




Leadership and School Culture

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Abstract. This research aims to analyze the principal leadership and school culture at SDIT Al-Qalam Kendari. This research was conducted qualitatively with a narrative approach, where data was collected through interviews, observation and documentation. The results of this research show that the principal's leadership at SDIT Al-Qalam Kendari shows several aspects: 1). school principals in building awareness, 2). the principal motivates and inspires, 3). the principal develops creative ideas, and 4). The principal creates integration among school members. School culture indicators are: 1). Artifacts consisting of (physical manifestations, behavioral manifestations, and verbal manifestations), 2). The values believed to consist of: transcendental/things that stand out in religion, and writings that are arranged with their importance, and 3). basic assumptions.

Keywords: Leadership, School Culture, Headmaster.

1 Introduction

School culture is closely related to organizational development. Several elements of school culture such as: personal autonomy, structure, support, identity, performance rewards, conflict tolerance, risk tolerance characteristics, can be a point of view in organizational development [1]. The results of this research emphasize the importance of the teacher's position in the relationship between school culture and organizational development. This is due to the position of teachers who can be agents of change in improving school culture [2].

However, school leaders have a very important role in determining the direction, creating and maintaining a positive school culture [3]. Leaders have a wealth of tips for lightening the school atmosphere, for example simple ways of starting a conversation or opening the door in the broadest sense [4]. In this context, the role of leaders in building a positive culture among subordinates will be clearly visible [5].

Several previous studies predict the relationship between leadership style and school culture. Even performance improvements can be mediated by organizational culture [6]. A positive relationship between leadership style and school culture will make a major contribution to improving the school's image [7]. It can be said that leadership and school culture are the nodes of various aspects of school development.

Based on the conceptual description above, this paper will empirically review leadership practices and school culture at SDIT Al-Qalam Kendari. This school has shown very significant progress, which is proven by the high level of trust from the community. Currently, SDIT Al-Qalam is one corner of the school magnet triangle in Kendari City. Other schools are the Ummushabri and Mu'adz bin Jabal Islamic Boarding Schools.

By implementing a full day school system, SDIT develops an integrative school culture, namely integration of the religious curriculum with the national curriculum, talent development, green schools, and character education. The results of this system can be seen in the achievements achieved such as: national adiwiyata school, national science olympiad champion, and A-accredited elementary school. These achievements are a manifestation of the vision "to become a national standard Islamic school, superior, trustworthy, producing an intelligent generation, skilled and of commendable character".

2 Method

This research was conducted qualitatively with a narrative approach [8]. In practice, this research was carried out by tracing the main figures involved in various events at SDIT Al-Qalam Kendari, including the principal as the key informant. Other informants are teachers, parents, education staff, school committees and students. Data collection was carried out through participant observation but still positioning oneself as an outsider. Interviews are conducted to obtain more convincing information, especially information obtained from second sources. Apart from that, important documents are also of concern to researchers.

Data analysis was carried out in four steps, starting from the data collection process, data filtering, data presentation, to drawing conclusions [9]. To ensure the validity of the data, researchers carried out extended observations, increased persistence, and a triangulation process.

3 Results and Discussion

3.1 Dimensions of Leadership at SDIT Al-Qalam Kendari

Leadership at SDIT Al-Qalam Kendari in several aspects, namely: idealized influence, motivating and inspiring, intellectually stimulating, caring (Table 1). These four aspects will be explained further, based on the results of observations and interviews:

First, idealized influence is influence on subordinates so that it creates respect, pride and trust. The visible facts are: hard work, simplicity, sincerity, competence in their field, understanding of the duties and functions of the school principal, openness in school management.

Second, motivating and inspiring means the ability to convince subordinates of the organization's big hopes, for example vision and goals, so that support, commitment and enthusiasm emerge. In fact, this school comes from the community, not a state 3

school. However, the founding community of this school has high confidence in the superiority of the educational aspect in carrying out good deeds in society. The leader's position is to maintain the initial spirit of the formation of this school so that it is always on the right track. We continue to strive to maintain this in every period of leadership.

Third, intellectual stimulation shows the leader's ability to challenge assumptions, take risks, and absorb ideas from subordinates. Followers are recognized through sensitivity, creativity and innovation. SDIT Al-Qalam's development is quite rapid, not only is the number of prospective students high, but also the programs offered are quite varied, both curricular and extracurricular. The impact is on teacher readiness, in terms of numbers and competence. In this regard, each class is handled by two homeroom teachers, each program has its own person in charge. This school leader seems brave enough to take risks for the sake of the school's progress.

Fourth, caring shows the attribute of a leader who sees subordinates as individuals who are valuable and have dignity. Leaders in this context are present as listeners to the various wishes of subordinates and become advisors. Even though this school has shown more progress than other schools in Kendari City, at the same time there are demands for improving the welfare of teachers and education staff. With the high level of concern shown, welfare problems can be overcome. Table 1 show the dimensions of Leadership at SDIT Al-Qalam Kendari.

Table 2. Dimensions of Leadership at SDIT Al-Qalam Kendari.

Dimensions	Fact
Idealized influence	Hard work, simplicity, sincerity, competence in their field, understanding of the duties and functions of the school principal, openness.
Motivate and inspire	Convince, build support, build commitment, increase enthusiasm
Intellectual stimulation	Challenge assumptions, take risks, absorb subordinates' ideas
Concern	Listens to complaints, is friendly, respects subordinates.

The facts above are in line with research findings that leadership aspects must be utilized in order to improve schools [10]. However, the right leadership style must be a concern [21]. Because certain leadership practices show different results. Apart from that, leaders are needed who are familiar with the latest technological advances so that they can use them for effective and efficient school management [11]. One of the advances in IT can be used for managerial supervision [12].

3.2 Cultural Dimensions at SDIT Al-Qalam Kendari

Organizational culture at SDIT Al-Qalam will be reviewed using Schein's perspective (Table 2), which sees organizational culture in three layers, namely: basic assumptions, believed values, and artifacts [13]. The three layers of organizational culture will be explained further.

First, basic assumptions can be interpreted as logical concepts that underlie the existence of an organization, which are generally introduced by the first generation of the organization. The founding document of SDIT Al-Qalam shows the necessity of creating a school with a more integrative approach. This is based on the experience of existing schools, which seem to have not been able to properly identify the universe of students.

Second, values are defined as norms, philosophies or beliefs that are clearly stated by the organization. As a school founded with a modern religious spirit, SDIT AlQalam has universal religious values, for example: the primacy of knowledgeable people, noble morals, humanity, justice, purity and unity.

Third, artifacts are visible traces, whether in the form of objects, events or enduring rituals. Traces that can be seen in life at SDIT Al-Qalam include: the mosque as a cultural center, academic achievements, non-academic achievements, green gardens, waste banks, composting, scouting, motivational words at every classroom door, celebrations of holidays. national holidays, celebration of Islamic holidays, humanitarian donations, organizers, sacrifices for students' entrepreneurial practices and so on. Table 2 show the dimensions of School Culture at SDIT Al-Qalam Kendari.

Table 3. Dimensions of School Culture at SDIT Al-Qalam Kendari.

Dimensions	Fact
Basic Assumptions	The need for an integrative approach in school management
Basic Values	The virtues of people of knowledge, noble morals, humanity, justice, purity, unity
Artifact	Mosque as a cultural center, academic achievements, non-academic achievements, green gardens, waste banks, compost making, scouting, motivational words at every classroom door, celebration of national holidays, celebration of Islamic holidays, humanitarian donations, organizers, sacrifices, student entrepreneurial practices

Previous findings confirm the influence of culture on school leadership [14][19]. At the same time, charismatic leadership is needed in a school culture [15]. Transformational leadership is very crucial in the process of renewing school culture [16]. It is clear that school culture is closely intertwined with leadership.

3.3 Conclusions and Recommendations

School culture is a set of dimensions that are unique to each school, distinguishing it from other schools. Thus, school culture also refers to the substantive identity of a school [18]. A high school culture will also show a high level of competitiveness, whereas a low school culture will appear in its stagnant management. The existence of

a 5 school leaders is as a creator of a new culture in a small school or as a guardian and developer of culture in a superior school [20].

This study suggests the need for each school to formulate the required school culture, in line with the spirit of the times. Apart from that, strong leadership preparation is needed, capable of carrying out various school innovations [17].

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