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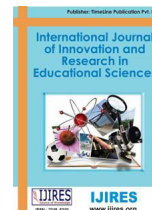
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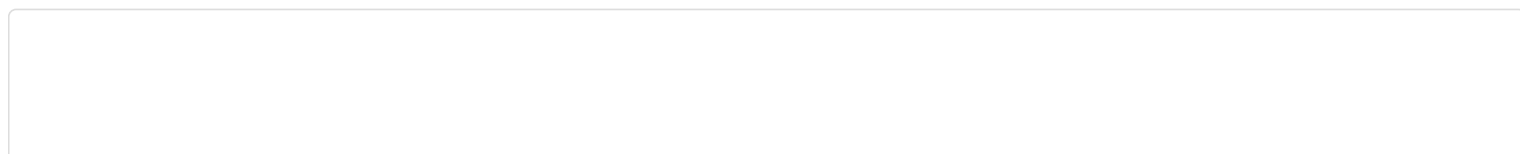(It is mandatory for authors to send their papers to both above mentioned email addresses)

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Implementation of Principal Leadership Values-Based Culture Huyula at the Remote Area in Gorontalo

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Abstract – **The purpose of this study is to describe: (1) cultural values of Huyula as a foundation and integrated on principal leadership, (2) strategy of principal leadership based on cultural values of Huyula, (3) role of principal leadership based on cultural values of Huyula; and (4) an impact of principal leadership based on cultural values of Huyula. Research location were at SMPN 5 SATAP Telaga Biru, SMPN 5 SATAP Limboto, SMPN 6 SATAP Telaga, all in remote areas of Gorontalo. This research use a qualitative approach with a multi-site study design and analysis method inductive modified. Data collection was done by interview, observation and documentation. Data analysis was performed through two stages of individual site data analysis, and data analysis across sites. The results of this study are: First, (1) cultural values Huyula is the basis on the principal's leadership which composed of 8 values activities such as: Ambu (collect); Ti'ayo (call abruptly); Timo'a (accumulate in material form); Hileiya (move); Dembulo (closing); Duluhu (road on remote); Hulunga (a crowd); Himbunga (starting something new); (2) cultural values Huyula that are integrated in the principal's leadership consists of four grades activities namely: Ti'ayo (call abruptly), Hulunga (a crowd); Timo'a (accumulate in material form); Dembulo (closing). The key values that are stressing in Huyula culture is a social value which social cooperation on a voluntary basis containing the value of cooperation, solidarity, empathy, caring, unity, deliberation, kinship, exemplary, sincerity and efficiency. Second, the strategy of principal leadership based on cultural values of Huyula is done by two strategies: external and internal. Third, the role of principal leadership based on cultural values of Huyula includes three roles: as a leader, motivator, spokesman. Fourth, the impact of principal leadership based on cultural values of Huyula have a positive impact for teachers, students, the community and parents.**

Keywords – **School Leadership, Cultural Values Huyula, Remote Areas.**

I. INTRODUCTION

Problems in the implementation of quality and equitable in education for all is need attention from the government, communities and parents, together to encouragion education quality in all aspect relate with the education sector. The problem in general is because limited aspects of supporting the implementation of a good education, especially in remote areas, such as because limited capability of educators and educational staff, limited educational facilities and infrastructure, implementation of the curriculum and organization of the learning process which do not clear yet, school management cannot be implemented as well, limited of empowerment of learners, financing problem, and environmental conditions are not fully yet got attention (Ulfatin, Mukhadis, and Imron 2010; Ulfatin 2015).

This limitation is an obstacle and challenge to providers of education in schools, especially principals in their role as leaders. The school principal said to be successful if they understands the existence of the school, and the school is able to empower potential and environment to achieve the goals of education in school. The school principal as a leader has a very important role in moving the school life goals. The role of principals include two things: the principal's role as a central force that became the driving force of school life and school principals should understand their duties and functions for the success of the school, as well as a concern to staff and students (Wahjosumidjo, 2007).

Coverage of the principal's role shows that the role and function of the school head is very complex . Therefore, the principal must find a way or strategy in achievement. Principals need to understand that school is an organization in which there are various dimensions to each other interrelated and mutually determine. The school also was the scene of the learning process, the implementation of civilizing the human life that has its own character which is not owned by other organizations. In other words, the principal as a leader should be able to understand the culture of the school in influencing people in leadership situations.

Schools can not be separated from the culture of the community where the school is located in the achievement of educational goals. In three schools that became the site of this research is a school located in communities that still adhere to the cultural values of society that Huyula culture. Huyula cultural phenomenon is evident in every community activities such as Huyula in the work in the garden, build a house, build mosques, at the time of grief, and the wedding party.

In connection with the leadership of the school in Gorontalo society, culture is very important to be explored further, especially in remote areas. Implementation and achievement of the goals of education in remote areas Gorontalo school is strongly influenced by the culture of the people known as Huyula culture. For the people of Gorontalo Huyula culture is a tradition of mutual cooperation that voluntary social cooperation selfless personality that are characteristic of Gorontalo community that has nurtured generations.

The above description indicates that the principal as a leader should be able to implement and integrate the cultural values Huyula in influencing people in schools and communities around the schools, especially schools in remote areas Gorontalo has many limitations. Among

these limited educational facilities, lack of teachers, lack of media and learning tools due to the absence of electricity, the distance between home students away from school , transportation is expensive due to the condition of the road is damaged and hard to reach so that teachers find it difficult to reach the school. Various limitations that exist in remote areas the school needs help good cooperation from the government, the community and the school community in react. It is therefore important to implement the principal cultural values Huyula in leadership situations.

II. METHOD

This research is located at the SATAP junior high schools at three districts in Gorontalo Province, namely: (1) State Junior High Schools fifth (SMPN 5 SATAP) Telaga Biru, which located in the district of Telaga Biru, (2) State Junior High School (SMPN 5 SATAP) Limboto, which located in the district Limboto, and (3) State Junior High School sixth (SMPN 6 SATAP) which located in district Telaga. Based on the Decree of Gorontalo District No. 584/14/XII/2013 regarding the Stipulation of the Education Unit Based on Remote Area Specialty environment Gorontalo district education offices nationwide 2014 .

The research approach used of qualitative approach which the design of multi- site studies. Analysis of the data using the modified analytic induction), for some specific problems, questions, or issues became the focus of the study, in which data is collected and analyzed to develop a descriptive model that includes all phenomena in the site. In this approach, a descriptive model or the findings obtained from the analysis of single site first, such as: SMPN 5 SATAP Telaga Biru modified, adapted to the facts found in the analysis of single site both are SMPN 5 SATAP Limboto, and further results of the analysis of cross-site one and two customizable with a phenomenon found in the analysis of the third single site that is SMPN 6 SATAP Telaga order to obtain cross- site containing the findings contained in the similarity of the three study sites.

III. FINDINGS

The final finding of the research is based on the focus of research: first, cultural values Huyula the basis on school leadership are 8 Huyula cultural values that form the basis on the principal's leadership in remote areas a value Ambu, Ti'ayo, Timo'a, Hileiya, Dembulo, Duluhu, Hulunga, and Himbunga. While cultural values Huyula which is integrated in the principal's leadership, there are 4 Huyula cultural values are integrated into the principal's leadership in remote areas a value Ti'ayo, Timo'a, Dembulo, and Hulunga.

Second, There are two strategies or ways in which the principal to apply its leadership in school, that (1) external strategy do principals improve the participation of governments and local communities by establishing cooperation on activities revamping and construction of

school facilities such as painting walls, building class new, school fence construction, road repair schools, the implementation of education book report, and implementation of the national exam; and (2) internal strategy carried principals in enhancing cooperation among the school community by building cooperation among teachers in activities at school such as improvement of school facilities and infrastructure, implementation of safety, rules, cleaness, hospitality, and familoiarity; and learning activities, as well as instill character shame, a sense of caring responsibility, respect for others, discipline, fair, exemplary, and togetherness.

Third, there are three principal's role in leadership, namely: (1) as a leader, indicated by guiding and nurturing to give priority to cooperation and mutual understanding among teachers in learning implementation, shows the attitude of the example that can be emulated by the school community and society as demonstrated prudence, speak a good word, and act in accordance with the culture of the community, striving every morning assemblies provide advice and invite students to school regularly, guiding and nurturing teachers and students to participate in school activities such as social events, warning day- national and religious holidays both at the school level and at the national level and guide the activities such as board meetings of teachers, school committee board formation, maintenance and cleanliness of school facilities and infrastructure; (2) a motivator, as shown by motivate teachers to the spirit in carrying out its duties and responsibilities as well as if not the teachers who else is going to improve education in remote areas, to motivate teachers to always support each other and cooperate in keterlaksanaan learning in schools despite limited resources but it must be demonstrated that they can pass all students; and (3) spokesperson (Spokesman), shown by the attitude of the familiar and open in communicating matters that require the help of village government and community both with regard to the provision of school facilities and infrastructure, the safety and comfort of the school, school activities, and is open to convey to teachers and students associated with problems in learning.

Fourth, the school leadership based on cultural values Huyula in the remote areas of Gorontalo is give an impact on the high motivation and the confidence people in schools and communities as school indicated by teachers spirit of duty and feel appreciated, students are more diligent in school, community and parents increasingly high interest in sending their children and increasingly concerned about the safety and running of the school.

IV. RESULT AND DISCUSSION

A. Values Culture Huyula the Basic and Integrated Being the Principal Leadership in Remote Areas and Tables

Cultural values Huyula, called togethernes, which became the basis of the principal's leadership in remote areas is based on the findings of this study are 8 Huyula cultural values that form the basis on the principal's leadership in remote areas Gorontalo namely: the values of

Ambu, Ti'ayo, Timo'a, Hileiya, Dembulo, Duluhu, Hulunga, and Himbunga.

From the findings of the values that form the basis on the principal's leadership in remote areas Gorontalo one value among the most urgent and prospective value Himbunga (a fresh start). If the value of this Himbunga conducted by principals in leadership will maximize its role as a reformer or innovators who bring about change or innovation in school.

The school principal as an innovator needs to have the ability to: (1) the ability to find new ideas to reform school, (2) ability to carry out reforms in school with all its challenges, and (3) the ability to give direction to educators to innovate (Barlian, 2013).

The findings of research on cultural values Huyula are integrated by the principal in his leadership there were 4 Huyula cultural values are held in schools, namely: Ti'ayo (abruptly); Hulunga (a crowd); Timo'a (accumulate in material form); Dembulo (closing) . Each of these activities as a whole Huyula contains the values are: cooperation, solidarity, empathy, caring, unity, deliberation, kinship, exemplary, sincerity and efficiency.

The findings of this study reinforced the findings of Yunus (2014: 50-51) that cultural values Huyula based on the type of activities carried out for example in the form of activities Huyula Ambu, is helping activities for the common good, for the creation of rural roads, rural levees, and bridges. Ambu is also used to solve problems in society such as the fighting between youth groups. The values contained in Ambu activity is cooperation, solidarity, responsibility, consensus, unity, and care; Hileiya, is helping spontaneous activity that is considered to be an obligation as citizens, for example, aid given to families experiencing grief and other calamities. The values contained in Hileiya activity is togetherness, responsibility, empathy, and caring; and Ti'ayo, is an activity of helping a group of people to do the work of a person, for example, agriculture, home building activities and activities to build Bantayo (tent) for the wedding. The values contained in Tia'yo activity is cooperation, togetherness, discussion, empathy, unity, and caring.

The ability of principals to respond to the cultural values of the community in the school environment by transferring the cultural values of the society in the practice of leadership in schools is a transformational leadership practices. According to Bass (in Yukl, 1994: 297) that the degree to which a leader is called transformational primarily measured in relation to the effects of the leader to the followers. The followers of transformational leaders feel their trust, admiration, loyalty, and respect for the leaders, and they are motivated to do more than what was initially expected against them (Stolp & Smith, 1995). These leaders transform and motivate followers by: (1) make them more aware of the importance of the results of a job, (2) encourage them to be more concerned with the organization or team rather than self-interest, and (3) to enable their needs at a higher rate.

B. Principal Leadership Strategy Based Huyula Cultural Values in Remote Areas

The principal in Gorontalo remote areas in order to increase the participation of schools, governments, communities, and parents in the education implementation in schools using internal and external strategies (Yunus, 2013). Internal strategies undertaken to improve cooperation among the school community through collaboration among teachers in activities at school such as improvement of school facilities and infrastructure, implementation of safety, rules, cleaness, hospitality, and familoiarity; cooperation in learning activities, and the planting of character to the school community as a character shame, compassion, responsibility, respect for others, discipline, fair, exemplary, and togetherness. While the strategy is externally conducted principals in the area in remote areas to increase the participation of village government and local communities through cooperation in the activities revamping and construction of school facilities such as painting walls, construction of a new class, the construction of school fence, and cooperation in the implementation reception report book education, The headmaster attempted to utilize the resources that come from the external environment in the implementation of education at the school (Niode, 2007).

The condition of schools in remote areas with various limitations requires principals to mamanfaatkan various ways or strategies. There are two strategies that can be used to reduce the uncertainty of the organization according to Robbins (1995) which is a strategy of internal and external strategies. Internal strategy is accepted and changed the organization's actions in order to fit in with the environment, while the external strategy is an attempt to try to change the environment to fit the capabilities of the organization.

C. Role -Based Leadership Principal Cultural Values Huyula in Remote Areas

The role of the principal as leader that guide and protect teachers and students in the smooth teaching and learning in schools with a constant reminder to fill the hours of lessons were empty, promoting cooperation and mutual understanding among teachers in implementation learning, shows the attitude exemplary which can be replicated by the school community and society as demonstrated prudence, speak a good word, and act in accordance with the culture of the community; guiding teachers to always perform their duties with a sense of responsibility because if it were not teachers in schools improve learning in remote areas who else, and give advice and invite students to school regularly; guiding and nurturing teachers in participating in school activities such as social events, memorial days of national and religious both at school and national level; lead in activities such as board meetings of teachers, school committee board formation, maintenance and cleanliness of school facilities and infrastructure.

The role of the principal as the leader supports the idea Ubben, Hughes, and Norris (2004: 5-7) which states that the principal is the educational leader in the lead role: (1) to develop the art of leadership, (2) clarifying values, (3) apply the philosophy, (4) filtering values are used and not

used, and (5) describes the perception of certain values. The main role of educational leaders in Lunenberg and Orstein (in Murtiningsih, 2012: 9), namely in the areas of leadership, managerial and teaching curriculum. Role in the field of school leadership include: (1) as a key in shaping the school culture and dedication to improvement of schools and teaching, high morale, caring, and commitment; (2) the principal should be able to establish relationships with internal groups and external school like, supervisors and managers of education centers, school boards, peers, parents, communities, teachers, students, and external groups such as professors, consultants, accreditation bodies, etc. Effective principals who need to believe in themselves and able to synergize the perception of expectations, as well as the ability of the different groups in order to provide support to the progress of the school.

The principal's role as a motivator of leadership in schools in line with the principal's role as a motivator in encouraging the school community Barlian (2013) that the ability to build motivation to work either needs to be owned by the principals of all educators, as well as the various parties involved in school thereby increasing the productivity and efficiency of the organization's work . High motivation that supported the ability of educators will adequately stimulate overall organizational performance.

The principal's role as a spokesman in leadership at the school is a familiar figure and open in communicating the activities in schools that need assistance and input from government and the community around the school, such as construction and school infrastructure, school safety, and in the implementation National exam; open in conveying to the parents to motivate their children to learn at home so that the child can increase learning outcomes as parental expectations; open and transparent in the reception and management school operational assistance (Costa, et.al, 2011). Intimate and open attitude of principals to make principals and teachers are favored by students, parents and the community in the school environment even trying to maintain that principals and teachers remain at school and running errands. Related to the principal's role as a spokesman as proposed by Wahjosumidjo (2007) in this case the principal role as the official representative of the school in disseminating information to the outside environment are deemed necessary.

Disclosure of the principal in the leadership , including one of the characters from the 10 characters of quality leadership put forward by Hakala (in Danim, 2012) that openness means being able to listen to new ideas. A good leader is able to suspend judgment when listening to the ideas of others, and accept new ways of doing things that other people think (Hallinger, 2007). Openness builds cooperation, mutual respect and trust between leaders and followers, as well as making the team as well along with the new ideas that are useful to realize its vision.

D. The Impact of Leadership Principal Values - Based Culture Huyula in Remote Areas

The research findings on the impact of school leadership based on cultural values Huyula in remote areas which impact on the high motivation and the confidence people in schools and communities to schools represented by teachers spirit of duty and feel appreciated, students are more diligent in school, community and the higher interest of parents to send their children and increasingly concerned about the safety and running of the school.

One of the capabilities that must be owned by the principal as leader Barlian (2013: 50) is the ability to build good working motivation. Ability to build good employee motivation needs to be owned by the principal intended for all educators, and the various parties involved in the school. The ability to build a good working motivation will increase organizational productivity and improve work efficiency (Patterson, 1993). Highly motivated, supported by the ability of educators adequate, will spur the overall performance of the institution. Therefore build motivation to be one key to improving the performance and productivity of teachers and education personnel under his leadership. Further according Barlian (2013: 52) that the principal is able to protect subordinates will become the foundation of trust for his subordinates. In addition, the loyalty and dedication of the subordinates will also increase along with the patronage given by superiors to subordinates.

The school principal has always encouraged teachers to do their jobs well and believe that they are able to graduate students well. This attitude raises the motivation and confidence of teachers. The attitude of the principal in accordance with the views Purwanto (2012 : 56-57) that a leader should put his trust entirely to its members ; believe that they will be able to carry out their respective duties as well as possible . He leads should feel also that they are entrusted entirely to carry out the tasks entrusted to it. The belief that such a leader only arises or is in itself a leader who has the confidence to yourself . Leaders who believe in yourself , and that can be expressed in behavior and attitude , will lead to self -confidence also group members.

V. CONCLUSION

The results of this study are: first: (1) cultural values Huyula the basis on the principal's leadership is composed of 8 values Huyula activities namely: Ambu (collect); Ti'ayo (call abruptly); Timo'a (accumulate in material form); Hileiya (move); Dembulo (closing); Duluhu (walk at side); Hulunga (a crowd); Himbunga (starting something new); (2) cultural values Huyula that are integrated in the principal's leadership consists of four grades Huyula activities namely: Ti'ayo (call suddenly) is gotong royong held impromptu or suddenly; Hulunga (a crowd) was mutual cooperation for the common good are guided; Timo'a (accumulate in material form) is gotong royong activities through the ups and downs of a deal; Dembulo (closing) is a mutual assistance made by certain circles or groups at the time of grief. The key values that are mounted in Huyula culture is a social value that social cooperation on a voluntary basis.

Second, the strategy of school leadership based on cultural values Huyula in remote areas is done with two strategies: (1) external strategy is a strategy that made the

principal to increase the participation of governments, communities, and parents to cooperate in school activities such as revamping and construction of school facilities, for example the development of a new class, the construction of school fence, painting the walls of the school, assist and support the implementation of the receipt book education reports and national exam; and (2) internal strategy carried principals to improve cooperation among the school community with cooperation among teachers in activities at school such as improvement of school facilities and infrastructure, implementation of the safety, rules, cleaness, hospitality, and familiarity; learning activities, and the planting of character to citizens schools namely: character shame, compassion, responsibility, respect for others, discipline and exemplary.

Third, the role of school leadership based on cultural values Huyula in a remote area covering three roles: (1) as a leader (leader) that guide and protect teachers and students in the smooth process of teaching and learning in schools, promoting cooperation and mutual understanding among teachers, showing exemplary attitude that can be emulated by the school community and society, guiding teachers to carry out their duties with full sense of responsibility, guiding and nurturing teachers in participating in school activities; (2) as a motivator, namely to motivate teachers in performing their duties and responsibilities as well, to motivate teachers to show that the teachers were able to pass students despite lack of resources; have a high attention to teachers and students by guiding and directly involved in the implementation of the tasks of teachers, motivate student learning, and motivate people in schools to cooperate in the implementation of activities in schools; and (3) as a spokesman, which displays a familiar figure and open in communicating the activities at the school who need help and input from government and the community around the school.

Fourth, leadership principals based on cultural values Huyula in remote areas have a positive impact on: (1) teachers that spirit, motivated, terhargai in the line of duty, and cultured; (2) students are students getting to school regularly , motivated, and understand the values of local culture; and (3) community and parents have a high interest and have concern for the security and sustainability of the school.

Based on these results, it is suggested to all parties, such as: (1) for school principals, especially for the head of junior high school (SMP) SATAP in remote areas should work together with community life and explore the possible values still submerged/hide; (2) for teacher, it is advisable to take advantage of the cultural values Huyula in carrying out his duties in schools to work with parents and the community; (3) for Department of Education and Culture, District Gorontalo, it is advisable to incorporate local cultural values into the vision, mission and education policy; and (5) for other researchers, as information and advice if there is other next researcher want to do for a further research which based on the results of this research, and also with focus in the same or by different

methods related to school leadership based on cultural values and other cultural Huyula.

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