School-Based Management, Minangkabau-Culture and Effective Schools: A Case-Study of High-School Principal Leadership

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Abstract: This study is aimed to reveal the Minangkabau people's point of view on leadership style of high school principals. The findings of the study state that leadership style situation overally does not affect effective schools while the implementation of school-based management gives effect to effective schools. Partially, there are two elements of situational leadership which affect effective schools; guidance and support style. Meanwhile, the implementation of school-based management is based on three elements; participatory decision-making, the involvement of parents and the insistence that affect the school staff effectively. The study also found that there are no significant differences between situational leadership and the implementation of school-based management refering to experiences and training factors. The study implications show thathigh school principals in West Sumatra in implementing their leadership style are not only based on the situation but also based on management functions and Minangkabau culture that upholds democratic values.

Key words: Leadership style, school-based management and effective schools, style, values, culture

INTRODUCTION

One of the reformations taken by the Indonesian government in the field of education after 1998 was changing the paradigm of educational management from the bureaucratic-centralized bureaucracy to regional autonomy. Prior to the reformation, education management by bureaucratically-centralized approach placed schools as subordinates of the central government bureaucracy so that, schools did not have autonomy, flexibility, motivation, creativity and innovation to develop and improve their own quality. Therefore, through regional autonomy with school-based management approach, it is expected thatschools have those said traits.

Although, the educational autonomy has been implemented for 10 years since the enactment of Law No. 32/2004 on regional autonomy including autonomy in education, efforts to improve the secondary school graduates quality have not been showing any encouraging results. Until now, the quality of high school graduates is still debated to the national level. Ministry of National Education's report onthe National Examination passing grade in the last 3 years reveals that most of students' score are below average. An examinee that got an average score of 5.5 is considered passing the exam; although not yet meet the standard of graduation score of 6 as a reasonable limit. Then, the issues addressed after

the autonomy of education are Regents and Mayors as the highest political leaders in the region have not implemented the educational autonomy properly in accordance to the law No 32/2004 on regional autonomy and law No. 20/2003 on the national education system. The Regents and Mayors appoint someone to be a Head of the Department of Education through a family approach and nepotism. They are selected through a selection process based on leadership competencies as set out in the Ministry of National Education Regulation Number: 28 of 2010 regarding to the assignment of teachers as principals. This also happens in the process of the appointment of a person to be the headmasters. It has been a public issue that someone who is selected as headmaster is the people who are close to the Regents and the Mayors or someone who has a strong access in favor of the Regent and Mayor selection. As the result, the selection of school principals are weak in leadership aspect. The school principals are acting as manager not a leader in the professional education. In order to make an effective school, a strong leadership and competency are needed. As it has been formulated by Mohammed Sani Ibrahim, a principal needs to be great at looking at the situation and use a leadership style based on such situation.

Based on this problem, many education experts conducted researches about what is wrong in the management of education in Indonesia after the 2004

educational autonomy. From various observations and expert analysis, the main factors which cause the quality of education does not increase significantly are associated with school leadership.

Many studies related to effective schools show that the principals factor who has a role as a leader in teaching and an effective leader. Effective schools consist of strong leader elements, a positive environment, the structure of good teachers and a positive relationship among students, parents and the community (Reynolds and Cuttance, 1992; Scheerens, 1990; Sammons *et al.*, 2011; Ajibola *et al.*, 2008) researches on effective schools help to repair schools (Lane and Walberg, 1987) and it became a famous movement (Edmonds, 1979; Hallinger and Murphy, 1986). According to Shahril (2001) and Hussein (2008) assert that a school which shows a better change in achieving its goals usually led by a good and successful principals.

The need for successful leadership has been recognized by Izham (2008) and Blair (2002) who explain that the main focus of education is to ensure the school system isfunctioning properly (Ojo and Olaniyan, 2008). In Indonesia, a study by Erawati Toelis found out the influence of leadership style in Junior High School (SMP) in Padang on teachers' satisfaction. Basically, the result of this study is the principal implementation on a considerate leadership style and task-oriented style at a high stage. This indicates that the headmaster of the SMPs in Padang combined both styles in school management. By the same token, the result of a research in Malaysia related to principal leadership style by Maimunah found out that principals in Malaysia have conducted situational leadership style in carrying out responsibilities of leadership in schools. The study illustrates that the success or failure of a school, among others is largely determined by the quality of its principals. Mohammed Sani confirm that the principals are the main factor that determines the success of a school and there is no evidence to suggest effective schools led by a weak leader. Successful principals areadapting the situation very well. Sani Mohammed further describe that the principals' leadership style has a huge relationship with schools' achievement.

Based on the discourse, the purpose of this study is to reveal the principals' leadership style in the culture of Minangkabau in West Sumatra, Indonesia. In a book about Minangkabau culture written by Idrus Hakimi, one of difference of characteristics of Minangkabau society among from other communities in Indonesia is the values of democratic and egalitarian upheld in a decision-making process. As school as a part of a community of Minangkabau society should also implement leadership style is in line with the culture of Minangkabau. For the people of Minangkabau, good decisions based on tradition and culture is decisions taken by consensus.

The problems are what leadership style that a school principal can use in carrying out the management functions from school-based management. The answer to this problem requires a more detailed explanation of the principal's leadership in using the style of leadership and in carrying out the functions of school-based management. The results of research analysis on the principal's leadership style suggest that the principal demographic factors are the main factor that gives impression to the principal's leadership style as a leader in a school. Demographic factors such as academic eligibility, experience as a principal and trainings are considered to influence principals' leadership style.

Thus, this study is aimed to examine the relationship of school principals' situational leadership and school-based management for effective schools in West Sumatra-Indonesia. This study also has an impact on the relationship of situational leadership and school-based management and its relation to effective schools based on the 11 characteristics of the movement by Mortimore (1993).

Conceptual framework: The conceptual framework is based on situational leadership theory by Hersey and Blanchard (2001), School-Based Management the ory formulated by Glickman (1993), Murphy and Beck (1995) and Cheng (1993) and effective schools theory (Mortimore, 1993) (Fig. 1).

However, if a conceptual framework is analyzed and tried from different perspectives, it can generate new knowledge about leadership management in schools (Gronn, 2000; Spillane *et al.*, 2001, 2004). With different trials and perspectives mean, different methods and approach should be used (Camburn *et al.*, 2003; Harris, 2004; MacBeath *et al.*, 2004; Timperley, 2005).

Situational leadershipmodel by Harsey and Blanchard (1993) which has been revised so it leads to situational leadership II or Leader Behavior Analysis II (LBA) is based on the two dimensions of leadership, namely: the action leads that devote to what and how leaders tell and show what subordinates worth doing, how things are run and when tasks need to be prepared and supported measures that concentrate to awaken subordinates' commitment and initiative.

Based on the two dimensions of leadership at the top, the four types of leadership style are formed as the initial model, namely: S1: the leading leadership style that is a
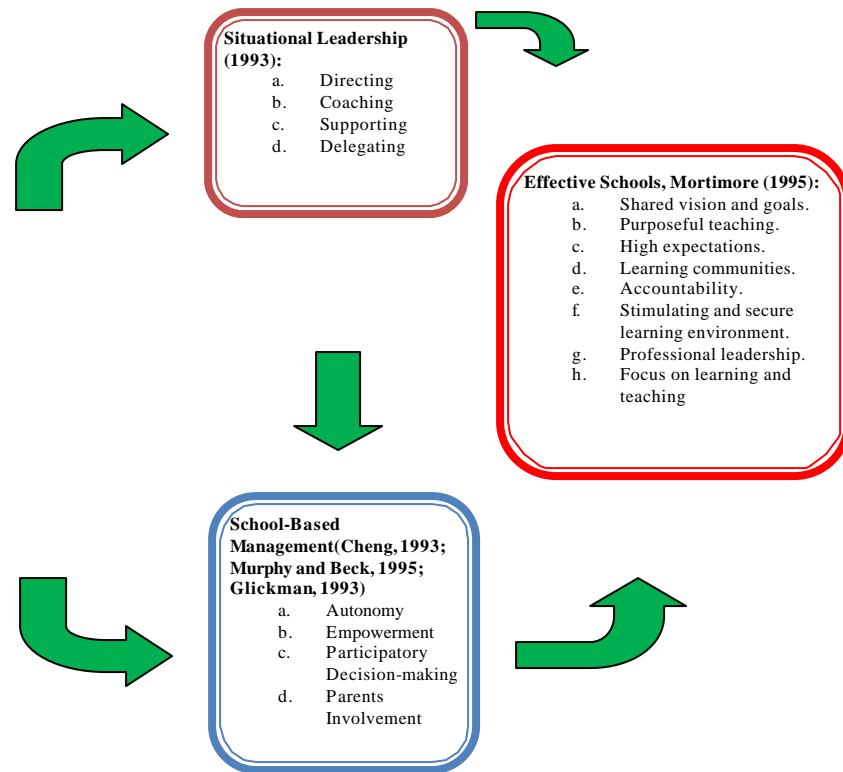
Fig. 1: Theory framework (Hersey *et al.*, 2001; Cheng, 1993; Murphy and Beck, 1995; Glickman, 1993; Mortimore, 1993)

high action of leading and a low action of support. At this rank, leaders will provide specific guidance on what and how objectives will be achieved. Leaders will make frequent referrals to the achievements of subordinates. Most decisions are made by leaders. S2: the guiding leadership style where leaders' lead and support implement actions are high. Leaders will explain every decision and advice, providing support on development and real progress and continue to give directives to achieve a task. Suggestions from subordinates are received and considered but the decision-making is still in the leaders hand. S3: the supporting leadership style is the leader has a low leading attribute but high support. At this stage the leader is heard, supported and served as facilitator in decision-making. S4: the delegated leadership style when leaders' leads and supports attributes are low. Leaders delegate authority to subordinates in order to act on their own and facilitate the resources needed to ensure the task can be implemented effectively. Most decisions are made by the subordinates.

According to Hersey *et al.* (2001), there are four stages of development of subordinates and may be paired with the four styles of leadership. The development stages are: D1: at this stage, a subordinate does not have the ability to perform tasks but have a high

commitment. In connection with the S1 leadership style that leading is appropriate because of the high briefing will provide the knowledge and skills of a particular job. At this stage, low supports are given for subordinate considered to have the motivation to perform the task. D2: at this stage, a subordinate's commitment in on the wane compared to the D1 stage. This occurs because the subordinate has got knowledge about the task. None the less, the subordinate skills are still low. In connection with the S2 leadership style that is guided, it can be applied because of high leading attributes needed to improve the skills and high support is necessary to increase the diminishing commitment. D3: a subordinate's ability raises high but the given commitment often changes. In connection with it, S3 leadership is used for uncertain commitment circumstances that require high support to motivate and restore the confidence of subordinates. Seeing the increasing ability of subordinates is high, then a little direction is required. D4: at this stage, a subordinate's skill and commitment are high. In connection with the S4 leadership style, it can be applied as a subordinate only requires direction and low support to perform a task (Fig. 1).

The lack of proper leadership style selection will affect the subordinate commitment and skills in carrying

out the task (Hersey *et al.*, 2001). Therefore, leaders need to know the definite stage of subordinates'development before applying a commensurate leadership style so that leaders can perform their tasks effectively.

While SBM theory formulated by Glickman (1993), Murphy and Beck (1995), Cheng (1993) is used to see the implementation of the School Based Management (SBM) in West Sumatra in an effort to create effective schools. Some schools have been doing research looking at the relationship between how leaders and management at the school run (Hallinger and Heck, 2009).

MBS is a form of school management decentralization in the field of education programs characterized by broad autonomy in school rankings, efforts, participatory decision making and the involvement of parents in achieving national education goals. Teachers participate as partners and even directly involved in the implementation of the School Based Management (SBM) in addition, parents are also involved (Lane, 1991).

Lots of effective schools significance, definition, characteristics are expressed by experts' opinions such as Mortimore (1993), Scheerens (1990) and Hussein (2008). While in Indonesia, it is explained that an effective school is a school that meets the National Standards normative criteria stipulated by Government Regulation No. 19 of 2005. The effective school is a school that has met the eight National Education Standards. For the purposes of this study, 11 characteristics of effective schools concepts are used (Mortimore, 1993).

MATERIALS AND METHODS

The design of this study is combining the two approaches (mixed method) which are in form of explanatory (Explanatory Design). According to Creswell, explanatory approach uses quantitative data collection scheme as the main reference and qualitative data as additional data.

Research instrument: This study used a questionnaire which isbased on questionnaires used by Maimunah Young and Samsuddeen as well as questionnaires about effective schools based on the 11 characteristics effective schools by Mortimore (1993). The interview guidance in this study was also made based on the constructs that exist in this research.

This research used questionnaires as the main instrument and interview guide as supporting instruments to gather information about the leadership style of the

situation and the implementation of School-Based Management towards effective schools in West Sumatra. The research instrument used the Linkers scale of 5 stages to indicate approval phase of respondents on each item of statements set out in the research questionnaires. Respondents should provide answers to the statements to put forward by rounding the number on the scale provided. The answer to each statement presented as follows: 5 = strongly agree, 4 = agree, 3 disagree, 2 = disagree and 1 = strongly disagree and also a scale of 5 = always, 4 = often, 3 = once scale, 2 = rarely and 1 = never.

Population and sample: The population of the study consists of 186 units of public high schools (SMA), 744 of school boards and 9,937 teachers in 19 districts and cities in West Sumatra. The samplesare set of 93 schools with a total number of 372 people and the leadership of teachers as many as 651 people. While the number of teachers is 7-10 teachers for each selected schools involved in this study which are based on the view by Halphin. The amount of samples to be interviewed in this study are 12 people, three people fromeach area and each group of respondents represents the principal, deputy heads and teachers. Sugiyono states that the number of interviewees considered adequate if the data obtained has reached the stage of "redundancy".

Data analysis procedures: As the purposes of data analysis, research, quantitative research was supported by the results of the research through interviews to clarify the results of quantitative research. Quantitative research results were analyzed using descriptive statistics, inference and ANOVA while the research results obtained through interviews were analyzed thematically using NVivo 8. The application Descriptive analysis is used to analyze the profile of respondents, the implementation phase of the principal's leadership situation, the stage of implementation of school-based management and Effective school stage in West Sumatra by using frequency, min score, percentage and standard deviation. While the Pearson correlation was used to analyze the research hypothesis Ho_1 and Ho_2 to see the relationship between leadership styles and situations principals implementation of school-based management with an effective school. ANOVAs analysis, t-test and Kruskal-Wallis non-parametric used to analyze Ho 3.1-3.3 and Ho 4.1-4.3 to account for differences in the leadership of the principal's situation and the implementation of school-based management by a factor of academic

qualifications, experience as chief, and training followed by an effective school as the dependent variable. So, multiple regression analysis with stepwise method were used to analyze Ho₅.

RESULTS AND DISCUSSION

Overally, the results showed that the implementation phase of the leadership of the situation can be seen in the Table 1.

Table 1 shows that the implementation phase of the principal leadership style situation in West Sumatra in overal based on the principal, vice principal and teachers are at a high for the four stages of the leadership style. This means that the implementation of the fourth stage of the leadership style leads to a situation that is style, style guides, styles support and styles delegates including category which often carried out by the principal. There are no more dominant force implemented by principals in leading the school community to create effective schools in West Sumatra-Indonesia. Results of research on the stage of implementation of school-based management can be seen in Table 2.

The results also show that the implementation phase of school-based management is based on the perception of the head are at a very high stage, the deputy head of the high stage and teachers are at a very high stage. The group head gives a very high assessment phase to aspects of empowerment, participatory decision making and the involvement of parents and high stage for the implementation of autonomy. When the group vice provide very high ratings only to one aspect of making decisions in a participatory manner. Meanwhile, the

teachers have very high ratings to aspects of empowerment and participatory decision making and a high stage for aspects of autonomy and parental involvement. There are differences in the answers given by the respondents through interviews with respondents through the instrument of the aspects of autonomy. Interviews showed the implementation of school-based management in the aspect of autonomy has not been done at all, the respondents agreed that in the aspect of their autonomy by the school still seen as a portion of the unit bureaucracy city and county governments whose authority is the mayor and regent. While the implementation phase of effective schools in West Sumatra can be seen in Table 3.

Table 3 shows the overall min implementation phase effective school based group head, deputy and teachers are at a very high stage. Results of the quantitative results of the interview have strengthened about effective school. In principle all grains rather than the characteristics of effective schools by Mortimore (1993) has been owned by a high school in West Sumatra.

The results also showed a significant positive correlation (r = 0.330 and Sig. = 0.000<0.05) on a simple stage between leadership style to the situation of effective schools and there are significant positive

Table 1: Comparison of situation leadership min score between head and deputy head

Situational leadership	Principal	Stage	Vice principal	Stage	Teachers	Stage
Directing	3.64	High	3.57	High	3.58	High
Coaching	4.19	High	4.08	High	4.11	High
Supporting	4.29	High	4.14	High	4.18	High
Delegating	3.91	High	3.82	High	3.84	High
Total	3.96	High	3.86	High	3.89	High

Table 2: Comparison of school-based management enforcement min score between the principal and vice principal

Management aspect	Principal	Stage	Vice principal	Stage	Teachers	Stage
Autonomy	3.54	High	3.53	High	3.53	High
Enforcement	4.41	Very high	4.29	High	4.32	Very high
Participatory decision-making	4.51	Very high	4.45	Very high	4.47	Very high
Parents involvement	4.30	Very high	4.28	High	4.28	High
Total	4.39	Very high	4.29	High	4.32	Very high

Table 3: Comparison of effective schools min score between the principal and vice principal

Effective schools	Principal	Stage	Vice principal	Stage	Teachers	Stage
Professional leadership	4.39	Very high	4.36	Very high	4.37	Very high
Vision and mission	4.44	Very high	4.41	Very high	4.42	Very high
Favorable school environment	4.44	Very high	4.35	Very high	4.37	Very high
Learning-centered	4.40	Very high	4.39	Very high	4.39	Very high
Sincere teaching	4.31	Very high	4.31	Very high	4.31	Very high
High expectation of teachers and staffs	4.20	High	4.20	High	4.20	High
Award on students achievements	4.28	High	4.30	Very high	4.29	High
Continuous assessment	4.26	High	4.28	High	4.27	High
Students right and obligation	4.21	High	4.24	High	4.23	High
A cooperation between school, parents and teachers	4.30	Very high	4.28	High	4.28	High
Schools as learning organization	4.33	Very high	4.32	Very high	4.32	High
Total	4.33	Very high	4.32	Very high	4.33	Very high

correlation (r = 0.545 and Sig. = 0.000 <0.05) on a simple stage between the implementation of school-based management with an effective school. The study also found a situation of leadership style does not affect the principal directly to the implementation of effective schools while the implementation of school-based management to give effect high = 0.00> 0.05 and R^2 = 0.297 for effective schools. There are two elements which affect the situation of leadership effective school that guiding force high = 0.00>0.05 and R^2 = 0.108 and to support the leadership style high = 0.015>0.05 and R^2 = 0.114 and in aspects of the implementation of school-based management, there are three elements, namely making partisifative decision high = 0.00>0.05 and R^2 = 0.252; parental involvement high = 0.00>0.05 and R^2 = 0.320 and the insistence Sig. = 0.00>0.05 and R^2 = 0.331 which affect the effective schools. The research also showed that there are no significant differences execution of leadership situations and school-based management implementation based on factors of experience and training that followed. In the research implications have been raised that the head of the high school in West Sumatra carrying out four leadership styles based on the situation but also implement leadership style based on management functions. The elements of leadership style guiding, supporting force, the effort, participative decision-making and involvement of parents are important elements that affect realizationthe school effective. Therefore, if the Head of Education and City or districts in West Sumatra want to put someone to become principals then prioritize someone who has leadership traits that guide and support, giving the insistence to subordinates, consulted in making the decision and has a social capacity indicated with the skills to communicate with the community around the school.

This study reveals the principal stages of situational leadership in implementing school-based management towards effective schools in West Sumatra. Also aims to examine the relationship and the contribution of the principal's leadership style situational and implementation of school-based management for effective schools. The results showed four leadership styles situations Blanchard applied by the head of the high school in West Sumatra at a high stage and none of the more dominant force applied among other styles. This result gives the sense that the leadership style application Blanchard in high school by the principal of West Sumatra is based on the necessity action taken by the school principal characteristics of the task and not to the development of the situation and development of subordinates. These results are in line with the views of Abdul Aziz that the situation is the implementation of leadership style must

act principals in carrying out the functions direction in line with the style of leadership leads, consultative functions of a head of a guidance process conducted against subordinates in line with the style guide, the function decision makers and participatory functions in line with the style of leadership support while the functions of the delegation is in line with the style of delegates someone principal. Based on these five functions, according to Abdul Aziz, a person must have to carry out the principal's four leadership styles in creating effective schools situation. Implementation of the situation as a leadership style leadership process needs to be carried out by a person's head is also reinforced by a model management process proposed by Stoner. School organization as a system is the venue for a systematic management process to control the activity. According to Stoner, management expressed as a process because it involves activities related to each other in order to achieve the desired mission. Furthermore, he described the management defined as a process to plan, manage, lead and oversee the work members of the organization and the use of organizational resources available to accomplish the mission that has been set. Conditions of school management is determined by leader in bringing about the success of a school educational institutions and leaders have a moral impact on teachers, job satisfaction and achievement (Chapman, 1984; Evans, 1998, 1999; Hallinger and Heck, 1998; Hoy and Miskel, 2000), also affect the results of student learning and school performance (Sammons *et al.*, 2011).

Based on the model of management process by Stoner (1995), then the process leads to a school principal is a need for action. Lead is the lead, influence and motivates subordinates to perform tasks that have been set. This process actually has demanded someone principals must implement leading style. The school principal also a class supervisor will demand school principal must carry out the guiding force. While heads also need someone who has ability in participatory decision-making process, it will also require a school principal should implement supportive style. Head in performing basic tasks and functions are also assisted by several deputy head, then inevitably a head must delegate some authority to his deputy. Someone's head it is democratic to divide discharged authority to the deputy head of the coordination remains in the head.

Leadership style guide and style support including head styles that affect the effective schools while two other styles which lead style and the style of delegates does not contribute directly to the school effectively. Leadership style situation simultaneously with school-based management does not affect the effective

schools while the implementation of school-based management influence on effective schools. This means that the principal's leadership style exists only in the context of school-based management will contribute to the realization of an effective school. A principal's leadership must be seen in the context of the management system when the school-based management as the management system has been running well, the leadership would be based on its own. Brightness school, not only determined by the leadershi but also by a good management system.

Results also showed that two situational leadership style guide and support as well as the three aspects of school-based management; staff empowerment, participatory decision-making process and parent participation are important elements that affect the realization of effective schools in West Sumatra, Indonesia. Therefore, if someone wants to become a leader in the school should have implemented important elements than the results of this study are principals who carry out the style guide and support and the person who gives the empowerment principals to subordinates, deliberation in making decisions and to cooperate with community around the school.

Results of research on the implementation of school-based management in high school West Sumatra show aspects of autonomy does not contribute to effective schools. The results of the aspects of this autonomy is not in line with the school-based management theory by Glickman (1993), Murphy and Beck (1995) and Cheng (1993) which explains that school autonomy should be interpreted as a lack of independence of the school in arranging and taking care of yourself. This gives the meaning of that aspect of the autonomy of school-based management has not been optimally implemented by the school. Granting authority for school autonomy from the central government only limited autonomy to the government educational city and county, led by the Mayor and Regent. The real school autonomy are not yet in school, the school has not had the authority in the aspect of designing the curriculum, making school budget and overseeing the use of the school budget. School authority in some aspects of autonomy is still under the supervision of the Mayor and Regent and not by the principal.

Based on the results of this study, it can be formulated that the characteristics of an effective school principal is the first, a chief who would provide guidance to the school community for the achievement of effective schools. Secondly, a chief who would provide support, a lot of listening and role as predisposing way in making a decision. Leadership style guide and support in principle is a participative leadership style appropriate for the

people of West Sumatra Minangkabau society in general are cultured by upholding democratic decisions formulated by mutual agreement. Leadership research on the cultural context has been more studied by other researchers through a political standpoint (Palomares and Alvarez, 2004), philosophy (Begley, 2000; Wong, 2001), an international school (Jabal, 2006), gender (Celikten, 2005; Oplatka, 2002), social justice and democracy.

The characteristics of the school culture in West Sumatra who prefer the style of leadership to guide and support is actually a reflection of the democratic culture of Minang people who need to be nurtured. Third, a head that has the characteristics of leadership is a process in which the chief deliberative decision-making and give authority to the subordinate (deputy head) to make decisions and take action in all aspects of school management (Hoy and Miskel, 2008). So, empowerment is the act of giving opportunities for subordinates to act in environmental guidelines that have been established to achieve the vision and mission of the school. Heads that provides empowering subordinates to give meaning that the principal mandate someone to subordinates to carry out the work in accordance with their duties and responsibilities. Fourth, the effective head of the person is one who consulted in the decision-making process. Successful school principal is someone who is able to push his subordinates actively participates in the process of making decisions as proposed (Spillane *et al.*, 2004) that the leader is able to distribute to other leaders underneath, his followers and in any situation.

Participations of a person mentally and emotionally in a group encourages a person to affect the realization of the vision and mission of the school and share responsibility for achieving the vision and mission of the school. Fifthis a school principal must have the capacity to promote social participation of parents and NGOs to work together to take responsibility in an effort to improve the quality of schools. Ogawa and Scribner (2002) explain that the quality of the organization's leadership principals flowed widely through social networks and actions.

Therefore, if the Head of Education wants to put someone to become principals then prioritize someone who has leadership traits that guide and support, giving empowerment to subordinates, consulted in the process of making decisions and have the social capacity shown with skill in communicating with the community around the school. Leadership is important in a successful of an institution especially schools (Bass, 1990). Besides that good or bad school performance is largely determined by school leaders (Ogawa and Scribner, 2002), both in terms of leading and managing the school (Camburn *et al.*, 2003; Harris, 2004; Leithwood *et al.*, 2006; MacBeath *et al.*, 2004; Spillane *et al.*, 2007).

Results of research on leadership styles may be used as a support and guide the guidelines for principals in West Sumatra to implement school-based management towards an effective school. Results of this study provide implication lot in terms of school leadership, especially leadership style guiding and supporting leadership style. Supportive leadership style in accordance with the characteristics of the culture of Minangkabau society that upholds democratic values in the process of making a decision, this condition according to the expert opinion that leadership can be conceptualized differently have pushed for a more explicit analysis of leadership with regard to culture (Bajunid, 1996; Cheng, 1993; Dimmock and Walker, 1998a; Hallinger and Leithwood, 1996) as it also over the last few years researchers shifted attention and researching leadership in cultural influence.

For the people of Minangkabau good decisions based on tradition and culture is a decision taken by consensus. Implementation of the structure and culture can look very different from its application in the entire system and society but some exceptions for effective school (Teddlie *et al.*, 2000) and for school improvement (Reynolds, 2000). Meaning-influenced leadership in creating effective schools and culture will influence what leaders do (Emihovich, 2006).

Schools leadership in West Sumatra is strongly influenced by the customs and cultures that affect leadership style characterized by culture. Influenced leadership will affect the leadership implemented will make a difference in schools, school improvement and the quality of education and is the most effective way to influence the school results indirectly (Hallinger and Heck, 1999; Leithwood *et al.*, 2006; Southworth, 2005). Besides, also, school leaders must carry out their duties in line with the base school management by implementing cultural values in order to create effective schools (Cheng, 1993). School leaders and school management is very important base implementation (Spillane and Healey, 2010).

Participatory decision-making process by involving all stakeholders/citizens support the school through leadership style is a portion that cannot be separated from the culture of Minangkabau society, highly visible leadership implementation took traditional and cultural approach to education administrative processes (Hallinger and Leithwood, 1996), the customary understanding and culture and the need for cross-cultural comparative framework to guide research in the area of leadership are integrated with cultural values (Hallinger and Leithwood, 1996; Dimmock and Walker, 1998b; Heck, 2012). Although, the cultural values that exist in the context of globalization are complex and dynamic, this culture has a strong influence on the lives of the people in West Sumatra, Indonesia (House *et al.*, 2004).

CONCLUSION

Results of this research is expected to give contribution of useful knowledge for implications to the basics of leadership principals situation in the implementation of school-based management towards effective schools at the high school of West Sumatra that school base management is one of the factors creating effective schools (Gaziel, 1998). The results showed that the main leadership styles where situation should be implemented by a school principal in West Sumatra is supportive leadership style and leadership style guide for this style in harmony with the cultural characteristics of Minangkabau society that upholds democratic values in the decision-making process in addition to school requires effective leader if they want to provide the best education for their learners (Bush, 2007). Results of this study can be a guide for the City and the District Education Office, if you want to put a teacher to become headmaster of Senior High School (SMAN) then he/she must firstly understand the cultural traits egalitarian Minangkabau society and democratic. So, this study may also be used as a source of information and referral for those who will continue the struggle as a researcher in the field of leadership and management of the schools in the future because research on leadership will continue to develop in accordance with the context of the situation and needs (Emmerling *et al.*, 2015) and school leader effectiveness. Finally, I hope the results of this study can add values to the insights of leadership and management principals in the context of school-based management towards an effective school.

ACKNOWLEDGEMENTS

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