

THE ROLE OF PRINCIPAL IN PROMOTING ORGANIZATIONAL CULTURE IN PUBLIC ELEMENTARY SCHOOL OF LANTAN, BATUKLIANG UTARA CENTRAL LOMBOK IN THE YEAR OF 2018/2019

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Abstract

This research is aimed at identifying how organization at school is practiced and principal promotes the organizational culture in Public Elementary School of Lantan in academic year of 2018/2019. The research is qualitative descriptive study. The objects for this research are the principal, teachers, administrative staff and students of the school. The analysis was conducted by clarifying, interpreting and verifying the data obtained in the field. The data were collected through deep interview, observation, and documentation. The data were validated using the techniques of sources triangulation and method of triangulation. The result of the research shows (1) the principal carries principle of decision-making authority to solve problems with thorough consideration. The principal also employs good communication and coordination, guides students' interest in talent, creates conducive working environment, organizes the school physical environment and utilizes the development of learning technology. (2) The

organizational culture at school can be noticed from the layout of school building, facilities, sanitation, books in the library and teaching media. The implementation of religious values at the school is practiced by praying together in the morning everyday and performing prayer. However, discrepancy occurs among the teachers (government employees and non-government employees) especially when it comes to their roles, functions and responsibilities to all school communities. Moreover, students are less discipline. School values, norms, vision and mission (as school achievement) can be looked at the quotes presented around.

Keywords: Leadership, Principal, Organizational Culture, Decision Making

INTRODUCTION

Government by its policy put it into effort to enhance quality of education in Indonesia to be able to stand with other countries. Increasing the quality of education is part of the human resource development process that have to be planned and directed intensively in the need of excellent quality of education in this globalization era. Law on National Education System No. 20/ 2003 defines that education is conscious and well-planned effort in creating learning environment and learning process so that learners will be able to develop their full potential for acquiring spiritual and religious strengths, develop self-control, personality, intelligence, morals and noble character and skills that one needs for him/herself, for the community, for the nation and for the state. This statement becomes the benchmark for the National Education Standard in the need to encourage management, organization and educational unit to improve their performance on providing excellent service in education. To espouse and actualize the effective learning environment, school has to build good management and pleasant working environment so that all school community together can build strong commitment to improve school performance.

The existence of school culture is needed in order to meet the goals of national education system which focuses on creating learning environment and learning process efficiently and actively to develop student's potential and for the realization of school achievement.

According to Robbins (1999:294) culture in organization functions (1) as boundary setting, 2) as an identity for a member of organization (3) to build commitment easily, (4) as stability of social system. In other hand, Siagian (1992:153) defines five functions of culture: (1) culture maps out behavior patterns that each person learns what is allowed and not, good or bad, right or wrong, (2) developed the identity of an organization and the members, (3) culture provides commitment for mutual benefit in common, not for certain individual or group, (4)

culture acts as a center to bond all members in organization, (5) culture is shared to control attitudes of the members in an organization.

Wirawan (2007:12) stated that fine culture will effectively create pleasant working environment for an individual or a group in a school or an institution so that it can work synergistically. This culture is expected to revise the school quality and performance. Therefore, it gives an opportunity to the school to be ran optimally and the school community can work efficiently and with passion in order to continuously growing.

The effort to create tremendous culture at school depends on the leadership of the school principal as it is stated in Regulation of the Minister of Education and Culture of the Republic of Indonesia considering the standard as a school principal that have to commit together with teachers, education workers, students and other parties in the school environment to reach the school vision and mission. With the great leadership, good learning environment can be obtained by creating a subtle school culture in order to utilize and develop its potential as optimally as possible. The role of the school principal is to identify the school culture as reinforcement to achieve the school goals, visions and mission.

National Education Department (2003:13) defines that principal has to form and encourage school culture to affirm activities at school. The principal is the school role model. How the principal socializes with the entire school parties appoints how school culture is established. Hence, to generate an adequate school culture, the role as school principal is important.

Organizing school education to establish school culture cannot be separated from the role of the principal that becomes the major feature for the realization of school objectives to improve student and school achievement.

Leadership is the action of leading a group of people. Thus, the act of school principal gives significant influences on the school management to guide the teachers, educator staff, students, parents and other parties out of school community. Moreover, the principal authorizes as decision-making to attain school vision, mission and school objectives.

According to Zamroni (2007: 58-59), related to adequate school culture, the roles of the principal are: 1) developing school community awareness and assurance about the culture at school, 2) building a team that have the same vision to support the principal plans, 3) having a meeting with the all school members to explain about the school culture for the need of increasing a higher quality educational process, 4) starting up concrete actions, even if it is small matter, 5) correlating the actions with lasted values and ideas, 6) changing values and ideas that are not compatible to the school environment.

Looking at the culture that happens to be the rules in a certain school, the principal has an authority to make a decision by setting up new goals and programs that will lead to positive changes in developing student potential, teacher, staff, principal performance to fulfill the school target.

However, the actual fact doesn't always correspond to the professional standardization as a school principal that have to have great personality, management skill, entrepreneurship skill, communication skill and as well as supervision skill. In short, professionalism in leadership cannot still be fulfilled yet as well as in increasing teacher performance.

Nevertheless, based on the first observation in Public Elementary School of Lantan, Batuklian Utara, Central Lombok, the principal has a strong commitment in coordinating, encouraging and harmonizing all school resources. His/ her leadership is able to pursuit the school visions, missions and aims by implementing the well-planned programs continuously. He/she also proves that culture in organization is used as a strength that can bring all school members together with same goals and encourage their motivation, commitment and loyalty along with an authority to manage the school independently. In short, well-built school culture develops school management and performance.

This public school is categorized as an ordinary school in which the students are less capable in academics and are from middle and lower class family. This problem is a challenge for the principal to solve. In fact, based on the first observation, this school had graduated the students with satisfactory result for the last three years and they were easily accepted in the most favorite school and Islamic boarding school.

Additionally, in the last three years, the school won various district level and achievements non-academically such as scout, dancing, pantomime, drumband and huge drum (gendang beleq). Extracurricular program at school such as scout, dancing, pantomime, drumband kasidah and gendang beleq remains effectively as the form of school reinforcement in achieving non-academic achievements.

Due to the various extracurricular programs is fast growing; student development appears to be accomplished quantitatively and qualitatively as it is shown in non-academic achievements and intensity of student enrollment every year.

An issue faced by the principal is often about socio-political dynamics which affects him/her in handling and controlling an organization in an institution. As a result, psychologically, it will give an impact on his/her leadership. Feeling insecure and worry stand out more when time to make a decision for the sustainability of the organization is needed.

In Public Elementary School of Lantan, the principal have never experienced insecurity because he/she has designed management strategies in which the all school members has

agreed and ready to work together for the realization of the school purposes. Thus, the principal turns to be a role model of a good leadership so as to develop an organizational culture successfully.

In line with the illustration above, researcher pinpoints a concept of: "The Role of Principal in Promoting Organizational Culture in Public Elementary School of Lantan, Batukliang Utara Central Lombok" as the title of the research.

The development of culture in an organization has an important part to acquire a higher quality. A number of aspects contribute to the development of culture at school defined as follow (1) commitment from the whole school members or parties, (2) applicable regulations (3) attitudes and behavior based on value and spiritual existence, (4) society involvement, (5) leadership value.

In this research, the writer decides to focus on the role of the principal in promoting organizational culture and types of organizational culture in Public Elementary School of Lantan, Batukliang Utara Central Lombok.

Therefore, the problems in this research can be defined as follow: (1) what are the roles of the principal as a leader in developing organizational culture?, (2) what kind of organizational culture is developed in Public Elementary School of Lantan, Batukliang Utara Central Lombok?

The purpose of this research is expected to be a clear guidance for the researcher to gain the result. Based on the problems appeared, the aim of this research is to describe the roles of the principal in developing school organization as well as to define the organizational culture used in Public Elementary School of Lantan, Batukliang Utara.

Leadership

Veitzal Rivai (2006: 2-3) stated that leadership in general includes the process in setting up the targets in organization, encouraging the members of organization to stay motivated to aim the targets.

School Principal

Wahjousumidjo (1999: 83) described in simple way that the principal can be defined as functional educator who has executive authority for a school where teaching and learning process occurs and where teachers interact with the students.

Leadership of School Principal

School leadership, according to Marno and Triyo (2008:32), educational leadership enables leaders to guide and influence other educators in an administrative setting to improve the quality

of educating students and the development of their school. Additionally, explained by Nawawi (1994: 82), that school leadership is process of encouraging, influencing, giving motivation and guiding all the school members to obtain the goals targeted by the school.

Based on the opinions above, both leadership and school leadership focus on the process of encouraging the individual or group but different in outcomes targeted.

Effective Leadership

According to Veithzal Rivai (2006: 32-33), effective school leader at least has the set of characteristics as follow: (1) sociable value, (2) responsive to the group and situation around, (3) be wise as the one who has decision-making authority, (4) excellent supervision skill to observe and monitor teacher activities, (5) mind the crucial problems to solve it in an effective way whether personally or communally, (6) to make sure that the decision made is suitable personally or communally, (7) be present to solve problems arisen and care for new feedback, (8) to stay alert in handling complaint and question, keep the promise given to the subordinate, and (9) to give a guidance and solution in working method and mechanism, improve the safety and diminish inaccuracies at least as possible.

Leadership in developing school culture

By Farida Hanum (2011: 123), things that need to do to build up school culture in order to resolve quality of school management are defined as follow: (1) distinguish culture existence accurately whether it provides a better change, (2) form fresh culture by, (a) cutting out principles or practices that tends to be out-of-date, (b) introducing the new practices that still is relevant to elements of culture, (c) promotes different practices and values that are suitable to be settled, (d) relates the new practices to the factual result, and (e) reviews the new practices with the assessed values.

Organizational Culture

Stated by Wirawan (2007:10-11), organizational culture represents the norms, values, assumptions, beliefs, habits of organizational members that have been developed over time and influence the behavior and way of thinking of its members to obtain organization's vision. According to an anthropologist, Geertz (1973:12), culture is a system of inherited conceptions expressed in symbolic forms or literally.

Based on the explanation, school culture is a set of norms, values, beliefs, behaviors, rituals and habits that shape and influence every aspect of how a school functions.

Leadership in developing organizational culture at school

According to Hasibuan (2001:167), leadership is someone who has an authority to observe his/her subordinates in order to reach the organization goal. By Marno and Triyo (2008:32), educational leadership enables leaders to guide and influence other educators in an administrative setting to improve the quality of educating students and development of their school. Additionally, explained by Nawawi (1994: 82), that school leadership is process of encouraging, influencing, giving motivation and guiding all the school members to obtain the goals targeted by the school.

Based on the opinions above, both leadership and school leadership focus on the process of encouraging the individual or group but different in outcomes targeted.

METHODOLOGY

This research uses qualitative descriptive method to describe and understand school leadership-related phenomena in Public Elementary School of Lantan, Batukliang Utara Central Lombok. As Bogdan and Taylor (Moleong, 2007:4) defined qualitative method is used as research procedures that resulted descriptive data both written and spoken as the result of people's behavior. Thus, this research executed several stages such as preparation, observation, data collection and data analysis and data interpretation.

The research is conducted in Public Elementary School of Lantan, Batukliang Utara Central Lombok by interviewing the teachers, educator staff, students and school committee about the leadership matter in the school and how the principal uses his/her authority as a leader who make a decision concerning school activities.

The source of data in this research is gained from direct observation, interview and documentation which cover: (a) sorting the data, (b) displaying the data, and (c) verifying. The validity of the data in this research is tested on the credibility (internal validity), transferability (external validity), dependability (reliability) and conformability (objectivity).

RESULTS AND DISCUSSION

Based on the data analysis, a feature that affects the school culture in public school of Latan is the roles of the principal in creating organizational culture and school culture which represents on the artifacts, attitudes of participants, norms/ values at school.

Principal has a major function as a leader in building up school culture. He/she has to be responsible in making a decision and be a role model for all school participants as he/she will give an influence to the school in the future. The school culture existence depends on the policy

assigned by the principal. The leadership in public school Lantan shares an important point a view to utilize and preserve the good culture existence.

The principal manages to impose school programs academically and non-academically. For example, students can choose extracurricular provided by the school such as scout, dance, pantomime, drumband, weaving, and gendang beleq (huge drum).

Communication and coordination become important aspects that need to be implemented by the principal to put the school vision and mission into a realization.

The principal of public school Lantan said:

"I require the teachers, staff and students to understand what their responsibility and task. Teachers have their lesson plan as guidance, as well as the staff and students. I have a look the lesson plan whether it's suitable for the students or not and observe directly. If they need my assistant, I expect them to discuss it with me"

Additional reference from a teacher in public school Lantan, stated:

"We are given a job description, understand it first and we do what we need to do for example designing a lesson plan. The head master will give us feedback before it is approved"

Reference from the educator staff, explained:

"The principal supports related to school administration, he also gives us motivation when we have board meeting and during the flag rising, he discusses about school activity and behaviour".

Based on the information gathered, there are two main points in making a decision, about school policy and how to resolve a conflict at school.

The teacher described:

"the decision is made after discussed with all school participant, to see what the problem is about and who are involved. God willing, we follow the rules here so that it is easier to detect and sort out the problem".

Other opinion was stated by different teacher:

"We admit that we have problem amongst the teachers, junior and senior issue, contracted personnel and civil servant issue. This creates uncomfortable working situation that will give impact to the school activities".

The interview and observation result gives conclusion that the principal of public school Lantan communicates well with the teachers, staff and school participant in decision-making, witnesses how the teaching process conducted, observes the teachers and staff presence, identifies problem concerning discrepancy amongst teachers. This issue has to be solved soon to avoid obstruction of school programs.

The principal employs deliberation and consensus rule to establish policy with involvement of all school participants. The principal also advise, motivate, socialize and direct all school members to stay committed in achieving school target and stay discipline especially to the students. However, they still break the rules. Therefore, the principal initiate a traditional value called "*Rembuk-rembaq*" to be practiced to form conducive situation and school participants are able to follow the rules.

Working hand-in-hand and in harmony also happen to be the policy compelled by the principal of public school Lantan.

In short, the roles of the principal of Public Elementary School of Lantan are illustrated in the way he/she enforces policies or rules that need to be obeyed by the teachers or him/herself.

This school is major in non-academic aspect such as scout, drumband, dance, pantomime, weaving, and *gendang beleq*. The principal encourages all students to improve their interest and talent. He/she explained:

"Apart from academic, students are provided with extracurricular programs. They are happy and excited".

Same idea is stated by a grade 6 student:

"I like scouting, dancing, drumband, weaving, pantomime, and *gendang beleq*, students can express themselves and improve their talent and interest".

This statement is also supported by one of the school mission which is written as extracurricular (sport, art and craft) is provided to offer the students opportunity to explore their interest and talent. Observation conducted in grade VI finds that students are excited to join the extracurricular programs, especially *Gendang beleq* which becomes the learning application of local culture is needed to develop by the young generation in this school. Moreover, this school participated in National Art Competition (FLS2N) in 2017.

Conducive working-place occurs when there is no gap created amongst the teachers and the principal always socialize this concept during the flag rising and encouraged all participants to embed "*rembuk-rembaq*" value.

Outbound is also a program run by the principal to build good relationship between the teachers and staff to avoid discrimination.

In creating excellent environment, principal instructs to maintain the school garden and require plants around school to be taken care of and keep the environment clean by reassuring all school members to throw the rubbish in the bin.

The principal had also the role in supporting the good work condition and the physical environment such as gardening by growing plants in pots to be put around the class.

Technology in this school is still not used for its best due to some teachers are still not familiar with newest technology as learning facility. The principal has tried his best to train the teachers and propose facility improvement to educational authorities.

School artifacts need to be maintained continuously to attain tremendous school culture. One of effort to build tremendous culture is school boundary availability, cleanliness to experience cozy environment to support the teaching and learning process, while the school culture that need to be improved is facilities such as library books and teaching media.

Valuable culture helps school performance, principal, teachers, student and all school participants, achieves school vision and mission to improve students' performance.

Issues happened in public school Lantan are breaking the rule, discrepancy amongst the teachers and staff, less interest in reading. For that reason, *rembuk-rembaq* value is implemented for the realization of unity, working persistence and school achievement.

Values and norms are part of culture in public school Lantan that overly thrives and happen to be characteristic of the school that can obtain the school objectives. These values and norms are presented in school quotes and vision and mission. These value and norms fail to be carried out as targeted because of the inconsistency to the school vision and mission. The norms that remains strong at the school is no smoking and keep cleaned quotes as well as religious practices such as praying, each classes is allocated to perform praying at school in turns even though they do it in the classroom.

CONCLUSION

Based on the result and discussion explained in chapter IV, the researcher can draw a conclusion as follow:

The roles of the principal in Public Elementary School of Lantan can be seen on the way he/she employs the human resources, technology and working environment.

- a. Utilizing the human resources utmost

First, the role of principal in utilizing the human resources at this school is applied effectively as it is shown on how they communicate and coordinate one with another. The principal gives feedback in designing lesson plan and partitioning the roles and responsibilities clearly for the teachers and the staff to avoid conflict at school. Second, decision-making is executed by observing in all aspects. Third, extracurricular program is provided at the school to explore students' interest and talent. This program is fully supported by the principal and students are excited to be part of this program.

b. Conducive working-place

Conducive working-place occurs when there is no gap created amongst the teachers and the principal always socialize this concept during the flag rising and encouraged all participants to embed “rembuk-rembaq” value.

Outbound is also a program run by the principal to build good relationship between the teachers and staff to avoid discrimination.

In creating excellent environment, principal instructs to maintain the school garden and require plants around school to be taken care of and keep the environment clean by reassuring all school members to throw the rubbish in the bin.

c. The Use of Technology.

Technology in this school is still not used for its best due to some teachers are still not familiar with newest technology as learning facility. The principal has tried his best to train the teachers and propose facility improvement to educational authorities.

The organizational culture in public school Lantan can be recognized by its artifacts, participants' behavior, norms/values implemented at the school.

a. Artifacts at school.

School artifacts need to be maintained continuously to attain tremendous school culture. One of effort to build tremendous culture is school boundary availability, cleanliness to experience cozy environment to support the teaching and learning process, while the school culture that need to be improved is facilities such as library books and teaching media to avoid disadvantage to the students.

b. Customs of school members of Public Elementary School of Lantan

Valuable culture helps school performance, principal, teachers, student and all school participants, achieves school vision and mission to improve students' performance.

Issues happened in public school Lantan are breaking the rule, discrepancy amongst the teachers and staff, less interest in reading. For that reason, rembuk-rembaq value is implemented for the realization of unity, working persistence and school achievement.

c. Values and Norm at the school.

Values and norms are part of culture that overly thrives and happen to be characteristic of the school that can obtain the school objectives.

These values and norms are presented in school quotes and vision and mission. These value and norms fail to be carried out as targeted because of the inconsistency to the school vision and mission. The norms that remains strong at the school is no smoking and keep cleaned

quotes as well as religious practices such as praying, each classes is allocated to perform praying at school in turns even though they do it in the classroom.

LIMITATIONS OF THE STUDY

This study only applies to Lantan State Elementary School, because the data taken is only from residents of the Lantan State Elementary School. The results of the study can only be used for Lantan Public Elementary Schools and cannot apply to other Primary Schools. The researcher used qualitative methods, namely with interview guidelines, documentation analysis and observation guidelines so that the data that can be retrieved only at the time of observation were secondary data sources, which were more dominant than interviews and the validity test of the data used was more dominant with source triangulation. In addition, the study and analysis in this study only touched on from the point of view of the school community environment not from outside parties or related agencies.

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