

PRINCIPALS DISTRIBUTED LEADERSHIP PRACTICE OF SCHOOL PERFORMANCE IN JUNIOR HIGH SCHOOL (SMP) SOUTH SULAWESI INDONESIA

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ABSTRACT

This paper aims to identify the principals distributed leadership practice toward school performance in Junior High Schools, State of South Sulawesi, Indonesia by using quantitative methods. Quantitative data obtained from the questionnaire interviews of 540 respondents from among the teachers. There are four dimensions required for Junior High School principals derived from questionnaire data with the respondent that the vision mission and goals of the school, the school culture, the sharing of responsibilities and leadership practices. The results showed that the culture of the school is the most dominant dimension that can affect school performance and distributed leadership has positive relationship in improving school performance. This means that if the principals perform well in school leadership the school performance can also be improved. Dimensions must be available on the school principals themselves to discharge their duties, especially in leadership activities to improve the performance of schools in South Sulawesi.

Keywords: Distributed Leadership, Principals, School Performance.

1. BACKGROUND

Key issues discussed about the weakness in leading school leadership is not a new issue in the study of principalship. Fullan (2001) reveals that there are many weaknesses in leadership that is capable of handling and management of the school to work effectively. The weakness is leadership that always refers to the bureaucratic model makes them ambiguous about their role as a leader to generate school performance. In this case Al Hadza (2001), and Syarifuddin.The (2007) expressed concern because there are many principals who still supports the classic management model as the best model for the management of the school. Moreover, in discussing the issue of the inadequacy of the leadership of the State Education Office of South Sulawesi also reported that principals in secondary schools (SMP) in the state of South Sulawesi still practice one-way communication, poor interaction with the teacher until the cause is still low school performance.

2. DISTRIBUTED LEADERSHIP

Research leadership recognizes that the role of the principal is critical in the success or failure of the implementation of educational programs (Hussein, 1997). Next Lashway (2003) says that the management of the school is no longer the main tasks of a principal because they have other more complex tasks. Lashway study found that educators, community members, researchers, and policy makers agree that today's principals can not lead the school on its own due to the increasingly complex and challenging task. While Senge et al. (2005) revealed that the flow of the current leadership model shifted from a hierarchical structure in which the leaders are in the top position to a more distributed leadership. The result is in line with the findings of Harris

(2002) which states that the flow of the current leadership is not the principals assume all responsibilities as school leaders, and even more focused on how to create a school culture, accountability and sharing of learning and developing school leadership capabilities.

Therefore, Harris (2008) states that the key of success in leadership distribution depends on how it is facilitated, motivated and supported. The study Spillane (2006) suggests that the distribution of basic leadership activities and social interaction, relationships within an organization. In line with the above opinion Alma Harris (2003) says that how to distribute leadership to teachers can contribute to building a professional learning community at the school.

Although the concept of distribution of leadership is different, it has received much attention from researchers, school reformers, and practitioners in the past five years. Since the practice of leadership is still in its infancy, most of the literature on leadership focuses on the development of distribution theory and hypothesis generation and empirical knowledge about leadership distribution (Bennett, Wise, Woods, & Harvey, 2005; Harris, et al., 2007; Hopkins & Jackson, 2003; Lashway, 2003; Spillane, 2006). Limited to basic empirical knowledge about the distribution of leadership, however, has revealed the conclusion of a collective decision. Initial findings indicate that the distribution of leadership advantages in improving the implementation of teaching and learning (Harris, 2005; Spillane, 2005; Timperley, 2005). However, studies on the investigation of the relationship between the distribution of leadership to school performance is required (Harris, 2003; Lashway, 2003).

3. SCHOOL PERFORMANCE

However, numerous studies have been done to show that the productivity of education in South Sulawesi until the last few years have not shown a significant increase. Amiruddin (2000), says that the high level of unemployment, moral degradation and backwardness of the people of Indonesia in the international constellation evidence is still low productivity of education in South Sulawesi, this statement is supported by a study (Hadiyanto, 2001), who says that the productivity of education in Indonesia seen from the administration, leadership, change student behavior or in terms of the economy is still far behind from neighboring countries such as Malaysia and Singapore (Hendayana & Imansyah 2010).

Other evidence can be seen that the average in the national final examination or high school final exams for all subjects ranged in the range of five to seven marks (Rivai & Noble, 2010). One of the causes of the low quality of education in Indonesia is the component that is in the school about maximizing the potential of particular principals' leadership. Indicator of the quality of education is determined using the lowest passing grade on a scale of 4:25 from 10 to 3 subjects has not yet reached 100 percent passing. In public examinations (UN) in 2012, SMP / MTs / SMP Open 13.4 percent. The average value of the UN in 2003/2004 equivalent 5:55 and began to rise in 2004/2005 to be 6.76 (National Education Strategic Plan (2012). Based on various indicators of quality of education shows that education in South Sulawesi have not been able to show optimal results. Drawback of education queries, which is mainly because the teachers were not competent.

According to some research findings that have been described, can in some cases as an excuse exploration of the underlying importance of this research is done: (1) While in the State of South Sulawesi, according to the report of the State Education Office of South Sulawesi (Education Strategy Plan (2012) Secondary School Students (SMP), which did not pass the test of public examinations Nasioanal (UN) to achieve 30 per cent, and this is the worst exam results in South Sulawesi. indicating disapproval of the

students in the state is quite high. Barru in the district of 36.79 per cent of students do not pass, or 927 students were graduated from the 2,500 students enrolled in public examinations. downside of this shows that the system principals, school administrators, teachers, and stakeholders at the school in South Sulawesi is still very low, (Strategic Plan, 2012).

4. METHODOLOGY

This study quantitative was conducted in the state of South Sulawesi over 540 teachers who have shared the questionnaire. Demographics of respondents were analyzed based on information obtained from 540 respondents teacher. The data analysis was from SPSS.

5. RESULTS AND DISCUSSION

Profile of respondents according to the findings of a quantitative study which is sourced from the respondents either gender, time served, rank, level of education, race, and leadership training. The study was conducted in Junior High School State of South Sulawesi province to the number of respondents who took part in the questionnaire are 540 teachers with 207 (38.8 percent) men and 333 (61.7 percent) women currently serve 1 to 10 years of 73 (13, 5 percent) 11 sehingga 20 years 285 (52.8 percent) of 21 or more 182 (33.7 percent), ranks III.a 7 (1.3 percent), III.b 41 (7.6 percent) III.c 36 (6.7 percent) III.d 276 (51.1 percent) IV.a 170 (31.5 percent) and IV.b 10 (1.9 percent). 484 Master of Eeducation degree (89.6 percent) Master 56 (10.4 percent), race Bugis 326 (60.4 percent), Makassar, 125 (23.1 percent) Toraja 89 (16.5 percent), while the leadership trainings 250 (46.3 percent) and never follow the leadership training of 290 (53.7 percent).

Findings on the basis of the respondents indicated that the distribution of leadership dimensions dominantly used in junior high school principal of the school culture of South Sulawesi. The following findings.

Table 5.1: Distribution of Mean, Standard Deviation, Distribution Leadership dominant.

Dimensi	N	Minimum	Maximum	Mean	Stand.Deviation
Vision, Mision and Goal	540	2,17	5,00	4,1877	.60300
School Culture	540	1,70	5,00	4,2524	.54020
Share and Responsibility	540	2,36	5,00	4,1839	.52881
Leadership Practice	540	1,63	5,00	4,0458	.59910
Valid N Total	540				

(Source: Analysis of SPSS, 2014)

Leadership review of indicator-dimensional distribution of school culture is the highest and most dominant factor that got a positive response from the respondents for the tenth item of the questions received notions of respondents with a mean value of 4.25 and a standard deviation of 0.540. Respondents felt that the school has a cultural dimension frequency Strongly Agree. This finding suggests that elements of the school culture is very good and should be maintained in order to enhance performance in SMP South Sulawesi.

Dimensional distribution of leadership vision mission and goals of the school have high perception of respondents respondents as the sixth item of the questions received notions of respondents with a mean value

of 4.18 and a standard deviation of 0.603. respondents felt that the vision of the mission and goals of the school can improve performance in school Povinsi South Sulawesi.

Review of the distribution of leadership and responsibility sharing indicators have a high perception of the respondents because of the fourteenth of the questions received notions of respondents with a mean value of 4.18 and a standard deviation of 0.528. Respondents felt that the indicators of partnership and responsibility is to perform a good school.

Leadership review of the distribution of leadership practice indicator turns getting the lowest response of all respondents. Means that from the ninth question given to respondents perceived negatively because respondents felt that the practice of school leadership has not done very well, especially the principals can not perform its function as a leader and still needs to be improved. The results of this study show that the mean value 4.02 and standard deviation of .0589. The implied meaning of these findings is still to be improved leadership.

Table 5.2: The correlation between Distributed Leadership toward School Performance

		Distributed Leadership	School Performance
Distributed Leadership	Pearson Correlation	1	.784
	Sig. (2-tailed)		.000
	N	540	540
School Performance	Pearson Correlation	.784	1
	Sig. (2-tailed)	.000	
	N	540	540

Based on Table 5.2 shows that there is a correlation between the performance of Distribution Leadership School. The results showed that there was a significant correlation ($r = .784$) between the leadership of the distribution of school performance. This show means that the null hypothesis in this study was rejected. This indicates that both the independent variables and the dependent variable distribution administering the school's performance has positive relationship in improving school performance. This means that if the principals perform well in school leadership the school performance can also be improved.

6. CONCLUSION

The results obtained from the quantitative analysis showed that four-dimensional distribution of leadership among principals vision mission and goals of the school, the school culture, the sharing of responsibilities and leadership practices. The results showed that the culture of the school is the most dominant dimension that can affect school performance and distributed leadership has positive relationship in improving school performance and a predictor to improve school performance in the context of South Sulawesi and will have implications on the progress made by the school's performance. This paper suggests for further research.

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