

# School Effectiveness

## *Situational Leadership and School Cultures*

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**Keywords:** School Culture, School Effectiveness, Situational Leadership.

**Abstract:** This research was based on the lack condition of elementary-school's effectiveness in Aceh Tengah Region. The purpose of this research is to describe situational leadership, school culture, and school effectiveness in the governmental elementary schools in Aceh Tengah. The approach used in this research is quantitative approach with descriptive method. The samples are 40 schools with 124 respondents. The result illustrates that situational leadership as the independent variable had been positively and significantly affecting the school effectiveness. Furthermore, the school effectiveness as the dependent variable had been positively and significantly affected by the school culture as the independent variable. Then, it is safe to conclude that both situational leadership and school culture have positive and significant impact on the school effectiveness. The recommendation suggested regarding the result is that the principal as the school leader should be able to lead all school personnel, so they can possibly do their jobs thoroughly, also the teachers should be able to teach and educate communicatively to the students.

## 1 INTRODUCTION

Education becomes determinant part for advancement and tenacity of one nation in the future. Education is an alternative strategy to educate people. Education is primary asset in a nation development. Through education, people can master science and technology. Therefore, advancement, prosperity, and development can be reached if human capital is qualified. The qualified human capital depends on a quality of education. The quality of education can be seen from the effectiveness of school institution.

Attaining the effectiveness of school in this autonomy decentralization era, the school is given discretion and full authority in managing resources based on the school priority needs. Effectiveness is utilization of resources, funds, facilities and infrastructures in certain amount which is in conscious allocated previously to produce some products in certain quality on the right time (P. Siagian, 2002). Effectiveness as work orientation highlights four things, such as: (a) resource, fund, facility and infrastructure which can be used, is already determined and limited, (b) amount and quality of product or service which must be produced is fixed, (c) deadline for producing product or service

is already determined, (d) procedure which must be taken is already formulated.

A study on school effectiveness in Education Administration is a fundamental problem. School administration has recognized that organization effectiveness issues represent eternal and fundamental problem for their practice (Hoy, Wayne K. and Miskel, 2008). It is caused by two factors such as, (1) administration concept and school management always focus on education outcome attained by an organization that can be interpreted success or not. Organization management can be seen from the obtained final outcome, (2) management is always challenged to be familiar with management procedure which can make an organization more effective rather than other organizations. School effectiveness refers on performance expectation of learning process represented by high quality of students' learning outcomes based on their main task (Satori, 2000). Therefore, both satisfied quality and learning outcome are accumulative products from all school services, and influence conducive environment created by school.

Effectiveness on elementary schools in Aceh Tengah region, Aceh province is still far from expectation. It can be seen from the lack of discipline standard prevailed over principal, teacher, student

and school staff. For example, there are many principals who are not competent, student rules are still adapted with geographic and student economy. In result, culture of effective school has not been created in all elementary schools in Aceh Tengah.

School as an organization has own culture and influenced by values, perception, custom, rule, and behavior of its own people. As an organization, school shows peculiarity based on learning requirement. This culture influence school effectiveness due to Aan Komariah who said that school culture is school unique characteristic identified from embraced values, displayed custom, and action which are showed by all school staffs forming one special unit from school system (Komariah, 2014). School without positive culture will be difficulty to find characterized education for children, and if school culture is already positive, whoever enters into school will automatically follow the existing habits (Komaruddin, 2010).

School also has its own unique attribute which becomes identity, or imaged by school, in similar to organization. The difference between school and organization is their own cultural structure. School culture tends to focus on the success of education aims whilst organization culture focuses on the success of group or individual. School culture is the same of the values, culture, safety practice, and organization (McBrien, J.L and Brandt 2004) whilst (Deal, T. E., and Peterson, 2004) define school culture as deep values, belief and tradition formed in the school which becomes history, and over time school leader relates with values and belief embraced by school and modifying in transformation element.

School as an organizational unit has culture (custom) which is created. Culture also arise and be developed by individuals inside the school organization which must be maintained and embraced by the new participant because culture is characteristic differentiating between a school with other schools.

School culture is regarded as one of special characteristics to influence several factors such as, manners, beliefs, and norms which form student character. School culture can be determined by several factors: common goal, reliance on school management, school management and organization structure, management focus, workload, control, staff motivation, school communication between surroundings and parents, development on teacher motivation, working condition for education, environment aesthetic and policy, relation among employees, relation between teacher and student.

Achieving education aim as expected above, therefore, it is vital to improve principal competencies as administrator and person in charge of elementary school should work hard to effectively improve education. Principal is a leader similarly with organ which ought to influence manner and behavior of his subordinates. Leadership from leader should flexibly adapt to the organization condition, working environment, and his subordinate maturity condition (Hersey and Blanchard). Principal is a teacher who is given extra work to lead school which is inside held learning process between teacher and student (Wahjahsumidjo, 2010). Several assumptions about principal leadership from experts, it is safe to conclude that principal leadership is one of principal efforts in affecting his followers or subordinates (teachers) to educate, encourage and motivate his subordinates to reach the goal which is already settled.

Situational leadership is one of leadership styles in school. Situational leadership also predicts relation between three conditions such as, leader consideration, organization management and the level of staff or subordinate maturity (Thompson and Vecchio, 2009). Situational leadership also focuses on the level of guidance and referral (job behavior) by leader, and the level of socio-emotional support (relation behavior) which are provided by leader in the execution of job, function, and certain aim (Hersey, 2000). Situational leadership suggests that effective leadership needs rational understanding about situation and appropriate respond (Graeff, 2010). From description above, situational leadership is leadership which reviews harmony between leader behavior and subordinate situational characteristic particularly the level of subordinate maturity, or leader can decide variety situations based on his subordinate maturity. Maturity in this condition is not about age or emotional stability, but the desire for achievement, willingness to take responsibility, and ability and experience relating to job. Situational leadership is vital factor in organization specifically in school, however it is difficult to get effective leader. For efficient, a leader should implement policy on the right situation.

It is needed an effort to improve elementary school effectiveness impacting generally on education quality improvement. If this condition has not been done, primary education matching national education will not be achieved. Due to review above, there are several factors which influence school effectiveness, for instance, school culture in which there are learning culture and professional behavior inside, relations with external

communication, and effective leadership in which one of them is situational leadership.

After reviewing, authors assume that there are several predominant factors in influencing school effectiveness which one of them is school culture. Therefore, in this research, authors examine how the culture representation in governmental elementary schools in Aceh Tengah, and how much the effect both situational leadership and school culture towards school effectiveness in governmental elementary schools in Aceh Tengah Region.

## 2 RESEARCH METHOD

This research is conducted using quantitative approach. Quantitative approach is an approach to show statistic outcome shown by numbers which its measurement uses an instrument that its procedure is developed before the study is started, and develops relation among measurable variables (McMillan, 2002). Then, method used in this research is descriptive. Descriptive method is research methodology which focuses on problems or phenomena which are actual when research is conducted, then illustrates facts about the examined problem without intervention and using rational and accurate interpretation.

This research uses descriptive method and quantitative approach. Descriptive research relates to status or history of something. Quantitative approach is an approach conducted by researchers themselves using indicators between variable of X1, X2 towards Y, therefore it is obtained illustration about problem that will be researched (Purwanto, 2011). Descriptive research does not involve independent variable manipulation (McMillan, James, Schumacer, 2011).

Population in this research are governmental elementary schools in Aceh Tengah about 186 schools with sample used about 40 schools and 124 respondents. Collecting data in this research uses structural observation technique with research instrument such as questionnaire and literature study. Literature study is theoretical data which relates with used theories, and has relation with the researched problem, consequently authors will obtain reference, additional knowledge in investigating and analyzing and help in problem solving.

Data analysis technique in this research is statistical analysis:

Variable Descriptive Analysis which in this research aims to see the trend of frequency distribution variable, and determines the level of respondent variable attainment in every examined

variable. Observing general illustration in every variable can be obtained from mean score with uses Weighted Mean Scored (WMS) technique with formulation as shown below:

$$\bar{X} = \frac{x}{n}$$

Description:

$\bar{X}$  = researched mean score

x = total of accumulation score (product between frequency and value weight in every alternative answer)

n = total of respondents

Research Hypothesis Testing

Finding out the best possible conclusion in this research is conducted hypothesis test. The used technique in hypothesis testing are simple correlation test, determination correlation test, and regression analysis.

## 3 RESEARCH RESULT

Based on WMS calculation, it is discovered that school effectiveness shows mean score at 4.38 with very high category. School effectiveness is divided into 14 dimensions, such as both school vision and mission, school output quality, school environment, performing program continually, evaluation system, parents support and participation, organization characteristic, environment characteristic, management policy, achievement, curriculum quality, climate, high expectation, and evaluative potential. Dimension of parents support and participation is the highest dimension at 4.533 (very high) while the lowest dimension is school environment at 4.17 (very high).

School leadership variable shows mean score at 4.38 with very high category. School leadership is divided into 7 dimensions, such as the level of follower (subordinate) maturity, focusing from group process, individual behavior acceptance, giving positive influence, intellectual stimulation, giving inspiration to the followers, and both leader willingness and belief in motivating to obtain the best result. Dimension of leader willingness and belief in motivating to obtain the best result has the highest score at 4.41 and dimension of individual behavior acceptance is the lowest score at 4.18.

School culture variable shows mean score at 4.38 with very high category. School culture is divided into 11 dimensions, such as artefact, norm, values, ethic code, assumption, school history, strong culture,

moral responsibility, school philosophy, work ethos, and belief. The highest score dimension is norm at 4.48 whilst the lowest score is values dimension at 4.15.

Based on statistic accumulation, it is found correlation between school culture and school effectiveness is at 0.280. If it is compared with table score at 0.176 obtained based on sample total about 124, accordingly score of arithmetic  $r$  at 0.287 higher than table  $r$  ( $0.280 > 0.176$ ). Therefore, the conclusion is that “there is school culture influence on school effectiveness in governmental elementary schools in Aceh Tengah”. The influence scale based on coefficient analysis result shows low impact. It is discovered by scale of determination coefficient score at 7.9% meaning that “school culture affects school effectiveness at 7.9% whilst the rest 92.1% is affected by other variables”. Based on regression analysis result, it is acquired that regression result between school culture and school effectiveness shows score at 0.343. Therefore, it is concluded that regression coefficient is significant. Consequently “school culture significantly influences on school effectiveness in governmental elementary schools in Aceh Tengah”.

Influence scale of situational leadership on school effectiveness is at 0.370. That score reveals that there is low correlation between both situational leadership and school culture on school effectiveness in governmental elementary schools in Aceh Tengah. On the contrary, contribution of situational leadership and school culture on school effectiveness can be calculated using determinacy coefficient formula about  $0.3702 \times 100\% = 13.69\%$  which means variables of situational leadership and school culture give contribution on school effectiveness variable at 13.69% whilst the rest 86.31% is determined by other variables.

## 4 EXPLANATIONS

### 4.1 School Effectiveness

Based on the obtained result in research data analysis from situational leadership in elementary schools in Aceh Tengah shows mean product at 4.38 which is in the very high category. This score is obtained from the mean of school effectiveness dimensions: vision and mission indicator at 4.43, school output quality at 4.39, school environment at 4.17, performing program continually at 4.36, evaluation system at 4.44, parents support and participation at 4.53, organization characteristic at 4.49, environment

characteristic at 4.37, management policy at 4.27, achievement at 4.34, curriculum quality at 4.35, climate at 4.34, high expectation at 4.36, and evaluative potential at 4.53.

In similar with other researches showing that school effectiveness can be well held which is indicated by school goals, principal leadership, curriculum quality, student achievement, graduation level and job satisfaction showing best result (Sari, 2013). Likewise, Sumarmo (2014) who concludes his research showing high result in execution school effectiveness shown by several aspects: leadership, good planning and curriculum, concrete school goals, high expectation, both parents support and involvement and school management.

### 4.2 Situational Leadership

Situational leadership shown on school elementary leadership has been seen the best showing by the high category result. In this way, situational leadership has already been well held by elementary school principal.

Situational leadership based on relation between total of clues, guidance and socioemotional supports are owned by leader as well as the level of readiness and follower maturity.

The result of this research is supported from previous research showing best execution regarding situational leadership which illustrates four aspects in situational leadership style, such as instruction, consultation, participation and delegation (Hidayati, Utami, and Prasetya, 2015). It is also shown from research about situational leadership implementation showing high value trend because it can show style of good telling, selling, participating and delegating in school and also other aspects (Hoeriah, 2010).

### 4.3 School Culture

School culture illustrates that school as an organization has culture which in real grows because it is created and developed by individuals working in a school organization, and it is accepted as values which should be maintained and inherited to every new member. Those values are used as guideline for every member as long as they are in that organization environment, and can be considered as special characteristic which differentiates a school from other schools (Suhayati, 2013).

Based on obtained result from research data analysis on situational leadership in elementary schools in Aceh Tengah shows mean product at 4.38 which is in very high category. This product is



obtained from the mean of school culture dimensions: artefact at 4.45, norm at 4.48, values at 4.15, ethic code at 4.339, assumption at 4.47, school history at 4.43, strong culture at 4.30, moral responsibility at 4.41, school philosophy at 4.47, work ethos at 4.47, and belief at 4.35. The result score of norm dimension reaches the best result which in the highest mean in compare with other dimensions.

This research is also supported by another research revealing that in general culture developed in school is already conducive which is shown by both artefact and learning environment, developed norm, dominant value, school philosophy, then enforcement school rules (Buhaiti, 2016).

#### 4.4 School Culture Influence on School Effectiveness

Based on the result of correlation analysis, it is obtained p value = 0.000. That p value is less than significance level at 0.05. It means hypothesis posit that there is school culture influence on elementary school effectiveness in Aceh Tengah “accepted” because it is significant.

Based on accumulation result obtained from correlation between school culture and school effectiveness is  $r = 0.280$ . After examining correlation coefficient, school culture influence on school effectiveness shows low correlation. It is safe to conclude from that correlation product has positive effect regarding school culture towards elementary school effectiveness in Aceh Tengah. Based on correlation analysis which then it is supported by result of determinacy coefficient analysis showing relation between school culture and elementary school effectiveness in Aceh Tengah at 7.84% whilst 92.16% is influenced by other factors which is not examined by the authors.

One of school effectiveness indicators is student achievement. Both Principal leadership and teacher have vital role in creating the best school culture in school environment to improve student achievement. It showshow far school goal can be achieved which is an aspect in achievement of school effectiveness (Saripudin, 2014).

Conversely, knowing the correlation significance between variable X2 and variable Y with comparing value t and table t based on SPSS 20.0 accumulation is acquired at 2.772 whilst table t and dk = (n-2) at 1.645. All in all, value t is higher than table t (2.772 > 1.645). It means there is significant influence between school culture and school effectiveness. School culture influence on school effectiveness is shown in equation:

$$\hat{Y} = 63.825 + 0.238 X_2$$

Value at 63.825 is constant value showing that if there is no relation with school from school culture. Hence school effectiveness is at 63.825 whilst value at 0.238 is regression showing that every increase of school culture about 1 consequently there will be an increase school effectiveness value about 0.238, and every increase in school culture about 10, consequently there will be an increase about 2.38.

Considering that finding, it is significantly proven that school culture has influence on school effectiveness. Based on the result accumulation of determinacy coefficient analysis on school culture towards school effectiveness is at 7.84%. It means the higher school culture can support more than 7.84% on elementary school effectiveness in Aceh Tengah.

Considering school culture variable, it is found values dimension is in the lowest grade in which the loyalty towards tolerance among school personnel is poor. Afterward, in elementary school unit, the spirit of nationalism is still poor applied by schools in Aceh Tengah. For instance, there are many principals and teachers who do not join state ceremony in independence commemoration.

Considering school effectiveness variable, it is found school environment dimension is in the lowest category like teacher indicator in which there is lack of teacher in countryside schools affecting environment school which supposed to be place for learning process corresponding to school aim will not be achieved. The next prominent problem is curriculum system. In this case, there is school which cannot conduct K13 curriculum because facility and infrastructure, and also procurement of guidebooks are still not well distributed, in consequence, it influences the method of grading to student as the provided format by education authorities.

Based on the result of correlation analysis, it is obtained value P = 0.000. That value P is less than significance level at 0.05. It means hypothesis which posits there is influence situational leadership and school culture on elementary school effectiveness in Aceh Tengah “accepted”.

Based on accumulation of double significance test, it is obtained value F at 9.616 whilst table F in the level of trust at 95% with dk (n-2) is obtained table F at 3.06 after it is known that value F 16.686 > table T 3.04. Therefore, it is safe to conclude that there is significant double positive correlation between situational leadership and school culture towards school effectiveness.

Based on accumulation, it is obtained correlation between situational leadership and school culture towards elementary school effectiveness in Aceh Tengah about  $R = 0.370$  if looking criterion of correlation coefficient value shows low contribution level.

## 5 CONCLUSIONS

Based on both data and result analysis in this research show influence between variables which influence elementary school effectiveness in Aceh Tengah consist of situational leadership and school culture, and it is supported with empirical data and fact. Based on hypothesis test which is already presented, it is safe to conclude as shown below:

The result of Hypothesis test shows situational leadership has relation with school effectiveness and has effective influence on school effectiveness. It can be interpreted variation has occurred on school effectiveness variable. Situational leadership is predicted can improve school effectiveness. In other words, situational leadership as independent variable has positive and significant effect on school effectiveness as dependent variable, and it means that the first research hypothesis can be accepted.

The result of Hypothesis test shows school culture has relation with school effectiveness and gives effective influence. It can be interpreted variation has occurred in school effectiveness variable that school culture which is predicted has influenced in improving school effectiveness. In other words, school culture as independent variable has positive and significant effect on school effectiveness as dependent variable, and it means the second research hypothesis can be accepted.

The result of Hypothesis test shows situational leadership and school culture have significant relation with school effectiveness and give effective influence. It can be interpreted variation has occurred on school effectiveness variable that situational leadership and school culture which is predicted has influenced in improving school effectiveness. In other words, situational leadership and school culture as independent variable has positive and significant effect on school effectiveness as dependent variable which means the second research hypothesis can be accepted.

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