

Leadership Roles in School Transformation

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Abstract: *This study investigated the process done by the school leader in transforming his school becomes a high performing school. It is important to know what matters that the school does when it moves from a previous condition to an expected condition. The main purpose of this study is to examine how leadership roles affect the school's transformation. This study employs a qualitative approach with a case study design. It was conducted in Ummushabri School, the oldest islamic school in Kendari, Indonesia. The data collecting techniques used are in-depth interview, participant observation, and documentation study. This study employs an individual-case data analysis with interactive model. For checking the trustworthiness of the findings, the researcher employed some qualitative strategies. Findings of the study indicate that there are some types of leadership styles in the process of transformation in the investigated school. The transformation was divided into three stages with different roles of leadership. They are charismatic leadership, partial-participative leadership and integrated-participative leadership. The findings of this study give some advantages for certain parties and also provide models of leadership in transforming schools become a high performing school as a better place for students to learn.*

Keywords: leadership roles, school transformation

1. Introduction

The study of excellence in education and educational reform has been recurrent theme in educational research. Many changes has been conducted in order to improve educational practices, but it has not reached an expected condition. Many researches in the area of school improvement has been investigated, it could not present a concrete picture about how schools change to be effective places for all students to learn. Many ways suggested to be followed in order that schools could achieve their successful and ideal conditions, it also merely remains concepts. Meanwhile, the studies on high performing schools have simply resulted lists of standard, it could not touch yet on the process that the schools should be walked towards high-performing schools.

During the 1970s and 1980s, rapid and fundamental changes in the environments of organizations in many different sectors of the economy led to extensive programs of organizational change. Global competition, deregulation, and the emergence of a well-informed and demanding consumer population have resulted in greatly increased pressure for organizational performance. Simultaneously pressure for reduced costs and enhanced quality and speed have pushed organizations to examine their guiding assumptions and longstanding patterns of organizational behavior and to implement wide-reaching change. Rapid advances in information technology have enabled new forms of work and its coordination. Even though change has in many cases been slow and difficult, there have been enough case studies of successful and unsuccessful organizational transformation to provide knowledge about the processes of large-scale organizational change. The large-scale of change also happened in educational sector (Mohrman & Priscilla, 1994).

Along with the process of change in educational sector, many reasons stated by researchers on why the process of change in schools fell into failures. The most important outcome of any fundamental change process must be a change in the stakeholders' mindsets and beliefs about education. Without

changes in the user mindsets, no fundamental changes are likely to succeed (Squire & Reigeluth, 2000). Goldberg (2000) stated that one of the major reasons why school do not change much is that change needs leadership. It needs committed, intelligent leadership, an agenda, an awareness of the conditions that have to be in place and a grasp of the strategies that one has to use to effect change. Furthermore, He said that change requires leadership along period, and most school leaders do not stay in the job long enough to affect change, and if we are going to engage in significant process of renewal, there must be a continuing critical mass of people who are committed to the agenda, who are willing to spend the time and who get rewarded for spending the time. Senge et al (1999) added that the fundamental flaw in most innovators' strategies is that they focus on their innovations, on what they are trying to do rather than on understanding how the larger culture, structure and norms will react to their efforts. Educational change fails partly because of the assumptions of planners and partly because solving substantial problems is an inherently complex business. The characteristics of the change, the make up of the local district, the character of individual schools and teachers, and the existence and form of external relationships interact to produce conditions for change or no change. It takes a fortune combination of the right factors to support and guide the process of relearning, which respects the maintenance needs of individuals and groups and at the same time facilitates, stimulates, and prods people to change through a process of incremental and decremental fits and starts on the way to institutionalizing the change in question. Single-factor of changes are doomed to failure (Fullan, 2007).

Fullan (2007) also suggested ten assumptions basic to successful educational change: (1) do not assume that our version of what the change should be is the one that should or could be implemented; (2) assume that any significant innovation, if it is to result in change, requires individual implementers to work out their own meaning; (3) assume that conflict and disagreement are not only inevitable but fundamental to successful change; (4) assume that people

need pressure to change, but it will be effective only under conditions that allow them to react, form their own positions, interact with other implementers, obtain assistance, and develop new capacities; (5) assume that effective change takes time; (6) do not assume that the reason for lack of implementation is outright rejection of the value embodied in the change, or hard-core resistance; (7) do not expect all or even most group to change; (8) assume that you will need a plan that is based on the above assumptions and that addresses the factors known to affect implementation; (9) assume that no amount of knowledge will ever make totally clear what action should be taken; and (10) assume that changing the culture of institutions is the real agenda, not implementing single innovations.

Related to the process of change discussed above, this present study investigates leadership roles in school transformation. Talking about the process of transformation, it could not be separated from a process of change that has been going on especially in the field of education. School's transformation or school's change has become an important issue since the effective school movement began in the late of 1970s and early 1980s with studies by Ronald Edmonds of Harvard University (Mohrman & Priscilla, 1994). Throughout the effective school movement, National Education Department of United States conducted the Blue Ribbon Schools Program to identify public middle schools which had certain criteria. The purpose of this program was to identify and introduce successful public middle schools which have different criteria from what generally found in public schools in United States (Wilson & Corcoran, 1998). The criteria which used to identify the schools were taken from the effective school studies. Through this program, public schools which met the criteria as Blue Ribbon Schools given opportunities to share their best instructional practices (Educational Department of USA, 2002).

The effective school movement has been spread widely all over the world. Under the soul of school improvement as the essence of the effective school movement, Indonesian Government with some educational programs also tries to create schooling models by learning from best schooling practices which have been found in many schooling practice studies either conducted mostly in United States or other countries in the world which have been successful in conducting effective schooling practices. In school improvement for real, Hopkins (2007) rehearsed the well-evidenced argument that the research on school effectiveness is unequivocal that schools are differentially effective. He began to suggest that this finding must lead to the conclusion that schools at different levels of effectiveness require different strategies for school improvement. Furthermore, many terms appeared and used by people referring to effective school movement such as good school, essential school, accelerated school, school development program, effective school, excellent school and high performing school. Nowadays, school improvement becomes a popular term that by which such kind of schools created (Macbeath & Mortimore, 2001). Many previous studies conducted in the area of effective school practices (Rizenholtz, 1989; Gray & Wilcox, 1994; Reynold, 1995; Macbeath & Mortimore, 2001; Ekosusilo, 2003; Frymier et al, 1984; Beare et al,

1989). Unfortunately, none of the studies investigated how the school moved to better or effective condition. According to Bafadal (1995) that there is no school becoming effective by itself, but the effective condition reached through a process of change in this case a process of transformation. Collins (2001) stated that a transformation from good condition to effective or high performing condition taken place because of a cumulative process – step by step, action by action, decision by decision – that the combination of them creates sustainable and spectacular result. The lack of researches in carrying out the process of transformation or change by through the schools reach their ideal condition makes the current researcher, through this study, interested in investigating the process done by the leader of school in transforming his school becomes a high performing school. This becomes important to know what matters that the school did when they moved from a previous condition to an expected condition. By knowing this, it would be a very helpful lesson and model for school's administrators about what they should do to improve their schools.

Transformation and Improvement

Even though transformational leadership is a relatively recent element in the policy agenda, the concept itself is far from new. The following researchers in Burns (1978) investigated. Smiles (1860) documented the personal qualities that helped heroes of the industrial revolution like Watt and Arkwright to achieve business success. Max Weber (1964) analyzed the role of charismatic individuals who persuade their followers to adopt new attitudes and patterns of behavior. Burns' classic study of transformational leaders and their methods and impact first appeared in 1978. In the United Kingdom, however, powerful cultural influences delayed the discovery of leadership as an important policy theme. Interest in effectiveness, improvement and management was slow to develop whilst politician and educators were uncertain whether heads should become chief executives responsible for business administration or leading professionals who should change the classroom. This part of discussion examines our evolving conceptions of school leadership and improvement, from uncomplicated ideas about efficient management to the contemporary suggestion that transforming, distributed and instructional models should be combined to bring about large-scale, sustainable reform (Fullan, 2002).

The faith of leadership and management can improve efficiency. Quality and performance has deep roots in the United States. Since the early years of the twentieth century, American reformers have tried to construct planned, bureaucratic system of schooling that deliver predictable learning and maximum productivity. The monitorial system, distinguished by explicit rules and regimented behavior, was intended to ensure that classroom learning was conducted effectively. Taylor (1990) stimulated an obsession with scientific management. Rational procedure were invented to improve every aspect of education from teaching and learning to administration. Principals and teachers in United States were seen as managers and technicians whose job was to engineer the best possible results. Talk of efficiency was unfamiliar to the education service in the United Kingdom before the 1988 Reform Act. Schools were virtually

untouched by the management knowledge that had developed in industry, commerce and the armed forces. An alternative, patriarchal conception of educational leadership prevailed. The headmaster tradition was permeated with personal, moral and cultural concerns. The localized, differentiated structure of education was also unresponsive to managerial influences. Grammar, technical and secondary modern schools were subject to different expectations and followed separate paths. Examination results were not the universal preoccupation they have since become. Unscientific and unmanaged, this regime and philosophy persisted until 1980s. Local authorities often assumed that all schools were making reasonable progress, so little was done to identify, remove or improve poor quality teaching.

Talking about effectiveness and improvement, this local, unsystematic approach was also encouraged and protected by the widespread belief that student achievement was closely linked to social conditions. Researchers assemble evidence of the extent to which the middle class was favored by the tripartite school system in the United Kingdom. The previously strong confidence in the United States that rational, scientific systems would produce good results for everyone was sharply reduced by reports that social and economic variables were decisive for student performance. Schools were increasingly seen as agents of cultural reproduction, part of a matrix of social processes that resisted change and restricted mobility. Education was not expected to break the cycle of wealth and disadvantages and the characteristics of a school's intake were believed to determine outcomes. The perceived performance of the early comprehensive in the United Kingdom and the apparent failure of federal interventions in the United States seemed to confirm the extent to which social reality compromised the potential of any non-selective school.

The empirical evidence that schools and teachers could make a difference proved liberating and stimulated research into school effectiveness and improvement, with education policy and research in the United States and United Kingdom moving in broadly similar direction. The main features of school effectiveness research at that time include: (1) a primary focus on student outcomes; (2) the study of formal organization rather than informal processes or cultures; (3) a concern with the characteristics of schools already deemed to be effective; (4) a static methodology producing cross-sectional or snap shot pictures of the variable studied. The picture that emerged was remarkably consistent. Wilson and Corcoran (1987) identified nine structural dimensions associated with effectiveness. Effective leaders ensured a shared vision, high expectations, clarity and fairness. Effective schools are more tightly organized than less effective ones and operate as an organic whole rather than as a miscellaneous collection of departments. A large number of studies conclude that while school and classroom effects are not exceptionally large, they are educationally and statistically significant.

Disappointed with the reform of centrally-led curriculum during the 1960s and 1970s, researchers of improvement were equally encouraged by this new focus on internal school processes. Teacher and school culture had been ignored in the

rush to introduce innovative schemes and methods. The advocates of change had failed to understand that the culture of complex, traditional organizations could not be modified quickly and that innovative plans had to allow space and time for those involved. The solution was to initiate and implement change at school level, shifting control as close as possible to the action. School improvement should be owned by the school, not imposed from outside. An organization's capacity for development and growth should be built overtime by working on internal conditions to achieve cultural change.

Reeves (2009) suggests that there are four ideas in leading change in schools: (1) creating conditions for change, including assessments to determine personal and organizational readiness for change; (2) planning change, including cautionary notes about strategic planning; (3) implementing change, including the importance of moving from rhetoric to day-to-day reality; and (4) sustaining change, including the need to reorient priorities and values so that individual convenience gives way to a shared sense of the greater good. Evans (1996) said that change begins not just with a goal with a leader who communicates it, enlisting the organization's members in the pursuit of a compelling agenda. Transformation begins with trust. Trust is the essential link between leader and led, vital to people's job satisfaction and loyalty, vital to followership. Furthermore, he (1996) describes that school leaders seeking change need to begin by thinking of what will inspire trust among their constituents. The answer is direct. We admire leaders who are honest, fair, competent, and forward-looking. Although these qualities seem so obvious that they are easy to gloss over, they are the basis of trust. Innovation cannot live without trust, but it needs more than trust, it needs confidence.

To transform schools, principals must inspire such confidence along with trust. The key to both is authenticity. Leaders who are followed are authentic; that is, they are distinguished not by their techniques or style but their integrity and their savvy. Integrity is a fundamental consistency between personal beliefs, organizational aims, and working behavior. Savvy is practical competence, a hard to quantify cluster of qualities that includes craft knowledge, life experience, native intelligence, common sense, intuition, courage, and the capacity to handle things. Most people seek in a leader this combination of genuineness and effectiveness. It makes the leader authentic, a credible resource who inspires trust and confidence, someone worth following into the uncertainties of change (Evans, 1996). Only principals who are equipped to handle a complex, rapidly changing environment can implement the reforms that lead to sustained improvement in student achievement and to accomplish lasting reform, we need leaders who can create a fundamental transformation in the learning cultures of schools and of the teaching profession itself. Transforming culture-changing what people in the organization value and how they work together to accomplish it, leads to deep and lasting change (Fullan, 2002).

Dr. Carolyn Shields in her book entitled "Good Intentions Are Not Enough" elaborates about transformational

leadership. She points out that transformational leadership is generally described as leadership that focuses more on the collective of interests of a group or community. Firestone and Louis in Shields (2003) have described the model of transformational leadership developed by Leithwood and his colleagues as one of the most complete models of transformational leadership in education. The model identifies several dimensions of what transformational leader does: creating a school vision, setting high performance expectations, creating consensus, around group goals, developing an intellectually stimulating climate, creating a productive school culture, developing structure to foster participation in school decisions, offering individualized support, and modeling best practices and organizational values. It includes overt and covert behavior individual and collective strategies for leadership, and may be applied in either diverse or homogeneous settings. The transformational described above is organizational and it may occur without attention to issues of equity or social justice and leadership requires more than an institutional focus (Shields, 2003).

To summarize, the concepts of change, transformation and transformational leadership in educational reform is not a new thing. Even though, they have been documented by many researchers, educational reform has not reached the main expectation that is creating significant school improvements which direct to sustainable reform. Principal leadership is the one essential element in successful schools and effective school leaders are key to large scale sustainable education reform. If the role of principal in making school different relentlessly done, effective or high performing schools could be reached where the schools become promising places for all students to learn.

2. Method

Purpose of Study

The purpose of this study is to examine how leadership roles affect the school's transformation. Specifically, the purpose would focus on the following problem: "What leadership roles in transforming the school to high performing condition.

Definition of Key Terms

The key terms which used in this study have specific meanings. To give clear understandings of those terms, their definitions are defined as the following.

- 1) Transformation defined as a change in form, appearance, nature, or character
- 2) High performing school is an educational organization which fulfils the following characteristics: strong leadership by the principal; high expectations of student performance; an orderly and controlled atmosphere; and frequent testing of student performance.
- 3) Leadership defined as the ability of an individual to lead or guide other individuals, teams or entire organization.
- 4) Leadership roles are the abilities which owned by the school leader that enable him to be able to transform the school becomes a high performing organization.

Approach of Study

This study employs a qualitative approach. It is intended to

describe school's transformation in terms of how the leadership roles affect the transformation. So that, this study describes a process. According to Marshall and Rosman in Bafadal (1995) that a process should be approached qualitatively. A qualitative research has some characteristics. Those are the setting is natural, human as its instrument, inductively and descriptively data analysis, tend to a process than a result, having focus and criteria for checking data, tentative research design, and the result of study discussed and agreed by ones involved (Creswell, 2007). This study would give meanings on phenomena or events that arise in relation to the leadership roles which affect the school's transformation. Therefore, theoretical orientation used in this study is using phenomenological approach. This approach employed to clarify essential meaning of human behavior. In this qualitative research, the researchers act as a key instrument. The researcher becomes an instrument as well as a data collector (Bogdan & Biklen, 1982). By using human as an instrument, data can be obtained naturally and appropriate with the real condition. Therefore, the attendance of researcher is absolutely needed.

Location of Study

This study was conducted in Ummushabri School. Prior to the transformation begun, this school was a traditional Islamic boarding school. This oldest Islamic school in the town administers all levels of education; kindergarten, elementary, middle and high schools. It also has undergone some improvement and known by local communities as the high performing school in Kendari, Southeast Sulawesi, Indonesia. The underlying reason to choose the school is based on the certain criteria of effective school which proposed by Edmonds in his study. Prior to the decision made, the researcher carried out a preliminary study to decide this school as the site of this study.

Data Source

The data were obtained from human and non-human sources. Human source is someone who will be an informant and regarded as the one who fully understands about the transformation which happened in the school. While non-human source is all school documentations which support the process investigated.

Data Collection

The data collecting techniques which used in this study are in-depth interview, participant observation, and documentation study (Bogdan & Biklen, 1982; Sonhadji, 1994). There are some people to be interviewed in order to obtain information related to the research question. Those are regarded as key informants. They are the head of foundation that the schools within, principal, vice principal, teachers, parents, and staff. The number of people interviewed are chosen based on their certain roles, positions in the school as well as how deep they know about the school. Unstandardised interview technique was used without arranging strict questions. Participant observations done in three phases. First, *descriptive observation*, it is general description of social condition that happens in the school investigated. Second, *focused observations* carried out in order to find some categories related to the research question and purpose. After doing the observations many times, then

the researcher narrowed the observation by doing *selective observations*. Similarly, documentation study was done to complete as well as confirming the data gathered from interviews and observations.

Data Analysis

One of the most important steps in the research process is data analysis. In qualitative study, the discussion of data analysis clearly is not as common as in the case for quantitative research. Data analysis in a qualitative study defined as a systematic search for meaning. This study employs an individual-case data analysis. The analysis follows the interactive analysis model which proposed by Miles and Huberman (1992). It consists of some steps, namely data collection, data display, data reduction, data verification and drawing conclusion. The steps was done interactively.

Checking Trustworthiness of Findings

Trustworthiness is one of the strengths of a qualitative research. It determines whether the research findings are accurate from the point a view of the researcher, the participant, or the readers of the study (Creswell & Miller in Creswell, 2009). Furthermore, Creswell recommended to use multiple strategies to check the accuracy of the findings. Similarly, Lincoln and Guba (1985) also suggested that a researcher should employ the following strategies: (1) persistent observation; (2) triangulation of data source, method, and other researchers; (3) member checking and peer reviewing; and (4) referential adequacy checking. To check the trustworthiness of the findings of this study, triangulation of data sources, method and member checking will be employed. Triangulation of data sources done by comparing and rechecking the information obtained from one informant to other informant. For example, from the principal to the vice principal and/or from one teacher to another teacher. Triangulation of method done by using some different methods to recheck the credibility of data or information obtained. For example, the result of observation compared to the result of interview. Then checking through the relevant document. Member checking done on the persons who interviewed. This can be done in two ways. The first way, done directly when interview is going on. The second way, indirectly when the researcher reports the summary of interview which made by the researcher out of the time of interview.

3. Result

1) The Role of Charismatic Leadership: 1973 – 2008

Ummusshabri School is an oldest islamic education institute in Kendari, Indonesia. This school was established on January 1972 and officially operated on January 1974 by Minister of Religion on behalf of President of Republic of Indonesia. Leadership practice in the beginning of school establishment more colored by charismatic leadership which is known as a characteristic of traditional islamic school. This charismatic leadership indicated that a centre of management control focused on a priest figure. During the period of charismatic leadership, there were two priests led in this school. The priest leadership divided into two periods, the

first priest ruled from 1973–1985, while the second priest from 1985–2008. The leadership election at that time still done through the board conference to choose the leader. As the consequence of focused-figure leadership, it did not have an organizational structure as found in modern social organizations, except there was only a priest assistant known as a campus leader. The campus leader was responsible on all campus operating systems and there was a guardian responsible in controlling daily activities of boy students in school. Throughout 12 years of the first priest leadership, this traditional school only administered education and guidance in religious matters and taught boy students to read the Written-Arabic Yellow Book every night. This traditional school also involved in community activities such as assigning students to be preachers in villages. Besides, to fulfil daily needs of students, this school also administered life-skills education such as farming and craftsmanship. After the first priest leadership ended, the process of leadership change was more difficult because lack of human resources. Finally the board conference directly pointed out the second priest to continue the school leadership. At the beginning of the first priest leadership, the second priest did not place any position in the organizational structure of this school, even though practically he had a significant role in this school. Most students at that time felt a great influence of the second priest in their lives. Some alumni said that the spirit spread by the second priest obsessed into their soul which brought this Ummusshabri school to its existence nowadays. At the beginning of leadership change, this school got stagnant, only few parents wanted to educate their children in this school, no significant progression reached except only defending the school existence. This serious condition faced by the second priest in his beginning of leadership. Such condition also caused by the lack of human resources who could be the partner of second priest in working and thinking about the school forwards. So there was no organizational structure and job delegation at all except the school operation really depended on the single leadership of the second priest. All obstacles and difficulties were passed with great soul and always optimistic that this school would be the best in the future. The power shown by the priest was very clear when he defended the school in order to be not taken by the government of regency. His courage in taking risk was really appreciated by communities. Similarly, for the sake of continuance of this school in the serious economic constraints, he tried hard to fulfil all daily students' needs. His great responsibilities could impressed his entire students so that it was felt by them how his struggle would obtain expected results as stated by some alumni as well as guardians. Having passed the heavy condition, this school got up to improve and do some innovations. Slowly but sure, the communities' interest and trust returned to this school and many parents wanted to educate their children here. This good condition motivated the school leadership to expand their level of education, so that in 1987, this school opened junior high level and elementary level in 1995. The facilities were also developed. The institutional expansion did not change the single leadership in this school, the second priest strengthened his guidance to his four cadres at that time they had been students' guardians. Even though it was not directly mentioned his expectation to his four cadres that in the future they would develop this school as well as changing his

leadership, or at least, the priest had friends in running education in this school, the four men also felt that they were guided to comprehend his leadership vision to prepare them towards the transfer of leadership role, after that they continued their education to higher education while bringing the expectation of the priest that after completing their studies, they must applied their obtained knowledge and experience in the school so that Ummusshabri school would be more developed. In 2008, they got their master degree and doctor of philosophy. Even though the roles of charismatic leaders ruled the two periods of leadership in this school, during their leadership, this organization ran better, since the leadership practice are not as awkward as thought. These two priests used their power only for serving people, to harmonize their vision with the needs and aspirations of guardians and entire students in this school, they paid attention and wanted to be criticized, stimulated their followers to be independent in thinking and discussed their thoughts as leaders to all components of school. In addition, they openly communicated, trained, developed and supported the followers, shared respect among them, and relied on internal moral standard to satisfy the organization for the sake of people interests.

2) The Role of Partial-Participative Leadership: 2009 – 2012

With regard to the facts of having fallen behind in organizational management for years because the lack of personnel in this school, at the same time, the four cadres had completed their masters and doctoral degrees in 2008. The priest assumed that the three masters and one doctor had been prepared to continue the leadership of this school. Then, he gradually directed them to do some improvement on institutional governance. The first step to do was evaluating the governance which had been done so far. Based on the result of evaluation, the traditional school governance changed to be the modern one, they built strong commitment to apply an independent and modern school governance started in school year of 2008/2009. In the new frame of organizational structure, each department led by one director with clear jobs and responsibilities. Thenceforth, job distribution and functions done participatively at the same time transforming the single charismatic leadership model to participative leadership. This transformation also placed religious studies activities became one of education units which have the same position as formal education units such as kindergarten, elementary, middle and high schools. All units under Ummusshabri School management. However, the transformation in organizational structure that had been done for the purpose to obtain betterments in educational field did not reach an expected results in reality since all education units under the management of this school which expected to be collective-collegial, each of them had an authority in making any decisions related to education programs in their own units, as a result, there was no integrated action and impacted to the whole educational administration programs were not effectively and efficiently conducted. In addition, the formulated vision and mission of the school did not become a shared vision and mission among all education units even though organizationally they were under the same management of Ummusshabri School. The separated-management among education units under this school

management became the main obstacle so that they operated management functions partially. It can be said that on this stage, Ummusshabri School management applied partial-participative leadership practice. Considering such serious condition, at the end of 2011 to 2012, the school management revitalized Ummusshabri Foundation to unify all the human resources in the school under integrated-participative leadership.

3) The Role of Integrated-Participative Leadership: 2013 – Present

At the beginning of 2013, this school was managed by Ummusshabri Foundation with integrated-participative leadership model. Basically, the transformation in organizational management did not constitute the change in school governance but it just refunctions of the foundation as the board of education administration which is legalised by constitutions. Revitalization of Ummusshabri foundation, all at once changing the role of partial-participative leadership to integrated-participative leadership. Since the revitalization of foundation applied, all education units in this school focused on an integrated management and each unit did not have an authority to make decisions anymore. This new condition affected the whole administration of Ummusshabri school, it could be conducted efficiently and effectively. Under the role of participative leadership, some betterments and improvements could be reached and it strengthened the commitment of entire human resources of the school to do more innovations. As a result, the support of communities in Kendari city increasing from time to time. In school year of 2010/2011 there were 1.514 students taught by 87 teachers and in 2012/2013, this school opened playgroup for children of 2–3 years old and kindergarten for kids of 4–5 years old. This model of institutional expansion in this school was not customary as happened in other educational organizations, usually schooling development starts from the lowest to highest levels, but in Ummusshabri it happened conversely. Rapid betterments reached by Ummusshabri School in this stage could not be separated from some innovations done by the management. Integration system of management becomes a different factor of this school from other Islamic education schools in Indonesia. The integrated educational management involves administration of the same education calendar in all levels of schooling; in playgroup, kindergarten, elementary, middle and high schools; extracurricular activities; professional development for entire teachers and staff; one-gate system of financial management; and the development of school facilities. The entire programs done similarly in all levels of education in Ummusshabri School. To optimize teaching and learning process, in school year of 2012/2013, all education levels in this school applied full day learning system. Substantially, this full day system chosen since it helps busy parents in shaping their children' learning culture so that the children can spend most of their times to learn in joyful learning environment. Also, based on some research findings and empirical facts that full day learning system are very effective in building students' character. This has motivated the school management to apply it.

The role of participative leadership clearly seen on the efforts of increasing the school quality since the process of transformation had been begun. Previously, principals'

promotion was done through the board conference internally then directly pointing the principals for all levels. The decision was neither based on official recruitment procedure nor effective personnel planning. Consequently, the expected results from the decision have not been suitable yet with the objectives. Here, capabilities of leadership is challenged to build a culture of recruitment system which fulfils management standard of professional institution. Eventually, this conservative principals' promotion changed. Since the school year of 2013/2014, the recruitment system has followed selection procedure professionally. For principals' promotion, they follow the selection of required documents, written test, health-condition test, interview, and program presentation while for the staff, they follow the same procedures but they do not present their programs. The final test is to perform their competencies in the use of technology. To keep commitment in quality culture, the whole process of selection assessed by external assessors from higher educations, there was no intervention from internal foundation. This selection system proves that personnel who recruit through this mechanism have strong commitment and higher performance. Furthermore, the foundation leader of Ummusshabri School stimulated entire personnel with an idea of high performing class program. Since school year of 2014/2015, the schools opened high performing classes which directed by a program coordinator. This Program facilitates all classes with inter-discipline teaching team, using multilingual (Indonesian-Arabic-English) and multimedia-based. Keeping a strong commitment in quality, learning evaluation is done every week. This evaluation directed by each principal of all levels. Evaluation meeting also attended by the foundation leader to give some guidance and direction to all levels of education in this school. As a part of evaluation agenda, the foundation leader has cooperated and signed Memorandum of Understanding (MOU) with international schools in Malaysia and Thailand. The cooperation involves innovations in education, teachers and students exchange programs. Through this benchmarking, the entire personnel know their strengths and weaknesses which need to be improved. In addition, the excellent program which have been conducted could be shared to affiliated schools. Ummusshabri School achieves more progressions from time to time. The foundation management continues to make some innovations to reach the school vision, missions and objectives, all at once, more strengthen their educational services to communities and stakeholders. By the school year of 2016/2017 the total number of students reached 2167. This indicates that the existence of Ummusshabri School has been trusted and supported by communities in providing educational services in all levels of education; primary, middle and high schools. Nowadays, the management of Ummusshabri School is conceptualizing a board of education quality assurance as an internal independent board to audit schooling programs and develop an education quality assurance system in order to fulfil education standards in all levels of education under the integrated management of Ummusshabri Foundation.

4. Discussion

On the first stage, leadership role in Ummusshabri School transformation indicated that the role of leadership focused on the priests figure as a centre of management control and decision making. Based on descriptions of leadership theories, such leadership role identified as charismatic leadership role. Charismatic leadership becomes a characteristic of islamic religious school in which the priest figure dominated leadership practices. According to House and Baetz (1979), charismatic leadership is a legacy of old leadership concept, charismatic leaders have strong personalities and extraordinary effects on their followers. Charismatic concept or charisma has existed since the period of ancient Greek and written in the Holy Book so that it is more identified as a religious leadership. House (1976) stated that charismatic leaders characterized by their confidence and have confident followers, they have high expectations on their followers, ideological vision and use their personal model. The followers of charismatic leader identified through the leader and his vision, perform high loyalty on their leader and trust him, they try to be equal in their leader's value and behavior all at once their trust built through their relationship with the leader. Leadership condition in this school did not happen by chance but the appointment process done based on leadership capacities performed by the priests, it also caused by the lack of personnel. Regardless of the absence of qualified personnel, it can be said the priest leadership was naturally performed, grown from awareness and leadership spirit owned by the priest, so that the lack of personnel seems not to be an obstacle in conducting his leadership roles. This finding is appropriate with leadership theories stating that a leader is born, not shaped. It is called as leadership theory of a great leader, that someone born with certain characteristics which support him to survive in any situation or historical period in order to be a leader (Luthans, 2005). The analysis of leadership theories elaborates that the existence of leadership also related to situations. The finding of this research, limitation of personnel in this school became the main reason the leadership roles of priest performed, he existed on the right time to solve problems, kept and defended the existence of the school in severe situation. Theory contingency by Fiedler states that leadership style must be suitable with the situation in order to support the institutional effectiveness. This situational theory promotes concept of motivation and expectation that applied in leadership and situation. Within 36 years of educational administration in Ummusshabri School, there was no significant progression achieved even though this school could expand education levels of junior and elementary, but it was far from excellent innovations. At that time, the role of leadership much more spent by fulfilling of students' internal necessities involving physical needs, character and spiritual buildings as well as education for school alumni to be solid leadership generation forwards. The process of inheriting leadership vision done in this stage. In relation to the inheritance of vision, Chance (1992) elaborates that an organizational leader must review responsibilities of every group leader including guiding, facilitating, and managing behaviors and focus of group under his leadership, also communicate vision clearly to all group members, then everyone shares their concepts of communication with others in subgroups consist of three to five persons. Despite charismatic leadership dominated the transformation in this

school, some leadership theorists explain that as the extension of charismatic leadership it has a dark side (Luthans, Peterson & Ibrayeva, 1998). Charismatic leader tends to be seen as a great hero, but it can be an unethical character. Concerning to be an ethical one, charismatic leaders must have such label only for if they can create a transformation in their organization so that their members are motivated to follow them and reach organizational goals, not only because they have to be, but they are voluntarily identified with organization, standard of leading and available to fulfil the goals (Sankar, 2003). This idea of transformation agreed by Bass and Avolio (1990) who perceive that charismatic leadership is only a component of transformational leadership which has been extended. The second stage of transformation constituted the transition stage of leadership roles. Through cadres founding, charismatic leadership gradually changed to partial-participative leadership roles. Despite the organizational structure had been changed, leadership role of the priest was still kept but jobs and functions had been distributed to directorate management. Thence fort, decision-making did not focus on single leadership of the priest, it was based on collective-collegial decisions in the top level of management. Concerning participative leadership, the experts say that it is a leadership style in which decision-making done participatively in this case management and the entire members directly involved. However on this stage, the role of participative leadership was partially done, since it had just played the role in sub-institutions of this school, was not integrated as a whole system of organization. In spite of the fact, there were a number of excellent innovations, improvement in instructional management, institutional expansion continuously done as well as facilities more developed. The third stage is the integrated-participative leadership as the effort to sustainable transformation in this school. Revitalization of Ummusshabri foundation as a management shelter of educational organization was conducted in this stage. To bring into reality of the integration of all educational units, partial leadership practices changed to be integrated-participative leadership under the foundation management. In addition, this school also strengthens quality cultures by applying an excellent instruction, the school opened excellent classes facilitated by the use of multimedia and inter-discipline teaching team in all levels of education for the sake of increasing students' achievement both academic and non-academic. To support the quality cultures, Ummusshabri school promotes a board of internal quality assurance and open cooperation with international education organizations. Development of quality concepts and evaluation on educational programs in all levels done integratively under the role of participative leadership. The transformation in the leadership roles creates successes and enables this school to do sustainable improvement easily. Concerning the participative leadership itself, some experts of effective school leadership, Leithwood et al (1999) said that in participative leadership, the normative model of decision-making processes by groups ought to be a central focus of the groups. Meanwhile, Sergiovanni (1984) stated the importance of a participative approach, this will succeed in bonding staff together and in easing the pressures on school principals. Furthermore, he emphasized that the burdens of leadership will be less if

leadership functions and roles are shared. Harris (2002) also reinforced that democratic leadership styles are inevitable in the complex and rapidly changing world inhabited by schools in the 21st century, despite the current emphasis on individual leaders. In addition, Shield (2003) elaborated about transformational leadership. She points out that transformational leadership is generally described as leadership that focuses more on the collective of interests of a group or community. Hence, it can be said that the criteria of participative leadership also become a part of transformational leadership characteristics.

5. Conclusion

To conclude, charismatic and participative leadership roles transform Ummusshabri School to be a high performing and effective school. The two models of leadership include in a frame of transformational leadership since characteristics of charismatic and participative leadership are the extension of transformational leadership as stated by leadership and school effective theorists. The role of leadership in school transformation absolutely needed to change school to be an effective and comfortable place for students to learn and perform higher achievement.

6. Recommendations

The following recommendations are based on the major findings of this study.

- 1) The leadership roles in the process of school's transformation provide an overview and a model for public and private school administrators in transforming their schools become high performing schools.
- 2) It provides a basis for further researchers who would like to investigate around this area of research with different topic, focus, and setting in order to obtain some comparisons which would enrich the findings of this study
- 3) Conceptually, it enriches educational leadership theories, in this case, schools as learning organizations. Especially, the process should be done by schools in moving their schools from good schools to high performing schools
- 4) It provides inputs to Ministry of National Education and Culture, Educational Foundations, and Educational Organizations which administering schooling practices to develop the organizations based on the transformation framework which was found in this study

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