



Humanist Culture-Based Principal Leadership in Improving Kindergarten Teacher Competency Development

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Abstract

Research purposes To find out the leadership abilities of school principals in improving teacher competency development in ABA Notoyudan Kindergarten Yogyakarta, this research is qualitative research using observation, interview, documentation, and field observations. The subjects of this study were teachers and principals at ABA Notoyudan Kindergarten, Yogyakarta. The results of the study show that the leadership role of the school principal is quite good because it has provided guidance, assistance, supervision, and assessment of problems that occur in the school environment. Both related to the technical implementation and development of teaching education in the form of improvement programs and activities.

The impact of the leadership of the school principal was that from the start they did not really care about social change, changes in technology and infrastructure by implementing a humanist culture, new changes could be felt, very cooperative, nimble, and caring and nurturing and trying to create an atmosphere and condition for the school to be more attractive, innovative, and humane. With conduciveness and comfort, colleagues feel at home serving at ABA Notoyudan Kindergarten. Internally and externally, teachers and leaders can survive in competitive conditions, although in practice there is much that must be addressed and improved, such as effort, thought and exact costs. But what is more important is the similarity of vision and mission to improve everything. More importantly, the concept at the beginning is underlined and becomes the focus.

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INTRODUCTION

Important factors in an organization are often points to optimize its function. One factor that is considered important in the organization is leadership according to (Baharun, 2017). Leadership is a top priority for achieving maximum organizational growth (Al-Zawahreh et al., 2019). Leadership in organizations plays a major role in making connections between individuals and forming organizational values as the basic foundation for achieving organizational goals (Arif & Akram, 2020). Leadership in an organization has meaning as a process of influencing other people in an organization or community so that it can be directed towards achieving common goals (Baharun, 2017).

Demographic changes and globalization pose challenges to leadership theory. Several studies examine the perspective of leadership by influencing and managing people with different values, beliefs and expectations (Yukl, 2013). Leaders are faced with the need to influence people from different cultures. Cultural norms determine acceptable forms of leadership behavior and can be used as social laws that limit the use of power. Most leaders will conform to social norms regarding acceptable behavior, even if they have not internalized these norms (Yukl, 2013). One reason is that deviation from social norms can result in reduced respect and increased social pressure from other members of the organization. Another reason for conforming to social norms is that the use of socially unacceptable forms of behavior is likely to undermine the effectiveness of a leader (Yukl, 2013).

Leadership within the scope of educational organizations refers to the role of the principal. The principal is a teacher professional who is assigned the role of leader in the education unit (Fiabdillah et al., 2020). According to Zheng et al., (2017) school principals as leaders need to have skills in organizing teaching, internal environment, planning and personnel, visibility and direct participation and external relations. The leadership role of the school principal greatly

influences the progress or decline of school quality.

In school management, it needs to be balanced with organizational skills which are the basis for the effectiveness of the education units led (Zheng et al., 2017). The principal's responsibility is to improve student achievement and create an atmosphere that is conducive to student growth and development (Bafadal et al., 2018). Qualified graduates can be achieved by having teachers who have good competence.

The role of the school principal in empowering teacher competencies is needed to be able to provide maximum learning services. This leadership attitude is often termed instructional leadership (Bafadal et al., 2018). The implementation of the principal's leadership can be well received when it is implemented by taking into account the cultural values that run within the educational unit environment. Humanist-based leadership is the ability possessed by the principal to be able to lead in a noble cultural manner.

Every school principal has the desire to build an ideal and advanced school, but that may not be realized. One of the things behind this failure is the inability of school principals to create an ideal school, especially related to understanding, caring and commitment in carrying out their leadership (Fiabdillah et al., 2020).

According to Wickham (2020) humanism is defined as the view of someone who assesses everyone as having the same intrinsic values and understands the uniqueness of each individual. This perspective is not limited by gender, family ties, ethnicity, religion or ideology. According to Mahardayani, (2021) humanism is

a commitment to the realization of a complete human being covering all aspects of personal positive development such as love, creativity, meaning, and so on. Humanists are concerned with the well-being of all beings, are committed to diversity, and value those with different views.

Humanist leadership was first introduced by Swart in 1973 to explain new ways of dealing with problems of motivation, job satisfaction,

morale and productivity (Fu et al., 2020). According to Fu et al., (2020) humanist leadership is management that emphasizes the human condition and is oriented towards developing human goodness, in all its forms, to the maximum extent humanistic management based on unconditional respect for dignity.

Humanistic management is life and formulates three interrelated pillars, namely: (1) unconditional respect for self-esteem; (2) integration of ethical reflection in managerial decision making and (3) active and ongoing engagement with stakeholders. In the last decade, many conceptual papers have incorporated a humanistic management model integrated with people-centred business theory and practice and a humanistic view in international management (Fu et al., 2020).

The results of preliminary observations indicate that there are still various problems found in ABA Notoyudan Kindergarten, including some teachers who are still apathetic without upholding the values of tolerance among fellow teachers, educators and educational staff. Then there is unfair treatment of honorary teachers in performance development activities. Schools only involve teachers with PNS status, causing an additional workload in teaching classes. Furthermore, the application of learning models still needs cooperation between teachers. Learning facilities are still limited and still use the old model so of course it requires teacher creativity to attract students' attention in participating in learning. Likewise with the mastery of technology by PNS teachers who are still lacking, it can be seen that only honorary teachers are classified as able to access the latest information technology so this is also an additional workload for honorary teachers because they get assignments from PNS teachers. Finally, there is interaction between school members who tend to be less sensitive because they are located in downtown Malioboro, so there is a lack of social relations between people who are near the city center.

The various problems that exist in the school have caused the principal's concern to be

very high, so that a change in atmosphere and guidance is needed related to the problems that exist in the ABA Notoyudan Kindergarten, Yogyakarta. Humanist-based leadership is a new perspective related to organizational management, where leaders are people who expect and fight for a better social life, based on the principles of humanity, serving the interests

of fellow human beings, adhering to an ideology that considers humans as the most important object, humanizing humans, eliminating materialism, dependence, violence and hatred of humans.

Based on the description of the background above, that the leadership carried out by the principal of ABA Notoyudan Yogyakarta Kindergarten uses a humanist culture-based leadership model that focuses on the condition of teaching staff and is oriented towards developing human goodness, in all its forms. So that this research should be carried out in order to know more about "Humanist Culture-Based Principal Leadership in Improving Teacher Competency Development in ABA Notoyudan Kindergarten, Yogyakarta".

METHOD

This research is qualitative with a case study design. This research emphasizes more on interaction with research subjects from the beginning until researchers feel sufficient in obtaining data regarding roles, humanist culture, supporting and inhibiting factors for school principals in improving teacher competency development in ABA Notoyudan Kindergarten, Yogyakarta. The information sought uses interview techniques, field notes, memos and other supporting documents. The data of this research uses primary and secondary data. Primary data was obtained using interviews and observations from both school principals, foundation administrators and teachers. Meanwhile, secondary data was obtained from a study of documents originating from school documents, data on teachers, employees, lists of school achievements, results of meetings and

other supporting documents. The number of subjects in this study were 9 people with details of 1 person (foundation administrator), 1 person (principal), 7 people (teacher). The validity technique used includes triangulation of sources and techniques. Data were analyzed using data reduction, data presentation and conclusion or verification.

RESULTS AND DISCUSSIONS

This research was conducted at the ABA Notoyudan Kindergarten in Yogyakarta which is under the auspices of the Yogyakarta Muhammadiyah Foundation in the Gedongtengen District, Yogyakarta in the heart of the city of the Special Region of Yogyakarta. ABA Notoyudan Kindergarten since its establishment until now has experienced several changes of school principals. Principals are selected every 5 years with several choices and criteria for candidates who meet and deserve to be selected by the Foundation. Before the current principal was elected, of course, the condition of the school was still sober from the time of establishment, that is, it was still very thick with a conventional atmosphere, the facilities were still minimal, and the learning aspects were still not optimal.

Since being led by the currently serving principal, many changes have occurred so that this has become a driving factor that has reclaimed the interest of the local community to send their children to ABA Notoyudan Kindergarten and has had an impact on increasing the number of students at the school. This is reinforced by the results of interviews with Mrs. Dz who said that:

"Since the arrival of the new SW, there have been many changes, one of which is the application of a humanist culture. Very different from the previous principal, yes both are good but there is a marked difference after the change of the current principal. Mrs. SW has made many changes and innovations in managing Kindergarten, starting from the system of teaching and learning activities to the administration and infrastructure, which previously

came from the foundation, which had not been able to meet all the needs and completeness of the school."

With high enthusiasm and work ethic as well as the open nature of the principal both in giving and receiving suggestions and input from all relevant parties, ABA Notoyudan Kindergarten began to rise to show its presence in society. This can be seen both from the number of students, student and teacher achievements, as well as the infrastructure that is fulfilled. Supported by Mrs. Dz's statement that:

"The principal of the school has made many changes and innovations in managing kindergarten, starting from the teaching and learning system to the administration and infrastructure. Previously, we, as a foundation, could not fulfill all the needs and equipment of the school. Many changes have occurred in ABA Notoyudan Kindergarten after the implementation of this humanist culture. From teaching and learning activities, the learning methods and media are increasingly varied, tolerance and cooperation are well established between fellow teachers and other educators. The emergence of a sense of togetherness and solidarity in the activities carried out. Tolerance and caring for both seniors and juniors. The point is that they complement each other, there is no jealousy or individual interest in ABA Notoyudan Kindergarten. Alhamdulillah".

In addition to the increasing number of students, a friendly, religious and creative atmosphere and respect for local wisdom are also felt by both students and teachers of ABA Notoyudan Kindergarten, as well as adequate infrastructure, interaction between teachers and colleagues, teachers and students and parents and the surrounding environment becomes more well, maintaining tolerance and synergizing with each other. Based on the description above, it can be concluded that the leadership of principals based on a humanist culture is able to improve teacher competency development in ABA Notoyudan Kindergarten, Yogyakarta. So the advantage of the leader here is in his strategy of choosing a channel that is more appropriate and in accordance with the motivation of its members so that this motivation can develop optimally which still supports the achievement of group goals (Syahrani, 2017).

The Role of Humanist Culture-Based School Principal Leadership in Improving the Competence Development of ABA Notoyudan Kindergarten Teachers, Yogyakarta

Based on the results of the interviews, it is known that the principal has a high enthusiasm and work ethic and is responsible for the mandate given by the Foundation to improve the quality and quality of Education in the ABA Notoyudan Kindergarten, Yogyakarta. In order to improve the quality of education, a high enthusiasm and work ethic is needed to make this happen.

The roles that have been carried out by school principals in implementing humanist culture-based principal leadership in fostering the competency of TK ABA Notoyudan Yogyakarta teachers are:

1. Able to inspire and set an example and protect the entire school community.

The principal provides an understanding at the outset to treat all school members like their own family, so that they can accept the guidance and directions that are conveyed well and graciously. He said that if we respect others, of course other people will also respect us again. This example and role model in nurturing is what is applied in the ABA Notoyudan Yogyakarta Kindergarten school environment. The sense of security and comfort that is applied will certainly make all school members calm and peaceful and can participate in teaching and learning activities properly. This is supported by the results of interviews with several teachers in ABA Kindergarten, namely:

"Yes, it's true that since his leadership, he has implemented leadership based on a humanist culture. Thank God, finally we can be relieved by his leadership style."

"The principal gave directions and shared with us, fellow teachers at the beginning of leadership at ABA Notoyudan Kindergarten, that she asked and expressed opinions about the principal's leadership before she took office, so she accommodated input from us, fellow teachers, then evaluated and provide revisions and convey his related opinion handling

withunresolved problems before his leadership. He applies leadership that inspires, facilitates, motivates, influences, takes responsibility, has a positive

attitude and monitors the performance of his subordinates. So that with his leadership in ABA Notoyudan Kindergarten directly affecting the school and class conditions and teachers indirectly influencing student learning. Another influence of leadership on student learning, is more conducive and varied, prioritizing creation and innovation to add insight into learning. On the other hand, with his leadership, Alhamdulillah, the welfare of honorary teachers has started to increase. Our hopes have finally begun to come true."

The conclusions from the interviews above state that the principal is truly able to provide guidance and direction to all school members including teachers, education staff and students. The school principal provides inspiration, role models and protects all school members by fostering a sense of belonging and kinship at ABA Notoyudan Kindergarten, Yogyakarta.

2. Supervise and provide control over the performance of teachers and school programs.

The principal of TK ABA Notoyudan Yogyakarta has supervised and controlled the performance of teachers and students in carrying out student learning and teaching activities as well as providing monitoring and teaching and learning strategies that are innovative and interactive, fulfilling the learning media used and other necessary infrastructure. There is supervision and assessment of problems that occur in the school environment, both related to the technical implementation and development of teaching in the form of improving teaching programs and activities to be able to create teaching and learning situations. Another very important leadership role for the school principal is to improve the quality of the institution he leads. So that the principal supervises and evaluates and directs to be more focused on achieving the vision, mission and goals of TK ABA Notoyudan. This is supported by the results of interviews with several teachers in ABA Kindergarten, namely:

"The principal gave directions and shared with us fellow teachers at the beginning of leadership at ABA Notoyudan Kindergarten that he asked and expressed opinions about the principal's leadership

before he took office, so he accommodated input from us fellow teachers then evaluated and provided revision and convey his opinion regarding the handling of unresolved issues prior to his leadership."

"He applies leadership that inspires, facilitates, motivates, influences, takes responsibility, has a positive attitude and monitors the performance of his subordinates. So that with his leadership in ABA Notoyudan Kindergarten directly affecting the school and class conditions and

teachers indirectly influencing student learning. Our hopes have finally begun to come true."

The conclusion from the results of the interview above is that the principal has carried out supervision and control in terms of administration and the performance of teachers and educators and other school members. The school principal carries out direct and periodic and systematic supervision of teachers and teaching staff, provides direction and input as well as revisions if there are those that are still incomplete. The principal blends in with the school environment without feeling that he is a leader, he realizes that to bring a good name and school achievement requires high enthusiasm and work ethic to realize the vision, mission and goals of ABA Notoyudan Kindergarten Yogyakarta.

3. Encourage and encourage and be tolerant to all elements of the school.

The school principal gives enthusiasm to encourage the development of the abilities of students and teachers and teaching staff. Provide positive stimulation in internal and external school activities, provide opportunities for students and teachers to develop their talents and abilities, and provide rewards for students and teachers according to their respective contributions. Provide support and coaching for students and teachers to further improve their abilities and achievements in realizing the vision, mission and goals of TK ABA Notoyudan Yogyakarta. This is supported by the results of interviews with several teachers in ABA Kindergarten, namely:

"The main thing that the principal does is to provide examples and role models for teachers and students, where this example is a perspective in providing stimulation to teachers and students.

Providing guidance and discipline for all school members, holding seminars and training activities or workshops in collaboration with other and related educational institutions, bringing in experts and resource persons to provide educational insights, and providing opportunities to conduct internal school supervision to further improve teacher competence."

The conclusion from the interview above is that the principal provides the widest possible opportunity for students and teachers to improve their individual abilities and provide overall guidance to them to the fullest, by collaborating with other parties or stakeholders related to increasing the competence of teachers and students. The principal has set an example to the school community by being open and prioritizing tolerance and tolerance.

The leadership role of the school principal is one of the keys to achieving increased success and quality of an educational institution. Principals are successful when they understand the existence of a school as a complex and unique organization and are able to carry out their role as someone who is given responsibility for leading the school (Muljawan, 2018).

The principal of ABA Notoyudan Kindergarten, Yogyakarta is a leader who has emotional intelligence, which with emotional intelligence can create a humanist person, so that he can establish relationships with others quite smoothly, is sensitive to reading their reactions and feelings, is able to lead and organize towards the vision, mission and goals of ABA Notoyudan Kindergarten are getting better. The principal also provides guidance, assistance, supervision and assessment of problems that occur in the school environment. Both related to the technical implementation and development of teaching education in the form of improvement programs and activities.

The existence of coaching and development of the teacher profession means improving the quality of service and developing teacher careers or in other words teacher coaching will be related to efforts to increase teacher professionalism and the level of teacher maturity in carrying out their profession where conceptually, teacher maturity can be

distinguished: (1) for teaching needs and ensuring smooth rotation of the system requires qualified teaching staff; (2) qualified personnel as agents of change, namely personnel who can maintain the vitality of the system; (3) professionals in the fullest sense or system developers, namely workers who have the potential to not only perfect but also look for alternatives in solving problems (Nugrawati,2020). In an effort to increase teacher ability to complete the required infrastructure, both by students and teachers at ABA competency development at ABA Notoyudan Kindergarten, school principals provide the widest opportunity for teachers to develop their respective potentials to become more efficient and useful both for personal and for the interests of the school, namely: (1) organizing development programs effective teacher professionalism; (2) involving teachers in professionalism development programs; (3) competence improvement through the teacher certification program; (4) increasing teacher competence through training in the use of technology; (5) encouraging teachers to be active in scientific activities; (6) training to improve English skills.

Therefore, what the principal of the ABA Notoyudan Kindergarten Yogyakarta has done indicates that he is providing guidance to teachers and teaching staff to improve teacher competence in his school. In conclusion, humanist-based principal leadership in improving teacher competency development is coaching teachers to improve their professionalism so that they can carry out their main tasks better by principals who have a humanist leadership style, namely a leadership style that tends to be able to establish relationships with other people quite smoothly, is sensitive read reactions and feelings of members, able to lead and organize, and good at handling disputes that arise in every human activity.

The Impact of Humanist Culture-Based Principal Leadership in Improving the Competence Development of ABA Notoyudan Kindergarten Teachers, Yogyakarta

Based on the results of the principal's interview, the impact or influence that occurs is

that there are comfortable and conducive situations and conditions in the school environment, so that the school atmosphere becomes more dynamic, attractive and innovative. Children become enthusiastic in learning because the teachers become creative in carrying out their teaching and learning activities. Support from other parties and foundations also affects the schools financial.

Notoyudan Kindergarten. This is supported by the statement of the management of the branch of the Muhammadiyah Foundation which said that many changes have occurred starting from varied teaching and learning, good learning methods and media, tolerance and well-established cooperation between teachers, educators and students.

The results of interviews with several teachers related to the leadership role of the humanist culture-based principal in increasing the competency development of TK ABA Notoyudan teachers, Yogyakarta, namely:

"In his leadership at ABA Notoyudan Kindergarten, one can feel that there is tolerance and tolerance both with fellow teachers, students and school members. With a smooth handling, polite but firm to make reluctant and obedient. That the way he put forward mutual respect made many good changes for us, fellow teachers and school members. This mutual understanding and appreciation is a form of embodiment of applied humanist culture."

"With conducive and comfortable conditions, colleagues feel at home serving at ABA Notoyudan Kindergarten. Many things have changed both internally and externally at this school, so thank God ABA Notoyudan Kindergarten is able to survive in the competitive conditions of other new schools in the midst of the hustle and bustle of the heart of the city and province of the Special Region of Yogyakarta. When we implemented it, of course, at the beginning, there was a lot that we had to fix and fix, bro, of course, extra energy, thought and costs were needed. But what is more important is the similarity of our vision and mission to improve everything. More importantly, we will underline the concept at the beginning and become the main focus."

"He gave us the widest possible opportunity to develop the potential and creativity of teachers and educators. Participating in teacher institutional activities and activities such as himpaudi, IGTK, PGRI and workshops to support our competence and that of other teacher colleagues at ABA Notoyudan Kindergarten. Involve us in seminars and competitions to increase the insight and competence of teachers and educators."

The impact of the leadership of principals based on a humanist culture in improving teacher competency development at ABA Notoyudan Yogyakarta Kindergarten can be felt as new changes that are very cooperative, agile and caring and nurturing. the condition of the school environment becomes more attractive, innovative and humanist. With conducive and comfortable conditions, all school members feel calm and comfortable and feel at home serving at ABA Notoyudan Kindergarten. This also creates a sense of belonging and well-established cooperation to produce teaching and learning activities that are creative, innovative, efficient and effective with maximum benefits in realizing the vision, mission and goals of TK ABA Notoyudan Yogyakarta.

Many things have changed both internally and externally at ABA Notoyudan Kindergarten. This significant influence also has an impact on interactions with the surrounding environment in the local area, so as to be able to establish cooperation and correlation that are mutually supportive and synergistic, so that ABA Notoyudan Kindergarten is able to survive in conditions of competition with other new schools in the midst of the hustle and bustle of the city heart and the province of the Special Region of Yogyakarta.

CONCLUSION

Based on the results and discussion of the research, the conclusions from this study are:

1. In the leadership role at TK ABA Notoyudan the principal provides guidance, assistance, supervision and assessment of problems that occur in the school environment. Both related to technical

implementation, development and in teaching education in the form of improving teaching education programs and activities to be able to create teaching and learning situations.

2. There has been a change in the ABA Notoyudan Kindergarten school after the implementation of a humanist culture. As in teaching and learning activities, the learning methods and media are increasingly varied, tolerance and cooperation are well established between fellow teachers and other educators.

The emergence of a sense of togetherness and solidarity in the activities carried out. Tolerance and mutual collaboration and complementarity between senior and junior teachers at ABA Notoyudan Yogyakarta Kindergarten school.

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