

Effect of Leadership Behavior of Multicultural Levels of Headmaster and Relationship with School Atmosphere in Some Catholic School at Jayapura Papua, Indonesia

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Abstract: In general, this study aims to analyze the concept of headmaster leadership with multicultural insight and relate to the atmosphere in school. In particular to describe and analyze and empirically test the influence of multicultural school principal's leadership on the school atmosphere at Catholic high school in Jayapura, Papua Province, Indonesia. The approach in this research is descriptive quantitative survey type, ex post facto, causal comparative type. Because the population is not too large, only 103 respondents/teachers, then used the sample saturated with 33 respondents as sample sample and the rest 70 respondents qualified research. To capture the data, a closed questionnaire is used with an interval data type measured by the Likert Model scale. Questionnaires first tested the validity of experts and trials in 3 schools that became the location of research (YPPK SMK Taruna Bakti Waena, YPPK SMA Teruna Dharma City King and SMA YPPK Asisi Sentani). Data analysis techniques used descriptive and inferential statistical statistics (simple regression) with the help of SPSS Version 2.0 Software. The main findings in this study, showed that the principal leadership of multicultural schools averaged as much as 82.0% and the school atmosphere averaged 84.6% or both were in very good category. In addition, there is a positive and significant influence on the leadership of multicultural schools with a multicultural perspective on the school atmosphere in Catholic high school in Jayapura, Papua Province. This is evidenced by a significance value of $0.000 < 0.05$. The magnitude of influence is 67.7% (strong category). This means that the higher level of leadership of the school principal with multicultural insight, the higher the influence of the school atmosphere. Based on these findings, the leadership of a multicultural-minded school principal needs to be implemented in various activities of educational leadership to create a conducive school atmosphere including first, the development of knowledge and skills of education managers such as educational leadership and organizational behavior second, improvement of recruitment system and guidance of prospective principals and supervisors and third, education and training programs for strengthening the capacity of educational leadership with multicultural insight in creating a school climate such as the principal working group (Kelompok Kerja Kepala Sekolah/K3S) and school supervisory working group (Kelompok Kerja Pengawas Sekolah/K2PS).

Key words: Principal leadership, multicultural insight and school atmosphere, evidenced, leadership, guidance, education

INTRODUCTION

In the regulation of the Minister of National Education, Republic of Indonesia, No.19/2007 on point 9.a says that schools/madrasah create an atmosphere and an educational environment conducive to efficient learning in implementation procedures. This regulation implies that every educational unit leader is obliged to create an atmosphere of school enabling effective learning. Suharsaputra (2016) said that the development of a conducive school is something that must be done.

Because the educational/learning process will not research properly, effectively, innovatively in a school atmosphere that does not provide an attractive space, challenge and support school citizens research effectively. Therefore, the principal needs to maintain and improve the school atmosphere conducive to the growth of comfort in various activities at school. The principal is expected to be an example and a role model for the school community he has sufficient authority to establish, maintain and develop a positive school climate and is conducive to the development of the school.

Another study, Triatna (2015) identifies the elements that exist in every dimension of the schools atmosphere-physical, social and academic dimensions. Similarly, Susanto (2016) says that the organizational/school atmosphere dimension consists of three parts, namely the physical environment, the social environment and the management environment. Elements and dimensions of the school climate, the benchmark of the principal in building quality education. As the Anonymous (2012) study results note that schools with good principal leadership have been able to suppress teacher absenteeism as well as improve the quality of management and leadership in their schools. The results of this study are also reinforced by Chairunnisa (2013) that there is a direct influence of the principal's leadership on the effectiveness of the organization.

However, in the various observations and studies what is stated above, not all of them have been realized properly. From the social dimension aspect, for example, there are still some student behaviors that do not describe intimacy in various conditions in schools such as the behavior of fights between students of Mengeah school that happened in Wamena (Jayawijaya Regency, Papua Province), Friday, 15/11/2013 reported media "Jubi" involving SMA YPK, SMA PGRI, Yapis SMA and SMA Santo Thomas who carried out the attack against the students of SMA Negeri 1 Wamena. Fighting among students, resulting in a number of damages in the SMAN 1 Wamena and several resident's houses, community vehicles and the Jayawijaya Police Service. (<http://tabloidjubi.com/16/2013/11/15/pelajar-dari-lima-sma-di-wamena-terlibat-tawuran/>(2013).

The condition indicates that there has been a misunderstanding of common life in different settings among students as Sonhadji (2015) says that because of the lack of a sense of nationalism, unity and diversity in some of the nation's children will even be a challenge/the most crucial problem facing Indonesia in recent times. Weakening of nationalism, unity and diversity among learners will threaten the future of the nation and the future of the learners. In addition, there are also school leadership practices that ignore the respect for differences in religion and beliefs of each person as has been stated in Law No. 20 of 2003, Chapter 5, Article 12 Paragraph 1a, that each learner in each educational unit is entitled to receive religious education in accordance with the religion of his or her religion and is taught by a religious educator. However, in reality not all education units have implemented this regulation as in Yayasan Pendidikan dan Persekolahan Katolik (YPPK).

Based on a preliminary study of the researcher, through interviews with the supervisor of the Papuan

provincial education unit who once led the YPPK-based school, YPPK Teruna Bakti Waena, the mother (VR) that the YPPK/school rule affirms that all students are required to attend Catholic religious education subjects without exception. Here, are the results of his wawacaranya. Religious subjects in Catholic schools require all students without exception. Therefore, before they (students) are accepted in YPPK Teruna Bakti Waena senior high school, first make a statement approved by the parents, otherwise they can choose another school. (interview, 10/01/2017).

The results of these interviews reflect that the school has implemented the rules that have been established YPPK, i.e., all students without exception to the subjects of Catholic religious education while among students there are other religions such as Islam, even most of the Protestant Christians who need to get services according to religion and belief. Of course this condition can have serious or less serious impact on the comfort of religious life in school. It is said to have a serious impact because students who follow religious education outside of their religion feel disturbed or follow Catholic lessons because of the forced circumstances. The situation and conditions indicate that collectively the order of life of nation and state bound in the motto of Bhineka Tunggal Ika (different but one) is not yet fully executed by school management.

Various problems of the school atmosphere before, indicating that there should be efforts from the elements of the nation including in the field of formal education in preventing and overcoming the problem. The principal as the bearer of leadership control in the school, first understands the meaning and importance of multicultural-oriented leadership as Northouse (2015) argues that in today's era of globalization an understanding of cultural differences becomes a necessity for a leader. In this regard, competence and communication across cultures and practices in the research unit and within the wider society are required. It is said Agustian (2015) that in order to live peacefully and peacefully in diversity can be achieved, there are certainly attitudes we need to develop and attitudes we need to exclude or minimize. Development of this attitude will proceed, not once a way and immediately visible results. Attitudes that need to be developed include: First, a non-discriminatory student management system and upholding the values of religion; Second, learning that fosters the attitude of recognizing and developing diversity; Third, the school that is able to build cooperation with others (parents and the community) in an effort to instill multicultural values such as democratic systems, humanism, pluralism, create educational

opportunities for all students and other school components of different races, ethnic social classes and cultural groups.

The education unit as one of the educational institutions is expected to accommodate and minimize the weaknesses described above. Modouw (2013) invites all elements of the nation especially to fellow educators and policy makers in Papua and in the Ministry of Education and Culture that it is time for us to wisely develop a more diverse education and learning model in accordance with the sub-ethnic pluralism in Indonesia. Such inspiration is a meaningful record for an educational/school progress.

Based on the above phenomenon and study, it can be said that there is a gap between what is expected in the education system legislation with existing in educational practices in schools related to management and educational leadership that accommodate diversity as stated in Law Number 20 Year 2003 in Chapter 3, Article 4, that education is held in a democratic and just and non-discriminatory manner by upholding human rights, religious values, cultural values and national pluralism. Lisak and Erez (2015) says that a leader needs to have three characteristics: cultural intelligence, global perspective and openness to cultural differences. The meaning of this opinion is that every headmaster is expected to always renew his or her expertise, especially the science of leadership support, so that, he has a broad insight into the dynamics and the happening in school as well as the challenges of the global community that directly and indirectly affect the school atmosphere.

The above conditions require a more comprehensive study because it is vulnerable to the growth of negative attitudes (discriminatory and less upholding the value of their respective religions) among the general public and the students in particular. On the contrary, the above conditions or catholic religious education followed by students from other religions has little negative impact on students, for example because they (students) have a perception that whatever religious education they follow, must teach the good things or pursue things that are universal. So, not too disturbing the religious teachings of each student. That is why an empirical study is needed to prove the influence of multicultural school principal's leadership on the school climate at YPPK high school in Jayapura, Papua Province, Indonesia.

MATERIALS AND METHODS

This research uses quantitative descriptive approach with survey type. A qualitative descriptive approach aims to explain the existing phenomenon by using numbers to

describe the characteristics of the individual or group under study. The survey research according to Sugiyono (2014) is a quantitative research method used to obtain data that occurred in the past or present, opinions, characteristics, behaviors, variable relationships and to test some hypotheses about the association and psychological variables of the samples taken from the population certain, data collection techniques with questionnaires, not in-depth and research results tend to be generalizable.

Based on this view and referring to the purpose of this study, the researcher conducted a survey on the behavior of headmaster leadership with multicultural insight in creating the school atmosphere of the past and now, according to the perceptions of teachers in YPPK senior high school, City Jayapura namely: SMA YPPK Teruna Bakti Waena, SMA YPPK Taruna Dharma Kota Raja and SMA YPPK Asisi Sentani Jayapura.

When viewed from the process, this research is *ex post facto*, causal comparative or causality. The underlying reason is that researchers are trying to describe the circumstances that have occurred and the researchers are not manipulating. Sukardi (2013) says that in comparative causal studies, the causal variables and influenced variables have occurred and are investigated again by retrieving. The existence of a causal relationship is based on a theoretical study that a variable is caused by a particular variable and results in a particular variable.

The variables in this research are independent variable that is headmaster leadership with multicultural concept hereinafter abbreviated as KKSBBM as variable (X) measured from 4 indicators that is to build democratic attitude, diversity paradigm, ethnic discrimination and gender sensitive. While the dependent variable (bound) is the school atmosphere hereinafter abbreviated as IKS as variable (Y) which measured from 3 indicator that is physical dimension, social and academic achievement.

The population in this study were all teachers in three schools: YPPK Senior High School in Jayapura which amounted to 103. Because the population is not too large, saturated samples are used with 30 respondents being test samples and the remaining 70 respondents eligible research. To capture the data, a closed questionnaire is used with an interval data type measured by the Likert model scale. Questionnaires first tested the validity of experts and trials in 3 schools that became the location of the study. Likewise, before the analysis is done Persyratan test classical assumption that is test of normality, heteroskedastisitas, autokorelasi and test of linearity.

Data analysis techniques used are descriptive statistics and inferensial parametrik (simple regression) with the help of software SPSS Version 2.0. Descriptive technique aims to determine the category of research variables. While simple regression technique aims to determine the influence of leadership of school principals berekawasan multikultural to the school atmosphere.

RESULTS AND DISCUSSION

The findings of this study found that KKSBBWM has reached 82.0% or is in very good category. While, IKS reached 84.6% or are in very good category. So, it can be concluded that the principal in YPPK high school Jayapura, Papua has implemented KKSBBWM very well. Likewise, IKS is very good. Based on the results of simple regression analysis using the significance level of 0.05 it can be seen that the value of significance obtained by $0.000 < 0.05$. So, H_0 is rejected and H_a accepted. This means that the hypothesis that there is significant influence of KKSBBWM on IKS in SMA YPPK Jayapura Papua is accepted. So, it can be concluded that there is significant influence of KKSBBWM on IKS in SMA YPPK Jayapura Papua.

To see the effect of KKSBBWM (X) variable to IKS (Y) variable, the $R^2 = 0.627$ means that the effect of KKSBBWM (X) variable to IKS (Y) is 62.7% or in other words the value of this coefficient shows that the contribution given by KKSBBWM (X) variable to IKS (Y) is 62.7% in YPPK SMA Jayapura Papua.

Based on the results of previous data descriptions, it was found that the KKSBBWM level was included in very good category. This suggests that the principal in his leadership has taken into consideration and applying multicultural indicators which are to build democratic attitudes, diversity paradigms, ethnic discrimination and gender sensitivity. The results of this study are in line with Northouse (2015) that in today's era of globalization an understanding of cultural differences becomes a necessity for a leader. Understanding of a multicultural culture and applying it in everyday life will produce a comfortable and peaceful atmosphere as Agustian (2015) that in order to live peacefully and peacefully in diversity can be achieved, there are certainly attitudes that we need to develop and attitudes we need to exclude or minimize.

The attitude that needs to be developed in fostering democratic leadership as stated by Asmani (2011) that to mobilize democratic organizations, each party can express their aspirations well without being overshadowed by fear of pressure, threats and other negative things. In school activities, all school components participate actively in

advancing schools. Mentioned in the saying goes, "the same weight bears, the same light is carried." Active participation of all citizens of the school will ease the burden and bring rapid progress in the effort to achieve common goals. Even, Siagian (2015) that a democrat leader is respected and respected is not feared for his behavior in the life of the organization. The principal's behavior encourages and fosters his subordinates in developing innovation power, listening to opinions, suggestions and even criticisms of others, especially his partners.

The findings of this study are in line with the views of Kouzes and Posner (2007) said that to create an atmosphere of cooperation within the organization it is necessary to build a collaboration team, build trust and explain what to do. Leaders do not act alone but team effort. Because in many cases this has never found an example of a remarkable achievement without the active involvement and support of many people. In addition, it is said Zander and Butler (2010) that in building leadership capacity, it is necessary interaction between teams and increase cooperation even required exchange of resources. Even, Modouw (2013) invites all elements of the nation especially to fellow educators and policy makers in Papua and the Ministry of Education and Culture that it is time we wiser to develop education and a more diverse learning model in accordance with the sub-ethnic pluralism in Indonesia.

Based on the results of the description of data on IKS found that the level of school atmosphere is included in the category very well. This description of the data shows that the principal in his/her leadership has observed and applied the school climate indicators that are viewed from the physical, social and academic dimensions.

The results of this study are in line with Mulyasas (2013) that the atmosphere and culture of a conducive school course will not happen automatically. There are at least two basic conditions, positive attitudes toward renewal for all components and the resources necessary for reform. These findings are identical to the results of the study, Hoy and Cecil (2014) show that a healthy school atmosphere is conducive to the development of teacher reliability, a belief that it can influence learning/learning outcomes positively. Also, Uline and Moran (2008) prove that there is a relationship between the quality of school facilities and student performance. Quality facilities are significantly positively associated with three school climate variables (physical, social and academic environments).

Because the IKS variables in this study are in very good category, then this condition needs to be maintained and developed. Even Djibran (2016) says that

the school atmosphere serves as the personality of the school organization which describes the feelings and attitudes about the school shown by students, teachers, administrators and parents where such attitudes and feelings are based on their perception of the school organization. In relation to matters of future school atmosphere conditioning, the findings of Halpin (Masaong and Tilome, 2014) are constantly referring to establishing a school climate: open climate which describes the teacher situation, staff and students feel good about working, working together and openness Autonomous climate, i.e., situations that show freedom, creative opportunities, so that, teachers have an opportunity to satisfy their needs the controlled climate, namely the emphasis on achievement in realizing the satisfaction of social needs, the hard work and lack of hard work the familiar climate, namely the feeling of high level of care between leaders and members the paternal climate, namely the control of the principal against teachers and staff the closed climate. That is marked by the situation of low satisfaction and closed spirit towards teachers and staff.

The result of hypothesis testing shows that there is significant influence of KKSBBM to IKS with contribution given by KKSBBM of 62.7% (strong category) to IKS in YPPK SMA Jayapura Papua. This means that the higher the KKSBBM level, the higher the influence on the IKS in SMA YPPK in Jayapura, Papua Province of Indonesia.

This research is in harmony with the view of Sonhadji (2015) that in an effort to build a nation's civilization according to the history and philosophy of Pancasila, it is most appropriate to build with a multicultural perspective. It means that every individual or group in a society must still respect the cultural diversity derived from racial, ethnic, ethnic, religious, gender, cultural and territorial differences while still recognizing consensus as a nation. Also, Wasonga (2005) says that a class with a multicultural education system turns out to significantly increase the knowledge of diversity and attitudes toward multicultural continuously. Therefore, Modouw (2013) says through a multicultural education (multicultural) every community group is encouraged to make social transformation toward a more advanced civilization.

Another finding that supports the results of this study, Novitasari (2013) suggests is that religious school leadership has a major impact on education. This is because the religious environment influences the teaching and learning process for students in a religious learning environment in religious school-based leadership. Trust is the basis upon which religious values are created of trust, strength, soul, inspiration and trials. Also, the findings by Ochieng and Price (2010) concludes that

communication in a multicultural work environment will be effective if the leader realizes and demonstrates cultural variation, trust and implements communication and empathy in leadership. This finding implies that in an effort to build communication in a multicultural research environment, a leader first realizes that the person he or she has has a variety of cultures and beliefs.

Following these findings in the future, the potential for school pluralism needs to be empowered for school progress as YPPSB (Sonhadji, 2015) recommends multicultural-based education policies/programs, among others: in management there are clear and open criteria for accepting teachers and employees does not favor certain groups or ethnicities and provide fair services for teachers, students and parent in the curriculum/implementation of learning is required to use good and proper Indonesian language, grouping students fairly and making rules on how to sit, how to talk and how to get along the educator must understand the student's background well, accept the students openly and be able to research with all parties the student must be polite to anyone and obey the school order and in social relations does not distinguish the treatment of the parents of the students with members of the community and establish good cooperation with the surrounding community.

Based on these findings also supported by previous findings and expert views, there is sufficient evidence for educational leaders, especially school principals and school supervisors to understand have multicultural leadership skills and apply them in an effort to build a conducive working atmosphere in schools.

CONCLUSION

Based on the results of the analysis and the previous discussion, it can be drawn conclusions are first, KKSBBM and IKS included in the category very well. Secondly, there are significant influences of KKSBBM on IKS in YPPK Senior High School District/City of Jayapura, Papua-Indonesia Province. This is evidenced by a significance value of $0.000 < 0.05$. The magnitude of influence is 67.7% (strong category). Based on the above conclusions, it can be mentioned some suggestions, namely: first because in this study the principal has implemented KKSBBM and IKS very well, then this condition needs to be maintained and can be biased to other schools that have the same characteristics. Secondly because the KKSBBM Model contributes strongly to the school climate, the Education Office district/city of Jayapura, needs to pay attention and/or schedules in the recruitment planning system as well as strengthening prospective educational leaders such as prospective headmasters and supervisors through

activities at the headmaster group and group working group school supervisory work (K3S and K2PS), head of field, chairman of Foundation and Head of Education Office). Third, the Institute for Educational Teaching Personnel (LPTK) prepares educational manager candidates to develop KKSBWM Model in creating school climate in education management study program such as education leadership and organizational leadership.

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