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Participative Leadership In The Implementation Of Character Education

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Abstract

This research find out how a principal applies participative leadership to implement character education. This research describes analysis and exploration as an initial part of four research methodology stages of Design Based Research namely (1) analysis and exploration, (2) design and construction, (3) evaluation and reflection, and (4) implementation and spread. Results of the research show that principal applies participative leadership in decision-making, coordination, motivating, communication and conflict solving for character education implementation. In conclusion, the involvement of CS team is used as an effort of coordination, communication, motivation and decision making for solving problems of conflict and innovation.

Keywords: Character Education, Education Policy, Participative.

Liderazgo Participativo En La Implementación De La Educación Del Carácter

Resumen

Esta investigación descubre cómo un director aplica el liderazgo participativo para implementar la educación del carácter. Esta investigación describe el análisis y la exploración como una parte inicial de cuatro etapas de la metodología de investigación de la investigación basada en el diseño, a saber: (1) análisis y exploración, (2) diseño y construcción, (3) evaluación y reflexión, y (4) implementación y difusión. Los resultados de la investigación muestran que el director aplica el liderazgo participativo en la toma de decisiones, la coordinación, la motivación, la comunicación y la resolución de conflictos para la implementación de la educación del carácter. En conclusión, la participación del equipo de CS se utiliza como un esfuerzo de coordinación, comunicación, motivación y toma de decisiones para resolver problemas de conflicto e innovación.

Palabras clave: Educación del carácter, Política educativa, Participativa.

1. INTRODUCTION

Character education shows the strategic position of learning outcomes as the main indicator of education success (Chou et al., 2013). In its implementation, character education in Indonesia has yet a clear structure. Recent implementation so far found out in each school has yet shown program model that can be reflected so that

focus, involvement and commitment of school citizens in implementing this program are yet optimal. Recently, it creates a strengthening character education with no culture and being unfamiliar to be implemented. There are some of which are yet accepted overall by education organizers, especially foundation and education organizer beyond the ministry of national education. Meanwhile, such cases in Purwakarta, this character education has been stated as a regional policy as the commitment from all stakeholders to be implemented massively. Implementation of character education is a necessity in school institutions for each level. There are many benefits to character education implementation at school. The character education implementation in facts has positive effects on students' life even in their various backgrounds (Agboola and Tsai, 2012). Then, there are some notes in considering the implementation of a character education program, namely how to select the best character education program for each school. Each school may have different needs and goals for character education. The school party must be sensitive and adjust the program to community needs, skills and school personnel resources. Such steps will lead to more overall character education program, which seems to influence on students' behavior change level based on the expectation (Skaggs and Bodenhorn, 2006).

Another research also mentions the importance of the evaluation process on character education implementation and form of evaluation to be used. Though the evaluation process plays an important role, Sara also acknowledges that this activity can create controversy. Meaning instinctively, humans do not want their life to be evaluated.

However, in this educational context, the evaluation should be done to obtain accountability of measured and directed education program (Fenstermacher, 1999; Arabmarkadeh, 2014). From the researches, it can be seen that character education serves as an inseparable issue in the implementation of education. Even in the implementation of character education, it is necessary for an evaluation to measure the extent of achievement of this character education implementation. However, a forgotten issue in this character education implementation is the requirement of a leader that can trigger all components to participate and have a full commitment to implementing character education. Principals as a trigger and stakeholder have the authority to regulate and manage school based on competence, motivation and commitment to present the best results (Metcalf & Benn, 2013). Decision making is one of the important functions conducted by a leader. There are many activities by managers and administrators as actions and decision application, including planning works, technical problem solving, selecting sub-ordinates which can be called as principal's participative ability (Somech, 2003).

Participative leadership involves principals' efforts to encourage and facilitate other participation in important decision-making (Gupta, 2011). The participative, delegation and empowerment leadership is a subject connecting authority approach and behavioral approach in leadership (Allahverdyan & Galstyan, 2016). Leaders with the ability to trigger their subordinates to participate in the character education implementation are certainly realized in a participative leadership

model with the ability to relate superior and sub-ordinate interest to simultaneously realize the character education. Through a leadership model in the character education implementation, then it does not only serve as a constant reference on how to implement the character education, but also there will be a general standard on how leaders can direct their sub-ordinates in implementing character education.

2. METHODOLOGY

This research is a research of Design-Based Research by developing four activity stages, namely (1) Analysis and exploration, (2) Design and construction, (3) Evaluation and reflection, and (4) Implementation and spread (Mckenney and Reeves, 2012). This article is just taken to the second stage namely design and construction by taking the following steps: identifying the problem, developing solutions informed by existing design principles, implementing the solutions in practice through iterative cycles, and reflecting on the principles to enhance solution implementation (Reeves, 2006). Data collection techniques are by in-depth interviews, observations, documentation studies on theoretical studies and empiric documents, questionnaires, and focus group discussions with key informants namely educational consultants, academics, practitioners (supervisors, principals, and teachers), communities, and bureaucrats education (Albriki & Rahman, 2018).

Table 1. Data Collection Matrix

N o	Objectives	Primary Data			Secondary Data
		In-depth Interview	Observation	Documentation	
1	Looking for data on coordination ability, motivating ability, communication ability, conflict-solving ability, decision-making ability	• Tool : interview guidance • Substance: all information related to data on coordination ability • Informants: related figures, head teacher, vice head, teacher, clerk, and other related informants • Infor	• Tools: observation guidance, and photos. • Procedure: note and take photographs of activity, events and physical evidences. • Substance: other relevant information with category of coordination	Documents of stratejic and operational plan	Questionnaire, Focus Group Discussion (FGD)

N o	Objective s	Primary Data			Seconda ry Data
		In-depth Interview	Observatio n	Documen tation	
		mation selection: purposive and Snowball	ability, motivating ability, communicat ion ability, conflict-solving ability, decision-making ability		

N o	Objective s	Primary Data			Seconda ry Data
		In-depth Interview	**Observatio n**	**Documen tation**	
6	Looking for data on class-based character education , school-based character education , and community-based character education	• Tool : interview guidance • Subs tance: all information related to data on class-based character education • Infor mants: related figures, head teacher, vice head, teacher, clerk, teacher, and other related informants	• Too ls: observation guidance, and photos. • Pro cedure: note and take photographs of activity, events and physical evidences. • Sub stance: other relevant information with category of class-based character	Questionn aire, Focus Group Discussio n (FGD)	

N o	Objective s	Primary Data			Seconda ry Data
		In-depth Interview	Observatio n	Documen tation	
		• Infor mation selection: purposive and Snowball	education, school-based character education, and community-based character education		

3. RESEARCH RESULTS AND DISCUSSION

Results of the study show a diverse overview of participatory leadership and implementation of character education. The general picture is certainly influenced by various factors, both demographics and general conditions of each involved elementary school.

3.1. Conceptual framework of participative leadership to implement character education

Based on the research results, the following is a description of participatory leadership in Elementary Schools within Education Office in Purwakarta Regency:
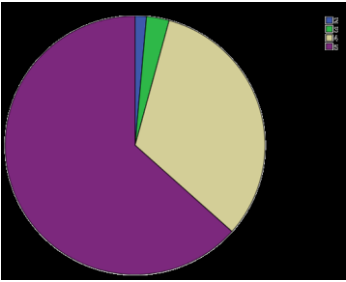
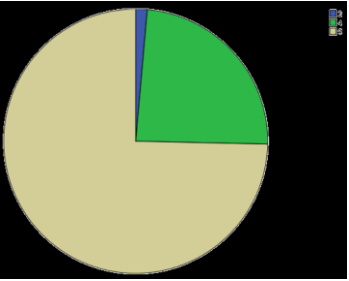Table 2. Description of Participative Leadership

		Coordinating ability	Motivating ability	Communication ability	Conflict-solving ability	Decision-making ability
N	Valid	71	71	71	71	71
	Missing	0	0	0	0	0
Mean		4.82	4.82	4.75	4.58	4.72
Std. Deviation		.516	.516	.527	.625	.539
Minimum		2	2	2	2	2
Maximum		5	5	5	5	5
Percentiles	25	5.00	5.00	5.00	4.00	4.00
	50	5.00	5.00	5.00	5.00	5.00
	75	5.00	5.00	5.00	5.00	5.00

Based on the above research results, it can be seen that participatory leadership has been used as one of the conceptual framework cornerstones in implementing character education. The description of participatory leadership for each dimension is as follows:

Table 3. Description of Participative Leadership in each dimension

Applied abilities	Diagram	Results	Criteria
Coordinating ability		**85.9%** of principals always coordinate	Very good
			Good
		11,3% often coordinates	Enough
		1,4% of principals sometime coordinate	Less good
		1,4% of principals rarely coordinate	

Applied abilities	Diagram	Results	Criteria
Motivating ability		**85.9%** of principals always motivates **11,3%** often motivates **1,4%** of principals sometime motivates **1,4%** of principals rarely motivates	Very good Good Enough Less good
Communication ability		**77.5%** of principals always communicate **21,1 %** of principals often communicate **1,4%** of principals rarely communicate	Very good Good Less good

Applied abilities	Diagram	Results	Criteria
Conflict-solving ability		**63,4 %** of principals always make conflict-solving	Very good
		32,4 % of principals often make conflict-solving	Good
		2.8 % of principals sometimes make conflict-solving	Enough
		1,4 % of principals rarely make conflict-solving	Less good
Decision making ability		**74,6 %** of principals always take decision -solving	Very good
		23,9% of principals often take decision -solving	Good
			Less good

Applied abilities	Diagram	Results	Criteria
		23,8% of principals sometimes take decision -solving	

3.2. Character Education Implementation in Elementary School

Policies at the school level for character education are based on equality, efficiency and effectiveness principles in education implementation, both concepts are used as the basis of policymakers in character education. The policy is an effort to overcome related problems such as essence of educational values as the basis of educational practices, curriculum and curriculum development, methods, teaching and learning, external environmental conditions and dynamics of environmental changes that can influence on the implementation and governance of character education. Based on this, the implementation of
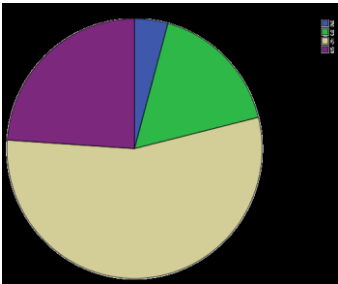
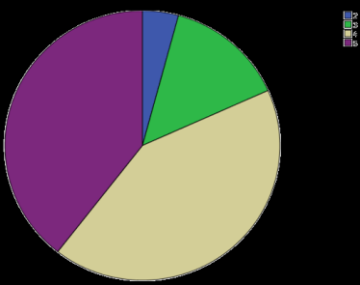Table 4. Description of Character Education Implementation

		Religiou s	Honest	Diligent	Disciplin e	Care
N	Valid	71	71	71	71	71
	Missing	0	0	0	0	0
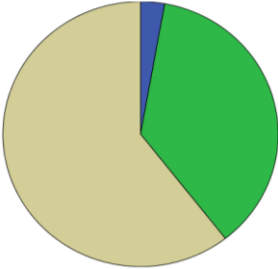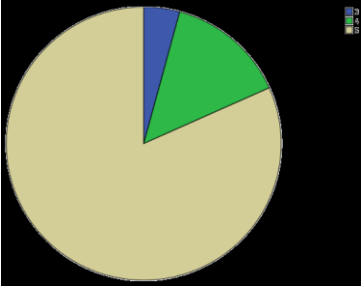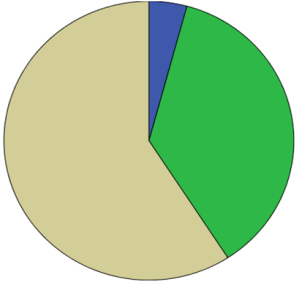
Mean	3.99	4.17	4.58	4.77	4.55
Std. Deviation	.765	.828	.552	.513	.580
Minimum	2	2	3	3	3
Maximum	5	5	5	5	5
Percentiles 25	4.00	4.00	4.00	5.00	4.00
50	4.00	4.00	5.00	5.00	5.00
75	4.00	5.00	5.00	5.00	5.00

From the table above, it can be seen that character education policies have been largely implemented in elementary schools within Education Office of Purwakarta Regency. Description of Character Education Implementation for each dimension is as follows:

Table 5. Description of character education implementation for each dimension

Applied attitude	Diagram pie	Results	Criteria
Religious		**23,9%** most of students are always religious	Very good
		54,9% of students often religious	Good Enough
		16,9% of students sometime	Less good

Applied attitude	Diagram pie	Results	Criteria
		religious **4,2%** of students rarely religious	
Honest		**39,4%** most of students are always honest	Very good
			good
		42,3% of students are often honest	Good Enough
		14,1% of students are sometimes honest	Less good
		4,2% of students are rarely honest	

Applied attitude	Diagram pie	Results	Criteria
Diligent		**60,6%** most of students are always diligent	Very good
		36,6% of students are often diligent	Good Enough
		2,8% of students are sometimes diligent	
Discipline		**81,7%** most of students are always discipline	Very good
		14,1% of students often discipline	Good Enough
		4,2% of students are sometimes discipline	
Care		**59,2%** most of students are always care	Very good
		36,6% most of students are often care	Good Enough
		4,2% most of	

Applied attitude	Diagram pie	Results	Criteria
		students are sometimes	

3.3. Instrument Characteristics of Participative Leadership to Implement Character Education in Elementary School

Leadership is an art to influence individual or group activity intentionally to achieve organizational objectives (Tsai, 2011). Seeing at its main elements, leadership has a correlation to influence its followers. Characteristics of participative leadership in the implementation of character education have the following characteristics.

1.   Involving all elements involved in decision making and authorization in the implementation of class, school and community-based character education policies incorporated in the four CS (cumsuis) or friendship strategies, namely principal, teacher, supervisor and students for the class base. Principals, supervisors, teachers and school education personnel, committees for school-based. Principals, supervisors, community leaders, and local governments for community-based one.

In decision making the principal involves a team of four CS in making a decision. Because involving all key personnel is expected to obtain quality decisions that can be taken from its member ideas.

2.   Giving motivation and supports on any programs given by CS team followers.

In general, CS members recognize their involvement and recognition by acknowledging ideas and providing support to realize it as a collective agreement. With the principal's support as the leader, the CS teams feel to be appreciated and understood so that there will be a more effective role in the school to realize character education. With team support, principals and other teams are motivated to be able to realize character education both at class, school and community levels. At the class and school level, fostering morale by providing positive examples can encourage subordinate morale. Subordinates will be easy to be guided by using examples directly, rather than just giving verbal motivation. Conducting coordination between the four team members for each base for character building both on class, school and community-based levels. With coordination, it is expected to be program synergy and to avoid misunderstanding or overlapping programs.

3.   Establishing empathic communication with the CS team to realize a full of respect, empathy, audible, clearly, and humble education program.

Thus, participatory leadership includes a leadership situation model that can be found by a leadership model in the previous discussion that is unable to provide answers for the problems in current

leadership (Guérinmarion et al., 2017). Leadership behavior can be indicated by signs, as follows: an approach for various problems with open-minded, intention or willingness to improve the positions that have been formed, by seeking input and decisive advice, assisting development of positional leadership and growing leadership, working actively with individuals or groups and involving other people appropriately in decision making.

3.4. Description of participative leadership model to implement character education in elementary school

Forming character behavior will be more directed to improvement on character education system. As a system, it is necessary to evaluate and measure any factors giving influences and inter-connected factors in order to obtain further improvement. Through an applied system, then it can conduct continuous improvement efforts both in inputs, process and output. The demand for a quality assurance system to be more systematic and planned one is a phenomenon that can found within the system itself. It is not only about producing outputs that are well-adjusted to the objectives of internal quality assurance in the form of elementary school students with characters, it is also necessary to improve the quality assurance system itself in a continuous manner. As a closed system, the internal quality assurance system organizes factors that will support the system success, one of which is human resources, especially teachers (Hamid

et al., 2012). As an open system, the internal quality assurance system relates to the external environment such as institutional policies and vision. Policies will provide the foundation for the availability of necessary resources while vision provides direction for the existence of an internal quality assurance system in character education (Hallinger & Heck, 2002). In order to produce outputs that are well-adjusted to the expectations, namely character-based elementary school graduates, it is necessary to continuously improve and develop the quality assurance system. Based on the above explanation, the following is a description of the participatory leadership model designed for analysis and reflection results on the initial stages of design research.
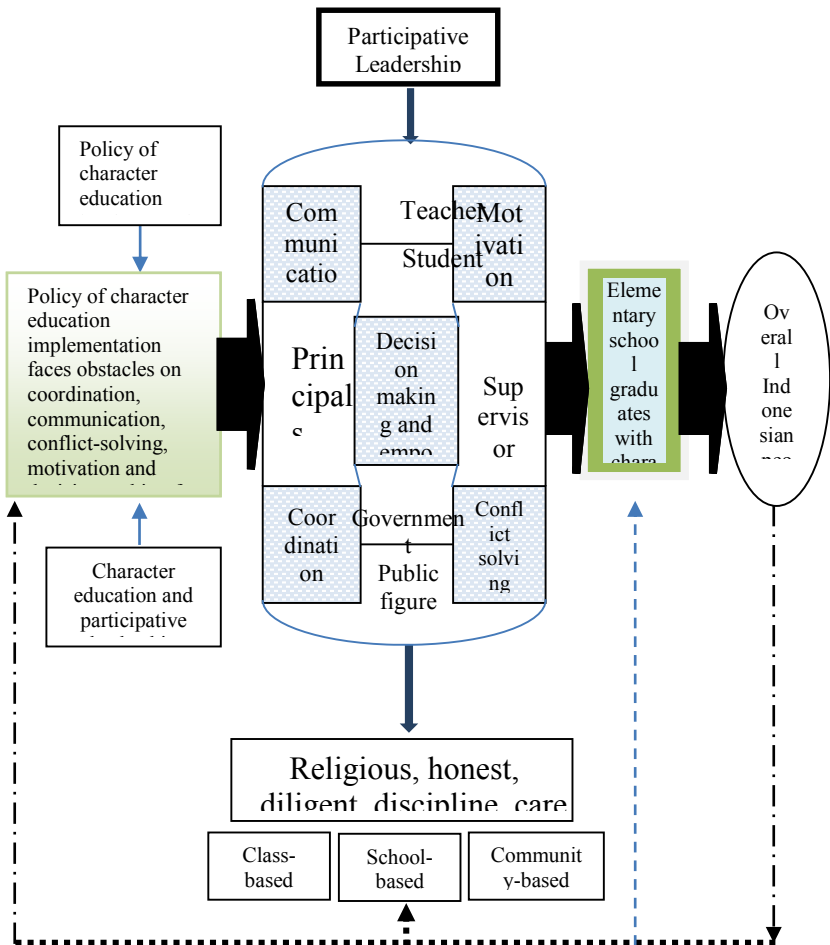
Figure 1. Participative Leadership Design to implement character education

4. CONCLUSION

Participatory leadership design is to implement character education in schools by seeking active participation from various parties who are members of the CS (cumsuis) team at each level of character education implementation, namely in class, school and community. The involvement of CS team is used as an effort of coordination, communication, motivation and decision making for solving problems of conflict and innovation. The characteristics of primary school participatory leadership are: 1) always involving all school elements consisting of vice-principals, staff, teachers and employees to always participate. Participation of his followers is applied firstly by giving the followers the opportunity for each level to express their ideas. Secondly, it is by paying close attention to any ideas expressed by the CS team. Thirdly, it is to provide feedback on any ideas expressed by the CS team. Fourthly, it is to provide an opportunity for arising any comparative ideas from other CS teams. And then fifthly, it shows a good appreciation of the CS team ideas including corrective suggestions. 2) Providing motivation and full support for the character education implementation program at class, school and community levels. 3) Positive thinking and giving examples, by thinking positively in which there will be getting stronger trust of a leader towards his followers, automatically each team is able to carry out its duties properly because it has the confidence that has been obtained from a leader. 4) Coordination and communication are an important part of maintaining sustainability of character education implementation programs.

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