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Collaborative Leadership in Decision Making At Educational Institute

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Abstract: **Collaborative Leadership In Decision Making At Educational Institute.** Principals who are competent in managing school programs collaborate with the community regarding decision-making in human resources management. *Objective:* The aim of this study was to analyze and describe the leadership role of principals, principal collaborative efforts and decision making at school. *Methods:* The method used is a qualitative method with a phenomenological approach. Data collection techniques using amounted to 10 people with key information of the head of the foundation, the principals, head of administration, teachers and the parents. *Result:* The results showed that (1) the role of leadership in schools has an influence on the success of the collaborative process. (2) Collaborative efforts in schools can be done by building a culture of cooperation and distributing good leadership. (3) Decision making can be effective if it is carried out jointly and takes into account the consequences that arise thereafter.

Keywords: Collaborative Leadership, Leadership in schools, Decision Making

I. INTRODUCTION

Economic growth in a country is increasingly dependent on the improvement of the educational system. The main idea to start the growth in the educational system is to improve the education institution and the people who lead inside the institutions. In every institution, there must be someone called the leader that runs the management. A leader should role his function, like manage a job delegation, how to work, and the relation between one works to another, and also how to work together with other co-workers. (Ireland & Hitt, 1999)

The ability of the leader in managing and controlling his leadership is a key factor in the success or failure of an organization. This is related to the quality possessed by the leader. Leadership requires an effective form of human relations, meaning that human relationships in leadership are the way a leader treats the person he leads, who will respond in the form of activities that support or not to the achievement of his organizational goals. These activities are not something static, but can change and develop, so that the actualization of the organization becomes dynamic (R. J. J. R. G. P. Veithzal, 2003)

Also in some educational institution, the details of the assignment are a pattern of cooperation that leads to the executor of the task of carrying out the agreed-upon office activities. This organizational structure describes the working relationship between leaders and leaders and between leaders and staff in providing administrative services to the campus or school community (Sarwaty, 2013). Every leader has their own collaborative style that they applied to the system in the organization. And all the aspects expect they have a good collaborative between leader and staff to give a maximal result to the other and showed that the organizations have a good synergy. Approach to school leadership that relies substantially on principals' capacity to adopt a collaborative leadership style.

By collaborative leadership, the process of engaging collective intelligence to deliver results across organizational boundaries when ordinary mechanisms of control are absent. It's grounded in a belief that all of us together can be smarter, more creative, and more competent than any of us alone, especially when it comes to addressing the kinds of novel, complex, and multi-faceted problems that organizations face today. It calls on leaders to use the power of influence rather than positional authority to engage and align people, focuses their teams, sustains momentum, and perform (Hurley, 2011)

According to (R. Veithzal & Sagala, 2004) the organization is a framework of relationships that are structured in it and contain the authority, responsibility, and division of tasks to carry out certain functions.

The purpose of organizing is to divide the work that must be done into detailed departments and offices, divide the duties and responsibilities related to each position, coordinate various organizational tasks, group jobs into units, build relationships among individuals, groups and departments, establish formal lines of authority, allocate and provide organizational resources (Rivai, 2003)

This research was carried out in consideration of some of the leaders comes with all their uniqueness in the same time leader plays a systemic leadership role in establishing working relationships with all the people in his organization in order to achieve goals that are expected together effectively and efficiently and run smoothly and put forward the results of the process.

Every leader has his own characteristics, habits, temperament, personality, and personality so that his behavior and style distinguish him from others. And also, his lifestyle will influence his behavior and type of leadership. This transformation is based on an approach to school leadership

that relies substantially on principals' capacity to adopt a collaborative leadership style.

It is important to note that school leadership was the foremost concern arising from the school review process. The importance of this concern was no doubt reinforced by the recognition of two essential findings from studies on school improvement: a) the realization that the school is the unit of change (Lezotte, 2005) and the importance of principal leadership in promoting participation in school improvement efforts (Taylor, climate, & making.) (Huffman & Jacobson, 2003) As with most school review process the measures of school leadership focused on perceptions that staff, parents and students provided. Additional measures included policies and procedures observed during the internal and external evaluations. The expected leadership approach communicated by the kinds of data being gathered was clearly predicated on professional collaboration. (Williams & Policy, 2006)

The personality of the leader in general staff appraisal is a person who is liked because he is able to place his staff in positions as work partners, not as superiors and subordinates. This also possibly makes the work climate in the institution become conductive, although sometimes there is a possibility the relationship between staff and staff disputes occur. This is what drives research to see into the form of collaboration between leaders and staff in providing excellent services to improve the quality of the educational institution.

The document called for parents, students and local communities to work with school-based professionals as partners in education and learning with the specific objective to promote strong successful schools within the collaborative leaders. The study presented provides insight into decision making, a principal' leadership styles, and presents a cautiously optimistic view for the success of this latest reform.

School Leadership Redefining

In some countries, school is only the place where students to be taught by teachers, the principals are busy to manage the operation of the school daily routine and also monitoring some teacher to do their teaching material and preparations. But, in reality, in many schools, there are some positions that school need to help in order to raise student growth and also the school improvement. Some of the leader itself likes Head of school, Principals, vice principals, business management, Curriculum Coordinator, and etc.

As an educational community, schools should run its function as a professional learning community where every school members, realize that they are a learner. (Harris & management, 2003) described Professional Learning Communities as a place where a shared sense of purpose was developed as a teacher "engage in collaborative work and accept joint responsibility for the outcomes of their work". In professional learning communities, leadership becomes a shared process as principals recognize the potential of teacher collaboration and actively build leader capacity on a school-

wide level (Lambert & Policy, 2000). Sharing leadership and how to building leadership capacity or capability, the foundations upon which professional learning communities are built represents a very different perspective of organizational leadership from the technical approach that currently exists in many schools.

Principals and some leaders need to do collaborative work and accept every difference to work together to reach the school's visions. And stick to their every plan, whatever it takes. (Ogawa & Bossert, 1995) proposed that the primary approach to current school leadership was still based on a technical – rational perspective that promoted hierarchical structures and prevented substantive collaboration among the school professionals. (Emihovich & Battaglia, 2000) reinforced their belief with the findings from their study on the prevalence of collaborative leadership in schools. Their study found that most principals still perceived their primary rules to build and manage the programs rather than collaborative professionals. (Jackson & Management, 2000) found the hesitance among principals to share leadership as the partly due fact that the school effectiveness literature continues to propagate the view of leadership centered around "strong head teachers with dynamic old forceful personal qualities" rather than "leadership that is widely spread among educational stakeholder.

Leadership in school is socially constructed and culturally sensitive (Foster & St Hilaire, 2004). Leadership expands as administrators, teachers and other leaders collaborate, support each other's growth and redefine their system roles as professionals (Hoerr, 1996). As leaderships focus shift from an individual to an organizational capacity, the structures' and policies' focus shifts from prescribing roles and well-defined role relationships to maintaining social legitimacy and acquiring the resources necessary to provide quality learning opportunities, not only for students but for teachers and administrations as well (Ogawa & Bossert, 1995). The key component is a principal who believes in the potential of a learning organization (Senge, 2002) and has the skill to develop a community of collaborative learners.

Bridging the Gap, Collaborative Leadership and Making Decisions

If the schools are to be transformed or changed into learning communities, especially among the style-directed, leader behaviors are their capacity to collaborate (Fullan, 1995; O'Shea & O'Shea, 1997) much of which is based on their decision-making practices. Most of the leader who involves in school development, they have their own agenda that need to be done and will take some effect on their decision – making style while they plan some program in their division. And it's very possible some of the leaders will have different ideas to reach an issue. Then it will need a collaborative style in leader to make sure, they still can walk together even they have their own way to reach the school goal.

The literature on leadership styles (Fiedler & Chemers, 1974; Sergiovanni, 1991) provides some important points. These leadership theorists argued that leadership style was a relatively fixed construct for an individual and that while some individuals may have the capacity to lead using more than one style, leadership style flexibility was not characteristic of all leaders. This is an essential point because the literature about leader capacity to collaborate seldom consider the decision making that the leader took.

II. METHOD

The purpose of this study is to determine if the principals are likely to use collaborative leadership style deemed essential in the associated their decision-making behaviors in Wellington School Lampung. The choice reset will be done in qualitative reset that will focus on the collaborative school leaders in their behaviors in making decisions in order to reach some school improvement.

Research design

The research carried out is qualitative research so that the design of the study is temporary, which is adjusted to the reality in the field. This is caused by several factors that are considered, among others, the reality in the field cannot be ascertained because it is strongly influenced by factors of interaction between researchers and reality (natural conditions). Through a qualitative approach, deep understanding and interpretation of meaning, reality and relevant facts is obtained. Therefore, the design of this study emphasizes how the process is rather than the results. This research is designed to understand the actions of the individual, including the life, activities and experiences of the research subject.

Data collection technique

In qualitative research, data collection is carried out in natural conditions, by taking primary data sources and more data collection techniques in participant observation, in-depth interviews and questionnaires. The primary data source in question is the source of data that directly provides data to the data collector; in this case the researcher takes data from people who hold positions in the Wellington School Lampung environment and some staff who work in the agency. Interviews are conducted, namely, researchers can find out more in-depth things about participants in interpreting situations and phenomena that occur, where this cannot be found through observation. Other data collection techniques with questionnaires that describe the conditions that have occurred and can see the style of collaboration between leaders in the school.

III. RESULT AND DISCUSSION

Form of Collaboration between School Leaders

In carrying out their activities as principals, leaders have their own concepts in establishing work relationships between other school principals. For more details, it can be seen from the results of the interview as follows: the form of collaboration that is built is a systemic form which means all important so that the partnership relationship is felt. Partnership in all things, not only orders and jobs but also in sustenance. The style is contextual in accordance with the theme (June 11, at 10:15 a.m.). From the results of observations, the leaders carry out their duties as principals and respect other school principals. In the sense of the word he saw contextually when partnering with the Principals. The following is an excerpt from the interview with the Kindergarten Principal: *the leadership pattern that I did was a systemic model, where my position was in the middle and surrounded by several elements, all of which were important. My organizational structure is not based on the presence of a chairman and so on which is arranged taxonomically. Systemic models are all the same elements and the success of something is the result of collaboration with several elements that exist. The way is to empower all elements and give trust (11 June 2019, 11:45 a.m.).* The Kindergarten Principal as one of the high officials in the Wellington School environment felt that it was very important to put forward the results of the process in realizing the work plan that was to be achieved.
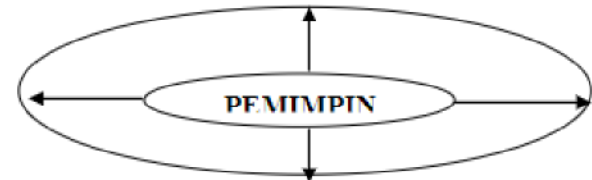
Pic 1.

Systemic Pattern Collaboration

Then the researcher interviewed the Primary and Secondary Principals which when interviewing the Primary Principal which according to the interview he placed herself in the authority center of all kinds of activities within the school and placed all of his partners equally without differentiating positions but to the ability to carry out certain types of work. If it is related to the Kindergarten and Secondary divisions, then all principals will conduct a coordination meeting, so that when the decision is taken, the administration does not experience administrative clashes. Furthermore, the Secondary Principal added how the process of collaborating with the Head of Finance took place, the results of the interview were as follows: *I treated the Head of Finance at the Lampung School in Lampung well and respected every decision he made. So what is done is a learning process especially for me as a leader. In certain situations I can explain something based on existing data, that there are people like that and there are people like this. (June 12, 2019, at 1:00 p.m.)* The contextual nature of the systemic partnership pattern gives a certain role to each element around the organization they lead. Sometimes the workload that should be done by staff from kindergarten or elementary school, often junior high school staff also help to be able to lighten other divisions, for example during major school

events, so that it can be completed properly and smoothly. This is related to the work orientation adopted by the Principals which is oriented towards the collaboration process.

IV. FINDINGS

Forms of Collaboration between Principals

The form of collaboration between principals and one another is a systemic pattern that is different from the pattern required by the Wellington School Lampung institution based on the organizational structure. The form of the dean collaboration relationship in the form of a systemic pattern is described in the form of Pie, while the organizational structure is described in the form of an organizational structure chart. According to Rivai (1993: 406), structure is an interaction pattern that is defined in an organization and which coordinates technology and humans in the organization. While the structure is the group context is the standard of behavior applied by the group, the communication system and rewards and the mechanism of group sanctions. Furthermore, it is shortened that the organizational structure is a formal pattern of grouping people and jobs, a formal pattern of activities and relationships between various organizational sub-units that are often described through organizational charts.

V. CONCLUSSION

Based on the results of research on the form of collaboration between school leaders in improving the quality of education in Wellington School Lampung, it can be concluded that the form of collaboration that is built by leaders is a systemic pattern, synergizes positively.

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