEY AREA 1.....	10
STRENGTHENING SCHOOL GOVERNANCE THROUGH PREPARATION AND EMPOWERMENT SCHOOLS PRINCIPAL AS THE INSTRUCTIONAL LEADER	
IBRAHIM BAFADAL	11 - 17
SCHOOL RELATIONSHIP MANAGEMENT WITH THE SOCIETY BASED ON MADURA LOCAL WISDOM TO IMPROVE QUALITY OF EDUCATION IN JUNIOR HIGH SCHOOL	
ASRI WIDIATSIH ^a , HENDYAT SOETOPO ^a , NURUL ULFATIN ^a , IMRON ARIFIN ^a	18 - 25
SCHOOL BASED MANAGEMENT, CONCEPT AND ITS IMPLEMENTATION AT SCHOOL	
BAMBANG BUDI WIYONO	26 - 31
UNIVERSITY CULTURE, COMMUNICATION LECTURERS AND PROFESSIONAL EDUCATORS THE OTHER SIDE OF EDUCATION RESEARCH	
CITRA ROSALYN ANWAR	32 - 40
AN ANALYSIS OF THE REGULATION OF THE MINISTER OF NATIONAL EDUCATION (MONE) NO. 16 YEAR 2007: STANDARDS OF TEACHERS ACADEMIC QUALIFICATIONS AND COMPETENCE	
EFFENDI LIMBONG	41 - 49
BRIDGING THE GAP BETWEEN SCHOOLS AND UNIVERSITIES	
FARIDAH ^a , BERNARD ^a , SITTI SYAMSUDDUHA ^a , FADIAH MACHMUD ^c	50 - 55
THE EVALUATION OF SCHOOL-BASED MANAGEMENT IMPLEMENTATION AT JUNIOR SECONDARY SCHOOLS IN SOUTH TANGERANG CITY	
HADIYANTO LECTURER AT STATE UNIVERSITY OF PADANG, INDONESIA	56 - 64
THE URGENCY TO BUILD HEALTHY EDUCATIONAL INSTITUTION	
HASYIM ASY'ARI	65 - 74
THE IMPLEMENTATION OF BOS IN SMA NEGERI 37 JAKARTA	
JEJEN MUSFAH & WIDYA NINGSIH	75 - 80
MARKETING MANAGEMENT OF EDUCATIONAL SERVICES	
MAISYAROH.....	81 - 87
EMPOWERING PARENTS PARTICIPATION EFFORTS IN IMPROVING QUALITY OF EDUCATION IN PUBLIC ISLAMIC SCHOOL	
RADEN BAMBANG SUMARSONO ^a , ALI IMRON ^a , BAMBANG BUDI WIYONO ^a , IMRON ARIFIN ^a	88 - 101

APPLYING CPU ON PARENTING AND EDUCATING PATTERN IN FORMING CHILD CHARACTER	
RAMLAH M SIRI	102 - 111
MANAGING BEST PROGRAMS TO ACHIEVE STUDENTS' ENVIRONMENTAL AWARENESS: EVIDENCE FROM SENIOR HIGH SCHOOL IN RIAU INDONESIA	
RR SRI KARTIKOWATI ^a & PARIANG SONANG SIREGAR ^b	112 - 118
EVALUATION OF ENVIRONMENTAL AN CULTUR SCHOOL PROGRAM	
SITTI ROSKINA MAS & HERLIS SETIAWAN KARIM	119 - 126
KNOWLEDGE MANAGEMENT PRACTICES IN EFL CLASSROOM IN INDONESIA (A POTENTIAL CASE STUDY AT HIGHER EDUCATION)	
SUKARDI WEDA.....	127 - 136
EMPOWERING PRODUCT-BASED RESEARCH FOR UNDERGRADUATE STUDENT TO DEVELOP COMPETITIVE HUMAN RESOURCE IN MANAGEMENT OF EDUCATION	
SUPADI	137 - 140
TEMPORARY AND PERMANENT ADMINISTRATIVE STAFF IN THE HIGHER EDUCATIONAL INSTITUTION IN INDONESIAN CULTURAL CONTEXTS	
SURYANTO.....	141 - 147
THE NEW ELEMENTARY STUDENTS OF GOVERNMENT SCHOOLS ENROLLMENT BY ONLINE SYSTEM (STUDY AT DKI PROVINCIAL OFFICE OF EDUCATION)	
WAHYU SRI AMBAR ARUM	148 - 156
KEY AREA 2	157
CONTINUOUS IMPROVEMENT IN LEADERSHIP AND ORGANIZATIONAL CULTURAL FIT: A LANDSCAPE FOR EDUCATIONAL INSTITUTIONS	
AZHAR ARSYAD	158 - 169
PRINCIPAL INSTRUCTIONAL LEADERSHIP FOR IMPROVED STUDENT ACHIEVEMENT	
AHMAD SABANDI.....	170 - 178
MODEL OF PRINCIPAL LEADERSHIP ON PENDALUNGAN CULTURE BACKGROUND	
AHMAD YUSUF SOBRI.....	179 - 186
IMPLEMENTATION OF FUNCTIONS PRINCIPAL LEADERSHIP IN ACHIEVING THE STANDARDS PROCESS OF EDUCATION	
ARFAN ARSYAD & RIDWAN	187 - 194
THE MEASURE OF ORGANIZATIONAL CULTURE AND HOW IT AFFECTS UNIVERSITY STAFF PERFORMANCE	
BURHANUDDIN.....	195 - 203
PRINCIPAL LEADERSHIP AND ORGANIZATIONAL CULTURE IN IMPROVING EDUCATION QUALITY AT STATE JUNIOR HIGH SCHOOL 1 OF MAMPLAM IN BIREUEN REGENCY, ACEH	
CUT ZAHRI HARUN.....	204 - 209
THE PRINCIPAL LEADERSHIP STYLE IN DEVELOPING DISCIPLINE CHARACTER	
DIAH PUJI NALI BRATA ^a , ALI IMRON ^a , AHMAD SONHADJI K.H. ^a , IMRON ARIFIN. ^a	210 - 219

HEADMASTER'S LEADERSHIP AND WORK MOTIVATION OF TEACHER AT SD DDI 2 PALOPO CITY	
FAUZIAH ZAINUDDIN ^a , RASYIDAH ZAINUDDIN ^a , HARIFUDDIN HALIM ^a	220 - 226
LEADERSHIP AND ORGANIZATIONAL CULTURE IN EDUCATION	
H. SYAIFUL SAGALA.....	227 - 235
THE READINESS OF SECONDARY SCHOOL HEADMASTER TO MANAGE INCLUSIVE EDUCATION IN PALEMBANG, SOUTH SUMATERA	
HERASNI YAMAN	236 - 253
TRANSFORMATIONAL LEADERSHIP IN BUILDING ORGANIZATIONAL CULTURE AND CHARACTER EDUCATION ENTERING ERA ASEAN ECONOMIC COMMUNITY	
IMRON ARIFIN	254 - 265
SCHOOL LEADERSHIP AS CAREGIVERS TO SHAPE STUDENTS CHARACTERS AT BOARDING SCHOOL SYSTEM	
MUH ZAINUL AMIN NUR	266 - 272
IMPLEMENTATION THE CONCEPT OF TAMANSISWA LEADERSHIP AND THE THREE EDUCATION CENTER IN IMPROVING INDONESIAN EDUCATION QUALITY	
MUNDILARNO & SITI MARIAH	273 - 279
THE PRINCIPAL TRANSFORMATIONAL LEADERSHIP EFFECT ON THE PERFORMANCE OF TEACHER IN PUBLIC HIGH SCHOOL IN MEDAN CITY	
NASRUN & NANI BARORAH NASUTION	280 - 285
EFFECT OF EMOTIONAL INTELLIGENCE AND COMPETITIVE ADVANTAGES OF LEADERSHIP EFFECTIVENESS OF PRINCIPAL ADVANCED LEVEL OF THE WHOLE PROVINCE GORONTALO	
NOVIANTY DJAFRI	286 - 294
WORK MOTIVATION AND PRINCIPAL'S COMPETENCE	
RATMAWATI, T	295 - 303
THE NEW MEANING OF SCHOOL LEADERSHIP AND SCHOOL CULTURE REQUIRED FOR SCHOOL IMPROVEMENT FOR ALL STUDENTS	
SUYATA,	304 - 309
TRANSFORMATIONAL-INSTRUCTIONAL LEADERSHIP: A NEW PARADIGM FOR ACCELERATING TRANSFORMATION OF VOCATIONAL EDUCATION IN THE GLOBAL ERA	
SYAMSUL HADI.....	310 - 323
THE IMPACT OF ORGANIZATIONAL CULTURE TO GUIDANCE AND COUNSELING TEACHERS PERFORMANCE AT SALATIGA	
YARI DWIKURNANINGSIH	324 - 330
KEY AREA 3	331
SUSTAINABLE DEVELOPMENT TRAINING MODEL BASED OF LESSON STUDY TO IMPROVE THE COMPETENCE SUPERINTENDENT OF SCHOOL /MADRASAH	
ANDI NUROCHMAH ^a ,	332 - 339
MADRASA LEADERSHIP AND MADRASA CULTURE	
AAN KOMARIAH ^a , UDIN SYAEFUDIN SA'UD ^a	340 - 350

ACCOUNTABILITY OF PUBLIC SERVICE AT THE VILLAGE GOVERNMENT IN BULUKUMBA	
AMIRUDDIN, R	351 - 359
THE EFFECT OF COMPETENCE AND SUPERVISION TO WORK EFFECTIVENESS OF TEACHER	
ANISAH	360 - 370
THE DEVELOPMENT OF SCHOOL SUPERVISOR' COMPETENCE IN MAKING SUPERVISORY INSTRUMENTS	
ANSAR & SUMARLIN MUS.....	371 - 378
STRENGTHENING THE ACCREDITATION OF STUDY PROGRAM THROUGH TRACER STUDY	
ARIFIN SUKING, ARWILDAYANTO, BESSE MARHAWATI.....	379 - 386
THE EDUCATIONAL QUALITY ASSURANCE THROUGH THE IMPLEMENTATION ABOUT ACADEMIC SUPERVISION FOR STATE JUNIOR HIGH SCHOOL PRICIPLES IN MAKASSAR	
DARWIS SASMEDI	387 - 397
DEVELOPMENT OF INSTRUCTIONAL SUPERVISION MODEL AS NEEDS PRINCIPAL IN EFFORTS TO ASSURANCE THE QUALITY OF INCLUSION ELEMENTARY SCHOOL	
HERMANTO ^a , BAMBANG BUDI WIYONO ^a , ALI IMRON ^a , IMRON ARIFIN ^a	398 - 406
MANAGERIAL SKILLS TO IMPROVE EXCELLENT LEARNING SERVICE	
KARWANTO	407 - 417
NEEDS ANALYSIS TO IMPROVE PERFORMANCE QUALITY OF SCHOOL SUPERINTENDENT IN MAKASSAR	
M. BACHTIAR, ANDI NUROCHMAH, SYAMSURIJAL BASRI.....	418 - 428
LPTK MANAGEMENT IN INCREASING THE QUALITY OF EDUCATIONAL TEACHER PROFESSIONAL CHARACTER	
MARDIA	429 - 438
SERVICE QUALITY EFFECT STUDENT SATISFACTION AND LOYALTY OF POSTGRADUATE PROGRAM AT THE STATE UNIVERSITY OF SURABAYA	
MURTADLO	439 - 442
REVITALIZATION OF THE ROLE AND FUNCTION OF INSTITUTION OF EDUCATIONAL SUPERVISION IN ENHANCHING QUALITY OF EDUCATION IN INDONESIA	
NINA LAMATENGGO	443 - 448
THE DEVELOPMENT OF CLINICAL SUPERVISION TRAINING MODEL FOR ELEMENTARY SCHOOL PRINCIPALS IN MAKASSAR	
NIRMALA ^a , ARISMUNANDAR ^a , ISMAIL TOLLA ^a , ARIFIN AHMAD ^a	449 - 455
ACTUALIZATION OF SCHOOL PRINCIPAL LEADERSHIP IN DEVELOPING TEACHER EFFICACY A REVIEW IN CHANGE MANAGEMENT PERSPECTIVE	
NUNUK HARIYATI.....	456 - 464
ROLE PLAYERS IN IMPLEMENTATION OF EDUCATION POLICY ON INCLUSIVE EDUCATION IN THE PRIMARY SCHOOL LEVEL MANADO	
SELPIUS R. KANDOU	465 - 474

MODEL DEVELOPMENT NEEDS ACADEMIC SUPERVISION BASED ON PERFORMANCE ASSESSMENT AT TEACHERS OF ELEMENTARY SCHOOL	
WAHIRA.....	475 - 482
THE MANAGEMENT OF OPERATIONAL ASSISTANCE FOR QUALITY MANAGEMENT (BOMM) AT SMA NEGERI 12 SEMARANG	
WELIUS PURBONUSWANTO.....	483 - 488
KEY AREA 4.....	489
CONCEPTUAL MODEL PUPIL MANAGEMENT WITH INTEGRATING BALANCING-SOLIDARITY VALUE TO PREPARE GENERATION OF COMPETITIVE AND SOCIAL SOLIDARITY CHARACTER IN THE DEMOGRAPHIC BONUS ERA	
ALI IMRON.....	490 - 501
DEVELOPMENT OF BLENDED LEARNING MODEL (A STUDY AT TELECOMMUNICATION STUDY PROGRAM, SCHOOL OF ELECTRICAL ENGINEERING, PADANG STATE POLYTECHNIC)	
AFRIZAL YUHANEF.....	502 - 509
INFORMATIONAL BOOKS AS LEARNING SUPPLEMENT	
AGUS KICHI HERMANSYAH ^a , ASNI DESELIA KHAIRUNNISA ^b , FEBRIANITA PUTRI SOLIHAN ^c ,.....	510 - 519
REVITALIZATION OF SCIENCE TEACHER ASSOCIATION THROUGH MENTORING BASED ON LESSON STUDY	
ANDI ASMAWATI AZIS	520 - 528
ENTREPRENEURSHIP EDUCATION MODEL AT LPTK (EDUCATIONAL INSTITUTION OF EDUCATIONAL STAFF) THROUGH THE INSTRUCTION OF PROJECT WORK-BASED	
ARNIDAH.....	529 - 536
INTERACTION THINKING OF TEACHER AND STUDENT AGAINST SPONTANEOUS EXAMPLE IN MATHEMATICS LEARNING (CASE STUDY ON JUNIOR HIGH SCHOOL STUDENTS)	
BAHARULLAH ^a , PURWANTO ^b , SUBANJI ^c	537 - 543
EVALUATION OF LEARNING INSTITUTIONS LEARNING MENTORING PRIMAGAMA CITY GORONTALO	
FORY NAWAY.....	544 - 549
DEVELOPMENT OF MATHEMATICS' LEARNING DEVICE IPA CLASS XI OF EVEN SEMESTER BASED ON DICK & CAREY LEARNING MODEL	
HAMZAH B. UNO, ASRIYANTO J. PAKAYA	550 - 558
THE DEVELOPMENT OF TRAINING MATERIAL ON SUBJECT TEACHERS COUNCIL OF PHYSICAL, SPORT, AND HEALTH EDUCATION AT JUNIOR HIGH SCHOOLS IN MAKASSAR	
HIKMAH MANGANNI.....	559 - 569
VARIOUS FORMS OF TEACHER LEADERSHIP AS A STRATEGY IN THE STUDENT'S CHARACTER BUILDING	
IFIT NOVITA SARI ^a , AHMAD SONHADJI K.H. ^a , NURUL ULFATIN ^b , IMRON ARIFIN ^c	570 - 576

IMPROVING THE QUALITY OF TEACHING LEARNING FACILITIES THROUGH IMPLEMENTING A CFUQ FACULTY FACILITY ASSESSMENT MODEL (A CASE OF STATE UNIVERSITY OF GORONTALO)	
IKHFAN HARIS	576 - 588
MENGEMBANGKAN "PEMIKAT" SISWA TERHADAP "SELINGKUH" DI SMP NEGERI 14 PALU MELALUI PROGRAM SEKOLAH ADIWIYATA	
RIKA KURNIA.R	589 - 598
THE DETERMINANT OF QUALITY TEACHING AND LEARNING THE BACHELOR EDUCATION IN-SERVICE TEACHERS PROGRAM ICT-BASED	
SLAMETO	599 - 605
ANALYSIS OF THE IMPLEMENTATION OF CREATIVE GAMES TO DEVELOP COGNITIVE ABILITIES AT TK PUSAT PAUD RENGANG IN WEST BAJENG SUBDISTRICT OF GOWA DISTRICT	
WIWIK PRATIWI	606 - 616
KEY AREA 5	617
PROFESSIONALISM OF EDUCATIONAL PERSONNELS IN INDONESIA: PROBLEMS AND PROSPECTS	
UDIN SYAEFUDIN SAUD	618 - 624
ROLE KKG (WORKING GROUP OF TEACHERS) IN THE PROFESSIONAL DEVELOPMENT OF TEACHERS	
DHINA LUVITASARI ^a , NURUL ULFATIN ^b , AHMAD SONHADJI K.H. ^c , IMRON ARIFIN ^d	625 - 628
THE IDENTIFICATION AND ANALYSIS OF AUTHORITY, LEADERSHIP STYLE, AND IMPLEMENTATION OF ACADEMIC SUPERVISION APPROACH OF PRINCIPALS AS DETERMINANT FACTORS IN IMPROVING THE QUALITY OF TEACHER PROFESSIONALISM COMPETENCE (STUDY ABOUT STATE SENIOR HIGH SCHOOL TEACHERS' PERCEPTION IN BULELENG REGENCY)	
I NYOMAN NATAJAYA	629 - 639
EVALUATION COMPETENCE OF SUPERVISOR AT ELEMENTARY SCHOOL (SD) CITY OF BUKITTINGGI	
IRSYAD	640 - 645
THE IMPROVEMENT OF EDUCATOR'S PROFESSIONALISM THROUGH PERSONAL DEVELOPMENT	
MILKA ^a , NURUL ULFATIN ^b , BAMBANG BUDI WIYONO ^c , IMRON ARIFIN ^d	646 - 651
POLICY EVALUATION OF TEACHERS' ASSIGNMENT AS SCHOOL PRINCIPALS	
MUHAMAD SHOLEH	652 - 656
THE EFFECTIVENESS OF THE PRINCIPAL CANDIDATES' PREPARATION PROGRAM POLICY	
MUHAMMAD ARDIANSYAH ^a BAMBANG BUDI WIYONO ^b IBRAHIM BAFADAL ^c IMRON ARIFIN ^d	657 - 662
THE INFLUENCE OF SCHOOL CLIMATE AND ACHIEVEMENT MOTIVATION OF HIGH SCHOOL TEACHER PERFORMANCE IN SIDRAP REGENCY	
SAHRIR ^a , ISMAIL TOLLA ^b , MUH. ARIF TIRO ^c , MUHAMMAD JUFRI ^d	663 - 670

TEACHERS PROFESSIONALISM DEVELOPMENT MANAGEMENT	
SRI MARMOAH.....	671 - 680
CONTINUOUS PROFESSIONAL DEVELOPMENT OF ELEMENTARY SCHOOL TEACHERS	
YOVITHA YULIEJANTININGSIH ^a & NURKOLIS ^a	681 - 685
ROLE OF PKN TEACHER ORGANIZATION IN DEVELOPING TEACHER PROFESSIONALISM	
ZULAECHA NGIU & RAHMAT PAKAYA.....	686 - 693
KEY AREA 6	694
PARTNERSHIP MODEL OF PRINCIPAL'S TRAINING AND EDUCATIONAL PROGRAM	
ANDI CUDAI NUR, ANDI WAHED.....	695 - 706
THE IMPLEMENTATION OF THE ECONOMIC MODEL OF EDUCATIONAL TOURS WHICH IS LOCAL WISDOM ORIENTED TO IMPROVE THE ECONOMICS OF SMALL AND MEDIUM INDUSTRIES IN BALI	
ANAK AGUNG GEDE AGUNG.....	707 - 716
THE INTEGRATION ENTREPRENEURSHIP EDUCATION IN CURRICULUM 201	
BUDIMAN JAYA ASHARI	717 - 729
CHARACTER ENTREPRENEURSHIP OF STUDENT	
DAENG AYUB NATUNA	730 - 741
ENTREPRENEURSHIP IN VOCATIONAL SCHOOLS	
YULIA TRI SAMIHA	742 - 750
BASED SCHOOL MANAGEMENT ADIWIYATA LOCAL EXCELLENCE IN PUBLIC ELEMENTARY SCHOOL DISTRICT 2 TABONGO GORONTALO	
SUTRISNO DJ. YUNUS	751 - 758



PLENARY SPEAKERS

....

**COEMA
UNM & ISMAPI
2016**

**The International Conference on
Educational Management and Administration
& the 4th Congress of ISMAPI**

THE RELATIONAL NATURE OF LEADERSHIP AND ORGANIZATIONAL CULTURES

David Giles

Dean of School of Education, Flinders University, Australia

dkgiles1@gmail.com, dkgiles1.wordpress.com

Abstract We are in a time when the urgent demand for educational leaders can overlook the importance of practicing and emergent leaders *knowing about* leadership as well as constructing leadership practice knowledge from experiences of *being in* leadership¹. Similarly, leadership development is inadequate when the focus of the learning is risk-aversion, managerial imperatives, and programs that strip the intricacies and uncertainties of being in a particular leadership context. Decontextualized leadership programs are harmful at best and lessen the space for critical dialogue surrounding the adaptive nature of leadership and the formation of organizational cultures which respond to the everyday realities of a local context. This presentation draws upon an ongoing phenomenological research agenda which showcases the centrality of relationships in the formation of leaders, leadership and organizational cultures. Moving from the research findings on the taken for granted nature of relationships², the presentation will consider the implications for organizational cultures, leadership as relational, relational sensibilities, organizational story lines, and finally an Educational Leadership and management program that has been constructed with relational intentions and aspirations. This presentation then tracks an ongoing qualitative research agenda focused on leadership and organization cultures.

key words: relational nature, leadership, organizational cultures

¹ Balls, A. M., Giles, D., & Rogers, B. (2016). 'Being in' and 'feeling seen' in professional development as new teachers: the ontological layering of professional development practice. *Australian Journal of Teacher Education*, 41(2). Retrieved from <http://ro.ecu.edu.au/ajte/vol41/iss2/7>

² Giles, D. L. (2008). Exploring the teacher-student relationship in teacher education: A hermeneutic phenomenological inquiry. Unpublished doctoral thesis, Auckland University of Technology, Auckland.

Giles, D. L., Smythe, E. A., & Spence, D. G. (2012). Exploring relationships in education: A phenomenological inquiry. *Australian Journal of Adult Learning*, 52(2), 214-236

Giles, D. L. (2015). *Exploring teacher-student relationships with hermeneutic phenomenology*. Germany : Lambert Press.

Relationships

The purpose of phenomenological research is to explore and uncover understandings about a phenomenon that have been taken for granted in our everyday lived experiences³.

Recent phenomenological research exploring the ontological nature of relationships⁴ had four simple findings, which, I would argue, are significant to any discussion or theorizing on the ongoing formation of leadership and organizational cultures. Indeed an ongoing research agenda is further detailing shared and cross cultural understandings of the implications and application of these findings to the framing of leadership and organizational cultures, as well as being central to the construction of a postgraduate educational leadership program for practicing and emergent leaders.

The four very powerful ontological findings from the phenomenological research on the everyday nature of relationships were as follows:

1. We are always, already in relationships.⁵

To be human is to relate. Alternatively, we are not just beings in the world; we are beings together in the world. Our relationships continue in the presence or absence of others. Similarly, we can start a relationship but the relationship never ends. It is as if relationships have an enduring quality.

Implications exist for the relational nature of leadership and the relational complexity of growing an enabling culture within our organizations.

2. Relationships exist in the space between us.

Objectively and historically, we have thought of relationships as being about the individuals (or objects) involved. Phenomenological, we have taken for granted that the relationship between individuals and / or object was found to exist in the space 'between' those relating. The relationship is not the one or the other, rather existing in the space between.

Thought in this way, the moral and ethical responsibility for the nature of a particular relationship belongs to all those involved in the relationship. Both, or all the, individuals can influence the nature of the particular by their activity or inactivity.

3. Relationships are always mattering whether we are aware of this or not⁶.

Indeed our very way of being in the world is relational such that relationships are always mattering to our everyday experiences. From the outset, 'who we are' and 'how we are' is felt and read by others. The 'reading' of another begins before words are spoken and continues on with the lived experience of being in relationship.

As human beings we show our way in the particular relational experience. Said another way, our way of being has a communicative aspect such that individuals (teachers, leaders) embody their way of being such as who they are and how they are is read and felt by others.

I argue that, within an organization, the collective expression of how the relationships are mattering is

³ Giles, D. L. (2008)

Giles, D. L., Smythe, E. A., & Spence, D. G. (2012).

Giles, D. L. (2009). Phenomenologically researching the lecturer-student teacher relationship: Some challenges that were encountered. *Indo-Pacific Journal of Phenomenology*, 9(2), online.

⁴ See Giles, D. L. (2008)

⁵ Giles, D. L. (2011a). Relationships always matter in education: Findings from a phenomenological inquiry. *Australian Journal of Teacher Education*, 36(6), 80-91

⁶ Giles, D. L. (2011b). 'Who we are' and 'how we are' are integral to relational experiences: exploring comportment in teacher education. *Australian Journal of Teacher Education*, 36(1), 60-72.

representative of the 'mood' of the organization. Every member within an organization must share the responsibility for the mood as this is experienced. The challenge also exists as to how to enable leaders to enact the knowledge that their task is not a matter of putting relationships into their work as leaders responsible for the organizational culture, rather how do we live out the knowledge that relationships are already present and mattering to every experience.

4. Being in relationships is like being in a 'play of relating'⁷

While as leaders, and as educators, we up skill our leaders and learners towards practices that are more controllable, we have taken for granted that this knowledge is limited in experience. The experience of being 'in' relationship in the world remains uncertain. We relate within many uncertainties that we have limited to no control over; relationships included.

It is as if we are caught up in a 'dramatic play' without a script to read from or refer to. Caught up in the play, and becoming aware of the movement of those relating reinforces the need to attune to the nature of the relationships and they're relating. We never seem to have complete control over our relationships. Being in the play then, involves the growth of relational sensibilities that enable of wisdom in particular experiences to grow.

The findings of this phenomenological research influence my thinking and research on the formation and practices within leadership and within organizational cultures (and extends to teachers and pedagogy; and

lastly conference attendees). Regarding *leadership*, leadership is inherently relational, and relationships are the essence of leadership. The nature of the relationship that exists between a leader and their colleagues influences the experience of those within the organization, and those experiencing the organization. For *organization cultures* then, the relational spaces influence the mood of the organization. Given the importance of organizational culture to both the performance and health of an organization, leaders relational sensibilities come to the fore as showing the practical wisdom of the leader.

In summary, relationships are integral to being human and yet the nature of particular relationships and our way of relating can be taken for granted. Moreover the very nature of leadership and organizational cultures are experienced relational.

Organizational culture

From the findings of my phenomenological research on the nature of relationships, my research agenda moved to apply phenomenological research techniques in pursuit of relational characteristics embedded within an organization's culture, albeit, perhaps taken for granted. An *organizational survey* was created that was made up of a series of open-ended questions⁸.

Given the priority for participant and insider narratives, open-ended questions were constructed that sought a thick description of particular lived experiences. Eliciting narratives requires careful deliberation over the survey questions. In this research, the specific questions and statements that scaffold the research process were drawn from Hammond and Whitney et al. The research employed two types of question, the when and what.

General practice and comparison:

- (1) What do you perceive to be some of the strengths of the relationships within your organization?

⁷ Giles, D. L. (2010). Developing pathic sensibilities: A critical priority for teacher education programmes. *Teaching and Teacher Education*, 26(8), 1511-1519.

⁸ Giles, D. L., & Yates, R. (2014). Enabling educational leaders: Qualitatively surveying an organization's culture. *International Journal of Organizational Analysis*, 22(1), 94-106.

(2) What do you perceive to be some of the challenges of the relationships within your organization?

(3) How do your relational experiences compare to other organizations you have worked in?

History:

(4) What aspects of the organization's history appear to be sustained at present?

(5) From your experiences and observations, what do you see the organization valuing in practice?

(6) What keeps you in this organization?

Relational experiences:

(7) Can you describe a relational experience from your time in this organization that exceeded your expectations?

(8) Can you describe a relational experience from your time in the organization that pleasantly surprised you?

Leadership practices:

(9) How is leadership practiced within the organization?

(10) Can you describe an organization initiative that appears to have strengthened individuals' practice?

(11) How does the leadership at this organization enable your practice?

The organizational survey was first piloted within an organizational unit within a university in New Zealand⁹, before being used in school settings. The participants included Professors and lecturers within a Professional Studies department. See footnote for more detail on the design.

The recurring and thematic characteristics of the relational nature of this department was seen as:

- The intentionality of leadership praxis across the department
- The priority given to grow a relational organizational culture
- This intention to provide the space for engendering a sustained critical

dialogue.

The organizational survey has since been refined and used with four primary schools in NZ and 2 primary schools in Australia¹⁰. At the conclusion of the research on each school the questions were refined, most noticeably to embed the questions involved within an Appreciative Inquiry strategy known as SOAR. The thematic and hermeneutic analysis focused on the eleven (11) questions

Appreciative Inquiry (SOAR)

Experiences- Questions 1 – 3;

Strengths- Questions 4 – 5;

Opportunities- Questions 6 – 8;

Aspirations- Questions 9 – 11.

initially, and then re-analyzed within 4 major areas of consideration as shown in the table below.

The survey questions that specifically relate to the 'Experiences' category which speak to the strengths-based orientation of SOAR were:

- 1) *Describe a time when you were most engaged, alive, and energized in your work within the School.*
- 2) *What has been a highlight in your time within this School?*
- 3) *Who or what makes this a successful place of employment for you?*

The survey questions that specifically relate to the 'Strengths' category were:

- 4) *Describe the strengths of someone whose strengths best complement yours.*
- 5) *What are some of the strengths of the relationships within your School?*

The survey questions that specifically relate to the 'Opportunities' category were:

⁹ Giles, D. L. & Yates, R. (2011). Re-culturing a university department: A case study. *Management in Education*, 25(3), 88-93

¹⁰ Giles, D. L. & Bills, A. (2014). RESEARCH REPORT: *Exploring the organisational culture of Hockham East Primary School*. Adelaide: Flinders University.

Giles, D. L. (2013). RESEARCH REPORT *Exploring the organisational culture of Makumbi School*. Adelaide: Flinders University.

Giles, D. L. (2013). RESEARCH REPORT *Uncovering the relational nature of College Street Normal School*. Adelaide: Flinders University.

- 6) *What opportunities exist to enhance the relationships within the school?*
- 7) *Can you describe an experience from your time in this School when your expectations were exceeded?*
- 8) *Can you describe an experience from your time in the School when you were pleasantly surprised?*

The survey questions that specifically relate to the 'Aspirations' category were:

- 9) *If you had three wishes to improve the health and vitality of the relationships within the School, what would they be?*
- 10) *What have you learned from the School to ensure your ongoing success?*
- 11) *If you were to give this School an award, what would it be, and what would it be for?*

The following emergent themes were identified within a particular Australian primary school and then used by leadership to reconsider the strategic direction and operation within the school¹¹.

Strengths

- Theme 1: A staff that is 'not afraid'
- Theme 2: Staff that are purpose-driven towards a moral imperative
- Theme 3: Highly organized for change
- Theme 4: A collaborative culture: 'being-there-for the other'

Opportunities

- Theme 1: Ongoing professional learning
- Theme 2: Mutual support
- Theme 3: Informal staff gathering
- Theme 4: Opportunities to develop leadership
- Theme 5: Aspirational dialogue

Theme 6: Appreciating efforts and achievements

Theme 7: Creating spaces for informally relating with 'our' children

Aspirations

Theme 1: Become a school that models wellbeing of teachers and students

Theme 2: Develop school wide aspirational statements for the next three years

Theme 3: Review and enhance the goal of developing students as lifelong learners

Theme 4: Explore school wide conceptual frameworks to describe the work

Theme 5: Broadening recognition of leadership roles

The purpose of developing the organizational survey was to explore taken for granted understandings regarding the nature of the relational culture within an organization.

Relational leadership (RL) and relational sensibilities (RS)

In addition to the previous phenomenological research inquiries on the relational nature of an organizations culture, the research agenda broadened to consider the relational nature of leadership and the relational sensibilities inherent in a leaders everyday experience of *being in leadership*¹². Using narratives that were elicited from organizational leaders as well as emergent and aspirational leaders, the findings enabled the ontological framing of the nature of leadership as "*relational leadership*"¹³. The model of relational leadership was seen as follows:

Relational leaders

- live 'towards' a deep moral commitment to critical, humane and connected inter-relationships,
- live 'out' a way that authentically models and embodies care-full relationships (individually and organizationally)

¹¹ Giles, D. L. & Bills, A. (2014). RESEARCH REPORT: *Exploring the organisational culture of Hackham East Primary School*. Adelaide: Flinders University.

¹² Sisiolo, J. L. & Giles, D. L. (2011). Experiences of 'being' an leader in Choiseul Province in the Solomon Islands: Opening principals' and deputy principals' contexts of leadership. *Waikato Journal of Education*, 16(2), 123-131.

¹³ Giles, D. & Palmer, C. (2015). Exploring a Principal's Practice during a Period of Significant Organizational Change: Relational Leadership and Sensibilities in Action. *The Journal of Meaning-Centered Education*. Volume 3, Article 1, <http://www.meaningcentered.org/exploring-a-principals-practice-during-a-period-of-significant-organizational-change-relational-leadership-and-sensibilities-in-action>

- 'attune' to the subtleties of the immediate, dynamic & relational context through refined relational sensibilities (See Giles & Palmer, 2015)

Upon completion of the ontological framing of the nature of relational leadership, the findings were mapped onto the initial research findings showing the 4 phenomenological understandings of relationships as follows:

Relationships	Relational leaders
We are always already <i>in</i> relationships	Live <i>towards</i> a deep moral commitment to critical, humane and connected inter-relationships
Relationships exist in the space <i>between</i> us	Lives out a way of being that authentically <i>models</i> and <i>embodies</i> <i>care-full</i> relationships (individually and organizationally)
Being in the relationship is like being in the play of relating	Attunes to the subtleties of the immediate, dynamic and relational context through refined relational sensibilities
Relationships are always mattering	Enact a phronesis shown in relational sensibilities such as attunement, tact, nous, resoluteness, improvisation, moral judgment etc.

It is important to know that the expression, relational leadership, is not to be seen as another style of leadership, rather the purpose of the expression was to provide a reminder of the phenomenological nature of leadership; an attempt to speak back to taken for granted

dialogue all too prevalent in our discussions of leadership, that is, leadership is always relational, and relationships are the essence of leadership.

Relational Sensibilities¹⁴

The research data in the form of narratives from leaders describing their everyday experiences of being *in*, or being *with* a leader, revealed the presence of taken for granted relational sensibilities that were inherently in leaders' everyday experiences of relating¹⁵. The similarity of the ontological findings in the original research had a strong fit with the phenomenological research on leaders experiences; something that might have been expected when researching the essential nature of our shared being together in the world. There seemed to be a transferability of understandings around the presence of, and nature of, the *relational sensibilities* at play in the experience of being a leader. These sensibilities were outlined in my earlier research and are now the focus of my current research at Flinders University¹⁶.

In my view, relational sensibilities are not only integral to the nature and experience of leading but also contributes towards the development of the leader's practical wisdom (phronesis). For example, where a leader show a 'resoluteness' within the complexities of a particular context, such resolve can be seen and felt by others. However if the resoluteness was merely an act of 'power' over others, this too is felt and changes the nature of the future relating with this leader. Importantly, if a leader does not take the time to reflect on their everyday experiences then there is a lost opportunity for the growth of wisdom.

Our ongoing research is exploring the articulation and description of relational

¹⁴ Giles (2010)

Giles & Palmer (2015)

Giles, D. (2014). Appreciatively Building Higher Educator's Relational Sensibilities. *The Journal of Meaning-Centered Education*. Volume 2, Article 1, <http://www.meaningcentered.org/appreciatively-building-higher-educators-relational-sensibilities>

Giles, D.L., Bills, A., & Otero, G. (2015) Pedagogical approaches for developing relational sensibilities in educational leaders. *Reflective Practice*. DOI:10.1080/14623943.2015.1095725

¹⁵ Bills, A. M., Giles, D., & Rogers, B. (2016). 'Being in' and 'feeling seen' in professional development as new teachers: the ontological layer(ing) of professional development practice. *Australian Journal of Teacher Education*, 41(2). Retrieved from <http://ro.ecs.edu.au/ajte/vol41/iss2/7>

¹⁶ Giles, D. L. (2015). A storyline of ideological change in a New Zealand primary school. *International Journal of Organisational Analysis*, 23(2), 320-332.

leadership and the relational sensibilities, along with the curriculum development necessary for such phenomenology inquiry within our educational leadership program.

The re-formation of an Educational Leadership and management program

The phenomenological findings of the research on relationships, organizational culture, relational leadership and relational sensibilities, needed to be incorporated within our Educational Leadership and management program. Initially there was some trialing of individual sessions and workshops using various pedagogical approaches in two universities in New Zealand¹⁷. In planning these particular teaching experiences we sought pedagogical approaches that would involve leaders critiquing their own leadership experiences in search of understandings they may have taken for granted in their leadership practices¹⁸. Following on from these explorations, my colleague Michael Bell and I trialed the use of an eportfolios¹⁹ as a means of sustaining the engagement of leaders reflective practices on their personal narratives of leadership. The issues of up scaling these initial forays into

program wide considerations were our primary concern.

As faculty researching and teaching Educational leadership and management, we collaboratively developed our stance on the inclusion of phenomenological and Appreciative Inquiry approaches²⁰, recording this in our first book entitled *Co-constructing a relational approach to Educational Leadership and management*²¹ published by Cengage Australia²¹.

In this we share our adventure in constructing an original award whilst modeling the expectations for educational leaders studying postgraduate and Research Higher Degrees. We articulate our relational philosophy and our preferred notion of formation, rather than preparation and development. Seven dimensions unpinning our program relate to leader's everyday work and reflections. For this paper, I will list these dimensions: Leadership involves life-long learning; leadership is a critical²² and humanistic endeavor; leadership involves a relational and contextual concern; and leadership must be strengths-based and sustainable²³.

Concluding thoughts

¹⁷ Giles, D. L., & Morrison, M. (2010). Exploring leadership as a phenomenon in an educational leadership paper: An innovative pedagogical approach opens the unexpected. *International Journal on Teaching and Learning in Higher Education*, 22(1), 64-70.

Giles, D. L., & Smith, R. (2012). Negotiating and constructing an educationally relevant leadership programme. *Journal of Educational Administration*, 50(2), 231-242.

¹⁸ Kedian, J., Giles, D. L., Morrison, M., & Fletcher, M. (2015). Leadership development as a dialogic process: The rationale and concept of an international leadership institute. *International Journal of Leadership in Education: Theory and Practice*. DOI:10.1080/13603124.2014.997800

¹⁹ Giles, D. L. & Bell, M. (2015). Eportfolios & leadership preparation and development: A tool for enabling educational leaders? *Journal of Applied Research in Higher Education*, 7(2), 443-452. <http://dx.doi.org/10.1108/JARHE-12-2012-0070>

²⁰ Giles (2014)

Giles, D. L., & Kung, S. (2014). Revisiting student's learning experiences appreciatively: Findings from a course evaluation using an Appreciative Inquiry process. *Journal of Applied Research in Higher Education*, 6(2), 215-230.

Kung, S., Giles, D.L., & Hagan, B. (2013). Applying an Appreciative Inquiry process to a course evaluation in

Higher Education. *International Journal of Teaching and Learning in Higher Education*, 25(1), 29-37

Giles, D. L., & Kung, S. (2010). Using Appreciative Inquiry to explore the professional practice of a lecturer in Higher Education: Moving towards life-centric practice. *Australian Journal of Adult Learning*, 50(2), 308-322.

Chapman, L., & Giles, D. L. (2009). Using appreciative inquiry to explore the professional practice of a Midwife Lecturer. *Studies in Continuing Education*, 31(3), 297-305.

Giles, D. L., & Alderson, S. (2008). An Appreciative Inquiry into the transformative learning experiences for students in a family literacy project. *Australian Journal of Adult Learning*, 48(3), 465-478.

²¹ Giles, D. L., Bell, M., Halsey, J., & Palmer, C. (2012). *Co-constructing a relational approach to educational leadership and management*. Melbourne: Cengage.

²² Cuellar, C. E., & Giles, D. L. (2012). Ethical practice: A study of Chilean school leaders. *Journal of Educational Administration*, 50(4), 420-436.

²³ Giles, D. L., Bell, M., Halsey, J., Palmer, C., Bills, A. & Rogers, B. (2016, Mar). *Teaching within a relational approach to educational leadership (2nd edition)*. Melbourne: Cengage.

I have sought to share a journey of inquiry into the phenomenological nature of relationships, organizational cultures, relational leadership, relational sensibilities, and the development of a new postgraduate program that embraces these findings. Post conference I will make the relevant literature available

EFFECT OF EMOTIONAL INTELLIGENCE AND COMPETITIVE ADVANTAGES OF LEADERSHIP EFFECTIVENESS OF PRINCIPAL ADVANCED LEVEL OF THE WHOLE PROVINCE GORONTALO

Novianty Djafri

University of Gorontalo Country, Address Sudirman Street No.6, City of Gorontalo, Indonesia Country

Corresponding e-mail: djafriNovianty@gmail.com

Abstract: The research objective to obtain influence variables emotional intelligence and the effectiveness of Leadership Head High School (SLTA) Se Gorontalo province, in order to improve the effectiveness of high school principals throughout the province of Gorontalo. Beside that also as a contribution to thinking for the government in this case the Department of Education and Culture of the Province of Gorontalo. Short-term goal of this study to assess the direct effect of emotional intelligence and leadership effectiveness Competitive Advantage Against the senior high school principal. The research was conducted at the Principal SMA. This study uses a quantitative approach with survey method with the model path analysis (path analysis). This method can be used to test the effect of direct and indirect effect between dependent and independent variables. From the data, facts or information that can then be accumulated condition of each variable studied thus allowing for variables known to influence one another. Data were analyzed through Primary and Secondary Data. The results of this study at present through statistical data and reviews in the form of descriptive narrative. The findings of this study were (1) there is a direct effect of emotional intelligence on the effectiveness of school leadership Senior Secondary whole Gorontalo (2) there is a direct effect of the competitive advantage of the effectiveness of school leadership High School entire province of Gorontalo, (3) there is a direct influence emotional intelligence and leadership effectiveness Competitive Advantage of the high school Head entire province of Gorontalo.

Keywords: Emotional Intelligence, Competitive Advantage, Leadership effectiveness

INTRODUCTION

The school principal is one of the most educational component plays a role in improving the quality of education. As stated in Government Regulation No. 28 of 1990 article 12 paragraph 1 that: " the principal responsibility for the implementation of educational activities, school administration, coaching other education personnel and the efficient utilization and maintenance of facilities and infrastructure. Thus, in managing the school, the principal has a very big role. The headmaster is a driving force in driving the success of the policy towards school and education in general.

Education Minister Regulation No. 13 of 2007 on Standards for School. This Ministerial Regulation requires to become principals professionals must be competent in planning the development of systemic school; competent in coordinating all components of an integrated system that can establish the school as an effective learning organization; mobilize all personnel are competent in school so that they are sincerely working hard for the attainment of institutional school, competent in professional capacity building of teachers so that they are more skilled in managing the learning process; and competent in monitoring and evaluation so that neither component of the school system is not functioning optimally, because once there is one course among all components of the school system is not functioning optimally would be disruptive to the function of the other components.

Effectiveness of principals should carry out management functions as a whole and integrated in the management of the components in the school. This condition can be seen in the advanced school education institutions (schools that otherwise excel in education).

A leader who can enable emotional intelligence in leadership education is a " capital " that must be owned by a leader not only the intellect alone, but must be supported by emotional intelligence (emotional intelligence) personal independence and integrity as an advantage

that is needed to overcome the challenges. Often the failure experienced by a leader because a leader is emotionally unwilling or unable to understand themselves and others. So that a school principal must have feelings, mental integrity and intellectual ability.

Competitive advantage in the institution / organization by the headmaster is a high attachment to the organization, an individual who gives attachment to the organization would be loyal and actively participate in its organization. One of them is working well and trying to actively promote the organization of the school / madrasah so that organizational goals can be achieved.

The quality of schools and madrasah education institutions in Indonesia, especially in terms of leadership effectiveness Gorontalo generally remain inadequate. Even be called very far behind when compared with each other. Problems curriculum, management ability principals, funding, facilities and infrastructure, as well as the quality of human resources is still not meet the standards. Yet in terms of quantity madrasahs and schools are very adequate. So in terms of the concept, institutional and carrying capacity is still weak? For that school and madrasah need to improve the effectiveness of the quality of leadership, emotional intelligence of the social aspect as well as schools and madrasah for Competitive Advantage to actively participate in the organization to be able to positively compete with other schools.

Based on the description above, it is clear that important research studies on the influence of emotional intelligence and competitive advantage of the effectiveness of school leadership senior se Gorontalo province.

The purpose of this study was to identify the effect of the variables involved in the research. The research variables are: the dependent variable (dependent variable) and the independent variable (independent variable). These variables are the Emotional Intelligence (X1) and Competitive Advantage (X2) on Leadership Effectiveness (Y) as the independent variable, while the dependent variable is the Leadership Effectiveness (Y)

A. Emotional Intelligence

Intelligence is the ability formed by education, experience, motivation to be able to think rationally utilizing existing data when faced with the problem and challenges. While Goleman states that emotion refers to a feeling and thought his trademark, a state and a series of biological and psychological tendency to act.

Emotion is an experience that can be felt physically. Emotion is a signaling system that serves as an alarm in the form of the required information and directs every aspect of the way out, the action or change at any given moment. Basically the emotions felt in the body because we all heard the messages that appear to come directly from the heart. Emotional awareness requires an adjustment between emotional cords, played by the whole body, so the feeling can divert and recover quickly recall and visualization as well as physical stimulation feeling the functions of the body ; move that's called emotional intelligence.

Motion intelligence (EQ) by Ginajar: to enable the heart to the values most in and turn on something we think to be something in which we live . Gina says that "the heart knows things that are not or can't be known to the mind. The liver is the source of courage and spirit, integrity and commitment, the liver is the source of energy and a feeling of depth which requires us to learn, to create cooperation, lead and serve".

B. Competitive Advantage

According to Fahey, there are three runway used for competitive advantage in an organization, namely: (1) Competitive advantage is relative, meaning that the competitive advantage not only have the attributes : product quality, service and competitive prices, but any or all of these attributes, perceived more superior to those offered by competitors. (2) Competitive advantage must have a lot of bases. It is intended to be a competitive advantage consists of several dimensions, such as: price, delivery time, quality, technology, aesthetics, and others, in order to anticipate the increasingly fierce global competition. (3) Basis relevant competitive advantage can be

and often change with the passage of time . These changes can be caused by changes in priorities and customer behavior as well as the dynamics of competition.

According Rangkuti, that at present the company is superior to competing company that owns and driven by the superior, who has the knowledge, competence, creative, innovative, and strong commitment to advancing the company where they work.

C. Effectiveness of Leadership

Engineering skills related to a person's knowledge and ability to perform work that is technical ; Human skills is a person's ability to work effectively with people and build teamwork and leadership are part of a behavioral perspective; Conceptual skill is the ability to think in terms of models, frameworks, and more extensive relationships.

Effectiveness is the ability to determine the appropriate destination or do the right thing. A manager who chose the right targets, it can be said that managers run effective leadership.

Gibson, Ivancevich, and Donnelly, explained that in achieving organizational effectiveness, beginning with the effectiveness of individuals, groups and subsequent effectiveness achieved organizational effectiveness.

The effectiveness of leadership is not determined by a person or a few people, but the results shared between a leader with the people they lead. Leaders will not be effective if there is no participation of subordinate.

Theoretical framework

1. Effect of Emotional Intelligence Leadership Effectiveness Against

In an institution, the individual will be faced with various problems related to work, it requires that the individual be able to face and answer any problems that exist. Success in facing any problems in work is influenced by several factors including: their emotional stability, self-awareness and build relationships between fellow coworkers. When a leader dealing with the problem, the ability to address the problem and the

effectiveness of good work, is largely determined by their emotional intelligence.

Emotional intelligence or the ability to regulate and control himself and understand others will be able to increase cooperation partnership, relationship, and communication with other people involved in an institution. Thus emotional intelligence which is owned by the leader can function improve cooperation between all the components of the institution in achieving its objectives. Then indeed very encouraging emotional artificer leadership effectiveness and agency members. Another factor influencing the effectiveness and effect relationships emotional intelligence, then that should be considered are; maintain relations gesture of reciprocity, provide guidance fair, applying the rules of acceptable psychological conditions, to understand the wishes and feelings of the leaders and members of institutions, avoid contention, keeping the familiarity, emotional/positive feelings, respect privacy, the individual needs to join, maintain harmony, brought the words under conscious control, to understand what his secret to others, willing to help subordinates/superiors, being open and their familiarity. Thus, it can be presumed that emotional intelligence has a direct positive effect on performance.

2. Effect of Leadership Effectiveness Against Competitive Advantage

Every individual has the attitude of a competitive advantage, but this can be optimally done when based on an effective and results -oriented work. The seriousness of an individual on his loyalty is an effective form of active responsibility as an individual will need satisfaction in the work. The attitude of competitive advantage can foster positive awareness for self-actualization of individuals so that the response is based directly affect their effectiveness increase in innovative power and creativity both in development potential.

An individual if it has a competitive advantage work, then it is based on the effectiveness of such creativity goal done through a commitment to awareness as to optimize the feeling of the reconstruction

work, which is manifested in the form of a positive effect on the acceptance of the values and goals of the organization, readiness and willingness to strive earnestly on behalf of the institution/organization and competitive desire to promote and maintain the credibility of its members and in the competition institution/organization. Thus it can be assumed that the competitive advantage of a direct positive impact on the effectiveness.

3. Effect of Emotional Intelligence Against Competitive Advantage

A leader must have a cause of emotional intelligence. Emotional Intelligence aims to hone the intelligence of people who want to succeed in a career.

A leader who has the emotional intelligence is able to communicate and manage emotions well, resulting in the transformation of individual development will be in harmony. A leader must be able to provide a deep influence and remarkable about subordinates, so that emotionally intelligent leadership that is able to increase the attachment in the form of the head of his school commitments.

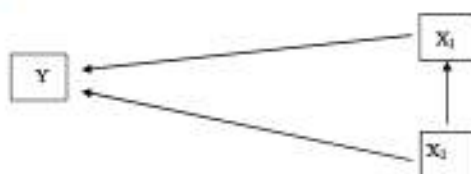
Competitive advantage is the tendency of a person to engage themselves into what is done in the belief that the activities carried out important and meaningful. Competitive advantage is the orientation strategies that lead to techniques when individuals have the opportunity and the chance to decide what he will do.

Competitive advantage is done as an activity or strategic thinking to manage the mindset to recognize others in the process of interaction between the emotional intelligence management leadership with subordinates who are not only limited interaction, but more than that, namely; smart a leader has a competitive advantage, it must be able to build a relationship of trust and respect of subordinates by showing the attitude/behavior is ethical and moral high standards, so this will give you the strength and influence of the leader in influencing subordinates become a person who is seeded in all activities. Thus it can be suspected that emotional intelligence is a direct positive

impact on competitive advantage headmaster / school.

Framework in accordance with the above it can expect a positive influence on Emotional Intelligence and Competitive Advantage of the Effectiveness of Leadership Principal.

Conceptual Framework



Model causal relationships between variables

Information:

X1 = Emotional Intelligence

X2 = Competitive Advantage

Y = Leadership Effectiveness

Hypotheses

1. There is the influence of emotional intelligence on Leadership Effectiveness
2. There is the influence of Competitive Advantage of the Effectiveness of Leadership
3. There is the influence of emotional intelligence Principals Against Competitive Advantage

METHOD

The method used in this study is a survey causal pathway analysis model (Path Analysis) in this study there are three variables, namely: Knowledge Management (X1), Emotional Intelligence (X2), and Leadership Effectiveness (Y).

Population and Sample

The population is the entire head of upper secondary education in the province of Gorontalo to the determination of the sample taken at random as much as 60 principals

Data Collection Techniques

Data were collected using an instrument in the form of structured questionnaires. Possible answers to this instrument uses a graduated scale with a range of 1 s / d 5. The instrument is made by first preparing the lattice derived from the theoretical framework and the research variables .

Before the instrument used first tested on 30 respondents who are not members of the study sample, which aim to determine the validity and reliability of the instrument.

Data analysis technique

The analysis of the study variables measurement data obtained through this research is descriptive and inferential analysis that can be described as follows:

1. Descriptive Analysis

Descriptive analysis in research activities are intended to illustrate the characteristics of the spread of scores such as average price, standard deviation, or standard deviation, frequency distribution manufacture, median, and description in the form of frequency tables.

2. Analysis Inferential

The use inferential statistical analysis was used to test the hypothesis by using path analysis (path analysis). Terms of path analysis is the relationship between the variables in our model should be linear. It required test conditions that include the linearity test and the regression equation estimates errors normality test.

Statistical hypotheses

Based on the hypothesis that has been stated previously that, for the sake of analysis used statistical hypothesis, as follows :

1. Statistical Hypotheses 1

$$H_0 : \beta_{y2} \leq 0$$

$$H_1 : \beta_{y2} > 0$$

2. Statistical Hypotheses 2

$$H_0 : \beta_{y4} \leq 0$$

$$H_1 : \beta_{y4} > 0$$

3. Statistical Hypotheses 3

$$H_0 : \beta_{42} \leq 0$$

$$H_1 : \beta_{42} > 0$$

RESULTS AND DISCUSSION

A. Description of Data Research

The data collected in this study and has been tested on 33 respondents and for research on a sample of 60 respondents . Description of research data in the field are presented as follows

Table 1
Descriptive statistics of research data

VARIABEL	Koordinasi Emosi	Kemampuan Berprestasi	Efektivitas
Stat. Deskriptif			
Mean	118.38	111.87	118.49
Median	111.89	112.40	120.49
Mode	107	100	113
Std. Deviation	13.958	13.093	13.807
Range	61	48	60
Minimum	76	78	84
Maximum	137	126	144

B. Testing Requirements Analysis

The requirements to be met in that the data has a normal distribution and the relationship between variables is linear and additive. So do the testing requirements analysis include: Test Linearity Regression and Normality Test Error Estimates

1. Linearity Regression Testing

Linearity test was intended to see whether the relationship Y with Xi addressed by simple regression equation $y = a + bX_i$, $i = 1, 2, 3, 4$, linear or non- linear . Testing criteria for signifikansi regression equation is if F count > F table at significance level $\alpha = 0.05$, significant regression equation . Criteria testing if the linear regression model of $F < F(1 - \alpha)(k - 2, n - k)$ with a significance level $(1 - \alpha) = 0.05$, $df = k - 2$ numerator and denominator $df = nk$, then declared that the linear regression equation.

Table 2. Summary of testing linearity regression equation

Pers. Regresi	F _{hitung}	F _{tabel}	Keterangan
$Y = 11.59 + 0.97 X_1$	0.71	$F_{(0.05)(1, 29)} = 1.29$	Linear
$Y = 10.05 + 0.97 X_2$	0.99	$F_{(0.05)(1, 29)} = 1.29$	Linear
$X = 12.68 + 3.35$	1.64	$F_{(0.05)(1, 29)} = 1.29$	Linear

2. Normality Test Error Estimates

Testing normality of the data research aimed to test whether the research data were normally distributed or not . The statistical test used in this study is to test the Liliefors . By using Liliefors test, then the data is otherwise normal if $L_{hitung} < L_{tabel}$, and the data is otherwise not normal if $L_{hitung} > L_{tabel}$

Table 3. Summary of normality test error estimates

Pers. Regresi	F _{hitung}	F _{tabel}	Keterangan
$Y = 11.59 + 0.97 X_1$	0.0643	0.1144	Normal
$Y = 10.05 + 0.97 X_2$	0.1002	0.1144	Normal
$X = 12.68 + 3.35$	0.0674	0.1144	Normal

Hypothesis testing

Appropriate models to be tested in this study, there are four (4) types of independent variables (X1, X2, X3 and X4) and the dependent variable (Y) . The model was used to see the direct influence of X1, X2, X3 and X4 to Y. Based on the structure models, variable X4 can serve as an intervening variable for X2, and X3 can serve as an intervening variable to X2 on Y.

Processing data using SPSS 17.0 software, test criteria: reject H_0 if $t_{hitung} > t_{table}$ with significance level $\alpha = 0.05$, $df = n - 3$. For other prices, H_0 accepted . The result of the calculation and the coefficients of significance testing track for hypothesis testing are described as follows.

1. The direct effect positive emotional intelligence on leadership effectiveness .

The second hypothesis reads, "There is a direct positive influence on the effectiveness of emotional intelligence leadership" with statistical hypothesis :

$$H_0 : \beta_{y2} \leq 0$$

$$H_1 : \beta_{y2} > 0$$

Based on the second structure equation path coefficient of emotional intelligence (X2) on the effectiveness of the leadership (Y) that is $\beta_{y2} = 0.316$, $t = 2.661 > t_{table} = 1.67$ which means that H_0 refused and accept H_1 or the path coefficient between emotional intelligence and leadership effectiveness significantly . This means there is a direct positive effect of emotional intelligence on leadership effectiveness.

2. Effect of positive direct competitive advantage on leadership effectiveness

The fourth hypothesis says, "There is a direct positive influence on the effectiveness of leadership a competitive advantage " with statistical hypothesis :

$$H_0 : \beta_{y4} \leq 0 \quad H_1 : \beta_{y4} > 0$$

Based on the second structure equation path coefficient of competitive advantage (X4) on leadership effectiveness (Y) that is $\beta_{y4} = 0.200$, $t = 2.249 > t_{table} = 1.67$ which means that H_0 refused and accept H_1 or the path coefficient between competitive advantage and significant leadership effectiveness . This means there is a direct positive influence on the competitive advantage of the effectiveness of leadership.

3. The direct effect positive emotional intelligence on competitive advantage

The sixth hypothesis reads, "There is a direct positive effect of emotional intelligence on competitive advantage" with statistical hypothesis :

$H_0 : \beta_{42} \leq 0$

$H_1 : \beta_{42} > 0$

Based on the equation (1) obtained by the path coefficients emotional intelligence (X_2) on competitive advantage (X_4) ie $p_{42} = 0.963$ (this value is equal to the value of the correlation X_2 and X_4 or R_{42}), $t = 27.350 > \text{table} = 1.67$ which means that H_0 refused and accept H_1 or the path coefficient between emotional intelligence and a significant competitive advantage, this means that there is a direct positive effect of emotional intelligence on competitive advantage

Summary of test results above hypothesis can be seen in the following table.

Table 4. Summary of Results of calculation and testing path coefficients

Koefisien Jalur	t _{hitung}	t _{tabel}	Keterangan	Kesimpulan
P_{71}	8,316	2,961	Signifikan	Berpengaruh Langsung Positif
P_{72}	8,280	2,248	Signifikan	Berpengaruh Langsung Positif
P_{11}	8,945	27,350	Signifikan	Berpengaruh Langsung Positif

Furthermore, the above calculation is described with the following path diagram

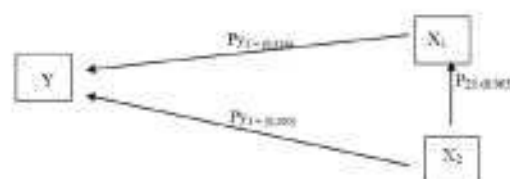


Figure 2. Model causal relationships between variables research

Results of testing the hypothesis above does not cause changes hypothetical model of previous studies.

Discussion

Based on the analysis of data that has been described previously, the findings of this study can be explained that there is a

direct positive influence on the effectiveness of emotional intelligence school leadership. This is evidenced by the path coefficients emotional intelligence (X_1) to leadership effectiveness (Y) that is $p_{y2} = 0.316$, have $t = 2.661 > \text{table} = 1.67$ which means that H_0 refused and accept H_1 or the path coefficient between emotional intelligence and leadership effectiveness significantly. The results of testing this hypothesis suggests that increasing emotional intelligence principals will improve the effectiveness of school leadership.

According to Paul Hersey and Kenneth Blanchard, effectiveness of school leadership can enhance task behavior and relationship behavior, behavior that task : levels of leadership efforts to organize and define the role of members of the group; describing the activities of each member as well as when, where, and how to solve it; sought with efforts to establish a pattern of organization, communication channels and how completion of the work in detail and clearly. Behavior relationships; levels of personal efforts of leaders to build relationships among themselves and with their group members (followers) with a wide open channel of communication, providing socio-emotional support, "Bolt psychologically". And easiness passion for each employee and his group in completing the task, so as to achieve organizational goals well. The organization's goals will be achieved when according to individual goals and objectives of the group within the organization.

Thus emotional intelligence principals have a direct positive influence on competitive advantage and have a direct positive influence there leadership effectiveness. This indicate where the better the emotional intelligence which is owned by the principal will increase their competitive advantage and increasing the effectiveness of leadership

The central point that will determine the success of the organization's goals are superior human resources support. According to Porter (1994:42), that the human resource management affect the competitive advantage of an organization, through its role

in determining the skills, motivation and training. Human resource management practices can contribute, for competitive advantage insofar as it reinforces the role that can contribute to the organization.

Head of school / madrasah as a leader must have a concept of leadership. In this case as an agent of change, which can influence the attitudes of others. According to Newell (1978:2210, Leadership covers a person's ability to say something to someone else and interconnected. Effective leadership can help a person in the group to formulate its own goals, develop procedures to achieve goals and overcome various problems. Thus the principal should have empathy, self-awareness, self-management, motivation and able to manage the relationships that will be successful in his duties as a leader in a school. Competitive advantage of positive direct effect on the effectiveness of school leadership is based on the hypothesis testing results show that the path coefficient between the variables of competitive advantage with leadership effectiveness significantly, this means that the increase in competitive advantage principal would improve the effectiveness of his leadership. School principals who have the will to develop themselves, do their best work, improve the quality of work, and to adapt to environmental changes will success manage the school as an organization he led to achieve school goals that have been set.

According to Griffin (1990: 6) Efforts to achieve the success of a leader in influencing others, must have three basic leadership competencies, namely: (A) diagnosis, (b) adapt, and (3) communicate. Competence diagnosis is the cognitive ability to understand the current situation now and what to expect in the future. Competence is the ability to adjust to adapt his behavior to the environment; while communicating competencies associated with the person's ability to deliver his message in order to understand others well and clearly.

Effectiveness of school leadership can be improved by controlling the emotional intelligence and increase competitive advantage principals.

CONCLUSION

1. There is a positive direct effect of emotional intelligence on the effectiveness of school leadership, it indicates that the increased control of emotional intelligence principals will improve the effectiveness of school leadership at his school
2. There is a direct positive influence on the effectiveness of leadership a competitive advantage, it indicates that the increase in the principal competitive advantages will improve the effectiveness of school leadership at his school
3. There is a positive direct effect of emotional intelligence on competitive advantage of teachers, show that increase emotional intelligence controlling the principal will increase the competitive advantage principals

IMPLICATIONS

1. If the control enhanced emotional intelligence principals will improve the effectiveness of school leadership, this can be done by: improving the interaction patterns of the principal as leadership and school community as a member of an organization that is based on empathy, self-management and motivation. Fostering emotional intelligence principals through mental training activities, religious and social activities
2. If the principal's improved competitive advantage it will improve the effectiveness of school leadership, this can be done by: creating a climate of healthy competition among principals through continuous measurement principals, providing a clear career development opportunities for principals through promotion or form of financial rewards and other nonfinancial, conduct coaching job management (job training) for principals to improve the working professional.

SUGGESTION

Based on the findings, conclusions and implications of the research, it can be proposed some suggestions to the parties the following:

1. For the head of regional autonomy to the school by the principal to carry out the

management of the school in order to improve the effectiveness of school leadership to improve the quality of education.

2. The head of the education department, which is authorized in the system of recruitment of principals, should not only pay attention to the administrative requirements such as the feasibility of rank and class, but also aspects of his leadership capabilities
3. For the principals as leaders need to move forward in front of the teachers and strive to improve their competence by constantly improving knowledge, developing emotional intelligence, independence and competitive advantage.

REFERENCES

- Wicky W. Griffin. Management (Boston: Mifflin Company, 1990), pp 203
- James A.F Stoner . R. Edward Freeman ; dan Daniel R Gilbert JR., Manajemen terjemahan Alexander Sindono (Jakarta: Buana Ilmu Populer), p.9
- Paul Hersey dan Kenneth Blanchard, Management of Organizational Behavior : Utiliting Human Resources. (New Jersey: Prentice Hill, 1986), p. 89
- James L Gibson; John M. Ivancevich; dan James H. Donnelly, pp.14-15
- Richard R. Bootzin, Gordon H. Bower, Robert B. Zajonc and Elizabeth Hall, Psychology Today An Introduction. (California: Mc-Graw Hill Publishing Company, 1956), h.359
- Daniel Goleman, Kecerdasan Emosional, Terjemahan T. Hermaya. (Jakarta: Gramedia. Pustaka Utama, Jakarta 2001), h. 411
- Jeanne Segal, *Meningkatkan Kecerdasan Emosional*, alih bahasa Dian Paramesti Bahar, (Jakarta: PT Citra Aksara, 2001), h. 75
- Ginanjari, Ali, Rahasia Sukses Membangun Kecerdasan Emosi dan Spiritual ESQ, (Jakarta:Arga, Cet:33, 2007), h: 23
- Liam Fahey dan Robert M. Randall. *The Portable MBA Strategy*. Terjemahan Agus Maulana, (Jakarta: Bina Aksara), pp. 107-111

Rangkuti, F. Analisis SWOT Teknik membedah Kasus Bisnis (Jakarta: Gramedia Pustaka Utama, 2001), p. 5



Badan Penerbit UNM
Gedung Hotel Lamacca Lantai 1 Universitas Negeri Makassar
Jl. A.P. Pettarani Gunungsari Lamacca,
Makassar 90222 Telp. 0411-855199

ISBN 978-602-6883-13-1



9 786026 883131 >