Leadership Style of School Principal's and Tutor Teacher in Collaboration with Students of "Kampus Mengajar" Program

Ani Anjarwati¹, Moh. Saiful Bahri², Fitria Eka Ramadhani³
¹Pendidikan Guru Sekolah Dasar, Universitas Panca Marga; Indonesia.
²Manajamen, Universitas Panca Marga; Indonesia.
³ Pendidikan Pancasila dan Kewarganegaraan, Universitas Panca Marga; Indonesia.

ARTICLE INFO	ABSTRACT
	"Kampus iMengajar" i(KM) iprogram iis ia ipart iof ithe ipolicy iMerdeka iBelajar-Kampus iMerdeka i(MBKM) iwho iimplemented iby ithe iKementerian iPendidikan, iKebudayaan, iRiset, idan iTeknologi i(Kemendikbudristek). i iThe iaim iof ithe iprogram iis ito iimprove ithe iquality iof istudents iin iimproving ithe iquality iof ithe iteaching iand ilearning iprocess iin ielementary/junior ihigh ischools. iThe i"mpus iMengajar" iprogram iactivity iis inot imerely itaking ion ithe irole iof ithe iteacher ibut ias ia isupport ifor ithe ilearning isystem ifor istudents iat ischool. iThe iaim iof ithis iresearch iis ito ifind iout ihow ithe ischool iprincipal's ileadership istyle iaffects ithe imotivation iof itutor iteachers iin icollaborating iwith istudents ifrom ithe i"Kampus iMengajar" iprogram ibatch i3 iand ibatch i4 iat iSD iNegeri iBulusan i2 iBanyuwangi iand iSMP iAtma iWidya iSurabaya. iThis iresearch imethod iuses idescriptive iqualitative iwith ia icase istudy iapproach, iwith i8 irespondents, inamely i2 i(two) ischool iprincipals iand i6 i(six) itutors iin ithe i"Teaching iCampus" iprogram iprogram ibatch i3 iand ibatch i4, inamely iat iSD iNegeri iBulusan i2 iBanyuwangi iand iAtma iWidya iSurabaya iMiddle iSchool. iMethods iof idata icollection iusing iinterviews iand iquestionnaires. iData ianalysis itechniques istart ifrom icollecting idata ifrom iinterviews iand iquestionnaires. iThe iresults iof ithe iresearch iconducted ishow ithat ithe ileadership istyle iof ione iof ithe ischool iprincipals iregarding ithe imotivation iof itutor iteachers iin iestablishing icollaboration iis istill inot ioptimal. iAnother ifinding ifrom ithe iresults iof ithis iresearch iis ithat iseveral icivil iservant iteachers ihave inot icarried iout itheir imain iduties iand ifunctions. iWell iand itheir iability ito icollaborate iis istill irelatively ilow. iSo ithat isome iof ithe iimplementation iof ithe iWork iProgram's ifor ithe istudents iof ithe i"Kampus iMengajar" iprogram iteam iwas inot irunning ieffectively.

Corresponding Author:
Ani Anjarwati
Pendidikan Guru Sekolah Dasar, Universitas Panca Marga; Indonesia anianjarwati.upm@gmail.com

INTRODUCTION

.

"Kampus Mengajar (KM)" UU Permendikbud No. It is a program initiated by the government with the support of the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) as stated in 1. National Standards of Higher Education 2020 3 Graduation Standards Letter (a) Article 4 (1) (Simatupang & Yuhertiana, 2021). Article 5 (1) The standard of postgraduate education is the minimum standard for eligibility for graduation, including the character, knowledge and skills specified in the educational results. Attitudes referred to in Article 6(1) are facts and behaviors that internalize and follow through academic process, student study, research and/or community service the values and patterns that emerge in spiritual and social life. To learn The mentioned information is the knowledge about the ideas, thoughts, methods and/or thoughts of some research done by thinking during the study, student's work, scientific research and/or service to society (Feriyanto, 2022). Said skills are the ability to work with ideas, ideas, methods, materials and/or tools acquired through education, student work, experience research and/or community service related to the acquisition of general and specialist skills.

Hariyati et al. (2023) "Kampus Mengajar" program (1) to provide teaching assistance in schools that meet the criteria; (2) from extracurricular technical education to develop students' knowledge and skills, including cultural leadership, that is, how to create communication and cooperation in the different socio-cultural realities and pedagogical skills of the target schools, that is, how to guide and how to prepare tools. Andriyani et al, (2023) The "Teaching Campus" program also creates collaborations with partner schools to build teacher and student capacity. The Mission School of the

Program is determined directly by the Ministry of Education, including many factors such as the school's reputation and geographic region. Target school accreditation is 3T (Priority, Environmental and Disadvantaged) and 4T (Priority, Environmental, Disadvantaged and Immigrant) schools with B and C accreditation and schools with low AKM and ANBK scores.

Thanks to this program, students can apply the knowledge and skills they learned at the university (Hariyanti et al., 2023). Students can provide encouragement and inspiration to all students in Primary (SD) and Secondary School (SMP) to achieve their goals. One of the goals of knowledge management policy is to develop students' resources so that they are better prepared and adapted to the needs of the time, and to prepare graduates to become future leaders of excellence and character. It is hoped that learning experience with a flexible approach will help students realize their potential based on their interests and skills.

According to the PISA results published by the Organization for Economic Cooperation and Development (OECD) in 2018, Indonesia ranks 74th out of 79 countries. This shows that the level of mathematics knowledge among Indonesian students is still low (Feriyanto, 2022; Napitupulu, Walanda, Napitupulu, & Walanda, 2022; Salvia, Sabrina, & Maula, 2022).

The KM program gives students the opportunity to assist teachers and principals at Primary (SD) and Secondary School (SMP) levels with education for one (one) semester. School teaching also has a responsibility to develop the attitudes and interests of low-motivated students. The KM projects analyzed in this article are SDN Bulusan 2 Banyuwangi's 'Teaching Campus' Project Group 3 and SMP Atma Widya Surabaya's 'Teaching Campus' Group 4 and include: (1) Literacy and Mathematics, (2) Technology update, (3)) improve student knowledge of Pancasila, (4) assist school administrators and teachers. The future study plan is developed by the student in conjunction with the district supervisor (DPL) and is used throughout a term of the school's mission. Students collaborate with school counselors when making study plans.

.

The activities carried out by the students in the knowledge management team not only replace the teacher's role in education, but also support the students' learning at school. Leadership and motivation are inseparable (Agyemang Adarkwah & Zeyuan, 2020). Leadership is the process of motivating a group of people to achieve a goal (Ukata Philip Festus & Silas-Dikibo, 2021). Prelli (2016) Leaders who understand motivation can influence teacher performance in schools. There is a positive relationship between leader's leadership and teacher support (Agyemang Adarkwah & Zeyuan, 2020).

Principals who adopt a culture that supports teachers will help increase school performance (Eranil & Ozbilen, 2017). Another study also revealed that the leadership practices used by the University of Ghana were designed to encourage teachers' unity, but the practice was still weak (Michael & Emmanuel, 2020). Bahri (2017) The school principal's role in leading the school is an important factor for the success of the school. Leadership can be said to be good if the work culture affects not only the job but also the willingness of employees to work together and work to achieve goals. The principal also has an influence on the activities of teachers in the school.

Agyemang Adarkwah & Zeyuan (2020) Collaboration skills are essential for educators in the 21st century. Professor Pamon, who takes part in the "Teaching Campus" project, also plays an important role in the cooperation as one of the school's stakeholders, thus creating new ideas and good environmental education. . An educational environment that will raise qualified and competent students in the 21st century and the age of Industrial Revolution 4.0.

Andriani (2023) Teachers are role models for students, so teachers should be disciplined to be good role models for students. Teachers should be able to work with students 21st century (Anjarwati, 2023). Yuliatin et al (2023) In order to develop students' attitudes, knowledge and skills to be good citizens, teachers need to be able to learn collaboratively and lead personal development and education according to the needs of education in Indonesia. The industrial age is in the 4.0 and 21st century. The aim of this study is to understand the leadership styles of school administrators and teachers working with students in Group 3 and Group 2 of the Team Campus program. SD Negeri Bulusan 2 Banyuwangi and 4 of SMP Atma Widya Surabaya.

Literatur review

A. Leadership Style

The leadership style of the leader is very important to create a good partnership. The President's leadership seeks to guide and encourage mentors so that the Teacher Campus team can work with their students to carry out work activities that may affect the improvement of education, particularly education. In addition, this leadership skill is also designed to create goals set by a group of people. According to Jackson (2023), (1) transformational leadership; (2) business culture; (3) bad leadership.

1) *Transformational leadership*

Kovach (2019) Over the last three decades, cultural change has increased in many contexts; One of them is education. Transformational leadership is accepted as one of the most effective leadership models in education (Bacila et al., 2019; Berkovich & Eyal, 2017). Transformational leadership is one of the most effective methods for leadership that follows and evaluates leaders (Kapucu & Ustun, 2018). Transformational leadership was first proposed. A transformational leader is a person who understands the vision of the future, can

communicate, share, has the ability to motivate employees, and overcomes differences from the following people (Balwant, Birdi, Stephan, & Topakas, 2019).

Bass (1999) also describes a transformational leader as someone who has the ability to inspire people to pursue their own interests and enhance the growth, success and well-being of their followers, organizations and communities. Associated features of transformational leadership; exhibiting excellence, instilling trust, respect and trust in the members of the organization, being a role model and showing confidence in the members of the organization (Al-husseini and Elbeltagi, 2018; Crowne, 2019). According to Bass (1999), transformational leadership has four dimensions: (1) charismatic personality; (2) inspiration; (3) personal feelings; and (4) intellectual stimulation. Berkovich & Eyal (2017)Transformational leadership theory of rebuilding and changing schools to meet the needs of 21st century education.

2) *Transactional Leadership*

Transformational leadership is similar to the business perspective of managers in that it focuses more on getting the job done, emphasizes employee obedience, improves organizational performance, and maximizes profits. There are many theories of entrepreneurial leadership; These include: (1) the use of extrinsic motivational methods, particularly rewards and punishments, to encourage employees to achieve the goals of the organization; (2) Individuals participate in control, especially when controlling their situation/current situation (3) When people do things below unattainable performance levels, they achieve hegemony or leadership by making corrections (Jackson, 2023).

3) *Passive-Avoidant Leadership*

This leadership style is characterized by avoiding decisions, so people with this leadership style tend to complete tasks and work without interfering or responding to employee concerns. When using leadership, (Jacob & Rockoff, 2011) do not seek or improve the performance of employees, do not reward them when they achieve the goals of the organization, but prohibit struggling and communicating with staff.

From the three applications above, in this study, 2 (two) applications related to human education will be examined: *Transformational leadership*; dan *Passive-Avoidant Leadership.*

No	Gaya Kepimpinan	Aspek	Indikator
	Transformational leadership	Perilaku karismatik	a. I make other people around me happy
			b. Others trust me
			c. Others are happy to join me
		Charismatic Behavior	a. I expressed in a few simple words what we can and should do
			b. I gave an interesting description of what we can do
			c. I help others find meaning in their work in their work
		Inspirational Motivation	a. I enable others to think about old problems in new ways
			b. I give others new ways of looking at confusing things
			c. I get others to rethink ideas they've never questioned before
		Intellectual Stimulation	a. I help others develop themselves
			b. I tell others how I think they are doing

No	Gaya Kepimpinan	Aspek	Indikator
			c. I give personal attention to others who seem to be being rejected
2	Passive-Avoidant Leadership	Personal Decision Making	a. I am satisfied when others meet agreed standards
			b. As long as everything is going well, I'm not trying to change anything
		Private Management	c. I tell others the standards they must know to do their jobs
		Leadership Laissez- faire	a. I am content to let others continue to work in the same way
			b. Whatever others want to do is fine with me
			c. I don't ask anyone anything other than the things that really matter

B. *Teacher motivation*

Teacher motivation reflects teacher performance and participation (Thoonen, Sleegers, Oort, Peetsma, & Geijsel, 2011). Across cultures, teacher support is mostly associated with teaching quality, teacher commitment and participation, which affects student success in the classroom (Klassen, Al-Dhafri, Hannok, & Betts, 2011). In order for the teacher to have a healthy and effective learning, it is necessary to provide support (motivation) to the teacher (Durksen, 2017). Teachers who work well will be more productive (Soodmand Afshar & Doosti, 2016). The Ministry of Education evaluates teachers by measuring their dedication and commitment (Seniwoliba, 2012). The effectiveness of the teacher in increasing student achievement is affected by motivation (Akuoko et al, 2012).

Teachers are important in coordinating learning through strategies that support learning, non-learning, and learning success in schools (Yanbo, Bazari, & Anuar, 2023). Teachers need to be paid enough to provide high motivation (Nwokeocha, 2017). Better salaries increase teacher motivation and satisfaction (Wamitu, 2018).

Teacher self-efficacy is a predictor of teaching practice and the degree of teachers' participation in the classroom despite problems. Low teacher self-efficacy is a factor in teacher turnover (Perera, Granziera, & McIlveen, 2018), while high teacher self-efficacy is associated with teacher motivation, teaching, teacher job satisfaction, and student performance. and teacher retention.

METHODS

The study adopted a qualitative and descriptive data analysis process by reducing data, data outputs and results (Yuliani, 2018). The data collection process is carried out through interviews and questionnaires. This questionnaire includes questions about the leadership style of the manager. The subjects of this study are 8 participants, including 2 (two) directors of SDN Bulusan 2 Banyuwangi and SMP Atma Widya Surabaya. And for (six) instructors for the "Kampus Mengajar" project.

The period in which the research will be conducted is when the candidate works as a district supervisor (DPL) in the third group of the "Kampus Mengajar" project (ie January-June 2022) and in the fourth group of the "Teaching Campus" project (July-June 2022). June. 2022)) when there are good results. December 2022.

.

FINDINGS AND DISCUSSION

Findings

The following is a diagram of the results of the research on the leadership style perceptions of school principals, namely transformational leadership and passive leadership.
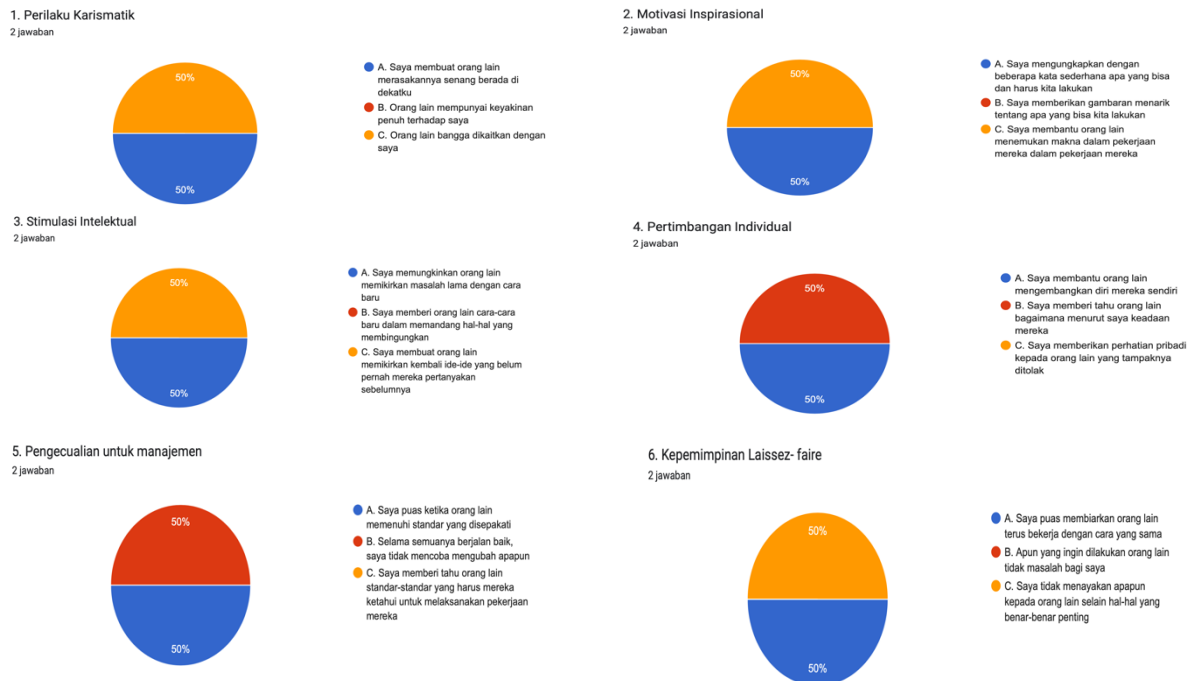

Figure 1. Result Data *Transformational leadership;* dan *Passive-Avoidant Leadership (*Bass 1985; 1990;1999).

Discussion

From the above findings, it can be explained that this leadership examines the four factors that are used to strengthen the leadership of leaders, coaches and KM students. The areas examined are: (1) charismatic personality; (2) motivational support; (3) intellectual stimulation; and (4) personal judgment. These four (four) are designed to describe leadership or behavior that affects the mentor's motivation and performance. The leader applies discipline to trainees so they can build trust. The principal's leading role in supporting teachers to work with students should be emphasized.

The principal should not only focus on solving the same problem as before, but should be able to see the root of the problem and develop the ability of people to find solutions to problems in the body based on different experiences and thoughts. From Figure 1, it can be determined that the 2 (two) interviewees, namely the manager of SDN Bulusan 2 Banyuwangi and Atma Widya Surabaya, the manager of SMP, have different leadership styles. Looking at the leadership data obtained on various factors and indicators, the first interviewer is involved in leadership change, while the second interviewer generally favors bad leadership that affects two things: (1) avoidance management (2)) Laissez-Faire Leadership with 3 (three) indicators in each .It is also very important for leaders to support teachers working with students in managing knowledge.

The leadership qualities that a leader should possess include: (1) The leader must be able to manage the team effectively without causing too much or negative impact on the employees. Prioritize your interests and do not alienate group members. (2) Leaders are not sensitive to other people's words; (3) Do not easily believe false statements. (4) They argue that leaders are easy to trust and easy to control. From interviews with participants, it was

.

revealed that principals with poor leadership styles were less able to motivate teachers to work with students.

The teacher said that there is no interaction with the school principal, there is no teacher participation in the cooperation of the students on knowledge management, he avoids conflicts most of the time, he gets along well with the lecturers/staff, he likes to listen more and keep the students' work under control. information.

CONCLUSION

The conclusions that can be drawn from the explanation above are:

1. The principal of SDN Bulusan 2 Banyuwangi and at SMP Atma Widya Surabaya in motivating and tutoring teachers to be able to collaborate with KM students have different leadership styles. The tendency for the transformational leadership style possessed by school principals is better than other leadership styles
2. 3 aspects of leadership include transformational leadership, transactional leadership and Passive-Avoidant Leadership.
3. As a leader, you must have the character of a leader, namely discipline, patience and being able to build trust and motivate. Because these four characters really need to be implemented by a leader before being implemented by a team of members or staff.
4. A leader's responsibility is to determine the success of the collaboration results to be achieved.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

REFERENCES

Agyemang Adarkwah, M., & Zeyuan, Y. (2020). The Paradoxical Relationship between Principals' Transformational Leadership Styles and Teachers' Motivation. *International Journal of Educational Excellence*, *6*(2), 15–46. https://doi.org/10.18562/ijee.056

Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The influence of the transformational leadership and work motivation on teachers performance. *International Journal of Scientific and Technology Research*, *7*(7), 19–29.

Anjarwati, E. a. (2023). Meningkatkan Sikap Ilmiah Siswa Abad 21 Melalui Kegiatan Eksperimen pada Materi Fotosintesis. *Journal on Education*, *05*(02), 4030–4040.

Aransyah, A., Herpratiwi, H., Adha, M. M., Nurwahidin, M., & Yuliati, D. (2023). Implementasi Evaluasi Modul Kurikulum Merdeka Sekolah Penggerak Terhadap Peserta Didik SMA Perintis 1 Bandar Lampung. *Jurnal Teknologi Pendidikan : Jurnal Penelitian Dan Pengembangan Pembelajaran*, *8*(1), 136. https://doi.org/10.33394/jtp.v8i1.6424

Bacila, I., Adaway, J., Hawley, J., Mahdi, S., Krone, R., Patel, L., … Krone, N. (2019). Measurement of Salivary Adrenal-Specific Androgens as Biomarkers of Therapy Control in 21-Hydroxylase Deficiency. *Journal of Clinical Endocrinology and Metabolism*, *104*(12),

.

6417–6429. https://doi.org/10.1210/jc.2019-00031

Bahri, S. (2017). Pengembangan Kurikulum Dasar Dan Tujuannya. *Jurnal Ilmiah Islam Futura*, *11*(1), 15. https://doi.org/10.22373/jiif.v11i1.61

Balwant, P. T., Birdi, K., Stephan, U., & Topakas, A. (2019). Transformational instructor-leadership and academic performance: a moderated mediation model of student engagement and structural distance. *Journal of Further and Higher Education*, *43*(7), 884–900. https://doi.org/10.1080/0309877X.2017.1420149

Bass, Bernard, M. (1999). Two Decades of Research and Development in Transformational Leadership. *European Journal of Work and Organizational Psychology*, *8*(1), 9–32. Retrieved from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.467.8619&rep=rep1&type=pdf

Berkovich, I., & Eyal, O. (2017). The mediating role of principals' transformational leadership behaviors in promoting teachers' emotional wellness at work: A study in Israeli primary schools. *Educational Management Administration and Leadership*, *45*(2), 316–335. https://doi.org/10.1177/1741143215617947

Durksen. (2017). This is a repository copy of Motivation and collaboration : : The keys to a developmental framework for teachers ' professional learning . White Rose Research Online URL for this paper : Version : Accepted Version Article : Submission Files Included in th. *Teaching and Teacher Education.*, 53–66.

ERANIL, A. K., & OZBILEN, F. M. (2017). Relationship between School Principals' Ethical Leadership Behaviours and Positive Climate Practices. *Journal of Education and Learning*, *6*(4), 100. https://doi.org/10.5539/jel.v6n4p100

Feriyanto, F. (2022). Strategi Penguatan Literasi Numerasi Matematika Bagi Peserta Didik Pada Kurikulum Merdeka Belajar. *Jurnal Gammath*, (September), 86–94.

Hariyanti, H., Permadi, G. C., Kartasasmita, S., Sari, F. A., Alrafni, A., & Suryanef, S. (2023). Kampus Mengajar Angkatan 4 Dan Peningkatan Literasi Numerasi Peserta Didik Berkebutuhan Khusus. *JMM (Jurnal Masyarakat Mandiri)*, *7*(2), 1482. https://doi.org/10.31764/jmm.v7i2.13721

Jackson, K. M. (2023). Perceptions of leadership styles in international special and general education schools in the United Arab Emirates. *Journal of Global Education and Research*, *7*(1), 34–49. https://doi.org/10.5038/2577-509x.7.1.1211

Jacob, B. A., & Rockoff, J. E. (2011). Organizing schools to improve student achievement: Start times, grade configurations, and teacher assignments. *The Hamilton Project*, (September), 24. Retrieved from http://www.brookings.edu/~/media/research/files/papers/2011/9/organization jacob rockoff/092011_organize_jacob_rockoff_brief

Kapucu, N., & Ustun, Y. (2018). Collaborative Crisis Management and Leadership in the Public Sector. *International Journal of Public Administration*, *41*(7), 548–561. https://doi.org/10.1080/01900692.2017.1280819

Klassen, R. M., Al-Dhafri, S., Hannok, W., & Betts, S. M. (2011). Investigating pre-service teacher motivation across cultures using the Teachers' Ten Statements Test. *Teaching and Teacher Education*, *27*(3), 579–588. https://doi.org/10.1016/j.tate.2010.10.012

Kovach, M. (2019). Transformational Leadership Produces Higher Achievement Outcomes: A

.

Review in Education and Military Contexts. *AURCO Journal Spring*, *25*(Spring), 137–147.

Michael, A., & Emmanuel, A. (2020). A Study of the Diagnostic Practices for Mental Disorders in Ghana. *Journal of Clinical Review & Case Reports*, *5*(4). https://doi.org/10.33140/jcrc.05.04.10

Nwokeocha, S. (2017). Teacher quality, development and motivation in Nigeria. *African Educational Research Journal*, *5*(2), 126–134. Retrieved from https://eric.ed.gov/?id=EJ1214167

Osei Akuoko, K., Dwumah, P., & Mahama Baba, W. (2012). Teacher Motivation and Quality Education Delivery: a Study of Public Basic Schools in Tamale Metropolis in Ghana. *International Journal of Social Science & Interdisciplinary Research*, *1*(12), 29–46. Retrieved from www.indianresearchjournals.com

Perera, H. N., Granziera, H., & McIlveen, P. (2018). Profiles of teacher personality and relations with teacher self-efficacy, work engagement, and job satisfaction. *Personality and Individual Differences*, *120*(August 2017), 171–178. https://doi.org/10.1016/j.paid.2017.08.034

Prelli, G. E. (2016). How School Leaders Might Promote Higher Levels of Collective Teacher Efficacy at the Level of School and Team. *English Language Teaching*, *9*(3), 174. https://doi.org/10.5539/elt.v9n3p174

Seniwoliba. (2012). *Teacher motivation and Job Satisfaction in selected Senior High Schools in the Tain District of the Brong Ahafo Region*. *1*(9), 181–196. Retrieved from https://erl.ucc.edu.gh/jspui/handle/123456789/2837

Simatupang, E., & Yuhertiana, I. (2021). Merdeka Belajar Kampus Merdeka terhadap Perubahan Paradigma Pembelajaran pada Pendidikan Tinggi: Sebuah Tinjauan Literatur. *Jurnal Bisnis, Manajemen, Dan Ekonomi*, *2*(2), 30–38. https://doi.org/10.47747/jbme.v2i2.230

Soodmand Afshar, H., & Doosti, M. (2016). Investigating the impact of job satisfaction/dissatisfaction on Iranian English teachers' job performance Iranian Journal of Language Teaching Research. *Iranian Journal of Language Teaching Research*, *4*(1), 97–115. Retrieved from www.urmia.ac.ir/ijltr

Thoonen, E. E. J., Sleegers, P. J. C., Oort, F. J., Peetsma, T. T. D., & Geijsel, F. P. (2011). How to improve teaching practices: The role of teacher motivation, organizational factors, and leadership practices. *Educational Administration Quarterly*, *47*(3), 496–536. https://doi.org/10.1177/0013161X11400185

Ukata Philip Festus, & Silas-Dikibo, I. D. (2021). *The Trends Of Teaching And Learning 21st Century Skills By OTM Lecturers And Students For Employability Skills In Nigeria*. *9*(4), 102–110. Retrieved from www.seahipaj.org

Wamitu, S. N. (2018). Motivational strategies for teacher attraction and retention in Nyeri County, Kenya. *The International Journal of Business Management and Technology*, *2*(1), 16–25. Retrieved from www.theijbmt.com

Yanbo, W., Bazari, N. A., & Anuar, R. (2023). Theoretical Construction and Research Perspectives of Student Engagement in Foreign Language Education. *Asian Journal of University Education*, *19*(1), 133–146. https://doi.org/10.24191/ajue.v19i1.21230