

IMPLEMENTATION OF PARTICIPATORY LEADERSHIP STYLE TO INCREASE COVID-19 ERA LEARNING EFFECTIVENESS AT PAUDQU SAHABAT TELADAN KARAWANG

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Abstract: This research was conducted with the aim of knowing how much the influence of participatory leadership style toward decision making in the learning process of Covid-19 era to achieve learning effectiveness, especially in early age. This research used descriptive qualitative method. The data was collected using interview and observation, and then the data was analyzed using method of Miles & Huberman. The findings show, that participatory leadership style can achieve learning effectiveness because in decision making the leader involved subordinates and education policy makers, educational stakeholder.

Keywords: participatory leadership, learning effectiveness

INTRODUCTION

The Covid-19 virus pandemic has had a major impact on all activities all off the countries, including Indonesia. The Covid-19 virus pandemic, which has been going on for about 3 years, has affected every country, make and stipulate new policies, such as in Indonesia implemented a lockdown system, requiring wearing masks, maintaining distance, staying away from crowds, reducing mobility, and other policies to maintain the common good, it was done in order the Covid-19 virus does not spread quickly.

Various policies limiting physical access to public services made by the government, in which for every activity or all activities are required to run online, so that it caused many impact on various fields, one of them is education. This is a new and big challenge for every education manager, including making decisions from school leaders to find out solutions about how to carry out learning in the covid-19 era.

Learning during the Covid-19 era which was carried out online had raised many problems such as not all students could access online learning, and moral education could not be carried out optimally, especially in early age education. The early childhood should actually learn face to face, by doing so, everything they have conveyed can be understood and more meaningful. This is a big consideration for educational leaders to maintain the quality of education.

In line with Government Regulation Number 17 of 2010 Article 1 that Early Childhood Education (PAUD) is a coaching effort aimed to children from birth to age of 6 (six) years which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children are ready to enter further education.

As principal, the leader of education unit has big and hard responsibility to create an effective and quality education. In this case, the principal needs a leadership style which appropriate to the situation, conditions, needs of the education and community, they are also able to influence his subordinates in a certain form or pattern¹. Especially in the current condition of the covid-19 virus, every decision from the school principal must be based on what the future impact will happen either for students or for educational quality itself.

The school or institution in improving the educational quality, they have to provide good planning and management, as in government regulation of Republic Indonesia Number 17 of 2010 concerning Management and Implementation of Education. The educational existence management will guarantee: (1) public access of education services are sufficient, equitable, and affordable, (2) the quality and competitiveness of education, and its relevance to the needs and society conditions, and (3) effectiveness, efficiency, and education management accountability. This policy can provide direction to educational institutions in managing their institutional education properly.

To implement these policies a leadership style is needed, so that they can direct, manage and obtain the appropriate quality of education. Leadership style is a method

¹ Baharuddin & Umiarso, *Kepemimpinan Pendidikan Islam: Antara Teori dan Praktik*, (Yohyakarta: Ar Ruzz Media, 2012), 51.

or art used by a leader to organize and direct his subordinates in achieving the common vision and goals that have been set in an organization². The leaders will be more effective, when they are recognized by all of their subordinates because of their ability and creativity to solve a problem and change the problem to be more effective. For this reason, a leader must be responsible in realizing effective leadership and educational quality. Leadership can be said as leaders who lead, need, drive, define and manage all elements within the organization to achieve organizational goals desired and produce subordinate performance the best³.

One of the leadership styles is participative leadership. This participatory leadership style means the principal as a leader consults with a group of members regarding the interest issues because it has many contributions⁴. Participative leadership style high level of support for retrieval decisions and policies, but there are little guidance from leaders. It means small direction, that is, leaders don't just sit back and give many orders, but the leader also participates therein, in the process of mutual agreement. Participatory leadership can be seen as a different behavior, although it can used together to carry out tasks specifically and shows the behavior of the relationship between leaders and subordinates.

For example, discussing with employees to design a flexible time system, can resulting in more work schedule planning good and can be a sign of attention of top leaders the needs of its employees. Besides that, style Participatory leadership can increase subordinates' awareness of issues and influencing subordinates to see new perspectives. Through this leadership style, the leader continues stimulates creativity of subordinates and encourages subordinates to find approaches new to old problems get it done in a modern way.

Based on the above explanation, participatory leadership can cause effective learning. Effective learning is needed for both teacher and students. Ravianto (in Masruri,

² Undang Ruslan Wahyudin, *Manajemen Pendidikan: Teori dan Praktik dalam Penyelenggaraan Sistem Pendidikan Nasional*. (Yogyakarta: Deepublish: 2020), 39.

³ Andriani Lestari, "Pengaruh Kepemimpinan Partisipatif dan Komitmen Organisasi terhadap Efektifitas Implementasi Rencana Strategi Madrasah Aliyah Kabupaten Sukabumi Jawa Barat". *Jurnal Administrasi Pendidikan*, Vol.23 No. 1. (2016).

⁴ Sherly, dkk. *Manajemen Pendidikan: Tinjauan Teori dan Praktis*. (Bandung: Widina Bakti Persada Bandung: 2020),178.

explains that effectiveness is a measure of how well a job is done⁵. It means something work is considered effective if it is completed in accordance with the planning, time, cost and quality.

The effectiveness of learning according to Rohmawati is a measure of the success of a process of interaction between students and between students and teachers in educational situations to achieve goals learning⁶. The effectiveness of learning can be seen from student activity during learning takes place, student responses to learning and mastery of student concepts.

To achieve a learning concept that effective and efficient there needs to be a reciprocal relationship between students and teachers to achieve a goal together, besides that it is also necessary adjusted to the conditions of the school environment, facilities and infrastructure, as well learning media needed to help. Achievement of all aspects of student development, so effectiveness learning can be interpreted as a measure of the success of a learning process between students and students, or students and teachers in achieving learning goals.

Based on the explanations above, it can be concluded that learning effectiveness is the level of success achieved from a certain learning methods that suit the learning objectives has been planned. In this study, the success rate used is the perception of parents / guardians of students who accompany students conduct online learning through the What Sapp group.

METHOD

This research was conducted at PAUDQU Sahabat Teladan which is one of the Islamic Religious Education-Based Early Childhood Education Centers in Karawang district. This research used qualitative descriptive as approach. The data was collected by interview, and observation, the data then analyzed used Miles and Huberman method that is reduction, display, and verification. The purpose of this research is to find out and report how the implementation of the participatory

⁵ Masruri, "Analisis Efektivitas Program Nasional Pemberdayaan masyarakat Mandiri Perkotaan (PNPM) (Studi kasus Pada Kecamatan Bunyu Kabupaten Bulungan Tahun 2010)". *Governance and Public Policy*, Vol , No 1. (2014) 53-76.

⁶ Afifatu Rohmawati. "Efektivitas Pembelajaran". *Jurnal Pendidikan Usia Dini*. Vol 9 No 1, (2015), 15-32.

leadership style was carried out by the head master to his members in order to increase the effectiveness of learning in that covid-19 era.

FINDING AND DISCUSSION

A. Leadership Concept

Leadership is the process of influencing others to be able to understand and agree on what and how to do it, including the process of facilitating individual or group efforts to fulfill common goals⁷. In this case, leadership of an organization becomes a unified whole with management, because the effectiveness of organizational achievement depends on how effective the organization's leaders are⁸.

Besides that, leadership is said to be a system which includes such several elements as: (1) leader. This element is about person who can carry out everything in the organization, (2) the member, this element is relate with person who is driven in the organization, (3) the next element is organization, it is about of the situation in which there is the mobilizing activity that takes place, (4) the expertise element of the leader that can influence individuals or groups, and (5) the goal element to be achieved. All of these several elements, will make a unified whole in order to achieve organizational goals.

There are two concepts of leadership in an Islamic perspective, they are (1) caliphs, caliphs refer to the purpose of creating humans on earth, and (2) Al-Amr. It is referring to the characteristics of leadership in Islam. Humans who become caliphs, meaning that they are created and chosen by Allah SWT to be Allah's representatives in carrying out all His commands on earth, both personally, socially and universally, while humans are called Al-Amr, when the humans are able to lead a course of deliberation to be able to reach a mutual agreement.

Leadership in terms of education is a person ability to influence, mobilize, and direct members in their educational institutions to be able to carry out

⁷ Undang Ruslan Wahyudin, *Manajemen Pendidikan: Teori dan Praktik dalam Penyelenggaraan Sistem Pendidikan Nasional*. (Yogyakarta: Deepublish, 2020), 29.

⁸ Furtasan Ali Yusuf & Budi Ilham Maliki, *Manajemen Pendidikan*. (Depok: Rajagrafindo Persada, 2021), 55.

education so that it is more effective and efficient in accordance with the educational goals that have been formulated. Leader in field education is the principal; those who are led are teachers and staff of the educational institution. The principal as a leader certainly has a number of big duties and responsibilities, one which must be able to trust and influence education stakeholders to work together in achieving the goals set by the school.

Owens in Ali Yusuf, explain that to achieve the previously planned organizational goals, it needs facility or means that can be seen from the quality of leadership⁹. For this reason, every school principal must be able to choose and apply the leadership style that is considered the best and in accordance with the condition, so that he can carry out his tasks and responsibilities effectively. However, to achieve the institution goals they require cooperation with its members.

B. Participative Leadership Style

Leadership style is a consistent attitude owned by a leader in running a group or organization and able to influence its members. By having leadership style for each leader, it will achieve the organizational goals have been formulated previously.

According to to Greenberg and Baron, principals are part of leaders who show task-oriented behavior and human relations¹⁰, since they always make relation with society and they also have tasks, and function. To carry out this leadership pattern, it can be conducted through a participatory leadership style. Because this leadership pattern can make leaders who are democratic, open, and maintain human relations with their members at school.

Participatory leadership is a person's way of leading that allows subordinates to participate in the decision-making process¹¹. Meanwhile, according to Akil, participative leadership is leadership that tries to ask for and use suggestions from

⁹ Furtasan Ali Yusuf & Budi Ilham Maliki, *Manajemen Pendidikan*., 57.

¹⁰ Furtasan Ali Yusuf & Budi Ilham Maliki, *Manajemen Pendidikan*., 68.

¹¹ Mohammad Nurman et. al, "*Pengaruh Kepemimpinan Partisipatif Kepala Sekolah dan Kompetensi Guru Terhadap Mutu Sekolah SMP Negeri 1 di Kecamatan Bumiayu Kabupaten Brebes*", (2014), 27.

its subordinates, but the decision making remains with the leadership¹². Based on some of the opinions above, it can be concluded that participative leadership is a way for a leader to be able to directly involve its members in the decision-making process to achieve group goals.

In line with Akil, Ali says, when there is a school leader or principal, namely who uses a participatory leadership style, there will be at least three benefits are able to be obtained, such as: developing human resources in schools to be able to participate in decision making, and the result is bringing about the best decisions and increase organizational growth and development, participation of teachers and staff will be more optimal, and make a sense of belonging the school.

The steps must be taken by a leader when they use a participatory leadership style according to Husaini Usman, are as follows:

1. The groups make task goals and work-related decisions.
2. When the leader wants to make a decision, it must be taken after paying attention to the group opinion.
3. The motivation of subordinates is not only in the form of economic rewards, but also their efforts to feel how important they are and their self-esteem as working people.
4. The relationship between leaders and subordinates is very open, friendly and trusting¹³.

According to Nurman, et al, participatory leadership indicator is as follows:

1. Openness is the problem approach openly with indicators together with the teacher and employees/employees.
2. Evaluation and follow-up or repairing the formed structure includes evaluating the existing structure and it follow-up.
3. Looking for input with indicators how to ask for information and advice (feedback).
4. Empowerment or helping the leadership process includes empowerment and problem solving.

¹² Akil, *Model Kinerja Guru dalam Mewujudkan Sekolah Efektif* (Bandung: Gapura Press, 2018), 21.

¹³ Ulfah Rusminati Rahmatin, “*Kepemimpinan Partisipatif Kepala Sekolah dalam Meningkatkan Kualitas Kompetensi Profesional Guru di SMPN 5 Ponorogo*” (Skripsi, IAIN Ponorogo, 2019).

5. Cooperation is collaborating with individuals and groups.
6. Involve other people/teachers in decisions by deliberation and directing (participation)¹⁴.

Participatory leadership based on Ulfah Rusminati explanation in her research views her own role as coordinator and integrator towards synergistic performance in achieving shared commitments. Participatory leaders will make the organization a place to achieve a shared commitment between all the organization members regarding the preparation of a clear vision and mission. Participatory leadership has humanistic values that will be clearly reflected in the attitude of a leader who is participative towards their followers. And a participative leader will be respected and not feared. His behavior will encourage innovative power and high creativity for their followers provides flexibility to be creative too¹⁵.

C. Learning Effectiveness

The effectiveness of learning consists of two words namely "effectiveness" and "learning". Effectiveness is the effort made by individuals or groups to achieve predetermined targets in accordance with the plans and needs have been made to achieve even better results. While learning is a two-way interaction process carried out by students, teachers, and teaching materials in the learning environment. Learning effectiveness according to Miaso (in Abidin's) is one of the categories in the educational quality measured through the achievement goals. It can be concluded that the effectiveness of learning is the degree of success from an effort, in this case is the learning process carried out between students and teachers to achieve maximum learning objectives.

To achieve learning effectiveness can be observed through every activity carried out the students during teaching and learning process, how the students react to learning. In this case, to achieve effective learning there needs to be reciprocity between students and teachers to be able to achieve the expected goals

¹⁴ Ulfah Rusminati Rahmatin, "*Kepemimpinan Partisipatif Kepala Sekolah*., 39.

¹⁵ Ulfah Rusminati Rahmatin, "*Kepemimpinan Partisipatif Kepala Sekolah*., 37.

together, and there must be support from various parties, such as the conditions of a supportive school environment, adequate facilities and infrastructure, and media or learning methods to help the run of all student development aspects.

Learning is said to be effective, when they can achieve the expected targets of the school and based on students' needs or at least can achieve the specified expertise. Besides, effective learning is the learning which causes both the teacher and learners get something new. The students can gain new experiences, and the teachers also get it from interactions with students.

Effective learning can also be seen when students are able to absorb and understand the material has been delivered by teachers, because it is the factors that determines whether or not the learning process can be said to be successful. To determine how effective learning is, through the learning process and what the results will be. There are seven indicators that can show how learning to be effective using PAIKEM approach, as follows:

1. Organizing good material, this step is about efforts made by teacher in conveying teaching materials to students in a logical and orderly manner, so there is relation between the topics. In this case the teacher must pay attention to several things, such as: detailing the teaching materials to be delivered, sorting the teaching materials from easy to difficult, and the relationship between teaching materials and learning objectives.
2. Effective communication is teacher ability in terms of conveying teaching materials, which includes media, methods, or other techniques so that they can become the center of students' attention when teaching and learning process occurred.
3. Mastery and enthusiasm for subject matter, in this case teachers are required to be able to master teaching materials properly and correctly, they are able to relate the teaching materials being studied with the students' background knowledge, the teaching and learning finally will be more lively and meaningful.
4. Positive attitude towards students, in this case the teacher can provide and help students to always have motivation in the learning process.

5. Giving fair value means the teachers in the learning process from beginning have informed what competencies students must have and master. This makes students enthusiastic to join the learning process; this way will affect the value of students' lessons. Therefore, teachers must provide a fair assessment through several aspects, such as the suitability of tests with teaching materials, a consistent attitude towards learning objectives, and the efforts of students to achieve learning goals, the honesty of students to get lesson scores, and the existence of feedback on students' results.
6. Flexibility of learning approach is the learning process is closely related to several characteristics, as like the characteristics of students, subjects, and obstacles that are passed during the learning process. Therefore, flexibility is needed to achieve learning objectives.
7. Good student learning outcomes, in this case teachers absolutely have an obligation to provide an assessment of student learning outcomes, or the teacher must have any indicators to obtain data on student learning outcomes.

Based on the explanation above, it can be concluded that in achieving learning effectiveness, the teacher needs a way to be able to achieve students learning goals. So, the teachers must have a variety of approaches and have high creativity, so that the learning process becomes interesting and meaningful¹⁶.

D. Analysis

The major impact of covid-19 virus pandemic has caused the government made policies decision in educational sector, for example learning carried out online to minimize the transmission of the Covid-19 virus. This condition influenced the change leadership style. One of them is participatory leadership style. This is about person's way of leading t allows subordinates to participate in the decision-making process. Distance learning, needs a leader who is able to involve his subordinates in finding joint appropriate solutions, so that they always try to make learning effective in the Covid-19 era.

¹⁶ Feris Lisatania, "Efektivitas Pembelajaran PAI dengan Menggunakan Metode Tugas di SDN 01 Mulyorejo Kecamatan Bunga Mayang Kabupaten Lampung Utara "(Lampung: IAIN Metro, 2020)

Based on the interview results with PaudQu Sahabat Teladan head regarding the learning process in the Covid-19 era, he had made an initial policy, that was the learning process was carried out online or distance learning, this followed government policy to break the spread of Covid-19. However, after online learning went on for about a week and got evaluation results that online learning, especially for young children in terms of memorizing, was not very effective, and received criticism and input from parents about learning being held online.

Moreover, parents send their children to school with the aim of their children studying at school. This statement is in accordance with research result that was conducted by Nurdin and La Ode Anhusadar (2020) that online learning is not very effective for early childhood because there is no direct interaction of knowledge, especially students' learning conditions which are always changing and get bored quickly when held online.

On the other hand, they will happy to carry out the learning process face to face, since they are free and happier, the most real reason is the early age students learn while playing.

The principal in making decision for policy didn't forget the needs to be involved from his subordinates or from education stakeholders to find a solution. For this reason, the principal made a new policy on the learning process to make it more effective during a pandemic by following what students' parents expected and needed, however, he also didn't leave the government's recommendations, such as forming the study in groups.

This policy is carried out in the students' parents' homes alternately. In this case, one group consisted of 4 students, but they didn't study every day. However, this policy still was not effective. Based on the evaluation result done by school principal, teachers, and students' parents this way was ineffective due to several things, such as worrying about disturbing and bothering students' parents who are involved in the learning process, sometimes the teacher could visit two places at once when the teaching and learning process conducted.

Based on the implementation policies result, in which the policies could not result the hope maximally, or almost the policies had made was ineffective,

and the goals was not be able to reach. The leader then decided to make a new policy by implementing face-to-face schools following what parents wanted with various considerations, such as requiring children, teachers and parents to wear masks in the school environment.

In making policies have been passed several times at the school, the principal directly involves teachers and students parents in making a decision. They discussed and provided the best choices related to how the learning process in the Covid-19 era can run effectively. The students' parents then were involved in the decision-making process, and they wanted that learning was held by face-to-face. The students' parent on the other hand must be responsible if something undesirable happened in the next future.

The above action showed that PaudQu Sahabat Teladan principal in making decision was done appropriately. He took policy from audience suggestion and opinions, discussion with teachers, and all members involved in the meeting. But he also explained to the audiences especially students' parent not to complain even they have to be responsible when something wrong would be happens. It is in accordance with Islamic view is the one who can lead the course of deliberations to be able to reach a mutual agreement. However, if the deliberation process has not found a bright spot, then the principal makes a decision from the majority of votes.

In making decision however, the PaudQu Sahabat Teladan principal was not only based on his power and wishes, but also adjusting learning targets for students with goal that all students were able to reach the target had been set up. That is why collaboration between principal and teachers is very important in order to achieve learning effectiveness. The way to do it was frequently reminding teachers whose work was not in accordance with the objectives, holding weekly meetings, always evaluate learning whether or not any obstacles. This action, such as openness, honor, understand subordinates, resulted the foster of good teamwork.

Finally the decision taken was carrying out face-to-face learning with various considerations and thinking about the risks in order to achieve learning

effectiveness in early childhood and of course involving teachers and parents. Because one can be said to be effective learning is the communication skills of the teacher in delivering teaching materials, this way attract students' attention in the learning process, and resulted effective learning.

The effectiveness of learning can also be seen from how student learning outcomes during learning. In this case the teacher had any indicators to be able to obtain data on student learning outcomes, and such indicators for assessing the learning process, as: (1) assessing about memorize assessments, such as memorizing juz 30, hadith, and prayers. (2) Assessment of daily attitudes. (3) General ability assessment, such as writing, reading, arithmetic, and (4) language assessment, such as Arabic and English.

Overall, of the four assessments set at PaudQu Sahabat Teladan to determine whether or not learning has been effective. In this case, teaching and learning process can be said to be effective. This is because the assessment of student learning outcomes is above the Minimum Completeness Criteria (KKM), even though the rote assessment has not reached the learning target, due to several factors, such as letters memorized verses was kind of long verses, students rarely went to school, the students tended to get bored easily and they lost the focus, and most of parents depended everything to the teachers at school. As in Zaenal Abidin's research (2020) that the Minimum Completeness Criteria can be a factor determines whether learning is effective or not, either by using the media or the method chosen. His research discussed of using inquiry learning to know whether not the learning result was effective, the fact, it was effective because it can reach more than the Minimum Completeness Criteria.

CONCLUSION

The role of the leader for making a decision in an organization is very necessary. Moreover, a leader must have the right leadership style for this, one of them is a participatory leadership style in which the leader directly involves his subordinates in the decision-making process. It can be seen from the leadership of the principal at PAUDQU Sahabat Teladan which directly involves teachers and even parents of

students as education stakeholders to find solutions to achieve learning effectiveness in the covid-19 era. After several times making policies and evaluating learning during the era, school principals made face-to-face policies in the learning process, especially because early age requires direct interaction with teachers so that learning is more meaningful. Learning at PAUDQU Sahabat Teladan can be said to be effective because the student learning outcomes achieve more than the minimum completeness criteria that have been determined by the school, as well as the presence of participatory leadership directly involves the people around them, so the principal understands what the needs and desires of parents of students.

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