

The Principal Leadership Style of Madrasah Ibdaiyah in the Views of Structural-Functionalism Analysis

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Abstract: The principal of madrasah Ibtidaiyah (Islamic elementary school) has an important role to maintain a balance both academic and social roles, due to his/ her duty as a policy maker. Accordingly, the principal leadership style of madrasah is a main factor to realize school's vision dan mission. This study is aimed at analyzing the principal leadership style of Madrasah Ibtidaiyah in structural-functionalism analysis approach as an effort to improve teacher's discipline. The method of this study is explorative descriptive qualitative method. The samples are some teachers (the principal of madrasah ibtidaiyah, three classroom teachers, and one administrative staff), and some students. The data are collected using observation, in-depth interview and documentation. The finding of this research is that the principal leadership style of madrasah ibtidaiyah has been implemented with situational leadership style which is relevant to Parsons's structural-functionalism theory. The principal of madrasah positions himself not only as a policy maker but also a facilitator and a mediator to his subordinates. In this case, he puts social awareness forward and emotional/situation and condition to create a comfortable psychology of workers.

1 INTRODUCTION

The principal leadership style of the madrasah, according to functional structural analysis, is how the leadership of the madrasah principal be analyzed based on the theory of Talcott Parsons functionalist structuralism "AGIL". A school institution is a social system in which all elements are existed, namely the principal of madrasah, teachers, administrative staffs, learners and parents. All elements are interrelated and dependent. School has a system of vision, mission, goals and achievements in order to create social order in school environment. Therefore, it is needed the leadership. In this case, the principal of madrasah becomes as an administrator, a mediator, a facilitator and a good motivator. As stated Nurkholis in his book "School Based Management: Theory, Models, Applications," leadership is usually defined as the power to move and influence people. Leadership is simply a tool or process to persuade people to be willing to do something voluntarily. Related with the willingness of others to follow the leader's wish, there are some forces (powers) that must be owned by the leader in order that the driven person follows his

wishes. They are threats, rewards, authority, and persuasion (Nurkholis 2003).

As a leader, in this case, the principal of Madrasah is the figure leader who organizes all activities in the school. The importance of the position is in accordance with the research finding conducted by Sinha and Hanuscin entitled "Development of Teacher Leadership Identity: A Multiple Case Study." He said that being a leader requires several stages, since in this study a teacher can be a leader. He has a lot of teaching experience both as a classroom teacher and school administravie staff. The figure of the teacher or his identity becomes very important as the expected leader (Hanuscin, n.d.). Similarly, Hua Sun et al in his article "Exploring The Interaction between Vertical and Shared Leadership in Information Systems Development Project", states that joint leadership is less effective in managing information systems of development projects, especially when it is developed with the role theory. That is, the vertical leadership is better since the model of top-down supervision becomes more effective and more guided (Sun, n.d). From the two findings of this study, it indicated that a good leader must have special skills in terms of good leadership

and guided. This is achieved with the authoritarian style so that subordinates can be controlled. Other researches found that successful leadership is achieved when it was built on a shared based as stated by Wiil entitled "Flock Leadership: Understanding and Influencing Emergent Collective Behavior", The finding is that the group leadership is better than individual leadership. Through group leadership, it can develop, and has challenges. Group leadership becomes the basis for mutual understanding and influence of each group. Group leadership becomes an opportunity in establishing an organization (Will, n.d.). Similarly, Mohamed et al., state that in a school or college institution, it is needed to have a transformational leadership style. It is preferred since of the synergy between leaders, subordinates (teachers, administrators), and learners (Mohamed, n.d). The purpose of this study is that the dynamics of transformational leadership is well-established in terms of human resources and others. In contrast to Erziko's views, leadership as seen when dealing with society in terms of cultural perspective is to become a reliable leader when he can develop himself in society, school and others, interact with various community and able to take strategic decisions (Erzikova, n.d). The result of this study is seen from cultural studies, a good leader must have a social sensitivity to the environment.

Some studies conducted are, of course, different from this study. The focus is on how is the principal leadership style of madrasah ibtidaiyah when analyzed using the social theory of Talcott Parsons, where the principal of madrasah as a leader in the school. The school is also a social system, where the social system is the AGIL theory proposed by Parsons to examine how the principal leadership style of madrasah ibtidaiyah in managing and organizing a school. Some concepts on leadership styles are categorized as task-oriented and employee-oriented style. Terminologically, style is a typical way of behaving from a leader to the members of his group. Therefore, what the leader tries to do, when he does it, and the way he acts, will shape his leadership style (Indonesia, 2010). This study refers to situational leadership style. Situational leadership style is the style of leadership, in which a leader adopted to the situation (situational approach), because leadership is basically faced with a number of situations within the various characteristics of the group.

In other words, the situational leadership style depends on the situation (Hidayat, 2012). One example of situational leadership style within the scope of madrasah is that when there is a teacher violating the rule or non-discipline in work. Then the

principal of a madrasah may be harsh or authoritarian to the teacher. The reason is that the teacher will no longer repeat his actions. Regarding to the situational leadership style, there is a bit similar with the result presented by Yun Du et al. The research conducted by principals both at the primary and secondary levels, assuming there is a professional change in schools by conducting comparative studies in some schools, in terms of interested, school system structure and classroom management. Leaders with international experience, there are opportunities and challenges to address needs can be resolved, teacher involvement, policy and financial supports (Ulla et al., N.d.). The more experience and insight, the more skills a leader has, especially in the school environment. The term functionalism is derived from the theoretical approach used in sociology. Functionalism refers to a consensus, or equilibrium theory pioneered by Emile Durkheim (1858-1817). He was the first person to advocate education in sociology. The sociologist uses this theoretical approach begins with the assumption that the society and the social institutions in it, such as education is a part of society that is interdependent with each other. Each contributes to the other in operating its activities in accordance with its owned functions in society (Abdulhak, 1998). The concept of AGIL Parsons also emphasized in his theory of the importance of role-status in a system. The principal of madrasah is not seen as the internal side of the individual but more visible on the status attached to him. To see his role of course seen first is whether the status is properly implemented in accordance with the expected role (Goodman, 2007).

2 RESEARCH METHODS

This study applies descriptive explorative approach which identifies the reason for the occurrence of a thing. This study was conducted in 2017 at one of the Islamic primary schools in Palangka Raya, Central Kalimantan, Indonesia. The data are collected using purposive sampling technique, in-depth interview techniques. The informants in this study were the principal (simple personality, prioritizing the progress of education on the basis of religion), three teachers (teachers having long experienced in the field of education), and one administrative staff and some learners as supporting data.

3 RESULT AND DISCUSSION

3.1 Principal Leadership Style of Madrasah Ibtidaiyah with Functional Structural Approach

An opponent stream to empirical sociology that dominated the postwar United States of America, Talcott Parsons (1902-1979) built a general theory of society. Society, in his view covers a broad system, and its elements fill four basic functions: adaptation, continuing goals, integration and maintaining norms. Society produces agreements, changes and common interests, in which Parsons declares that coexistence is not only selfish or submissive to the law but it is determined by values and norms. In *The Social System* (1951); systemic and functional society figure. This theory is directed to understand the existence of an organized social order within a free state, in which people freely choose their own activities (Forse, etc, 2009). Parsons sees that social interaction is not a fundamental unit in the study of social systems. Hemphasized on status and role as the basic unit in the system. Status refers to the structural position in the social system, and the role is what the actor does in his position (Goodman, 2007). The status and role of the madrasah principal in this case determines whether or not a school is advancing. Targeted socialization because those who provide policies, regulations and rules or norms developed in schools can run in accordance with what is desired. All components in the school are teachers, administrators, learners and parents who participate in them following the rules in force at the school. The Madrasah Ibtidaiyah is one of the private schools that are boarded with pesantren, but administratively accountable directly to the local religious ministry, so that the recruitment of teachers and administrators is partly civil servant status (PNS). The AGIL concept of Parsons being the primary target in the analysis of the leadership style of the Ibadidaiyah madrasah principal, such as the analysis on adaptation, the part of the external and the instrumental functions of the system. It is said externally because it is related to the system with its environment. It is called instrumental because it is not the purpose of the environment that the system wants to achieve but as a means of achieving goals and tools to create dynamic conditions supporting the achievement of the goals in the future. The findings of this study are the policy of the madrasah principal by applying finger print, and CCTV (instrument or surveillance machine /

supervisor) is the instrument used to achieve the goal of creating discipline both in quantity and quality.

Then the second is goal attainment. It is a prerequisite as an effort to meet the objectives of the system and the implementation of priorities among those goals. In order for the system to take place, it is required a goal formulation, and those who can achieve that goal. The key word is "effectiveness". Effectiveness as a determinant. One example is that the principal of madrasah ibtidaiyah socializes in various community both senior and junior teachers, both civil servants (PNS) and the honorary workers. The information given is those considered important and up to date such as curriculum socialization, learning tools, rules of teacher performance as classroom teachers, teachers of study, and so forth. This activity usually includes in weekly or monthly meetings conducted on Saturday. Mr. AA, said that the information provided does not have to be in formal but also non-formal. It depends on the situation and conditions. The most important thing is that the message given can be received well and smoothly. One evidence of time efficiency is that to convey information, advice, suggestion or input from subordinates. It does not have to be in a formal condition. The third condition is integration. The purpose of integration is the ability to establish relationships with each other, among the constituent units of a system. The principal of the AA madrasah always communicates and accepts the inputs from bottom to top. It is assumed that it is easy to accept aspirations from subordinates. It makes easy to achieve what is desired together. In addition, communication from top to bottom is usually policy or regulation that must be implemented.

The last requirement is Latent Pattern Maintenance (Maliki, 2012). It is a prerequisite referring to how to ensure continuity of action within the system in accordance with some rules or norms, so that it can be matched through a cultural system. The principal of AA madrasah always performs evaluation both weekly, monthly, semester and yearly. In order to monitor, evaluate the performance or what programs are implemented or vice versa. Starting from the program of teaching and learning activities in schools, and all programs from improving the quality of teachers, infrastructure and so forth. The principal of madrasah in this case strongly supports to all teachers to follow self-development by following the workshop, training or mentoring. In addition, there should be monitoring to class visits. Although not intense because it is supported the presence of CCTV installed throughout the study room. This makes it easier for madrasah

principal to monitor, control and evaluate the learning process in the classroom.

This analysis, if it is seen from the figure of the principal of madrasah ibtidaiyah, from the observations made, AA wants the school he leads should be in accordance as instructed by the regional ministry of religion of Palangka Raya city, creating the young generation who has good behavior. The performance of AA is simply, punctuate, easy to get friend along with anyone, not limit himself to all the citizens of the school. He also has a high spirit to improve the quality of learning in Madrasah Ibtidaiyah. One of them is not yet conveyed the subject of local content in the form of classical Islamic studies such as nahwu, sharaf and the like. AA wishes that the teaching materials are made like a module, concise and understandable and measurable in accordance with the existing curriculum. Because of something, the intention is only a discourse. Some teachers and learners say that the profile of the principal AA madrasah is typically simply, punctuate, has a strong vision and mission to advance the madrasah. The existence of CCTV is very helpful for AA in controlling or supervising teachers who teach in each class.

3.2 The Efforts of the Madrasah Ibtidaiyah Principal to Improve Teacher's Discipline

The Enthusiastic teachers and administrative staff make it easy for AA to apply discipline at the school. Assuming that all elements have the same commitment, then the learners will follow and obey what is set at the school. Finding from Parsons theory is that socialization and social control is the main mechanism that allows the social system to maintain its balance. Individuality and deviation are accommodated, but more extreme forms must be dealt with by a rebalancing mechanism (Goodman, 2007). Socialization is part of the AGIL process, where social processes through mediation intercultural patterns (values, beliefs, languages and symbols). All values, beliefs, languages, and symbols are embedded in the personal system. Through this process, individuals receive and have a commitment to the existed norms. Second is social control; through the process of status and role existed in the society, which is organized into the social system. The purpose of this mechanism is to reduce the emerging tensions (Wirawan, 2014). Monitoring to the evaluation of activities in schools, socialization and social control are always done in the form of monthly

meetings, semesters and even years, to evaluate each program which is implemented or vice versa.

4 CONCLUSIONS

This study reveals that the situational leadership style of madrasah ibtidaiyah principal can improve the discipline of teachers, administrative staff and learners. The ability of madrasah ibtidaiyah principal in responding to environmental, cultural, and social, resource and other conditions becomes a necessity for the creation of a good functional structural in the educational environment, especially in schools.

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