

## THE MORAL LEADERSHIP IN BUILDING LEARNING ORGANIZATION CULTURE AT THE EXCELLENT SCHOOLS

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**Abstract :** Focus and aim of this this research is to find and describe: (1) the characteristics of learning organization culture at excellent school; (2) leadership style in building learning organization culture; (3) leadership in building learning organization culture in excellent school i.e MAN 2 Kudus, MA TBS Kudus and MA NU BANAT Kudus. This research uses qualitative approach with multi cases study plan. The data collected through three techniques: 1). indepth interview; 2). participant observation; and 3). documentation. There are two stages in this research, those are: (1) individual case data analysis, and (2) data analysis rushed by case. The research finding that: (1) characteristics differences between one another Madrasah Aliyah (MA). MA NU BANAT Kudus has characteristic in building learning organization culture as this Madrasah presents more systematic, innovative and creative system with the better infrastructure support. Education quality orientation is to meet the requirement of ISO 9000. It also has transformation leadership style using management principles in strong way. MAN 2 Kudus has its own characteristic in building learning organization culture as it shows systematic, innovative and creative way with a better infrastructure tool supports, it also uses transformation leadership style. MA NU TBS Kudus seems less systematic, innovative and creative in building learning organization culture, with infrastructure tool support less good, and charisma type with transactional leadership style. (2). Transformation leadership style affects the competitiveness and the graduate quality, as support form in all study activities. (3). This research also find new model of leadership based on moral (spiritual), with various kinds of attitude, moral, and values as form of *uswah hasanah*.

**ABSTRAK :** Fokus dan tujuan dalam penelitian ini menemukan dan mendeskripsikan : (1) Karakteristik kultur organisasi pembelajar pada madrasah unggul; (2) Gaya kepemimpinan dalam membangun

*kultur organisasi pembelajar; (3) Kepemimpinan dalam membangun kultur organisasi pembelajar pada madrasah unggul di MAN 2 Kudus, MA TBS Kudus dan MA NU Banat Kudus. Penelitian ini menggunakan pendekatan kualitatif dengan rancangan studi multi kasus. Prosedur pengumpulan data dengan tiga teknik, yaitu: 1). wawancara mendalam; 2). observasi partisipan; dan 3). studi dokumentasi. Ada dua tahap dalam penelitian ini, yaitu: (1) analisis data kasus individu, dan (2) analisis data lintas kasus. Temuan penelitian yaitu : (1) Adanya perbedaan karakteristik yang menonjol satu sama lain dari ketiga Madrasah Aliyah. MA NU Banat Kudus dalam membangun kultur pembelajaran lebih sistematis, inovatif dan kreatif, walaupun dukungan sarana prasarana lebih baik dari MAN 2 Kudus. Peningkatan mutu pendidikan lebih berorientasi pada standar ISO 9000. Gaya kepemimpinan transformatif dengan memanfaatkan prinsip-prinsip manajemen berupa koordinasi yang sangat kuat. MAN 2 Kudus dalam membangun kultur pembelajaran termasuk sistematis, inovatif dan kreatif, dengan dukungan sarana prasarana lebih baik. Gaya kepemimpinan transformatif. MA NU TBS dalam membangun kultur pembelajaran termasuk kurang sistematis, inovatif dan kreatif, dengan dukungan sarana prasarana yang kurang baik. Gaya kepemimpinan transaksional bertipe kharismatik. (2) Kepemimpinan yang bergaya transformasional akan mampu menciptakan daya saing dan mutu lulusannya, sebagai bentuk dukungan di dalam semua kegiatan pembelajaran, (3) Ditemukan model baru kepemimpinan madrasah yaitu kepemimpinan madrasah berbasis moral (spiritual), dengan berbagai macam sikap dan perilaku, sesuai dengan nilai-nilai Islam sebagai bentuk uswah hasanah.*

***Kata-kata kunci:*** *kultur organisasi pembelajar, kepemimpinan spiritual, madrasah unggulan.*

### **Introduction**

Human potential transformation process is preeminent human that has tall competitiveness learning organization communities true task, the especially the developers energy (the teacher). As said by David A. Garvin (1993) that learning organization be skilled organization created, learn, and move erudition, and modify attitude to reflect attitude and new insight. Five principal pillars absolute there to is learning human that is (1) taste wants to know, (2) optimism, (3)

sincerity, (4) consistency, (5) point of view opinion. (Danim, 2004). School culture which are positive (positive school culture) can related with motivation and tall student accomplishment, increase agreement between teachers, and change teacher attitude towards the job forwards be positive. Study practice at space learns, what attraction or monotonous, climate learns that support and distortion, voluminous or deviation, fun or boring, tall student involvement or low, power adsorbs tall student or low and other as it, very determined by what has positive attitude towards the task.

Madrasah Aliyah (MA) be one of [the] special education stage religion the same degree with senior high school education (SMA), supposed can to supply entrant educates ably belief in god and afraid to Allah (IMTAQ) and science and technology (IPTEK). Education program MA also bloom as also to SMA, even a large part conducted by private side (society) than country that conduct by government. To clarify school total at Kudus regency visible in table 1 hereunder:

Table 1 Total MA and Country (Government) Teacher Employee and Private at Kudus Regency

No	District	School		Teacher	
		Government	Private	Government	Private
1	Kaliwungu	1	2	49	75
2	Kota	0	6	7	265
3	Jati	0	2	0	30
4	Undaan	0	3	3	64
5	Mejobo	0	1	1	15
6	Jekulo	0	4	1	87
7	Bae	1	1	41	34
8	Gebog	0	4	5	86
9	Dawe	0	2	2	67
Total		2	25	109	723

Data Source : *Kemenag Kabupaten Kudus, 2013*

On table 1 above seen that a part education exertion in stage MA at carry out by private side as big as 25 MA (92,59%), and government as big as 2 MA (7, 41%). Beside that when we see farther human resource available (teacher) also a large part private as big as 723 (86, 9%) and government 109 (13,10%). with teacher distribution total less proper, many subject that taught by teacher not yet has competence professional appropriate with study area and teacher welfare not yet proper with salary under standard work minimum wage (UMK) causes school quality is more lower.

But such there are some school at Kudus regency that belong assumed excellent by society. Like MAN 2 Kudus, MA TBS Kudus and MA BANAT Kudus. School excellentity a large part seen from student total magnitude, that come from within and outside Kudus regency in school besides result NEM pure that got. Special to MAN 2 Kudus really one of [the] MA country that has national level accomplishment even be one of the man sample in the field of craft from 13 MA at 10 province exist in Indonesia, MA TBS has many preminent alumnus in the field of academic especially religious, MA BANAT NU has academic excellentity and national level school administrative order management.

Based on background and characteristics difference that cling in research focus either from point of view aspect, mission, and aim with leadership in build learning organization culture in excellent school by school administrators from three schools that's that pushes researcher to do watchfulness at three schools with plan multi case.

Focus and this research aim want to find and describe, that is:  
 (1). Learning organization culture characteristics in excellent schools,  
 (2). leadership style in build of learning organization culture, (2).  
 leadership in build learning organization culture in excellent schools.

### **Theory study and research question**

#### **Leadership**

This leadership theory is very related to effectiveness a organization in achieves the aim with run management functions. Dubrin (1984: 311-312) propose that effective leader has surplus in the case of: (1) intelligence level, (2) situation sensitivity, (3) effective work, (4) initiative, (5) self-confidence, (6) individuality, (7) technical and professional competence, (8) enthusiasm, (9) high ethical standard, honesty, candor, and related characteristic, (10) flexibility, (11) vision..

Islam teachings obligates necessary leader existence although have as member only 2 (two) person. Propose opinion about three approach of Islam management, like: *tauhid, akhlak and syari'ah*.

Approach unity of God is laid human for caliph (manager) under the earth and mandate caretaker, the approach character aspect is laid Islam as value systems that socialize board and manager responsibility, has honesty, individual integrity and work seriousness; while approach sharia aspect makes Islam as rule base for the management.

### **Learning organization culture**

Richard Osborn quote culture definition as proposed by F.B. Taylor in book primitive culture (1871) that: "culture define axis. í ..that is complex hole which includes knowledge's, beliefs, art, morals, customs, and habits, acquired by man and axis member of societyö.

Keith Davis and Newstrom.W. (1989) propose that "organizational culture is the set of assumptions, beliefs, values, and norms that is shared among its members" furthermore propose that "organizational culture is the system of shared beliefs and values that is develops within denunciated organization and guides the behavior of its members". While Edgar H. (1992) have a notion that: denunciated organization's culture is a pattern of basic assumptions invented, discovered or developed by a given group axis it learns to cope with its problems of external adaptation and internal integration that is has worked well enough to be considered valid and to be taught to new members axis the correct way to perceive, think and feel in relation to these problems.

Based on that opinion inferential that study organization culture explanation assumption set or confidence system, values and norm that developed in organization that attitude guide for members to do organization study activity either through external and internal integration to achieve excellent schools. Classification school organization culture is two that is appear (tangible) and not appear (intangible), as to aspect not appear from a culture covers value, confidence, and ideology related to question " what is should be done at this school?" the answer: realized in matters tangible (appear) good in the form of sentence (tongue or article), attitude that displayed, building, facilities with things that used.

Sergiovanni, et al. (1987), quote opinion Lundberg mention that:

*The artifacts, refer to the tangible aspects of culture shared by members of and organization and include language, stories, myths, ritual, ceremonies, and visible product which are considered to have symbolic value. Perspectives: the socially shared rules and norms which provide solutions to common problems encountered by organizational members and guidelines, which allow members to define and interpret the situations they face and which prescribe the bounds of acceptable behavior. Values, these provide the evaluation basic that organization's member use for judging situations, acts, objects, and people. Values represent important goals, ideals, standards, as well as taboos of an organization and are often embodied in statements of the organization's philosophy or mission. Assumption: these constitute the tacit beliefs that members hold about themselves and others which govern their relationship and define for them the nature of their connection of which they are apart.*

A culture intrinsically a group phenomenon, therefore in study process the happening of organization culture can not be released from group process. Leader ability in give beginning example in implementation a point of view and mission very determine in build learning organization culture.

### **Excellent Schools**

Excellent school that is developed to achieve excellency in product (output) the education (Depdikbud, 1994). To achieve excellency so input, education process, teacher and education official, management, education service, with the supporting tool must be aimed to subsidize success in program aim that planned.

Excellency dimensions as excellent school characteristic as is confirmed by Depdikbud, (1994). The input that is student is done selection tightly by using certain criteria and procedure that accountable; 2). Tool learns student; 3). The environment creation learns that support; 4). The teacher and education official that handle must excellent; 5). The curriculum is enriched with development and maximal improvisation; 6). The range of time learns longer is compared school other; 7). The process learns to teach must have a certain quality and the result accountable (accountable) good to student, institution, also society; 8). The excellent school not only gives benefit to entrant educate at school, but hams has social

resonance to environment; 9). The value more excellent school lays in addition treatment outside national curriculum passes curriculum development, program enrichment and extension, instruction repeats, guidance service a certain quality, creativity construction and discipline.

Reference base from excellent school general aim national education aim as included in GBHN and national education system law, peculiarly, excellent school aims to produce education product that has excellency in matters next: (a) belief in god and obedience in god very one; (b) nationalism and tall patriotism; (c) insight IPTEK that deepen and vast; (d) motivation and tall commitment to achieves accomplishment and excellency; (e) social sensitivity and leadership; and (f) discipline tall subsidized by physical condition that wells. To simplify comprehension about watchfulness title researcher raises, so composed a sketch thinks as figure 2 hereunder:

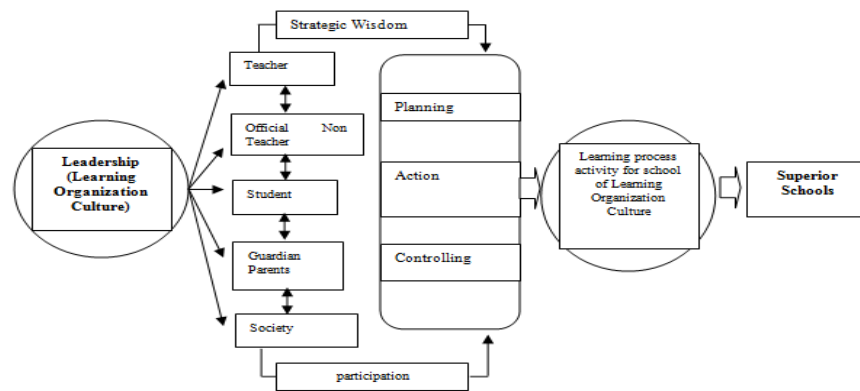


Figure 1 Sketch Thinkers Research

## Research Method

### Approach And Research Plan

This research uses to approach qualitative with study plan multi case. Like to confirm by Bogdan and Biklen (1998) that: when researchers study two or more subjects, settings, or depositories of their data is acres usually doing what we are call multi-case studies. Multi-case studies take a variety of forms. Some start axis a single case only to has the original work serve axis the first in series of studies or axis the pilot for a multi-case study. Other studies acres primarily single-case studies but include less intense, less extensive

observations at other sites for the purpose of addressing the question of generalization. Other researchers do comparative case studies. Two or more case studies are done and then compared and contrasted.

Data that be gather to pass this research appropriate data with research focus, that is about leadership in build learning organization culture in excellent schools, good primary data also secondary, sample watchfulness researcher uses to gather data: (1). with technique purposive sampling; (2). snowball technique (snowball sampling); (3).internal sampling; (4).the times sampling. Result or watchfulness finding from third this case is compared and merged in analysis rushes by case (cross-case analysis) to compose a conceptual sketch that is developed in finding abstraction from field.

Instrument in this watchfulness researcher self as key instrument, by using three data collecting technique that is: (1) in-depth interview; (2) participant observation; and (3) study of documents. (Bogdan Biklen, 1982; Nasution, 1988; Sonhadji in Arifin, 1994). Data that gather done data validity verification is based in four criteria that is credibility, transferability, dependability, and confirm ability. (Moleong, 1994).

Data analysis is process looks for and regulate systematically interview transcript, field note, and ingredients other that collected by researcher. Analysis activity is done with study data, configuring, divide to be units that can be managed, do syntheses, look for pattern, find what have a meaning, and what canvassed and reported systematically (Bogdan Biklen, 1982). This watchfulness uses study plan multi case, with done two analysis stages, that is: (1) individual case, and (2). cross case analysis. As to simplify study description multi case visible in Figure 2 hereunder:



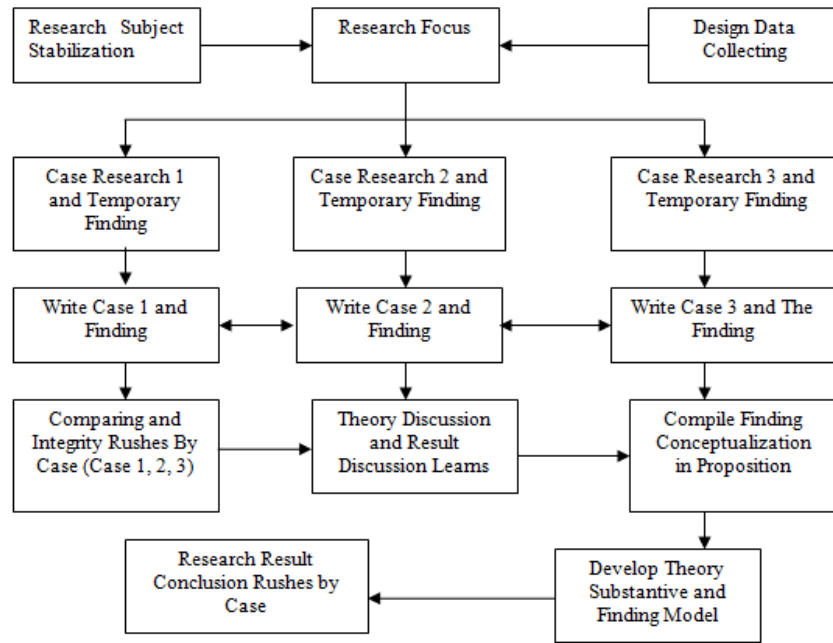


Figure 2 Analysis Steps In Study Multi Case

**Research Result Discussion**

This research result discussion is done researcher with hold general exploration study and focus exploration as data that described, so researcher continues data analyzing process according to focus by comparing and scouting rushes by case, theory discussion and result discussion learns, concept finding composition and substantive theory development. Then from the result researcher concludes as finding form. Although data analyzing in watchfulness activity is done continual, good at the (time) of at location or finished from at location (object that canvass). As to result discussion from analyzing that is:

- a. Elegant leadership differ will cause different study culture characteristics this matter visible in table 2 hereunder:

Table 2 Leadership in Build Learning Organization Culture

Aspect	MAN 2 Kudus	MA NU TBS	MA NU Banat
Values	Islam	Islam	Islam
Program Evaluation	Systematic evaluation	Evaluation less systematic	Systematic evaluation
Appreciation	Existence reward	Reward less pay attention	Existence reward

Teacher Participation, Headmaster and School Committee	Involve participation all sides	Less involve participation all sides	Less involve participation all sides
Structure and Procedure in PBM	Pay attention and quality controller not yet clear	Pay attention and there is no clear quality controller	Pay attention and quality controller clear (standard ISO 9000)
Innovation Opportunity and Creativity	High	High	Very High
Human Resource and Nature	Very Proper	Proper	Proper
Aim Personal and School Aim	In parallel in economy tie	In parallel in religion value tie and economy	In parallel in religion value tie and economy
Professional Interaction	Professional interaction is high	Professional interaction is middle	Professional interaction high
Headmaster Leadership	Elegant transformation	Elegant transactional with charisma type	Elegant transformation and coordination
Teacher Recruitment And Official	Regulated by Kemenag	Regulate self considering graduate	Regulate self considering graduate
Money Management Model	Regulated by Kemenag	Centrally that is Yayasan	Centrally that is Yayasan
Leader Change Process	Regulated by Kemenag	Centrally that is Yayasan	Centrally that is Yayasan
Motivation Teaches	Governance task	Religious Service	Religious Service
Tool and Education Infrastructure	Based on multimedia in categorization good	Based on multimedia in categorization enough	Based on multimedia in categorization more enough
Learning Culture	Awaken good begin from level student and teacher	Less awaken begin from level student and teacher	Awaken good begin from level student and teacher very systematic
Moral (Spiritual) Reinforcement For Teacher and Official	Enough systematic	Less systematic	Very systematic

Learning organization strength building among others determined by: condition blend and colleague that created in study organization communities circle; organization chart and management that support work process and program implementation that planned, supporter facilities fulfils total criteria and quality minimum desirable, and place learns original that created in place study or at society, has influence very strong in build learning organization culture. Leadership that can to

using efficiently entire potential exist in school is leadership effective and efficient.

- b. There are some concepts in assumption and substantive theory development that is: 1). School learning organization culture can awaken, if has willing to change from time to time, good in level student self, teacher, headmaster, and school committee council. 2). Leadership transformation more fit because, will can to use all potential be action, not materialized to be to materialized, has tall adaptation power. 3). Learning culture awake in school if there soul aspect all elements involved in development is based in value that believed in this case Islamic religion. Ability to will maximize religion value will pass routine program will be believed will can to increase accomplishment motivation in teacher the impact will bring school quality.

From concept and proportion can be developed new substantive theory that is school leadership based on in Islam values (spiritual) or in language in general school leadership based on moral. Every leader must can to give confidence reinforcement or religion that believed, give *Uswah Hasanah*, and others. The moral (spiritual) reinforcement that done by leadership with put forward confidence that has will can to increase teacher accomplishment motivation, teacher performance and in the end be created school quality.

This matter is seen his aim existence teaches not merely work, but far than that is that is carry out religious service *Ghoiru Mahdhoh*.

- c. The research result clarification rushes by case: (1) characteristics difference existence each three schools in this matter learning organization culture is caused by blend condition and friendship, structure organization, supporter facilities and environment learns original that created, (2) elegant leadership transformation will can to created competitiveness and existing graduate quality as support form in all study activities that is with optimizes human resource and tool and existing infrastructure, found school leadership new model that is school leadership based on moral (spiritual), with assorted attitude and appropriate deed with Islam values. (3) Such leadership will can to build learning organization culture begins in level pupil, official, teacher and headmaster.

## Conclusion

After done data description and discussion, so can be pulled conclusion as follows: (1). characteristics difference existence that jut one another from third Madrasah Aliyah (MA). MA NU Banat Kudus in build learning culture systematic, innovative and creative, although infrastructure tool support better from MAN 2 Kudus. Education quality enhanced more focus in standard ISO 9000 that is standard education management. Leadership that built to aim transformation leadership style with the make use management principles that is coordination very strong. MAN 2 Kudus in build learning culture belongs systematic, innovative and creative, with infrastructure tool support better from MA NU Banat Kudus and MA NU TBS Kudus, leadership that built to aim transformation leadership style. MA NU TBS in build study culture belongs less systematic, innovative and creative, with infrastructure tool support better from MAN 2 Kudus, leadership that built to aim transaction leadership style with charisma type. (2). elegant leadership transformation will can to created competitiveness and existing graduate quality as support form in all study activities. (3). found school leadership new model that is school leadership based on moral (spiritual), with assorted attitude and appropriate deed with Islam values, as form Uswah Hasanah.

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