

## **The Principal's Self-Leadership Through The Peer Foster Student Innovation Program In Improving The Quality Of Schools**

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**Abstract:** The purpose of this study is to determine self-leadership through peer care student programs in an effort to improve the quality of education in elementary schools. To answer the topic raised, researchers choose research using a qualitative approach because researchers want to know in depth about the phenomena that actually occur in schools. In the process of data analysis researchers used NVivo's analysis tools to find output from in-depth interview transcripts, field notes, and documentation studies. Self-leadership is in the principal who is supported by his emergence with 1) Urgency, 2) Employee Commitment, 3) Creativity, 4) Interdependence, and 5) Complexity

**Keywords:** Self-Leadership, Peer Care Student Program, Quality of Education

### **INTRODUCTION**

The concept of leadership has always been an interesting topic and there is no obsolete word for many experts conducting research and studies in depth. For a long time, researchers' attention to leadership has become an attraction in itself as an effort to succeed an organization by influencing and motivating others to achieve organizational goals. No other role in the organization exceeds the importance of the leader role (Brown, 2003). This is because without a leader an organization will stagnate, cannot run, difficult to develop, and will lose the direction of purpose. Leadership is practically carried out by executives who have a high position at the top of the organization's management. The importance of the leadership role there is still a concept that occupies a position above it, namely the ability to make decisions (Argadinata & Gunawan, 2019). With the ability to make decisions, leaders can exercise self-control in motivating and mobilizing subordinates. The main interest to have the ability to make sharp decisions requires complete leadership development.

The concept of leadership becomes an important instrument in moving and influencing subordinates in work. The success of the organization is also measured by the results of the performance of subordinates through diverse capabilities and characteristics. It requires special leadership skills of a leader to be able to manage, motivate, influence the subordinates. The greater the number of subordinates will be more diverse the individual, emotional and mass characteristics that it regulates and does not allow conflicts between each other. Leadership abilities must be able to influence subordinates with diverse characters, emotions, and backgrounds in an effort to achieve organizational goals effectively and efficiently (Argadinata & Putri, 2017; Wiyono, 2013).

Talking about future leaders to achieve effective leadership requires synergy from all existing levels of leadership. In order to answer these challenges, education must be led by a school principal who is able to solve various problems. A principal should have the ability to lead and work the same as all elements in the field of education. The leader has courage and has choice of actions that are based on the interests of education alone. These various problems are considered as challenges that must be faced by being followed by alternative solutions in solving existing problems. Thus, it is necessary to roll out the discourse of developing future leadership models. Menurut Kanter (2006) The top leaders in different countries of the future will be cosmopolitan, innovative, diverse, and value-oriented. This cosmopolitan leadership style serves as a role model, leading through the power of personal exemplary so that it will give birth to a responsible and collaborative relationship. These leaders carry out very important tasks, they rally trust to master various challenges and are able to turn threats or problems into positive outcomes. Starting with adhering to values and vision, these leaders must develop the means towards high performance (Giedraitis & Ispiryan, 2021; Sutanto, Widodo, & Bidayati, 2018).

The principal as a leader in the education unit has traits and personalities in his leadership pattern. When talking about personality, of course, it must be seen from the point of view of psychology and must also be analyzed through personality psychology. Personality is an abstract problem, it can only be seen through a person's appearance, actions, speech, and way of dressing. Everyone has a different personality. The personal identity of a person according to Erikson in Sagala that is to grow and form through the development of a process of psychosocial crisis that lasts from phase to phase. Erikson assumes that every growing individual is forced to be aware of and interact with his or her growing social environment. If the individual concerned is able to overcome crisis after crisis that will arise with a healthy

personality and is characterized by his ability to master his environment, his psycho-physical functions are integrated and understand himself optimally (Inam, Ho, Sheikh, Shafqat, & Najam, 2021; Kajian, Kependidikan, Thasbikha, Bafadal, & Sumarsono, 2022)

The findings at the study site still have a leadership crisis viewed from the principal's personal point of view. The crisis includes: 1) the weak integrity of the principal's personality, 2) the weak desire of the principal in self-development as a leader, 3) the principal has not been open in carrying out the main duties and functions, 4) The principal has not been able to control himself in dealing with problems in his work as a leader. 5) Lack of talent and interest in position as an educational leader (Bum & Lee, 2018; Williams, 2005).

The importance of the role of the leader was also stated by Conger & Kanungo quoted Fattah (2000) that the quality of leadership relates to the existence of an individual in an organization as stated above that leadership must be in the context of an organization in which the members of its organization accept and submit to the influence of that individual. Members of the organization accept and submit to the influence of the individual in this case not only because of the legitimate power held by the individual, but also the voluntary acceptance of the formal and non-formal power that the individual has. Thus the direction of the relationship of the individual as the leader and his subordinates is two-way: 1) the first direction comes from top to bottom in accordance with the authority of the leader in legitimate power in accordance with his formal position and 2) the downward direction upwards which characterizes the existence of subordinates for the existence of his leadership. Without the acceptance of subordinates for the existence of their leaders who are formally legitimate as leaders (based on their position and position in the organization), the leader's ability to unite all the ideas and goals of various kinds of subordinates is known as the inward leader role (Williams, 2005). In addition to their role in the organization, the leader also has in order to maintain a good relationship with his stakeholders. This role is known as the outward leader role (Harari, Williams, Castro, & Brant, 2021). The role of being a representative of the organization is increasingly important today where the image of the organization is often the determinant of its success.

Self-leadership is not actually a new concept in the discussion of organizational behavior, but it was only put forward around the 1980s when Charles C. Manz and Henry P. Sims Jr. of the University of Pennsylvania published their works on self-leadership. According to Manz & Sims in 1980, individuals can let go of their need for leadership supervision through selfplanning, self-direction, self-monitoring and self-control that will increase the effectiveness

of the organization and the ability of members of the organization to learn (Jackson, 2004). Thus self-leadership is considered by many experts to be a broader concept of self-influence that specifies a set of cognition-oriented strategies derived from intrinsic motivational theories (Houghton & Neck, 2002).

The Peer Foster Student Program (PFS) itself is a movement to build awareness between students in Banyuwangi. Its management is carried out from students, by students, and for students in the school. The Banyuwangi Regency Government created a program managed by students who are assisted and accompanied and obtained from students. The program is a Peer Foster Student program. The Peer Foster Student Program, which has been launched since 2011, is one of the program innovations in improving education as an effort to create conditions so that school-age children get the opportunity to go to school. The objectives of the Peer Foster Student program are stated in the Decree of the Regent of Banyuwangi Number 188/182/KEP/429.011/(2004) about the Peer Foster Student Program is a form of community concern carried out by students who are economically capable to reduce the cost of education to fellow schoolmates who are economically disadvantaged.

In 2015, the Banyuwangi District Education Office issued a Decree of the Head of the Banyuwangi District Education Office Number: 188/1416/429.101/(2015) about Standard Operating Procedures (SOP) for Peer Foster Students (PFS) in the Banyuwangi District Education Office. Based on the SOP of Peer Foster Students, the management of the Peer Foster Student program is carried out by forming a PFS team consisting of students and teachers at each school have the task of managing and managing funds obtained from the donations of students. The team formed consisted of students at the highest grade level in the school and several teachers who were directly appointed by the principal to enter the PFS team. At the primary school level and equivalent, teachers focus on collecting and distributing funds. Meanwhile, at the elementary school level and equivalent, the role of the teacher as a motivator to supervise and direct students in obtaining these funds. The funds raised are not funds from the government as a whole, but are obtained through donations given voluntarily by students. Government funds are only used to assist in the publication of PFS programs only. Usually parents do not give money specifically to donate, but parents give pocket money to their child in a fixed amount so that the child can manage what the money is used for himself. The assistance distributed by PFS funds is in the form of necessities needed by underprivileged students in terms of economics (H Argadinata & Supriyanto, 2020).

The Peer Foster Student Program (PFS) won an award from the Ministry of Education and Culture as a Character Smart program which was handed over virtually at the 2020 Character Smart Appreciation Night event directly virtually by the Minister of Education and Culture of the Republic of Indonesia. Peer Foster Students (PFS) have won awards as top 12 best categories, Public Service Innovation Competition, East Java Province 2016. In addition to being a nominee for the Millennium Development Goals (MDGs) award for the education category in 2014, setting aside hundreds of programs from all over Indonesia. This PFS program is indeed in line with one of the commitments of the MDGs goals related to poverty reduction and basic education for all. This program is considered to have a big impact on building children's character. By getting used to setting aside pocket money for their underprivileged colleagues, a sense of empathy, care, and compassion for others grows. PFS itself is managed from students, by students, and for students in the school concerned. Since it was first launched in 2011, until now it has distributed funds of up to Rp.19.1 billion to help the education of thousands of students in Banyuwangi Regency. Actually, it is not nominal, the most important thing is precisely how to cultivate a sense of caring for others from an early age. With the hope that students will become a compassionate, helpful generation, so that society becomes more and more friendly (Argadinata, 2022).

Currently, the quality or quality of education in Indonesia is still low, although the expansion of access to education for the community is considered to have increased quite significantly. Indonesia has currently designed a 15-year education reform program since 2017. The quality of education in Indonesia is said to be still low because it is reflected in the ranking as the highest compared to other countries, namely about cases of illiteracy. 15% of 15-year-olds suffering from illiteracy, compared to other countries where only less than 10% suffer from illiteracy (Pérez-Ordás, Aznar Cebamanos, Nuviala, & Nuviala, 2019). In terms of access to education, the number of students who are now able to attend school has increased quite significantly. The increase in access is carried out by increasing financing, increasing the participation of local actors in education governance, increasing accountability and teacher quality, to ensuring student readiness, but these results have not been able to improve the quality of education in Indonesia. Therefore, the government needs to expand access to education that is more equitable and in accordance with international education standards. One of the media in an effort to improve the quality of education through the PFS innovation program that has been implemented by the Banyuwangi District Education Office. Through the PFS program, the impact felt by schools is great in improving the quality of education. The

implementation of the PFS program is of course on the basis of the leadership of the principal with the personality competencies he has.

## **METHOD**

Researchers choose research using a qualitative approach with the main objective that the researcher wants to know in depth and completely about the phenomena that actually occur in schools that produce description data in the form of written words or verbally from the behavior of the people the researcher observes and studies (Sugiyono, 2011; Ulfatin, 2015). Researchers choose a multi-site type of study research, by delving into interesting phenomena to be raised in research scientifically. The location of this study was at State Elementary School 5 Tapanrejo, State Elementary School 3 Pesucen, and State Elementary School 8 Kembiritan Banyuwangi, East Java Province, Indonesia.

The source of the researcher's data was obtained from informants at Sekolah Dasar Negeri 5 Tapanrejo, Sekolah Dasar Negeri 3 Pesucen, and Sekolah Dasar Negeri 8 Kembiritan Banyuwangi which included principals, vice principals, educators, and students. The selection of the location of this study was taken from the distribution of conditions in the western, central, and eastern regions consisting of superior schools and target schools. The data were collected by conducting in-depth interviews, observations, and strengthening of documentation data which was then analyzed with the help of the NVivo program to assist researchers in visualizing the findings of the research data (Bazeley & Jackson, 2013; Edhlund & McDougall, 2019; Hilal & Alabri, 2013).

## **RESULT AND DISCUSSION**

In the current era of globaliPFSi marked by the emergence of information and communication technology, dynamic and complex changes are happening so quickly in all fields that affect all sectors, both private and public, which in turn touches on the problems of Organization in every Organization that is for-profit oriented and not-for-profit oriented: the increasing need for faster decision making as a means of maintaining competitive Advantage. The implication of this is the diminishing direct direction of the leader over the activities of his subordinates. This means that subordinates are required to have more ability to lead themselves so that all their duties can be carried out equally well as themselves supervised by their leaders. Another reason for the need to lead oneself is the idea that Hunt put forward in Stewart (2011) that the view of leadership in organization needs to be changed to leadership of organization

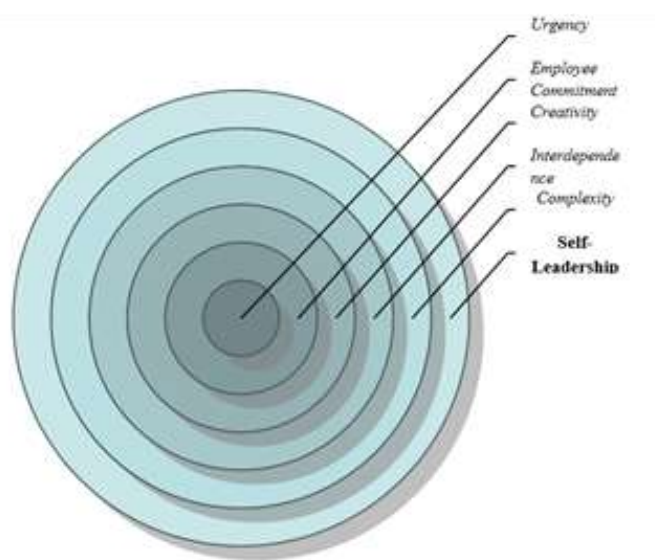


working in an Organizational structure that allows for higher autonomy and freedom and intrinsic work motivation (Jackson, 2004). Thus the top leadership of the Organization needs to reorganize the extent to which job enrichment and job enlargement need to be applied and to whom it is aimed without interfering with the achievement of the Vision and Mission of the Organization.

Self-development through self-leadership is not easy, because not everyone is willing and able to have a dialogue with themselves honestly without any justification. In addition, the development of self-leadership is also not needed by everyone, only with regard to the existence of high autonomy in work. In its implementation, self-leadership is used to mobilize oneself to care about the work program that must be achieved. As well as the peer foster student program which is a mega project of the Banyuwangi Regency Regional Government in innovating to help improve the education sector.

The following factors as support for the application of self-leadership are: 1) Urgency. A very urgent situation is less supportive of developing self-leadership skills, because in situations like this the traditional form of leadership will be more effective for solving existing problems. In addition, in situations where problem solving is urgently needed in high urgency, the development of self-leadership skills will not be adequate because the development of self-leadership abilities requires a long time. 2) Employee Commitment. When employee commitment is not required to be high, then the development of self-leadership abilities is less necessary. But when the Organization is in a situation that requires high employee commitment, then the development of self-leadership abilities will be appropriate for the Organization to continue to exist in such a situation. 3) Creativity. For organizations that require a high degree of innovation in order to meet the needs of their customers or serve the public quickly and effectively, the development of self-leadership skills is necessary. The provision of freedom and conditions in the Organization that encourages the creation of high self-leadership development and also the organizational situation that is conducive to sharing influence with colleagues in decision making, problem solving and identifying opportunities in the future will lead to the creation of an environment conducive to creativity which in turn will increase the innovative degree of the Organization. 4) Interdependence. The amount of interdependence in the work system of an organization will affect how much the portion of self-leadership is needed. Self-leadership is necessary when the dependence in performing the tasks that exist in the Organization is not so high. Thus the development of self-leadership is inadequately carried out within the scope of certain production processes in manufacturing where the degree of interdependence is high. 5) Complexity. The more complex the work that

must be done, the more effective the development of self-leadership skills will be, because in a situation like this it is impossible for one person to be able to master various fields at once. Even if it is forced to be done, then the development of self-leadership should be carried out gradually according to the periodization of the complex work, of course, it is still adjusted to the abilities of related individuals and this requires a long time. Visually the factors of self-leadership are presented as follows.



**Figure 1. Supporting Factors for the Implementation of Self-Leadership**

*Source: Pearce & Manz, 2005*

The importance of developing self-leadership skills in organizations is stated by (Jackson, 2004), namely: a) self-leadership skills developed in the Organization will be useful for the deployment of shared leadership in the Organization which can lead to a reduction in the workload of formal leaders that allows for increased control more effectively. This means that with the development of self-leadership abilities, the span of control of a leader will decrease and his control does not need to be as strict as supervising subordinates who are not independent. b) self-leadership ability can reduce the degree of dependence on the authority of traditional leaders thanks to the empowerment of subordinates of the responsibilities they need in carrying out their duties. c) self-leadership can be considered as a substitute for leadership which is an alternative to the top-down leadership approach with its formal hierarchical authority, because with the existence of self-leadership, the bottom-up approach becomes more and more spreading which will ultimately allow the organization's performance to be better. d) self-leadership is considered to be one way to improve the performance of the Organization. According to Alves et.al. (2006 : 342) this is possible thanks to the existence through the mindset and actions of individuals in the Organization which can then be used as a tool to

analyze the performance of the Organization, both partially and as a whole. e) self-leadership skills will enable employees to overcome various challenges caused by the organization's current system which is more complex and dynamic due to its ability to make decisions faster thanks to a clearer delegation of authority. f) self-leadership is needed to encourage positive behavior, namely behavior that is expected to occur that will produce good outcomes because it is expected to be able to suppress negative behaviors that are able to affect the work and family life of individuals. In general, it can be assumed that when a person's work life is good, it will have a good influence on his family life. Based on the description above, the Manz & Neck statement is self-leadership well, then this is a key factor for the effectiveness of Individuals and Organizations to be logical.

### **Peer Foster Student Program (PFS)**

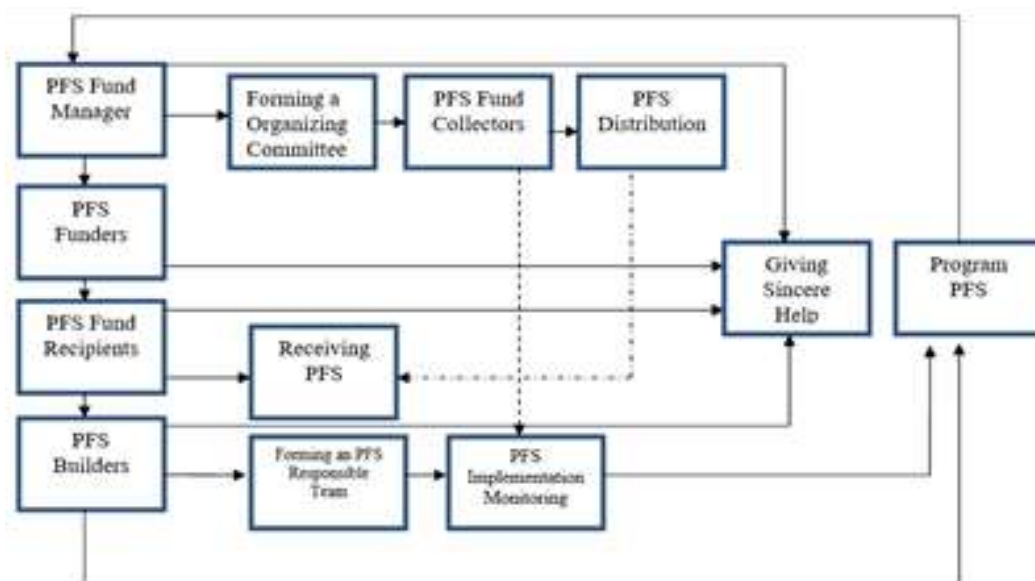
The Peer Foster Student Program (PFS) itself is a movement to build awareness between students in Banyuwangi. Its management is carried out from students, by students, and for students in the school. The Banyuwangi Regency Government created a program managed by students who are assisted and accompanied and obtained from students. The program is a Peer Foster Student program. The Peer Foster Student Program, which has been launched since 2011, is one of the program innovations in improving education as an effort to create conditions so that school-age children get the opportunity to go to school. The purpose of the Peer Foster Student program as stated in the Decree of the Regent of Banyuwangi Number 188/182/KEP/429.011/2014 concerning the Peer Foster Student Program is as a form of community concern carried out by students who are economically capable to reduce education costs to fellow schoolmates who are economically disadvantaged.

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**Figure 2. Implementation Process of Peer Foster Student Program**

*Source: Argadinata, 2022*

### **Self-leadership Strategies in Improving the Quality of Education through the Peer Foster Student Program**

Self-leadership will allow for an increase in the effectiveness of individuals when carried out in the right strategies. That is, although a person understands well how to control his thoughts and actions in order to be able to behave well, the self does not necessarily achieve the right self-leadership. In order for self-leadership to be achieved appropriately, individuals need to use three strategies that are carried out at the individual level. The following is presented self-leadership strategy in an effort to improve the quality of education through peer care student programs.

#### 1) Behavior-focused strategy.

Behavior-focused strategy is a strategy aimed at managing oneself with the aim of increasing self-awareness and self-discipline (self-dicipline) in order to direct the behavior of the implementation of tasks that need (mandatory) to be done, although it may not be a pleasant or easy task. This strategy is implemented by teachers and heads of secretaries who each have a more dominant focus than the existing components on self-management.

#### 2) Natural reward strategy.

This strategy focuses on positive experiences related to the task and the process of achieving it. Existing work is considered a valuable thing, because it is able to motivate

and benefit from the economic side. The educator should see his work as something that is fun, profitable and keeps him motivated, because an approach like this can increase his sense of capability, competence and self-control which ultimately improves his performance. Seeing the conditions in the field, the principal gives a lot of motivation to educators in carrying out the main tasks and additional tasks to always live wholeheartedly when the intensity of work is very high but must have a future perspective on the results that will be obtained.

3) Constructive thought strategy.

The management of constructive thinking according to some results of the study can improve cognitive processes, behaviors and states of individual affection. These strategies are used by individuals to influence or orient themselves by using cognitive strategies. Thinking about the sensitivity of circumstances, self-condition and the act of an appropriate decision-making direction is one of the efforts to be trained repeatedly individually.

Self-leadership strategies in Improving the Quality of Education through the Peer Foster Student Program from the findings will be presented visually through Figure 3 below.



**Figure 3: Self-leadership strategies in Improving the Quality of Education through the Peer Foster Student Program**

*Source: Argadinata, 2022*

This strategy is the capital for growing self-leadership through (PFS) peer foster student programs that have an impact on the quality of education in schools. The quality of the school is reflected in the school culture and the self-leadership of students, school residents, and principals. This measure of quality success by the education unit is seen from process indicators, outputs, outcomes and impacts. The measures of quality success are as follows: a) Process indicators with the increasing ability of education units to carry out educational quality assurance cycles that can be identified from changes in the management of education units; the existence of policies and policy implementations referring to the SNP; increased ability to plan and realize the improvement of the quality of education in education units, which is shown by the increasing competence of educators in carrying out the learning process from planning to assessment, development of extracurricular activities, increasing management of infrastructure and finance, cooperation and involvement of all stakeholders. b) Outcome indicators There is an improvement in student learning outcomes; results of competency tests and performance assessments of educators and education personnel; achievements of educational units and members; the realization of a pleasant learning environment; the existence of awards and financial support of stakeholders. c) Impact indicators The establishment of a quality culture with the implementation of sustainable and sustainable quality assurance in education units. b) Outcome indicators There is an improvement in student learning outcomes; results of competency tests and performance assessments of educators and education personnel; achievements of educational units and members; the realization of a pleasant learning environment; the existence of awards and financial support of stakeholders. c) Impact indicators The establishment of a quality culture with the implementation of sustainable and sustainable quality assurance in education units.

## **CONCLUSION**

Self-leadership is defined as the process that exists in a person to increase motivation and direct himself to behave in a way that is in accordance with what others expect him to be. Self-leadership is the process of influencing oneself to provide direction for oneself and self-motivating necessary to behave and act in appropriate ways. Supporting the application of self-leadership are: 1) Urgency, 2) Employee Commitment, 3) Creativity, 4) Interdependence, and 5) Complexity.

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managed by students who are assisted and accompanied and obtained from students. The program is a Peer Foster Student program. The Peer Foster Student Program, which has been launched since 2011, is one of the program innovations in improving education as an effort to create conditions so that school-age children get the opportunity to go to school. The purpose of the Peer Foster Student program as stated in the Decree of the Regent of Banyuwangi Number 188/182/KEP/429.011/2014 concerning the Peer Foster Student Program is as a form of community concern carried out by students who are economically capable to reduce education costs to fellow schoolmates who are economically disadvantaged.

Self-leadership will allow for an increase in the effectiveness of individuals when carried out in the right strategies. That is, although a person understands well how to control his thoughts and actions in order to be able to behave well, the self does not necessarily achieve the right self-leadership. In order for self-leadership to be achieved appropriately, individuals need to use three strategies that are carried out at the individual level. The following are presented self-leadership strategies in an effort to improve the quality of education through peer care student programs. a) Behavior-focused strategy is a strategy aimed at self-management with the aim of increasing self-awareness and self-discipline in order to direct the behavior of the implementation of tasks that need to be (mandatory) to be done, although it may not be a pleasant or easy task. This strategy is implemented by teachers and heads of secretariats who each have a more dominant focus than the existing components of self-management. b) Natural reward strategy this strategy focuses on positive experiences related to the task and the process of achieving it. Existing work is considered a valuable thing, because it is able to motivate and benefit from the economic side. The educator should see his work as something that is fun, profitable and keeps him motivated, because an approach like this can increase his sense of capability, competence and self-control which ultimately improves his performance. c) Constructive thought strategy Constructive thinking management according to some research results can improve cognitive processes, behaviors and individual affection states.

## **ACKNOWLEDGEMENT**

We thank you for the guidance of the lecturers, informants who have shared the research data, and all parties involved in this research, as well as the reviewers of this article.

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