

**THE LEADERSHIP STYLES AND COMMUNICATION
PATTERNS OF THE HEADMASTER IN REALIZING
EDUCATION QUALITY MANAGEMENT IN MA MUALLIMIN
NW ANJANI OF EAST LOMBOK-INDONESIA**

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Abstract

This study aims to describe the leadership style and communication patterns of headmaster in realizing education quality management at MA Muallimin NW Anjani, East Lombok. This study is qualitative descriptive research. The sources of the data of this study are the headmaster, the vice of headmaster, teachers, the supervisors and the committee of the school. The data collection was done through interview, observation and documentation. The results showed that the leadership styles and communication patterns of the headmaster varied in planning, implementing, and evaluating educational program. The leadership style of the headmaster in planning the program of institution was democracy and the communication pattern was participative. While the leadership style of the headmaster in organizing and implementing school program was laissez faire/the freedom style with a delegative communication in the form of oral, written, and action. And the leadership style of the headmaster in program evaluation was situational and the communication pattern was coordinative, consultative and participative.

Keywords: Leadership style, communication pattern, headmaster, educational institution, education quality management

INTRODUCTION

Generally there are many factors that influence the quality of education. The factors such as leadership styles and communication patterns of an institution's leader cannot be ignored. The leadership styles and the communication patterns applied by headmasters in an educational institution are important to consider in order to realize the education quality management of a school.

Based on their research, Peters and Austin suggest that 'the quality of an institution can be seen from the application of leadership styles of the leader' (Edward Sallis: 2012). Leadership in education units play an important role in empowering teachers and educational personnel (PTK) and giving them authority to improve teaching and learning for students. The headmasters as the leader in educational institution have to consider that the change to a better quality occurs gradually instead of spontaneously and instantaneously.

Improving the education quality of an institution is also influenced by the quality of the headmaster's leadership. The one who plays a crucial role in dealing with change of an institution is the headmaster. The behavior of the headmaster is able to initiate new thinking in the process of interaction of school environment by carrying out the goals, procedures, inputs, processes and outputs of the school education in accordance with the demands of development as described by Daryanto in his research (2001: 81).

The leadership style of a headmaster is quite influential to determine the quality and progress of education units. Therefore in modern education the headmaster is an important position in achieving educational goals (Suprihatin, 2004: 61). This means that the headmaster plays a crucial role since the policies and decisions taken can improve education quality. Moreover, the work culture, practitioner performance, work climate, management of education units, infrastructure and the quality of education are very much determined by the headmaster's thought. The strategy in realizing the vision, mission, and school program is not only emphasized on instruction with the authority attached to the position of headmaster, but also a flexible approach and multi-directional communication also have to be applied. This aspect is a part of the leadership style and communication patterns of headmaster that effectively bring the education of a school to a better quality.

The headmaster is the educational component that plays the most important role in improving the quality of education. The role of headmaster is not simple since the position is a professional position. The requirement to be a headmaster is the presence of several qualifications and competency. A headmaster should have a bachelor degree as a minimum criteria. Furthermore, the headmaster should master several competencies such as professional, social, personality, managerial and entrepreneurial competencies. These

qualifications and competencies are the main requirements for a headmaster in leading an education unit. It will be quite difficult to bring the institution to a better quality when the headmaster of a school does not have such criteria.

Other factors that can also affect the education quality of an institution are work culture, the performance of practitioners and the work climate after the national education standards, the minimum criteria in the national education system, are fulfilled. The National Education Standards consist of 1) standard of content; 2) standard of Graduate competency; 3) Standard of process; 4) Standard of infrastructure; 5) Standard of educators and educational personnel; 6) standard of management; 7) standard of finance; and 8) standard of assessment. These factors play crucial roles as the internal factors that affect the quality of education. While the external factors relate to participation and policies coming from outside the education unit. Participation outside the education unit also belong to the public policies taken by the government.

Leadership is the attitude and behavior of leaders in influencing employee or partners in certain institution. Robbins (1998: 105) states that “leadership is the ability to influence a group toward the achievement of goals”. This means that leadership is the ability of the leader of an organization to influence a certain groups in achieving its goals. While leadership style is the techniques and the way to behave and act in leading. Mulyadi (2015: 150) defines leadership style as a way of leading to influence partners.

Rivai and Mulyadi (2003: 19) provide a point of leadership as the activities to move, direct and influence people and other related activities. It is stated as “leadership is understood as a power to move and influence others. Sometimes this is also interpreted as a tool to persuade people to be willing to do something voluntarily. Leadership is also said to be a process of directing and influencing activities that relate to the work of group members.”

McGregor (1967) describes the leadership theory with the assumptions of X and Y. McGregor's leadership concept explains that X assumption was derived from the opinions about humans as a machine requiring a control from outside. While the assumption of Y departs from the assumption of humans as biological organisms that grow, develop, and are capable to control their selves. (Pace R Wayne and Faules D.F 1998). A leader who takes to the assumption of X considers humans as a means of production can be motivated by a fear of punishment or the need for money and a sense of security. The leader who takes the Y assumption considers that employees have various needs. The task of the leader is to manage and organize the needs of employee and organization in order that the goal can be achieved.

The research conducted by Sari (2013) on the contribution of the principal's leadership style to the quality of education found that the principal's leadership style provided 18.2%

effective contribution to the quality of education. In line with the results above, Nurbaya (2015) found that the principal's leadership style varied in improving disciplinary of teacher, work motivation and teacher responsibility. The results of the study also found the principal applied the instructional leadership style (telling) in improving discipline, the consultative leadership style (selling) in improving work motivation of teacher and the delegating leadership style in increasing teachers' responsibility.

The leadership style is divided into three types which are democratic/participative style, autocratic style and free style or laissez faire. While communication patterns commonly used in educational organizations or institutions are divided into several patterns which are instructional patterns, consultative patterns, coordinative patterns, delegative patterns and informative patterns. Democratic leadership style usually applies consultative and coordinative patterns of communication. The autocratic style uses instructional and informative patterns of communicative. While the laissez faire style dominantly uses the delegative pattern of communication. Every leadership style and communication pattern in educational institutions is determined by the personal background of headmaster.

Communication is the way leaders interact with their partners in an organization. Robin (1998) divides the dimension of communication into vertical and horizontal dimension. The horizontal dimension of communication occurs when the leaders interact with their partners/employees whereas the vertical dimension occurs when the leaders interact with supervisors or related services including educational supervisors. The methods of communication used are oral and written media, or even both in a particular situation. The results of the survey conducted in 1972 (Mulyana, 2015: 186) related to supervisors and managers found that oral and written methods were the most effective and productive media in various situations of communication in an organization. The pattern of communication is the technique of communicating in an organization with a specific purpose. Effendy (1989) defines communication patterns as a set of interpersonal behaviors that can be used in a particular situation. The aim to be achieved in education is the effectiveness, quality and good relations within the institution.

Research conducted by Masifa et al (2014) in all high schools in Gerokgak sub-district found that there are 71.7% of significant determination between the communication skills and the education quality of school and 87.5% between the headmasters' competency, communication skills and headmasters' commitment for education quality of the schools. Moreover, research conducted by Fatimah et al (2015) regarding the communication patterns of headmaster at SMA Negeri 1 Geumpang, Pidie District, found that the communication patterns of the headmasters in improving teacher professionalism was done by applying the leadership

style conveying the message to the teacher both orally (calling and direct reprimand) and written (warning letter). The headmaster's communication patterns in improving teacher discipline was done by giving examples such as going school in time and going home in the latest time. And the headmaster's communication patterns in increasing teachers' responsibility was done by interpersonal communication while the communication patterns in problem solving in teaching and learning was done by coordinating and finding solutions with committees and supervisors, and related educational offices.

The leadership style of the headmasters applied in educational institutions determines the communication patterns used to their partners. Oktarina et al (2017) found that the communication and leadership of headmaster was positive and significance. There was 69.5% of internal communication on teacher performance, work motivation and leadership of headmasters conducted partially and simultaneously on the performance of office administration teachers in Vocational Schools of Semarang City.

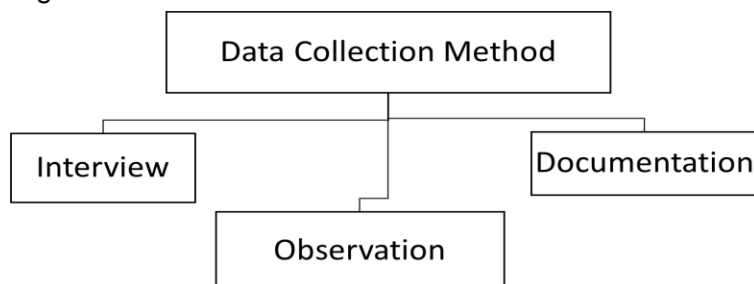
When doing the observation, the researchers found the temporary assumption that the headmaster of MA Muallimin NW Anjani applied the leadership style of laissez faire and the delegative communication pattern in realizing school education quality management. Therefore, a further research was needed related to this premise. Therefore, the purpose of this research is to know and describe what and how the leadership style and communication patterns of headmaster to realize the quality of school education management.

METHODOLOGY

This research is descriptive qualitative research. The type of data from this study is primary data and secondary data. The data sources of this study were the headmaster, 45 teachers and one committee as the informant at MA Muallimin NW Anjani, East Lombok.

Data collection methods were carried out in a way that was suitable to qualitative research. The intended methods were interview, observation and documentation. The method was used based on the method that Sugiono has applied in the research as shown in the following figure:

Figure 1 Data Collection Method of Qualitative Research



After collected, the data then was analyzed more deeply to get conclusions. The data analysis method used was the interactive model. The interactive model took place continuously until the researchers felt quite enough. The interaction model in analyzing research data included data collection, data reduction, data presentation and conclusion drawing.

FINDINGS AND DISCUSSION

Based on the results of interview and observation done by the researchers, it can be concluded that the leadership style and communication pattern of headmaster were various. In planning the quality of education, the headmaster used democratic leadership styles and participative communication patterns. In the implementation and management, the headmaster applied laissez faire/the freedom leadership style and the communication patterns were done by giving direct examples and assignments to teachers in accordance with their positions. In the evaluation program, the headmaster applied a situational leadership style. It was done by coordinating with the supervisor, consulting with the deputy head of the curriculum and the deputy head of the facilities and infrastructure, and asking for the participation of the institutional committee.

The leadership style of the headmaster varied according to the stages of the program and the procedures in the institution. It was various since the leadership style applied by the headmaster was different from planning, implementing and evaluating programs. In the planning the program, the attitudes and actions of the headmaster were quite open and democratic in accommodating all opinions and ideas conveyed by teachers, committees, parents, supervisors and the stakeholders concerning about education. The headmaster also provided an opportunity for them to propose programs for the institution. The headmaster along with the teachers held a meeting to discuss the proposals, ideas and opinions raised. The opinions and ideas were then appointed to be the school programs. Those programs were then included into a school plan and budget for a year.

The planning programs will be realized with the leadership style and effective, motivational and relative communication patters of the headmaster. The aim to be achieved is the effectiveness and good relationship with partners in institutions. The orientation to be achieved is the effective tasks and social relations within the teachers. Various styles or attitudes of education leaders, focus on two basic style orientations which are task-oriented style and relationship-oriented style with the subordinates (Fattah, 2006: 63).

All responsibilities of the headmaster can be corrected and given input by work partners both in oral and written form. The responsibilities and managerial duties of the headmaster include: 1) Preparation of the planned school activities); 2) Management of educators and

educational personnel); 3) Management of infrastructure; 3) Management of students; 4) School financial management; 5) Information and communication technology in Learning; 6) The development of school administration personnel; 7) Curriculum management; and 9) Monitoring and evaluation.

At the implementation stage of the programs, the headmaster applied the *laissez faire*/freedom of leadership style. This style essentially gives freedom and empowers teachers as partners to realize the planned program. The teachers acted in accordance with his own initiative and creativity. This is relevant to the concept proposed by Ascaro (1995) in his book entitled *'Quality in Education: Implementation of the Handbook'* cited by Yosali Iriantara. It states that such attitudes and leadership are called leadership pyramids or quality leadership concepts. This concept brings up the responsibility and empowerment. This concept wants to bring the attitude of the headmaster as a leader holding the responsibility for the quality of education which then becomes task and implements empowerment of all education and educational personnel.

The following are some of the mandated tasks to the deputy head of curriculum and infrastructure in the learning process: 1) The curriculum and learning activities in a year; 2) The distribution of tasks and lesson hours to teachers; 3) The intra and extracurricular activities proposed by educators and educational personnel; 4) The activities proposed by students through student council; 5) The science competition from local, regional, national and international levels; 6) The administrative supervision and the process of classroom learning activities (academic supervision); 7) The distribution of the learning finance in accordance with the school plan and budget; 8) The evaluation and assessment of learning activities for one semester; 9) The infrastructure, media and learning resources needs in one year; 10) The planning for procurement, repairmen and rehabilitation of priority scale on the needs of learning facilities; and 11) The facilities sourced from the funds of committee and parents.

The leadership style of the headmaster in evaluating school programs was situational. The headmaster coordinated with the supervisor in carrying out the supervision of the teacher. The headmaster also consulted with the vice of headmaster of each deputy. Feedback also came from fellow teachers for the success of the sustainable evaluation. The results were then followed up by discussing personally and collectively with the teachers. The headmaster also recommended the teacher to take education and training to improve their competency as the result of following up on the findings of the supervision that has been carried out. Surely, this evaluation was carried out in order to improve the quality of school education.

CONCLUSION

This research was actually limited to the leadership styles and communication patterns of the headmaster in realizing the education quality management at MA Muallimin NW Anjani, East Lombok, Indonesia. Based on the results described above, it can be concluded that the leadership styles and communication patterns of the headmaster varied in planning, implementing and evaluating the education programs. The leadership style of the headmaster in institutional program planning was democracy and the communication patterns was participative. The leadership style of the headmaster in the managing and implementing of the school programs was laissez faire/freedom with delegative pattern of communication in oral, written and action. The leadership style of headmaster in program evaluation was situational with coordinative, consultative and participative patterns of communication.

SUGGESTIONS

Based on the results of the research above, the researchers provide recommendations and suggestions to:

1. Teachers

Teachers should understand the leadership style and communication patterns used by headmaster. Failure to understand what the headmasters intend to can affect the stagnant performance and the quality of the institution. The headmaster is the one bearing the burden and moral responsibility to advance the educational institutions that they manage. The leadership style and communication patterns of the headmasters become the character and attitude that must be interpreted positively in advancing the institution.

2. Headmasters

Being chosen or mandated to be a headmaster means having a crucial role to develop human and educational resources in the world of education. This role is not easy since human are the ones to be managed along with all the different potentials and characteristics. Therefore we need a relevant leadership style and productive, innovative, motivational and varied communication patterns in managing an educational institution. Management of differences and diversity of potential attitudes and traits must be interpreted as educational wealth management that can provide knowledge and experiences in managing institutions in order that headmasters will be wise, positive and kind to all partners.

3. Institution and Government

To appoint and mandate someone to be a headmaster must be based on a logical consideration toward the potential of him. The wrong choice comes from the wrong policy without logical consideration. Pit and proper tests must be carried out in order that the headmaster is properly

mandated to be able to bring the positive development and change to the institution. There is no leadership style that is suitable for all situations and there is no communication pattern relevant to all institutions. All leadership styles and communication patterns will evolve according to the personal and the situation of institutions. In this digital era, when information becomes open without limits and people want to be free without insulation from the bonds that bind them, the laissez faire of leadership style is relevant to apply and the pattern of delegative communication can be adopted in educational institutions in order to solve the rigid and bound problems of education quality.

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