

COLLABORATIVE LEADERSHIP IN QUALITY EDUCATIONAL SERVICES

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ABSTRACT

The quality of education can be seen from two things, namely referring to the educational process and educational outcomes. The education process is of quality if all components of education are involved in the process itself, while the quality of education in the context of outcomes refers to the achievements of the school at any given time. This study aims to reveal collaborative leadership in quality education services. In the discussion using a descriptive qualitative approach, the theoretical approach that the author uses in this research is to read and analyze books that are relevant to the title of this thesis. Meanwhile, the author's empirical approach uses the methods of observation, interviews, and documentation studies. To describe the findings of the research and analyze the data obtained, the author uses qualitative descriptive with steps to reduce data, present data, and draw conclusions. The results of the study reveal, among others: Educational services or school services are the school's efforts in meeting the needs of students to develop their personality potential. The quality of education services in schools is the extent to which schools can demonstrate the availability, completeness, feasibility of school facilities and infrastructure, teaching staff and education staff, the reliability of educators, responsiveness of educational staff in carrying out services, certainty in services, and empathy in educational services in schools. Collaborative leadership is the ability to influence others to work together to achieve mutually beneficial collective goals.

INTRODUCTION

Changes in the organizational environment are increasingly complex and competitive which requires educational institutions to improve quality educational services. The most important aspect of organizational change is individual change. Individual change is not easy, but must go through a process. The principal is a leader who becomes a role model in the school, so schools need principals who provide opportunities to develop the roles and responsibilities of all parties involved, try to find solutions to overcome problems and who are able to become the driving force of change in the school.

Schools have the authority and independence in an effort to improve the quality of education. One of the things that schools should pay attention to is improving education services. Service is the primary function of the school because students learn in school and participate in a number of learning experiences. Education is a process of building a nation's civilization, therefore education must always rely on the concept of growth, development, renewal, and continuity so that the implementation of education must be managed professionally.

Education service is a process that is integrated with the process of improving the quality of human resources itself. The government has made efforts to realize education services through various efforts to develop higher quality education, including through curriculum development and improvement, evaluation systems, improvement of educational facilities, development and procurement of teaching materials, as well as training for teachers and other education personnel. The quality of education can be seen from two things, namely referring to the educational process and educational outcomes. The education process is of quality if all components of education are involved in the process itself, while the quality of education in the context of outcomes refers to the achievements of the school at any given time.

The results of research by Shu Wen et al. (2014) shows that the factors that mainly affect service quality are: government policies, school administration, teaching equipment and school ethos, leadership and management, social change, and globalization. Meanwhile, the results of the research by Senol and Dagli (2017) show that teachers emphasize the need for training in the positions of teachers and principals and the main tasks of school guidance and counseling services, while school principals emphasize the importance of using effective teaching methods by teachers.

The government has made efforts to improve the quality of education through various policies, including teacher and lecturer certification policies, school operational assistance, and setting national standards as outlined in Government Regulation No. 19 of 2005 on National Education Standards. National education standards include standards of content, process, teaching staff and education staff,

facilities and infrastructure, management, evaluation, financing and competency of graduates. With the existence of these national standards, it is hoped that the direction of improving the quality of education will become clearer. If each educational unit has been able to achieve or exceed the national education standard, then the quality of the education unit can be declared high. Various policies that encourage the improvement of the quality of education have been established and implemented, with the hope that the quality of education can improve. Improving the quality of education services is currently the government's main program to educate the nation.

Basically, the quality of education is seen as a condition, condition, appearance, or performance shown by each component of the education unit in achieving the goals that have been set, interacting with the environment and satisfying students/users/society. An education that is seen as quality is measured by its role in participating in the intellectual life of the nation and advancing national culture, is education that has succeeded in forming a young generation that is intelligent, has character, has morality, and has personality.

One of the factors that determine the success and sustainability of the organization is the strength of the leadership. Leadership is something that is needed by the organization, without a leader and a good way of leadership an organization will not be able to achieve the goals that have been set. The main task of leaders in organizations is how leaders can provide direction, division of tasks according to the abilities of subordinates in their respective fields and can provide continuous motivation to subordinates so that the goals set by the organization can be achieved. The failure and success of an organization is largely determined by the leader because the leader is the controller and determines the direction that the organization wants to take towards the goals to be achieved

High commitment the challenge in developing educational services depends on the leadership of school principals and school organizations which are an integral part of management to achieve success and change in improving education services. Leadership is a process in which an individual influences a group of individuals to achieve a goal. To become a collaborative leader, the principal must be able to influence all school members he leads through mutually beneficial cooperation that has principles to achieve educational goals in schools.

The advantages of collaborative leadership according to Bush, et al. (2010), namely: focusing on shared responsibilities with partners and linking responsibilities with central government in terms of broad cross-regional partnerships; and a strong sense of leadership at every level of the organization, knowledge sharing: collective, reflective, using a common local approach in building capacity.

The fact that occurs in schools in terms of educational services is still found many problems including the school having difficulty in communicating with parents of students. This is mostly caused by the time and busyness of parents in their work so they cannot fulfill the call of school. The school will usually communicate with the parents of students if there are problems with grades and attitudes with certain students. The cooperative relationship between parents and teachers in the educational process is very important in achieving educational goals. To excel in school, students need support from teachers and parents which can be created if there is a good relationship between the two. Meanwhile, interpersonal communication between teachers and parents generally only occurs in formal meetings held by the school during meetings to determine school committee fees and receive student learning outcomes. This study aims to find a collaborative leadership model in improving quality education services

LITERATURE REVIEW

The quality of education services in schools is the extent to which schools can demonstrate the availability, completeness, feasibility of school facilities and infrastructure, educators and education staff, reliability of educators, responsiveness of educational staff in carrying out services, certainty in services, and empathy in educational services in schools. According to Holsinger & Cowell (2000) school quality is the quality of education at the education unit level. While Salis (2008) states: there are many sources of quality in education, for example good building facilities, outstanding teachers, high moral values, satisfactory exam results, specialization or vocational training, encouragement from parents, local businesses and communities, abundant resources, the application of the latest technology,

good and effective leadership, attention to students' students, an adequate curriculum, or a combination of these factors.

According to Sallis (2005) good quality indicators in educational institutions, among others: 1) high moral values; 2) excellent examination results; 3) the support of parents, business and the local community; 4) plentiful resources; 5) the application of the latest technology; 6) strong and purposeful leadership; 7) the care and concern for pupils and students; 8) a well-balanced and challenging curriculum. Meanwhile, Sagala (2010) states that indicators of success in improving the quality of education will have an impact on various aspects, namely: (1) The effectiveness of the learning process is not just a transfer of knowledge (knowledge transfer) or reminders, but more emphasis on internalizing developing cognitive, affective and psychomotor aspects and independence, (2) the leadership of the principal will encourage the realization of the vision, mission, and target goals through programs that are implemented in a planned, gradual, creative, innovative, effective, managerial capacity, (3) effective management of educational staff, (4) schools have quality culture, (5) the school has a compact, intelligent and dynamic team work. Because educational output is a collective result not an individual result in order to obtain competitive quality, (6) schools have independence, namely the ability to work optimally without depending on instructions from superiors and have potential human resources, (7) participation of school and community members. Linkage and involvement in schools must be high based on a sense of responsibility through loyalty and dedication as stakeholders, (8) schools have transparency, (9) schools have a willingness to change (management change). Change is a positive meaningful improvement for the better in improving the quality of education, (10) schools evaluate continuous improvement and is a process of improvement in improving the overall quality, including organization, responsibilities, procedures and human resources, (11) schools have accountability as responsibility for the success of school programs that have been implemented, (12) school outputs emphasis on graduates who are independent and meet job requirements.

Collaborative leadership is leadership that understands the power possessed by all parties involved, to provide ideas and ideas. According to Bass (2008) collaborative leaders licit ideas from their subordinates to produce a better way of getting things accomplished, are open to criticism, and tend to treat their mistakes as opportunities to learn what not to do in any given situation. Meanwhile, according to Jesse (2017) Collaborative leadership is the most effective way to move collectively toward a positive future. But it requires a willingness to set aside one's desire for power and control.

METHODS

This study aims to find out how specifically about collaborative leadership in improving the quality of education services at State Junior High Schools in Indrajaya, Indrajaya District, Pidie District, Aceh Province. Based on the explanation above, this approach uses a descriptive qualitative approach. This approach can be defined as follows: The research conducted seeks to describe a situation, symptom of a particular individual or group in an analytical manner which in processing and analyzing the data does not rely on the use of statistical figures.

This research was conducted at a public junior high school in Indrajaya, Indrajaya district, Pidie district, Aceh province. While the data sources are the principal, administration, and teachers. Data collection and recording procedures in this study were observation, interviews, and documentation studies.

In this research, the analysis consists of: (a) data reduction, (b) data presentation, and (c) conclusions. Which is where the process takes place in a circular manner during the research. In the early stages of data collection, the focus of research is still wide and not clear, while observations are still general and broad. In qualitative research, the validity of the data is also very important because a research result is meaningless if it is not recognized or trusted. To strengthen the validity of the data found and maintain the validity of the research data, the researcher uses criteria as a reference for validity standards which include: credibility, transferability, dependability, and certainty.

RESULTS AND DISCUSSION

Educational services or school services are the school's efforts in meeting the needs of students to develop their personality potential. There are several services that can be developed in order to fulfill and improve the quality of education, namely; educational services that accompany almost all educational activities. Among them are as follows: (a) Learning Services. In relation to learning, what managers must pay attention to is to check the learning facilities and infrastructure services. Only then organize the internal elements involved in the teaching and learning process. One of the services provided by education managers to teachers is educational supervision. The implementation of this supervision is in the context of improving the quality of education. The services to students in improving learning are by giving awards to outstanding students, participating in various competitions, and others. (b) School library services. A school library is a library that is incorporated into a school, fully managed by the school concerned, with the main objective of helping schools to achieve school-specific goals and educational goals in general. There are several types of school libraries, which are basically adapted to the level or level of the school concerned. The types of school libraries are kindergarten libraries, elementary school libraries, junior high school libraries and high school libraries. All types of school libraries mentioned above are managed based on the specific objectives of each type and level of school. (c) Laboratory Services. The laboratory can simply be described as a place where lecturers, students, teachers, students, and other people carry out scientific work activities such as practicum, observation, research, democracy and making models in the context of teaching and learning activities. (d) Security Services. Security services to students and employees in schools need to be provided by schools. This is all so that they can study and carry out their duties in a calm and comfortable manner. (e) Health Services. One of the school's responsibilities in addition to carrying out the learning process is to maintain and improve the physical and spiritual health of students. For this reason, school programs need to be developed for school health services, for example through UKS or by trying to improve services through collaboration with local health service units. (f) Personnel Services. Personnel are all members who work for the benefit of the organization, namely to achieve predetermined goals. In the context of an educational institution, personnel are all employees who work for the institution. An education manager must provide appropriate services for this area of personnel. Starting from placing people according to their expertise. Provide personnel quality improvement services both for work professional matters as well as increasing faith and piety. (g) Counseling Guidance Services. Counseling guidance is one of the services needed by students, students, students, teachers, and also lecturers. Counseling services can be directly with the agency manager or with a person appointed by the manager. A positive form of service from counseling guidance is always ready to accept complaints, problems, and be assisted in finding solutions. If the agency manager appoints someone to be a consultant, it must be careful in choosing the person. For example, psychology graduates, counseling guidance, broad insight, and others. (h) Financial Services. Finance in educational institutions has a very important role. It can even be said that if there is no money then the institution will end. Almost all educational activities require funds. So that the manager of educational institutions must be able to regulate school income and expenditure so that the quality of the school with the funds requested from the guardians of students is balanced. This financial service also concerns financial management issues. Managers must be transparent regarding the allocation of funds and have multichannels in digging for funds. The availability of these funds will facilitate the distribution of salaries to employees. (i) Welfare Services. Service activities that are important to be considered by the next manager of Islamic educational institutions are related to employee welfare, namely material and non-material welfare. Material welfare is related to honorarium. (j) Administrative Services. We need to know that the minimum service quality standard for the performance of the principal or madrasa is related to the implementation of leadership and administrative duties. The administrative tasks include academics, personnel, facilities and infrastructure, finance, student services, institutional development, and others. Educational administration is a very urgent part of management. Seeing that all educational activities require administrative activities. So that an education manager should create an administrative system that makes it easier for internal and external users. (k) Information services In information services, school or madrasa managers should do the following four things in order to achieve customer satisfaction information services.

The main function of a leader, in this case the principal, is the obligation to develop a quality culture, must have a vision of quality in carrying out all school policies and programs, the principal must have a commitment to improving quality in schools, in communicating must always convey a message of quality, in directing staff development must also be oriented towards improving the quality of schools, in carrying out school programs one must be careful not to blame others if there are problems at school, the principal in leading must be innovative, able to ensure that the organizational structure has clearly defined responsibilities and able to prepare the right delegation, must have a commitment to face all obstacles, both organizational and cultural, a collaborative leadership type principal is able to build an effective team, besides that the principal is able to develop a mechanism that is able to monitor and evaluate every activity in the school.

As a leader the principal has duties, among others: planning, organizing, directing, coordinating, and evaluating activities, determining policies and conducting supervision, regulating the teaching and learning process, and regulating school relations with the community and the business world. The principal is a professional official in the school organization in charge of managing all organizational resources and collaborating with teachers in educating students to achieve educational goals. One of the principals' leadership is collaborative leadership, namely leadership that understands the power possessed by all parties involved, to provide ideas and ideas. The results of this study will be useful for the development of a collaborative leadership model and obtain benefits for the development of the quality of education services in schools

CONCLUSION

1. The quality of education services in schools is the extent to which schools can demonstrate the availability, completeness, feasibility of school facilities and infrastructure, educators and education staff, reliability of educators, responsiveness of educational staff in carrying out services, certainty in services, and empathy in educational services at school
2. Collaborative leadership is the ability to influence others to work together to achieve mutually beneficial collective goals.

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