

**PRINCIPAL LEADERSHIP-BASED LEARNING**  
**(A Site Study at Senior High School 1 Weleri Kendal)**

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**Abstract**

The objectives of this research are to describe (1) characteristic of principal leadership based learning in managing personal mastery; (2) characteristic of principal leadership based learning in managing shared vision, (3) characteristic of principal leadership based learning in managing public and team learning. It is a qualitative research using ethnography design. The results of research are: (1) the principal leadership based learning in managing the personal mastery is realized in creating the conducive culture and determining the school rules and policy. The conducive culture is created by delegating the authority, building effective communication, and involving the school component in taking decision. The principal created rules for school community; (2) The principal leadership in managing shared vision is realized in creating the school vision and mission. The school vision and mission have four aspects, normative, academic, relevant and visionary. Things which are considered in creating the school vision and mission are SWOT analysis about the strength, weakness, opportunity, and threats. The principal can analyze the available source condition at school and find the priority scale and create the school programs relevant to the school vision and mission; (3) Principal leadership is realized in the form of improving the quality or human resource or school personnel such as classifying teacher's task, improving the competence, giving motivation, and supervising or teacher's performance. Teacher and school personnel have a chance to continue their study to the advance level, and get reward, award and motivation in the form of religious motivation. Activities to develop teacher's professionalism are held regularly and continuously in training, workshop, comparison study and Subject matter Teacher' Forum. The professionalism development activities for school personnel are not held regularly. The improvement activity is also done for students both in academic and non academic activities.

*Keywords: leadership, personal mastery, shared vision, public and team learning*

**INTRODUCTION**

Background of this research are Principal is one of education components that give much contribution in improving the education quality. Supriyadi (as cited by Mulyasa, 2007: 24) that the principal's quality with several school's aspect such as school discipline, school culture condition, and the decrease of students bad behavior

have close relationship. The principal has responsible to the educational management that directly related to learning process at school.

Leadership is the way to direct and influence subordinates for a specific purposes. The principal is the director that influences teachers and other school personnel. Therefore, it needs the obedience, loyalty, devotion and mutual cooperation. In this case, the trust is needed by a leader.

The previous explanation shows the important of principal's role in organizing the school to achieve the goals. There are two things related to the principal's role, namely: (1) the principal has a role as the social force that become the motivator in school's operation and (2) the principal must understand teacher's task and function for the school success and respect to staffs and students.

Learning management is one of factors and the most important indicator in education due to the school is the place of learning. In teaching and learning process, teacher is the input that has a big impact on the learning process that finally determines the quality of the learning output. When all teachers perform their effectiveness, the education quality in a school will be increased and the school will have a good performance (Moedjiarto, 2002: 68).

Principal's management of learning is expected to be a teaching leader that has a responsible toward the achievement of goals. The principal needs to have the ability activating and seeking a variety of sources to achieve those goals (activities that have concern on the quality of teaching and learning, and high academic achievement) (Moedjiarto, 2002: 88-89).

Management of learning in which the principal involves teacher and administrative staffs is required to perform functions of management effectively so it can increase the motivation, performance and the loyalty of teachers and administrative staffs. The principal is expected to give service to students, parents and care of the school's society needs and welfare. Teaching and learning is the main activities of education so the principal is expected to be able to be the leader of learning due to teaching and learning activities are not the responsibility of teachers but also all school's community.

Research objectives of this study are (1) to describe characteristic of principal leadership based learning in managing *personal mastery*, (2) to describe characteristic of principal leadership based learning in managing *shared vision*, (3) to describe characteristic of principal leadership based learning in managing *public and team learning*.

Theoretical Benefit: It is expected to have theoretical benefits for science educational developer especially in educational management. Practical Benefit: (1) Department of Education, it is as the input to formulate educational policy; (2) Schools, it is as the reference material in formulating school's policy to develop a conducive school's culture; (3) School's community, it is as the input to improve performance to succeed the school activities to be more conducive.

## **REVIEW OF RELATED THEORY**

Senge (1990: 23) defined learning organization as people who continuously expand their capacity to create results they really want in which the new and big pattern of thinking always maintained, a collective aspiration becomes the consideration, and the presence of people who constantly try to learn together.

Senge defines five disciplines of learning as the core of learning organizations for the long-term training and learning program, namely personal mastery, mental models, shared vision, public and team learning, and thinking system. *Personal Mastery* is a culture and norm of institutions in organization applied for all personnel as the way to act and see themselves (Senge, 1994: 52); *Mental Models* is a basic principle of learning organizations due to with this organization's models of mental and individual in it are allowed to think and reflect the structure and directives of organization and outside of organization (Senge, 1994: 55); *Shared Vision* is an overview of organization and action that group people together from the overall target identification and feelings (Senge, 1994: 60); *Public and Team Learning* is a skill of conversation and collective thinking that make groups of people can develop their intelligence and ability to be greater than the number of talented members (Senge, 1994: 64). Public learning itself leads to the principles through individuals that are encouraged to learn openly and explore what

they do not know; and *Thinking Systems* is a conceptual framework that is a way of analysis and thinking about unity of all learning organization principles (Senge, 1994: 70).

Leadership, which Wahjosomijo (2007: 17) defined as the terms of characteristics, personal behavior, impact to other people, interaction patterns, work relationship between roles, an administrative position, perceptions of others about legitimacy of influence. Purwanto (2006: 26) defined leadership as the a collection of a series of abilities and personality characters including authority as a mean to convince people to do tasks assigned to them willingly, full spirit, have inner joy, and do not feel compelled.

Related to educational mission, leadership can be interpreted as the effort of the principal in leading, influencing, and giving guidance to all educational personnel to achieve education goals and learning through a series of planned activities. Wahjosumidjo (2007: 82–83) explained the principal's success shows that he is a person who determines the center point and rhythm of a school, even said to school's success is the principal's success.

Mulyasa (2007: 98) stated that in the implementation, the principal can plays a role as the educator, manager, administrator, supervisor, leader, innovator, and motivator (EMASLIM). Principal as Educator, the principal must have an appropriate strategy to improve the professional educational staffs at school (Wahjosumijo, 2007: 123). Principal as a Manager, management is the process of utilization of human resource and other resources effectively and efficiently to achieve a particular goal (Hasibuan, 2007: 1-2). Principal as Administrator, principal is in charge of the effectiveness of education and teaching at school (Purwanto, 2006: 106).

Principal as a Supervisor, Hartoyo (2006: 47) defined supervision as the activity done by a supervisor to help other people to find solution of problems faced in order to improve their professionalism and performance; Principal as a Leader, the principal is able to give guidance and supervision, increase the willingness of staff, open two-way communication, and delegating tasks (Wahjosumidjo, 2007: 115); Principal as an Innovator, as an innovator, the principal has an appropriate strategy to

establish a harmonious relationship with the environment, seeks for new ideas, integrate each activity, give role model to all educational staffs at school and develop innovative learning models (Sagala, 2007: 88).

## **METHOD OF THE RESEARCH**

It is a qualitative research. The qualitative research is a research that emphasizes on the understanding and meaning related to certain knowledge, more emphasizes on process than measurement, describe, interpret and give meaning, and utilize multi-method in research (Sutama, 2010: 32). The group studied is Senior High School 1 Weleri Kendal who has the specific.

Data are writings and records of everything that is heard, seen experienced and even thought by the researcher during data collection activities and reflect those activities into ethnography. Data used in this research are data about the principal leadership based learning at Senior High School 1 Weleri Kendal. According to Spradley, data sources in a research are words and actions of people observed and interviewed, the rest is additional data such as document and photo (Harsono, 2008, p. 160).

Sources of data in this study are people, event, and document. People are the informants who provide information on matters relating to the research through interview. Words and actions of people in this research are descriptive, ethnography, structural and contrast through interview. Event in this research is an action that taken by people who observed. Event is obtained from direct observations on the subject of research in place during the research investigation (Harsono, 2008, p. 160). Document is a written report of an event which consists of explanation and thoughts towards event and it is written intentionally to save or formulate an explanation regarding the events. In this research, the documents are about the principal leadership based learning at Senior High School 1 Weleri Kendal.

Data in the form of descriptive words and sentences which are collected through interview, description of interpretation results from observation, result of documentation are arranged regularly in the form of wording that show cultural construct (Harsono, 2008: 168). Data analysis used in this research is analysis of data

arranged in site. To present data to be easily understood, the stages of data analysis used in this research is an interactive analysis of Miles and Huberman model i.e. data collection, data reduction, data display, and taking conclusion or verification.

Credibility test or internal validity is a credibility test of data as the result of qualitative research which is done by the extension of observation, the improvement of diligence in research, triangulation, and discussion with peers, negative case analysis, and member checking. According to Sutopo (as cited by Harsono, 2008: 173), triangulation is the most common way used to increase the validity of a research. Triangulation used in this research is triangulation resource, which is compare and test again the trust degree of information gained by different time and medium in qualitative research.

*Transferability* is external validity in qualitative research. *Transferability* needs to be done by people who have studied the report of researcher (Sutama, 2010: 73).

The positivistic paradigm considers the reliability of findings as replicability, that is the capability of research findings to be repeated by parallel testing technique (Sutama, 2010: 73). A research called reliable if other people can reply that process.

Confirmability is a series of steps to get the answer whether there is a correlation between data that have been organized in the field note with the materials used in audit trial (Harsono, 2008: 176).

## **DATA DESCRIPTION**

### **1. Characteristic of Principal Leadership Based Learning in Managing *Personal Mastery* at Senior High School Weleri 1 Kendal**

One principal leadership in learning is principal leadership based learning in managing *personal mastery*. Related to the principal leadership, the principal of Senior High School 1 Weleri Kendal stated:

“Kepemimpinan kepala sekolah berbasis pembelajaran merupakan perilaku kepala sekolah yang terkait dengan kegiatan dalam meningkatkan profesionalisme guru, memberi pengarahannya tentang pembelajaran, meningkatkan keterampilan dan membina kepribadian guru yang berorientasi pada kualitas pembelajaran. Kepemimpinan kepala sekolah berbasis pembelajaran dalam mengelola *personal mastery* diwujudkan dalam bentuk kepemimpinan dalam menciptakan suatu budaya kerja yang kondusif dan menetapkan peraturan atau kebijakan sekolah”.

(Principal Leadership based learning is the principal's behavior associated with the activity to improve professionalism of teacher, give guidance of learning, improve skill and foster teacher's personality that oriented on the quality of learning. The principal leadership based learning in managing personal *mastery* is embodied in the form of leadership that creates conducive work culture and determines the school's rule or policy)

A mathematic teacher of Senior High School Weleri Kendal stated:

“Kepemimpinan kepala sekolah dalam mengelola *personal mastery* ditunjukkan dengan dengan kepemimpinan dalam menciptakan budaya kerja yang kondusif. Kepala sekolah menetapkan kebijakan atau peraturan bagi personel dan warga sekolah sehingga mereka nantinya dapat mengembangkan kemampuan pribadinya.”

(Principal leadership in managing the *personal mastery* is shown by the leadership in creating conducive work culture. The principal determines the policy or rules for the school's personnel so they can develop their own ability).

The above description shows that principal leadership based learning in managing *personal mastery* is embodied in the form of creating conducive culture and school regulation and policy so the school personnel can develop their ability.

A positive culture of school is a condition where the school and its environment are in the save condition, piece, and fun to do teaching and learning activities. Culture is generally created, formed, and delivered as the result of an effective interpersonal leadership by the school leader.

Associated with the distribution of authority, based on the observation done by the researcher, this can be informed that in the supervision of learning, the principal cooperates with the vice principal of curriculum affair in planning of supervision. It is shown that in the leadership based learning, the principal mandates the vice principal of curriculum affair to be the supervisor based on his task and function.

The vice principal of curriculum affair said:

“Karakteristik kepemimpinan kepala sekolah dalam mengelola *personal mastery* adalah terbuka dalam berkomunikasi untuk menggerakkan adanya perubahan dalam upaya meningkatkan kualitas yang ditempuh melalui meningkatkan visi pribadi, mempertahankan adanya kreativitas meminimalisir konflik struktural serta membangun komitmen untuk kejujuran.”

(The principal characteristic in managing the *personal mastery* is to be open minded to do communication to make a change to improve the quality through improving the

personal vision, maintaining the creativity, minimize the structural conflict, and build commitment of honesty).

According to the observation, the interaction between the principal with teachers are more objective. The creation of conducive school culture can not be separated from the values developed by the school. The values have a role and function to develop, maintain and give the culture values toward students. It is important to build organizational culture at school especially related to the effort to achieve the purpose of school education and improve the school performance.

To realize the conducive culture, the principal does not do an effective communication, but also determine the school policy in taking decision with consensus by involving all available school components which relevant to their own competence. With the culture is expected the school personnel can be active to perform their skill by giving suggestion to the principal on the policy to be taken.

Related to the observation that was done by the researcher, it can be described that the leadership of principal based learning in managing the *personal mastery* is also realized by creating of rules to be adhered both the rules for teachers and staffs, or especially for students. It is supported by the documents found by the researcher, the school created the rules for teachers and staffs, starting from the issue of time, the use of school's attributes, the implementation of task and function and others.

## **2. Characteristic of Principal Leadership Based Learning in Managing *Shared Vision* at *Senior High School 1 Weleri Kendal***

Based on the observation that was conducted by the researcher, the principal leadership based learning is also done in managing the *shared vision*. It is the overview and activities of organization which bind people from the overall target identification and feeling. In this case, the principal leadership can be seen from determining the school vision and mission. The principal Senior High School 1 Weleri Kendal states that,

“Visi dan misi sekolah mengarah pada pengelolaan sekolah yang efektif dengan memperhatikan SDM dan potensi lingkungan menuju keluaran yang unggul. Visi merupakan suatu cita-cita yang ingin dicapai oleh badan atau satuan kerja. Sedangkan



misi adalah suatu usaha atau kegiatan untuk mencapai visi. Visi dan misi sekolah mengandung 4 aspek yaitu normatif, akademis, relevan, dan visioner”.

(School vision and mission lead to the effective school management with a focus on the human resource and potential of the environment to get the qualified output. Vision is the goal to be achieved by the institution of work unit. While mission is an effort or activity to achieve the vision. The school vision and mission includes four aspects, normative, academic, relevant, and visionary).

Based on the principal explanation, it can be known that the principal leadership in managing shared vision is by creating school vision and mission which includes four aspects, normative, academic, relevant and visionary. The normative aspect refers to the norm, while academic aspect means to consider the existing educational academic, relevant means there is a suitability with the needs, and visionary aspect refers to the view of life.

Things that need to be considered in creating vision and mission are a) SWOT analysis of the school, b) creating vision and its indicators, c) creating school mission, and d) determining school goals relevant with the school condition. The process of creating school vision and mission includes a) analyzing of school condition through SWOT analysis result, b) determining of appropriate way to create vision and mission, c) creating vision and mission draft, d) bring it to the plenary meeting, e) draft to get improvement, f) creating school vision and mission.

The previous interview is supported by the school vision and mission document found by the writer. From data, it is known that the vision of Senior High School 1 Weleri Kendal has a good achievement and high moral character. To achieve the vision, then the school vision is created. Its missions are (1) developing students' skill and interest maximally through curricular and extracurricular activities; (2) implementing of teaching and learning optimally, effectively and efficiently; (3) understanding and implementing the values, religion norm, cultural and social, and the exist rules; (4) a good coordination, communication and cooperation between the school components.

The above data showed that shared vision created by the school involves all activities and components at school. To achieve school vision and mission, the

principal and his staffs determine the school programs both long-term program and short-term programs.

Related to the principal leadership in creating the school programs, the vice principal of curriculum affair states,

“Dua aspek penting yang diperhatikan dalam penyusunan program sekolah selain mangacu visi dan misi adalah aspek kondisi alamiah total sumber daya yang tersedia dan prioritas untuk melaksanakan program. Dalam hal ini sekolah harus dapat menganalisis kondisi sumber daya yang ada di sekolah dan harus dapat menentukan skala prioritas dalam program tersebut”.

(In addition to the school vision and mission, two important aspects which are considered in creating the school programs are the condition of resources and the priority to do the programs, so in this case, the school must be able to analyze the condition of available resources in school and determine the priority scale for the programs).

Based on the document that was gained by the researcher, it can be informed that the second school vision is the implementation of teaching and learning activities optimally, effectively, and efficiently. To achieve the mission, the school programs include the provision of facilities such as language laboratory, Science laboratory, LCD, the improvement of teacher's quality and others.

### **3. Characteristic of Principal Leadership Based Learning in Managing *Public and Team Learning* at Senior High School 1 Weleri Kendal**

According to observation done by the researcher, principal leadership based learning was also done by managing of public and team learning. Public learning leads on the principles through individuals that are supported to learn and explore everything they do not know. The principal of Senior High School 1 Kendal states:

“Kepemimpinan kepala sekolah berbasis pembelajaran dalam mengelola *public and team learning* dilakukan dengan memberikan kesempatan dan motivasi kepada warga sekolah untuk meningkatkan kemampuannya. Misalnya saja guru, untuk meningkatkan kualitas dan profesionalisme guru kepala sekolah memberikan kesempatan dan motivasi kepada guru untuk melanjutkan studi ke jenjang yang lebih tinggi”.

(Principal leadership based learning in managing of public and team learning conducted by giving a chance and motivation to the school community to improve their skill. For example, to improve the quality and professionalism of teachers, the principal gives an opportunity and motivation to teachers to continue their study to the advance level).

Those observation and interview show that the principal leadership in managing of public and team learning is done by managing the human resource in school, giving motivation and opportunity to the school community to explore knowledge and skill as well as improving their quality. As the administrator, the principal uses his authority relevant to the government rules. The principal places teachers based on their skill through a meeting forum and optimizing all school resources.

One of principal leadership is to give the opportunity and motivation for teachers to improve their professionalism through training, workshop, active in Subject Matter Teacher's Forum, and comparison study. The principal's motivation for teachers includes giving reward for the outstanding teachers, giving award on the weekly meeting, and the motivation in the form of religious motivation by giving *Kultum* (speech) in the early meeting. One of English teacher states:

“Pemberian motivasi tidak hanya memberikan penghargaan kepada guru namun, juga mengatasi masalah yang dilakukan oleh guru dengan bijaksana. Jika ada guru yang melakukan kesalahan maka kepala sekolah memanggil guru yang bersangkutan secara personal. Kepala sekolah memberikan nasihat, dan mengingatkan bahwa perbuatan yang dilakukan tersebut tidak benar. Jika dalam pertemuan personal tersebut tidak ditemukan solusi yang tepat, maka kepala sekolah meminta warga sekolah dalam rapat pekanan untuk membantu mengatasi masalah yang dilakukan guru.”

(Motivation is not only to give award for teachers, but also to solve teacher's problems. If there is a teacher who makes a mistake, the principal meets him personally. The principal gives advice, and remind him that he has done something wrong. If there is no appropriate solution, the principal asks the school community to give the solution during the weekly meeting).

The observation's result showed that the principal gave advice and suggestion for teachers to use technology in teaching and learning activity. One of mathematic teachers said:

“Untuk meningkatkan kemampuan dan menggali pengetahuan guru tentang teknologi, sekolah mengikutsertakan guru dalam pelatihan penggunaan teknologi dalam pendidikan. Kepala sekolah selalu meminta guru untuk menggunakan peralatan teknologi dalam kegiatan pembelajaran. Sekolah telah menyediakan peralatan teknologi seperti komputer, internet dan juga LCD untuk menunjang kegiatan pembelajaran”.

(For improving the ability and explore knowledge of teachers on technology, the school delegates teachers to join a training that is about using technology in education. The principal always asks teachers to use technology tools in learning activities. School has

prepared technology tools such as computer, internet, and LCD to support learning activities).

The supervision and development of professionalism are not only done for teachers but also for the other school personnel. The difference is that the supervision and development activities for teachers are in a schedule, periodically and continuously, while for school personnel, it has no schedule or plan. The school personnel also have a chance to continue their study to the advance level.

The principal manages students by creating new students admission system. In the activity, the principal conducts written test, spoken test, and age. By doing a selection system, the school has a qualified input. The principal also improve the students' competence both for academic and non academic activities. To improve students' academic activities, the principal has provided learning facilities such as laboratory, computer, LCD, learning media, internet, and other supporting books. The additional time is also given for students to make them can extend materials given by teachers. School conducts remedial program for students who do not achieve the minimum standard score.

The principal also motivates students to improve their competence by giving advice during the flag ceremony, star achievement for students who have good achievement, a night for supervising the faith and piety. Students' mistakes are solved by the principal wisely. The principal coordinates with the teachers, teacher guardian, and counseling teacher to solve the students' problem so the appropriate solution can be found.

## **DISCUSSION**

### **1. Characteristic of Principal Leadership Based Learning in Managing Personal Mastery at Senior High School Weleri 1 Kendal**

Sudharatna (2004) studied *Learning Organization Characteristics Contributed to its Readiness-to-Change: A Study of the Thai Mobile Phone Service Industry*. This paper aims to verify the relationship between Learning Organizations (LO) characteristics and an organization's readiness-to-change. LOs, based on a review of the literature, seem to have the competitive advantage

of high readiness-to-change in today is economic business environment. The mobile service providers in Thailand are selected for this study. The results have shown a substantial relationship between readiness-to-change and the LO characteristics of cultural values, leadership commitment and empowerment, communication, knowledge transfer, employee characteristics, and performance upgrading. This study confirms that LO characteristics are correlated to an organization's readiness-to-change, suggesting that it is essential for organizations to develop into LOs in order to survive and/or prosper in a competitive and ever changing in business environment.

Compared with the previous research, in this research known that the principal leadership based learning is the principal's behavior associated with the activity to improve professionalism of teacher, give guidance of learning, improve skill and foster teacher's personality that oriented on the quality of learning. The principal leadership based learning in managing *personal mastery* is embodied in the form of leadership that creates conducive work culture and determines the school's rule or policy.

A study of Zagorsek, Dimovski, dan Skerlavaj (2009) yang berjudul "*Transactional and transformational leadership impacts on organizational learning*". This study empirically relates two important areas of management research: the full-range theory of leadership and the organizational learning process. Specifically, this contribution addresses three issues: (1) the impact of transformational leadership and (2) of transactional leadership on the organizational learning process and (3) whether the influence of transformational leadership is stronger than of a transactional type of leadership. The results show that transformational leadership has a strong impact on all four constructs of organizational learning. A direct impact is evident only regarding information acquisition and behavioral and cognitive changes.

Compared with the previous research, in this research known that one of principal leadership based learning in managing the personal mastery is the implementation of the principal's task as the administrator by delegating his authority relevant to the government rules. The principal placed teacher based on

their field through the deliberation and optimizing all school source. So it is expected to make teachers can show their skill.

The interaction between the principal is seen so objective. Creating of conducive school culture, can not be separated from the values developed by the school. Those values have a role and function to develop, maintain, give the culture values to students.

The principal leadership based learning in managing the personal mastery is to create the rules for school community based on their level. The rules consist of the discipline of time, the use of attribute and uniform, and discipline related to the tasks.

## **2. Characteristic of Principal Leadership Based Learning in Managing *Shared Vision* at Senior High School 1 Weleri Kendal**

A study by Johnson (2008) entitled “*Embracing change: a leadership model for the learning organization*”. The model proposed by the author utilizes the three leadership behaviors of visioning, empowerment, and leading-learning, and is offered as a catalyst for improving practice as well as food for thought for researchers who aspire to build theoretical relationships between the topics. The framework for leadership model of organizational learning.

Compared with the previous research, in this research known that the principal leadership in managing shared vision is by creating school vision and mission which includes four aspects, normative, academic, relevant and visionary. The normative aspect refers to the norm, while academic aspect means to consider the existing educational academic, relevant means there is a suitability with the needs, and visionary aspect refers to the view of life.

Things that need to be considered in creating vision and mission are a) SWOT analysis of the school, b) creating vision and its indicators, c) creating school mission, and d) determining school goals relevant with the school condition. The process of creating school vision and mission includes a) analyzing of school condition through SWOT analysis result, b) determining of appropriate way to create vision and mission, c) creating vision and mission

draft, d) bring it to the plenary meeting, e) draft to get improvement, f) creating school vision and mission.

A study by Lazenby (2010) entitled “*Ethics, Identity and Organizational Learning Challenges for South African Managers*”. It confirms that the effect of changed environment and the demand of organization customer is the important to know the managerial challenges. The failure of fulfilling these challenges has a contribution to make some problems in organization. Therefore, it needs a manager and organization to involve in the ethics behavior, identity realization, and behavior organizational learning.

Compared with the previous research, in this research known that shared vision created by the school involves all activities and components at school. To achieve school vision and mission, the principal and his staffs determine the school programs. School programs are created by considering the natural condition of the available sources and the priority to do the programs.

### **3. Characteristic of Principal Leadership Based Learning in Managing *Public and Team Learning* at Senior High School 1 Weleri Kendal**

A study by Yraporn (2009) entitled “*Knowledge Management Factors Contributing to the Development of Learning Organizations in the Automobile Industry: A Research Progress Report*”. This paper aims to verify the knowledge management factors contributing towards the development of learning organization in the automobile industry in Thailand. A questionnaire survey was conducted among 429 employees from six participated automobile companies. The research results show that leaders are the key knowledge management factor contributing to the development of the organization into a Learning Organization (LO). Additionally, research also indicates that the workplace training, being knowledge team, openness towards the environment, and the ability to acquire knowledge from organization memory system are observed to be factors contributing to knowledge management as of the learning organization.

Compared with the previous research, in this research known that the principal leadership in managing of public and team learning is done by managing the human resource in school, giving motivation and opportunity to the

school community to explore knowledge and skill as well as improving their quality. As the administrator, the principal uses his authority relevant to the government rules. The principal places teachers based on their skill through a meeting forum and optimizing all school resources.

One of principal leadership is to give the opportunity and motivation for teachers to improve their professionalism through training, workshop, active in Subject Matter Teacher's Forum, and comparison study. The principal's motivation for teachers includes giving reward for the outstanding teachers, giving award on the weekly meeting, and the motivation in the form of religious motivation by giving *Kultum* (speech) in the early meeting.

The principal manages students by creating new students admission system. In the activity, the principal conducts written test, spoken test, and age. By doing a selection system, the school has a qualified input. The principal also improve the students' competence both for academic and non academic activities. To improve students' academic activities, the principal has provided learning facilities such as laboratory, computer, LCD, learning media, internet, and other supporting books. The additional time is also given for students to make them can extend materials given by teachers. School conducts remedial program for students who do not achieve the minimum standard score.

## CONCLUSION

1. The principal leadership based learning in managing the *personal mastery* is realized in creating the conducive culture and determining the school rules and policy. The conducive culture is created by delegating the authority, building effective communication, and involving the school component in taking decision. Delegating of the authority based on the functions of each school personnel. The principal establish an effective communication with multi-way pattern. The decision is taken through the deliberation and consideration of the results of analysis and input which also consulted by teachers' board. The principal created rules for school community.



2. The principal leadership in managing shared vision is realized in creating the school vision and mission. The school vision and mission have four aspects, normative, academic, relevant and visionary. Things which are considered in creating the school vision and mission are SWOT analysis about the strength, weakness, opportunity, and threats. The principal can analyze the available source condition at school and find the priority scale and create the school programs relevant to the school vision and mission.
3. Principal leadership is realized in improving the quality of human resource or school personnel such as classifying teacher's task, improving the competence, giving motivation, and supervising or teacher's performance. Teacher and school personnel have a chance to continue their study to the advance level, reward and award and motivation in the form of religious motivation. Activities to develop teacher's professionalism are held regularly and continuously in training, workshop, comparison study and Subject matter Teacher' Forum. The professionalism development activities for school personnel are not held regularly. The improvement activity is also done for students both in academic and non academic activities. Motivation is also given to students such as giving advice during the flag ceremony, star achievement for students who have good achievement, and holding a night for supervising the faith and piety.

### **IMPLICATION**

1. If we want the school personnel can show their skill in learning, the principal leadership based learning in managing the personal mastery is realized in creating a conducive culture and determining the school rules and policy.
2. If we want to achieve the school vision and mission well, the school principal based learning in managing the shared vision is done in the form of creating school vision and mission with strategic school programs.
3. If we want to make the skill and professionalism of school personnel more increased, the principal leadership based learning in managing the public and team learning is done in an effort to improve the quality of human resource or

school personnel through giving a chance to continue study, training activity, and motivation.

### **RECOMMENDATION**

1. In managing the personal mastery should be complemented with the evaluation of the activities that have been done such as related to the rules, its effectiveness needs to be evaluated.
2. In managing shared vision should not only consider the suitability of the school vision and mission, but the implementation of school programs must be controlled well.
3. In managing public and team learning, the principal should be able to improve the function of control so teacher's development of professionalism runs effectively.

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