

THE INFLUENCE OF LEADERSHIP STYLE AND PROFESSIONALISM OF HEAD OF MADRASAH TO MADRASAH CULTURE IN MAN MODEL JAMBI

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Abstract: *The influence of the style of leadership and the headmaster professionalism of the madrasah culture. This research is the research quantitative methods of the survey carried out in Man Model Jambi. Techniques on the samples using probability sampling technique with the number of samples 62 teachers. This research is produce four conclusions : (1) There are significant difference between leadership style to the cultural of madrasah by 68,73% (2) There are significant difference between professionalism of the principal to the culture of madrasah by 9.07%, (3) There are significant influence style of leadership with the professionalism of the principal by 54% and (4) There are significant difference between the style of leadership and professionalism principals together against the madrasah culture by 64.4%.*

Keywords: *leadership style, professionalism, cultural of madrasah.*

INTRODUCTION

Education is done in order to transform the positive values, was also developed as a tool to empower all learners in order for them to grow in line with the needs of religion, social, economic, education, politic, law and others. According to Dedi Mulyasa, quality education is born from good planning system (good planning system) with the material and good governance (good governance system) and delivered by a good teacher (good teachers) with the components of a quality education. (2012: 120) thus, the quality of education is an impossible thing without steps to be prepared properly and supported by adequate infrastructure.

Alluding to discourse on a variety of factors which serve as inputs in the educational process in an effort to realize the expected quality of education, it seems that there are other factors which have been less getting a touch and equal attention to such factors as outlined above namely control or management of education. An important factor to be observed is the leadership of headmaster. In the context of the autonomy should understand the importance of school leadership. As the leader of madrasah education level, the staffs have an important role in realizing the vision and mission of the school, which will eventually lead to established school culture.

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The final goal of education is not a value that is seen from the performance index obtained graduates, but it is a culture of Indonesian people namely piety and noble character cultures. According to Linda Smireich quoted by N. Jabnoun in his book *Islam and Management*, "*Culture is a system of shared values and beliefs that produce norms of behavior*". (Jobnoun, 2008: 33) which is interpreted that, culture is a system of beliefs and shared values that generate activity behavior, culture is also defined as a pattern of behavior formed as a result of human creativity used by generations in the form of specific values inherent to achieve the goal of human life, it can be symbols, patterns of behavior and knowledge.

The research was conducted at the madrasa and madrasah is a school term in the Ministry of Religion of the Republic of Indonesia, the madrasahs as well as the school as an organization, the researcher used a lot of theories about schools that have a distinctive and unique culture, which sets it apart from other organizations. (Bahri, 2010:32) Hofstede cited by Cantos, clarify the matter, school culture is reflected through certain values relating to the kindness believed jointly by members of the school community. (2012: 89) Another opinion about organization culture has twelve characteristics, namely; (1) values, (2) hero of organization / model, (3) responsibility, (4) togetherness / intimacy, (5) autonomy of individuals, (6) rules / norms, (7) support, (8) identity, (9) reward of performance, (10) tolerance of conflict, (11) risk tolerance and (12) symbolic ceremony. Externally the organizational culture will always adapt to the cultures that exist outside the organization (2012: 89).

According to Abdul Azis, cultural organizations, including in the school is "*shared orientations that hold the unit together and give together and give it a distinctive identity*. In a strong culture, beliefs and values held firm, widely shared and becomes the guide to organizational behavior. (2011: 297) School culture is a hallmark, character, and image of the school in the wider community. Schools serve to establish a school culture; a culture, which is formed, is usually in the form of something called the good habits.

According to Denison cited by Bahri, Denison classifies organizational culture into four dimensions. First is engagement (involvement). Engagement is a dimension of organizational culture that shows the level of employee participation (members of organization) in the decision-making process. Second, consistency. Consistency is a member organization level of agreements against the basic assumptions and values of the organization. Third, adaptability. Adaptability is the organization's ability to respond to changes in the external environment with the internal organizational changes. Fourth, mission. Mission is a core dimension that shows the core purpose by the member of organizations that make the organization strong and focus on what is considered important by the organization (2010: 32-33).

Based on the theories and concepts that have been described above, it can be concluded that the culture of madrasa / school is the prevailing culture in the madrasa / school, in the form of a set of values, norms, codes of conduct, habits, believed to be true and traditions involving all residents of madrasa / school conducted consistent, able to respond to any changes that occur, and reflects the achievement of the vision and mission of madrasah underlying the behavior of all citizens of the madrasah, among other piety characters, honest, creative and responsible and work program and order in madrasah is permanent.

Headmaster in leading needs to pay attention to the style of leadership. Leadership style is an attitude, movement / gestures or appearance chosen by a leader in implementing the tasks its lead. A leadership style of consistent behavioral patterns addressed by the leader and known to the other party when the leader is trying to influence other people activities. (Euis, 2012: 178) According to Wahyudi, style of leadership is the leadership behavior displayed in managerial processes consistently. Leadership style is meant to behave the way that is typical of a leader of the group members. (2012: 123).

According to, Wirawan, based on the theory of leadership styles to share power, classifies leadership styles to be; autocratic leadership styles; paternalistic leadership style, participative leadership style, democratic leadership style and laissez-faire / free rain leadership style. (2013: 382) According to Robbins democratic leadership style is the leadership style of a leader who tends to involve members of the group or subordinate in making decision, delegating authority, encourage participation in determining working methods and objectives, and use the feedback as an opportunity to train himself. (2010: 574).

Observing the nature of the educational leaders, then leadership style referred to in this study is a democratic leadership style. Democratic leadership style of principals in this study is defined as a pattern of behavior of the principal as a leader in school in influencing, guiding, and directing in order to achieve the goals of education in the school by involving teachers and employees in the preparation of the work program decision.

Decentralization of education also provides a broad space for the headmaster to design management of the madrasa, madrasah development with regard to educational standards that have been set in accordance with the curriculum in force. That could be done if the madrasa is led by a professional headmaster.

Professionalism comes from the word profession comes from the Latin "*profess, professus, profesio*, which in simple language means "*declare publicly*" which means recognition or statements in public. Professionalism refers to the attitude of the members of the profession to the profession as well as the degree of knowledge and expertise they have in order to do his job. (Euis, 2013: 112-113) Professionalism is a designation of the quality of the attitude of the members of the profession as

well as the degree of knowledge and expertise that they have to be able to perform his duties.

Professionalism of headmaster includes performance appraisal, which pertained to the assessment of workplace behavior and the ability to work, according to Wirawan, an indicator of workplace behavior and the ability to work include: 1) work skills, 2) quality of work, 3) responsibility, 4) initiative, 5) discipline, 6) cooperation and 7) quantity of work. (Wirawan, 2009: 166) Measurement of headmaster professionalism is done by using the indicators mentioned. Based on the theories and concepts that have been described above, it can be concluded that the definition of professional attitude of the members of the profession to the profession and the knowledge and expertise owned in performing their duties and responsibilities as professional headmaster obtained through professionalization, in carrying out their profession duties has standards and has the code of conduct adopted in the implementation of the profession.

Based on the above theories, then the question arises whether there is influence between leadership style and professionalism of madrasa headmaster to the culture? The linkage between the madrasah culture, style of leadership and professionalism necessary to prove empirically, is therefore considered necessary when viewed and demonstrated whether there is a leadership style, professionalism and culture of madrasahs in MAN MODEL Jambi.

Based on the background, identification and problem limitation above, then the main issues raised in this research are: (1) whether there is an influence of the force of leadership of madrasa headmaster of to the culture of madrasahs?, (2) whether there is an effect of professionalism of madrasa headmaster to the culture of madrasahs?, (3) whether there is any influence on the leadership style to the professionalism of madrasa headmaster?, and (4) whether there is influence between leadership style and professionalism of madrasa headmaster jointly against madrasahs culture?

RESEARCH METHOD

This research is a qualitative research using survey method. In this research, the population was all of the teachers in MAN MODEL Jambi amounted to 75 teacher. The sample of this study were 62 people by sample collection method of Convenience Sampling. The data collection in this study was conducted by observation and using questionnaires developed from gratings of each variable of the research as a primary source of data collection. The study in analyzing the influence between the variables of research; it was used path analysis, followed by significance test of every line coefficient calculated, either separately or collectively. Data processing in this study was using descriptive statistic by means of manual and using SPSS program aid (Statistical product and service Solutions).

RESEARCH RESULTS

The magnitude of influence of leadership style of a madrasa headmaster (X_1) against the culture of madrasa (X_3) is amounted to 68.73%, whereas the remaining is 31.27% is influenced by other variable. The influence of madrasa headmaster professionalism (X_2) against the culture of madrasa (X_3) is amounted to 9,07%, whereas the remaining is amounted to 90,93% is influenced by other variable. The influence of madrasa headmaster leadership style (X_1) against madrasa headmaster professionalism (X_2) is amounted to 54%. Madrasa headmaster leadership style (x_1) and the professionalism of madrasa headmaster (x_2) jointly influenced the culture of madrasa amounted to 64,4% whereas the remaining is amounted to 35,6% is influenced by other variable outside this research.

DISCUSSION

The result of the calculation to the path coefficient between leadership style of madrasa headmaster against madrasa culture is amounted to = 0.6873, this means that 68.73% of madrasa culture formed is influenced by madrasa headmaster style of leadership and the remaining 31.27% is influenced by other variables outside the corridor studied. The results of this study are consistent with the opinion by John M. Ivancevich, *The experience and leadership style of the operating manager or leader directly effect human resource management activities because many, if not most, programs must be implemented at the work-unit level* (2011:46) and the theory advanced by Greiner cited by Syamsir Torangie organizations that make change for the better is an organization whose leaders have involved their subordinates in the implementation of new ideas. (2013: 122) This theory made it clear that changes to better direction, in this case the cultural change is influenced by the style of leadership that involves subordinates, namely characteristic of a democratic leadership style.

The path coefficients between professionalism madrasa headmaster to the culture madrasa is amounted to = 0.0907, it means 9:07% culture madrasa is influenced by professionalism madrasa headmaster, the rest is influenced by other variables outside variables studied, it is in line with the theory that the process of formation of culture requires some founders, namely those who are considered influential or charismatic. (Torang, 2013: 112) those who are considered influential here is the profesional leader in carrying out the functions of leadership and are well recognized by those he leads that qualifies as a guiding professional. The path coefficients of leadership style to the professionalism of headmasters is amounted = 0.540 this means that the professionalism of headmaster is 54% influenced by the style of leadership, it is in line with the statement that the improvement of quality of subordinates is a key word upon the success of headmaster / school. Therefore, it is very important, even becomes imperative for principals to involve subordinates in the process of planning, organizing, implementing, monitoring, evaluation, and continuous improvement. (Ma'mur, 2012: 234).

The magnitude of simultaneous influence between variable of leadership style and professionalism of madrasa headmaster jointly against the culture of school is stated by the amount of R_{square} (R^2) value. The results of value calculation of R_{square} (R^2) is = 0.644, this means that 64.4% of school culture is influenced by leadership style variable and professionalism of headmaster simultaneously. The results of this research is in line with the opinion that madrasa overview in the future oriented on the characteristics of students with expertise, efluent, understanding and multicultural spirit and have excellent standards of performance requires a leader who has a high capability, thereby it will accelerate the organization . (Ma'mur, 2012: 276).

An interesting event to be observed is the magnitude of influence among research variables. Based on the magnitude of path coefficient (ρ) obtained between leadership style variable against madrasa culture is amounted to 0.788, thus the the closeness of the influence of these two variables is at a very high level of closeness. The magnitude of the path coefficient (ρ) obtained between professionalism of headmaster variables with madrasa culture is amounted to 0.156, then the closeness of the influence of these two variables are at very low levels. The magnitude of the path coefficient (ρ) leadership style variable professionalism madrasa headmaster is amounted to 0.540, then the closeness of these two variables influence is at high levels. The coefficient of determination between the variables of leadership style and professionalism of headmaster against madrasa culture variable is amounted to 0.644, so the closeness between these variables are at very high levels. Trends found in this study each study variable in building a culture of influential madrasa is lower than if the style factor of leadership and professionalism, when both exogenous variables work jointly against endogenous variable.

In this research, madrasa culture is seen from the involvement of all residents of the madrasa including the involvement of madrasa headmaster leadership patterns, involvement of supervision of education and the involvement in organizing working programs. The consistency of all residents of organization in the patter of communication, to respect each other and also consistent with the physical appearance of madrasa are the second dimension in measuring culture. The third dimension in measuring culture is adaptability, the indicators are in the form of anticipation against changes, always oriented on the results, forming a work team and competitive. And the fourth dimension is in the form of madrasa mission such as the improvement of madrasa headmaster performance and teachers, outstanding students and well-established teachers. The fourth dimension is seperately expected to be able to construct good madrasa culture.

CONCLUSION

Based on this results of research, it can be concluded as follows:

1. There are positive and significant influence between madrasa headmaster leadership style (X_1) against the culture of madrasa (X_3), it means that the

more democratic is a madrasa headmaster leadership style then it will influence better to the madrasa culture.

2. There are positive and significant influence between the professionalism of madrasa headmaster (X_2) to the madrasa culture (X_3), it means the better is the madrasa headmaster professionalism then madrasa culture will also be better.
3. There are positive and significant influence between madrasa headmaster leadership style with the professionalism of madrasa headmaster, it means that the more democratic is the leadership style implemented by madrasa headmaster then the professionalism of madrasa headmaster will also be better.
4. Overall, there are positive and significant influences simultaneously between madrasa headmaster leadership style (X_1) and the professionalism of madrasa headmaster (X_2) to the culture of madrasa (X_3). This results of the study inform that the more democratic if the madrasa headmaster leadership style accompanied by high professionalism will influence the formation of good madrasa culture.

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