THE EFFECTIVENESS OF PARTICIPATIVE LEADERSHIP STYLE THEORY ON THE PERFORMANCE OF MADRASAH TSANAWIYAH EDUCATORS AL-HIDAYAH SERANG

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Abstract
This study aims to appreciate the leadership of the principal of Madrasah Tsanawiyah Al-Hudayah Serang who uses a participatory leadership style. This research will show the results of improved performance in the institution, in the aspect of improving teacher performance. To get the results of the study, researchers use qualitative methods that use interview approaches and social analysis. The results of this study show an increased teacher performance based on the leadership style carried out by the principal of Madrasah Tsanawiyah Al-Hidayah Serang, as evidenced by the increased participatory aspect of a teacher and the planned program is running well. In addition, in this study there is a review of theories that can be a reference for implementing the effectiveness of participatory leadership styles, namely; 1). Participatory leadership dynamics; 2). Decision-making process; 3). Conflict management strategies; 4). Active communication strategy; 5). The existence of the absence of educators.

Keywords: Leadership style, participatory, active performance

Abstrak

Penelitian ini memiliki tujuan untuk mengapresiasi terhadap kepemimpinan kepala sekolah Madrasah Tsanawiyah Al-Hidayah Serang yang menggunakan gaya kepemimpinan partsipatif. Serta ingin mengetahui seberapa efektif gaya kepemimpinan partisipatif terhadap kinerja tenaga pendidik di Madrasah Tsanawiyah Al- Hidayah Serang. Penelitian ini akan menunjukan hasil terdapat peningkatan kinerja di lembaga tersebut, dalam aspek peningkatan kinerja guru. Untuk mendapatkan hasil dari penelitian, peneliti menggunakan metode kualiatatif yang menggunakan pendekatan wawancara dan analisis sosial. Hasil dari penelitian ini menunjukan adanya kinerja guru yang meningkat yang didasarkan oleh gaya kepemimpinan yang dilakukan oleh kepala sekolah Madrasah Tsanawiyah Al-Hidayah Serang, yang dibuktikan dengan aspek partisipatif seorang guru yang meningkat dan program yang telah direncanakan berjalan secara baik. Selain itu, dalam penelitian ini terdapat tinjauan teori yang dapat menjadi acuan untuk mengimplementasikan efektifitas gaya kepemimpinan partisipatif yaitu; 1). Dinamika kepemimpinan partisipatif; 2). Proses pengambilan keputusan; 3). Strategi penenganan konflik; 4). Strategi komunikasi aktif; 5). Eksistensi kenirja tenaga pendidik.

INTRODUCTION

Leadership style is needed to be a solution in answering problems in an educational institution (Oman Farhurohman, 2018). Leadership that has diverse characteristics can influence the attitudes of its subordinates (Permana & Karwanto, 2020). A quality educational institution cannot be separated from the role of a leader in the educational institution, because a leader should realize that carrying out the mandate to improve quality and competitiveness to achieve institutional expectations (Wijaya, 2023). A teacher's performance as an educator is often a public conversation as well as student grades, students who become alumni, and teacher supervision of a student's future (Setiawan, 2017). Therefore, the a need for strengthening the aspect of education to achieve the goal of increasing human resources and the quality of life in society (Yusnita & Aslami, 2022).

Improving the quality of education in educational institutions can be achieved in various ways, one of which is with the participation of a leader and teaching staff at the institution (Andriani Lestari, 2019). A leader who can realize their potential will have an impact on achieving an educational institution's goals (Yusnita & Aslami, 2022). The leader is a person who is appointed based on common needs and is required to establish cooperation through his leadership style (Yusuf, 2018). Of the many leadership styles, a democratic leadership style can have a good impact on cooperation in achieving goals effectively and efficiently (Cahyani & Samatan, 2020).

With the current phenomenon, there are previous studies that illustrate that participatory leadership is an answer to a phenomenon that occurs. Like the research conducted by Ahmad Setiawan, the participatory leadership style has a significant influence on the performance of an employee who has experienced a real increase (Setiawan, 2017). Another study was conducted by Wijaya and found that the leadership of the principal uses a participatory leadership style to develop the creativity of a subordinate and provide an opportunity to make decisions by prioritizing deliberation in the common interest (Wijaya, 2023). In line with research conducted by Permana and Karwanto, the results of this study indicate that participatory leadership can create a well-maintained relationship between a leader and his subordinates (Permana & Karwanto, 2020). Finally, there is research conducted by Andriani to see the effect of participatory leadership on the implementation of education plans. The results that participatory leadership has a very high influence on implementing what has been planned and can improve the quality and performance of education (Andriani Lestari, 2019).

Researchers have an interest in taking part in knowing the effectiveness of participatory leadership styles on the performance of teaching staff carried out in different places, namely Madrasah Tsanawiyah Al-Hidayah Serang. Because the current condition still does not show an increase in the performance of teaching staff with the leadership style carried out by the principal. Therefore, the author is interested in analyzing whether the

leadership style carried out is by the theory that should be able to improve the performance of education personnel and the quality of an educational institution.

METHOD

This research uses qualitative research methods assisted by an interview approach and social analysis (Sugiyono, 2022). As well as using literature studies to support a theory that should occur. This approach was chosen to analyze the facts and facilitate the delivery of the research subject. The theory that becomes the theoretical study of the participatory leadership style, namely; 1). The dynamics of participatory leadership; 2). Decision-making process; 3). Conflict management strategy; 4). Active communication strategy; 5). Existence of educators' work.

RESULTS AND DISCUSSION

Dynamics of Participative Leadership

Participative style leadership carried out by the principal applies four indicators in its implementation, namely, autocratic, consultative, delegation, and joint decisions (Wijaya, 2023). All of these indicators are applied by a principal at Madrasah Tsanawiyah Al-Hidayah Serang. The behavior of a leader who supports and motivates all activities and teaching staff by conducting training, coaching, and periodic evaluations so that the planned program runs well. participatory leadership style conceptually includes movement, attitude, strength, authority, and the ability to communicate well (Widodo, 2021).

Leadership style has an impact when viewed as having benefits in its role, which includes; (Faujiah, Gunawan, & Syarifudin, 2023)

1. The relationship between the leader and his subordinates

2. Achievement of performance goals

3. Quality or quality in the process

4. Ability to integrate and coordinate work 4.

Decision-making Process

A decision taken by a good leader is one of the factors to determine the success of an educational institution (Lisnawati, 2018). Inappropriate decisions will cause problems in an institution, so the participatory leadership style has a role in making decisions and policies based on the aspirations of the community of educational institutions (Faujiah et al., 2023). Because participatory leadership can provide information and trust its subordinates in terms of decision-making (Triguna, 2021). The mutual exchange of ideas by the leader involves his subordinates working together to create decisions that are well-implemented by all parties (Iqbal, 2021).

There are findings that the principal delegates administrative tasks to facilitate the program to be carried out at Madrasah Tsanawiyah Al-Hidayah Serang institution. In

addition, the principal also conducts special deliberations when a program plan occurs to create a goal that needs to be decided.

Conflict Management Strategy

Educational institutions engaged in education that focus more on religious education, with the principal as a wise leader, accompanied by teachers, and participatory education employees give the impression of being a large family in the environment of an educational institution (Ariyanti, 2020). They depend on each other, forming strong bonds, not just ordinary relationships, but similar to relationships in a family. With a high level of interaction, there is a greater possibility of conflict, therefore, it is important to have an organizational conflict-handling strategy (Elsa Meirina & Windi Gusmelianti, 2022).

Madrasah Tsanawiyah Al-Hidayah shows that in an organizational environment, especially in the field of education, five types of organizational conflicts often occur. These types include:

1. Certain personal conflicts, where there is a mismatch between the job demands given to ustadz and their abilities. This kind of conflict often leads to group or organizational conflict.
2. Interpersonal conflicts that arise due to pressures associated with individual roles
3. Interpersonal and group conflicts that form in the pesantren environment, related to the way individuals respond to pressure
4. Intergroup conflict, which often occurs in organizations, such as between staff and teachers and employees
5. Inter-organizational conflict that is often referred to as competitive rivalry. This finding is consistent with findings from previous research.

The foundation of effective leadership held by school principals is to carefully consider the vision and mission of the madrasah, outlining it clearly, concretely, and measurably (Bashori, 2017). As a leader, the principal sets targets, organizes priorities, and sets and supervises standards for the implementation of education If the entire madrasah community has a uniform vision, then the potential for inter-sectoral conflict can be suppressed (Lumban Gaol, 2020). By using the Participative leadership style, principals have expertise in influencing teachers and other organizational members, providing guidance, giving direction, and encouraging others to work together to achieve common goals (Ohib Muhibburrohman et al., 2023).

Active Communication Strategy

The success of communication can be judged by the alignment of understanding between the sender and receiver of the message (stakeholders) (Podungge & Monoarfa, 2019), which in turn can increase trust in educational institutions. Thus, reputation can be repaired, to increase public trust in the madrasah as a whole.

Some of the benefits of active communication that emerged from Mazzei's paper and Holton's podcast include the following:

1. Encourage cross-functional collaboration. Many projects require cooperation between different departments. Active communication can facilitate this collaboration by encouraging team members to communicate proactively.
2. Acquiring valuable resources. When employees and managers become active communicators, they are more effective at sharing information, generating knowledge, and increasing loyalty. This is considered an important intangible resource for any organization.
3. Builds the image of the organization. Active communication is not just limited to the internal organization. Satisfied employees tend to promote the company's brand, which helps improve the overall brand image.
4. Strengthening far-flung teams. In the context of geographically distant teams, active communication plays an important role in building team bonds, building trust, and facilitating collaboration (Ratih et al., 2020).

Existence of Educator Performance

The National Education System Law No. 20 of 2003 states that educators are individuals who voluntarily choose to support the education system. They are actively involved in activities related to teaching and providing education in various educational institutions or organizations (Yusnita & Aslami, 2022). In their role, they have a deep understanding of educational principles and theories and are responsible for the implementation of educational activities (Lumban Gaol, 2020). Education personnel have a variety of roles, including principals, education supervisors, administrative staff, library staff, laboratory staff, technicians, study group managers, and cleaning staff. They are an integral part of the community and play an active role in supporting the smooth implementation of education (Haq, Tholkhah, & Primarni, 2019).

Performance refers to the implementation of duties and responsibilities by predetermined goals and expectations (Supardi, 2016). The term "performance" comes from "performance". Smith explains performance as the result or output of a process (Kurniawan, 2020). The concept of performance includes how well the individual plays his role in implementing the organization's strategy, both by achieving specific goals related to the individual and by demonstrating the relevance of competencies for the organization, both in a particular role and as a whole. According to Didi Pianda, performance is a term in Indonesian that comes from the word "work", which refers to the achievement or result of a job (supardi, 2016).

In the context of education, teacher performance can be explained as how well a teacher performs his/her duties optimally, according to his/her abilities, to achieve institutional goals (Peny & Gorang, 2023). A teacher's effectiveness can be assessed when they are teaching and can be measured by their teaching competence. Teacher performance is the result of their efforts within an organizational structure, such as a school, by the responsibilities and authority given by the school to achieve their vision, mission, and goals legally, and in line with moral and ethical principles (Kartomo & Slameto, 2016). Teachers' ability to carry out their mandate, professional duties, and adherence to moral values reflects their performance. In short, teacher performance is the result of their

activities reflected in knowledge, skills, values, and attitudes, which can be observed from their appearance, actions, and achievements (Peny & Gorang, 2023).

The performance of educators can be measured through five main indicators as follows:

1. Quality of Work. This indicator relates to how well the teacher masters all aspects related to preparation, planning of learning programs, and application of research results in classroom teaching.

2. Work Speed or Accuracy. This indicator relates to the teacher's accuracy in adjusting teaching materials to the characteristics of students and completing the teaching program by the academic calendar.

3. Initiative in Work. This indicator measures the extent to which teachers take the initiative in using varied learning models according to the learning materials and using school inventory wisely.

4. Workability. This indicator relates to the teacher's ability to maintain a conducive classroom atmosphere, manage teaching and learning activities, and assess student learning outcomes.

5. Communication. This indicator assesses the teacher's ability to communicate during the tutoring process with students who have difficulty following learning and openness in receiving feedback to improve learning.

CONCLUSION

Participative leadership prioritizes creating a good working environment. To create a good madrasah culture, several factors are evaluated: (1) decision-making process, (2) conflict handling, and (3) active communication strategies. The research shows that the participative leadership model applied by the principal aims to create an effective madrasah culture. The participatory leadership style involves many aspects of development, such as how leaders build a good governance system, good performance management, revitalization of facilities and infrastructure, and building external networks based on collaboration. Leaders also participate in madrasah forums and community organizations. Using this model, principals can maximize the potential of each student to achieve school goals effectively and sustainably. They can also internalize the school's social values in their organizational behavior.

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