

## Leadership Management Of The Chairman Foundation Coordinating Education Unit Management

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### KEYWORDS

Educational unit, leadership, management, performance.

### ABSTRACT

**Problem:** The governance of the education unit under the auspices of the foundation is not coordinated measurably in terms of milestones. **Purpose:** This paper provides direction for the leadership management strategy of the foundation's chairman in coordinating the management of educational units. **Methods:** Collection of data and information using observation, direct interviews, the Delpy method, documentation, and physical artifacts. **Inductive, process, and goal-oriented Result:** the head of the foundation carries out a transformative leadership management strategy coordinating with the management strategy, and coordinating with the educational unit. The pattern of transformative leadership as a strategy for adapting a harmonious and productive democratic leadership model in mobilizing school principals and teachers to the demands of changes in the management information and technology-based education units, as well as student-oriented leadership strategy that emphasizes the quality of management of educational units under the foundation's internal supervision, governance of quality-oriented foundations in educational units, developing the quality of teaching and educational staff resources, developing facilities and infrastructure, involving parent of students and benchmarking in educational unit at the same level.

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### INTRODUCTION

The leadership pattern of the chairman of the foundation by implementing change management by carrying out a benchmark strategy as a period of improving the management of the education unit; this is due to the performance of the previous administrators who were still not focused on managing the foundation's programs, namely the implementation of formal education. The existence of human life requires guidance through education as one of fulfilling needs, improving the quality of life, and interacting in human positions as social beings. Human needs for improving the quality of life of educational units that are designed with a dynamic and comprehensive standard system according to the times to fulfill human needs, including education, health, and materials for mobility, McConnell and Bruce (2019:903). Outlines three

types of investment in human capital: education including general and specialized, formal, non-formal and training, health and materials for mobility, McConnell and training expenditures for health care (disease prevention, health care, diet, and improved living conditions), cost mobility, education, or rather its quality, is seen as a way to increase individual income and as a source of economic success.

The management of the private education unit, which the chairman of the foundation coordinates, is more oriented toward the pattern of building private education governance, adhering to the principles of entrepreneurship. Leadership in the foundation is oriented toward entrepreneurship for sustainable organizational development. In the literature, Kuckertz and Wagner in Henkelman (2018) found that entrepreneurship is essential for sustainable development because entrepreneurs will follow entrepreneurial opportunities caused by market imperfections to achieve entrepreneurial returns. The development of private schools emphasizes governance that is efficient in using resources and effective in achieving goals. The pattern of transformational leadership consists of dimensions of ideal influence, inspirational motivation, intellectual stimulation, and individual consideration, Sutopo (2016).

Educational leadership is used to maximize the use of resources and coordinate educational activities and educational targets. Educational leadership is also essential because it is used to optimize the use of resources, coordinate educational activities, facilitate the evaluation process, and help set educational targets, among others, Nwisane (, 2023).

School leadership management requires collaboration with companies and scattered work in embedding cooperation between enterprises in inter-organization networks, which does not sufficiently describe the impact of the context of partnership on enterprise cooperation, Sobolewski, Journal JEMI Vol6(2020). The role of the foundation's chairman as a decision-maker in supervising the educational unit, which is his responsibility, is classified into strategic leadership and leadership that emphasizes management; educational leadership at the decision-making level is classified into strategic and management educational leadership. Examples at the strategic level include the Joint Administration and Matriculation Board (JAMB) and Lenar-Gasiniec (2023). The quality assurance system in educational units includes (1) commitment to implement the vision, mission, and programs of the education unit, (2) the learning process, namely the number of practical studies every year, teaching preparation that must be carried out by educator, lesson plans, (3) availability of textbooks for each student availability of laboratory equipment, (4) educational assessment, namely the type and frequency of assessment by educators, internal assessment and supervision by school principals and externally by the community and elements of the educational office and other stakeholders, implementation of educational unit exams, (5) management of educational unit programs namely annual budget plans, development plans short term, medium term, and long term, (6)

commitment to implement rules of conduct in education units. On a global educational scale, an international institution under the auspices of the United Nations, namely The United Nations Educational, Scientific and Cultural Organization (UNESCO) which is an international organization engaged in the field of education, science, and culture, formulates four pillars of education namely (1) leaning to know (learn to know) namely the process of learning to know, understand and appreciate the ways of acquiring knowledge and education that provide the student with the knowledge, (2) learning to do (learning to be skilled at doing something) namely the process of learning to do or do (learning by doing) something actively this means that education should provide provisions for abilities of skills, (3) learning to be (learning to become someone). Namely, education should provide the ability to develop themselves. The learning process enables the creation of students who (a) are independent, (b) have self-confidence, (c) can know themselves, (d) understand and self-actualized independently, and (4) learn to live together (learning to live together), namely the ability to live in a pluralistic society, UNESCO, in Yunus (2017) Anis, (2022).

Along with the development of advances in science and information technology, it allows the global community to communicate without borders; multiple transformations and adaptations can occur at any time, so leadership in coordinating the management of educational units makes it an approach in the learning process for students. Leadership functions, maximizing the use of resources, coordinating education, facilitating the evaluation process, and helping educational targets. Educational leadership is also essential because it is used to optimize the use of resources, coordinate educational activities, facilitate the evaluation process, and help set educational targets, among others, Nwisane (2023).

The foundation's leadership role comprises planning, management, marketing, and performance evaluation, namely planning related to management governance and school promotion by improving the quality of schools and students and the quality of graduates Purnomo (2023).

The better the leadership style, work facilities, and information technology, the better the employee performance, namely welfare employee welfare, which is the responsibility of the foundation's chairman to provide wages according to local standards.

The plan of the foundation's chairman is to coordinate with the head of the education unit to attract students and parents to send their children to the Barakat Foundation of Education unit. Strategic planning in culinary tourism, comprising planning, management, marketing, and performance evaluation, Purnomo (2023).

The head of the foundation unit provides innovative learning programs that are more attractive to students and parents so they can have a comparative advantage compared to public schools, namely providing pastoral learning services outside the formal school schedule

with the boarding school system. Research related to the leadership pattern of the chairman of the foundation is as follows: (1) Lenart-gained (2013) states that the foundation's leadership strategy for managing good schools is to recruit teachers and staff, provide compensation and conduct performance appraisals; (2) The better the leadership style, work facilities, and information technology, the better employee performance will be, Setiabudi, (2023); (3) Assessment of educational leadership uses the Interference of Politics on the school Leadership scale model (IPSL) in the form of a Likert scale, namely very high, high, low, and very low, which education management experts validate.

## **Research Methods**

This research is qualitative, and the type of research used is a descriptive case study. Qualitative descriptive research is a case study of problems that have occurred by collecting various kinds of information, which are then processed to obtain a solution so that the revealed issues can be resolved, Wahyuningsih (2013).

Yin in Ridlo (2023) case study research to understand phenomena and examine in depth with what, who, where, and when questions, but must use what question to gain knowledge in a descriptive manner, who conveys the location in the when even show the time and how and why explains the case and provides in-depth answers about the object being studied.

Creswell in Ridla (2023) states that case studies are explorations of "bounded systems" or cases (or multiple cases) from time to time through detailed and in-depth data collection involving many sources of information that context.

Van den Borsh Volberda and Boer in Agne (2019). They are defined as a firm's managerial competencies, mental models, and cognition power related to different areas that influence its ability to use external knowledge, investment strategy, facilitating knowledge sharing, and internal communication.

Defining the foundations of managerial leadership towards schools as companies, a model for building mentality and competency strength is carried out with a strategy through Research and Development (R & D) on investments and management of education units. This research describes in full and in-depth the occurrence of various phenomena that have become the focus of the Barakati Education Foundation, Southeast Sulawesi, which houses early childhood, elementary school, junior high school, and vocational high school.

Dara analysis refers to Creswell in Ridla (2023), the scope of case studies, research questions, data collection, analysis of case studies, the significance of case studies, and case study research steps.



**Picture 1.** Qualitative Case Study(Creswell)

**Scope of case studies:** The scope of case study analysis notices the parameter under which the scope analysis will work. **Research question:** a research question is "a question that a research project sets out to answer". Choosing a research question is essential to quantitative and qualitative research. The investigation will require data collection and analysis, and the methodology for this will vary widely. **Data collection** is the process of collecting and measuring information about variables of interest in a systematic way that allows one to answer research questions, test hypotheses, and evaluate results. **Analysis of Case Study:** a case study analysis requires an investigation of a problem. Then, examine the alternative solutions. Next, propose the most effective solution using supporting evidence. **Significance of case study:** A case study is a great way to learn more about complex situations and can evaluate how various people responded in that situation; conducting a case study evaluation can learn more about what has worked well, what has not, and what might want to change in the future.

**Case study Research steps:** (1) understand the task, read the case to gain an overview of the situation; (2) understand the case, read the case closely; (3) identify the problems; (4) analyze the problem; (5) develop and evaluate solutions; (6) make recommendations for action.

The object of the research study is the leadership of the chairman of the Southeast Sulawesi Barakati Education Foundation in coordinating the management of the education units within it, mainly the Head of Early Childhood Education units, Elementary Schools, Junior High schools, and Vocational High Schools. The research question refers explicitly to leadership about change management units at the Barakati Educational Foundation in Southeast Sulawesi.

Data was collected through direct interviews and the Delphi method, documentation, direct observation, observation, and physical artifacts.

Case analysis is carried out through Yin in Anonymous, analysis of case study research data by describing the micro-concept element of school design and pattern matching, namely comparing predicted patterns with facts. The significance of the research on the leadership of the chairman of the Barakati Education Foundation in Southeast Sulawesi in carrying out

change management : (1) planning for change involving school principals and teachers; (2) making administrative management coordinated in a single unit between educational units; (2) applying adaptive transformative democratic leadership patterns; (4) digitizing the management of each education unit; (5) benchmark with schools of the same class; (6) jointly evaluate and seek solutions that are measurable, fast and accurately (7) jointly follow the dynamics of regulatory developments; (8) involving students and teachers in various events at the Kendari City and Southeast Sulawesi Province level.

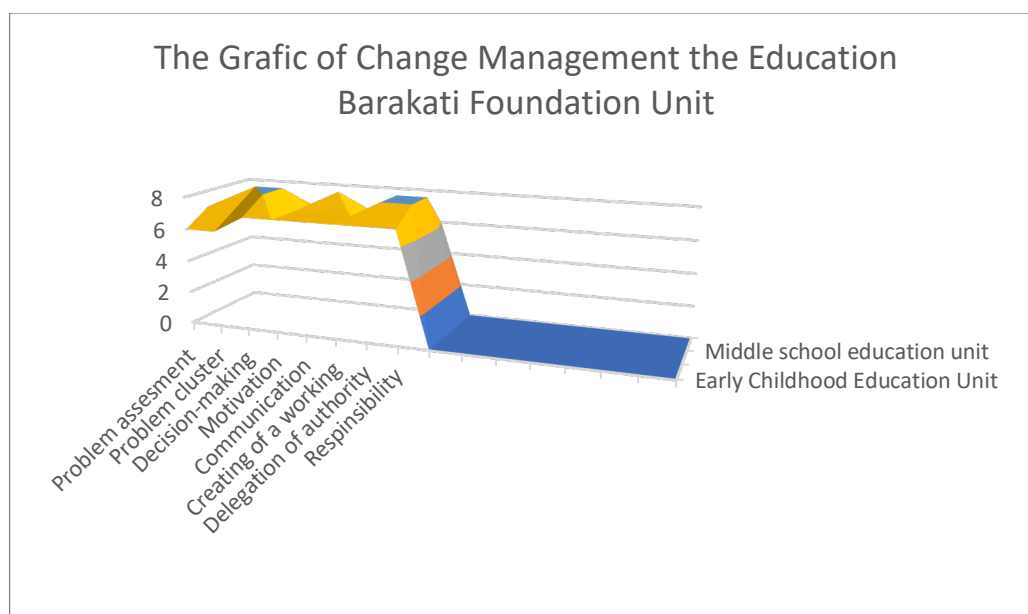
The steps of this research were carried out as follows: (1) choosing a leadership theme for the chairman of the Southeast Sulawesi Barakati Educational Foundation through a joint discussion process; (2) reviewing relevant literature; (3) formulating focus and research problem; (4) collect data; (5) processing data and information; (6) analyzing.

## **Results and Discussion**

The Barakati Education Foundation in Southeast Sulawesi oversees Kindergartens, Elementary School Principals, Junior High School Principals, and Vocational High school principals in one complex plus Islamic Boarding Schools.

The implementation of the leadership pattern carried out by the Head of the Southeast Sulawesi Barakati Education Foundation adheres to an adaptive, measurable-oriented and adaptive and measurable and transformative democracy system so that unit heads, educators, and education staff can carry out discussions in the context of developing school administrative management, learning strategies and increasing the case of students as well graduate quality.

The result of the study obtained accurate data and information in the fulfillment of expectations in the survey: (1) planning for change involved school principals and teachers in the right category, (2) making administration management coordinated in one unit between educational units in the category of very effective, (3) implementing a pattern of leadership adaptive transformative democratization is categorized as very effective, (4) digitalization of the management of each education unit is categorized as very effective, (5) benchmarks with schools of equivalent category are very competitive, (6) jointly evaluates and seeks solutions that are measurable, fast and accurate categorized as very effective, (7) jointly follow the dynamics of development of regulation categorized as very effective, (8) involving students and teachers in various events at the Kendari City level which are categorized as very competitive.



**Picture 2.** The Management of Barakati Southeast Sulawesi Education Foundation

**Problem assessment:** carry out problem detection; **Problem cluster:** map the problem; **Decision-marking:** decision-making for change management; **Motivation:** encourage school principals and teachers to implement changes and improvements; **Communication:** establishing interpersonal and internal communication; **Creating of working:** initiative in implementing change management; **Delegation of authority:** delegating leadership as a form of cadre process; **Responsibility:** everyone is responsible for their duties

The management of education units within the Ministry of Education and Cultural refers to the National Education Standards (NES), which are regulated by the Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards as amended by the Government Regulation Number 4 of 2022 concerning National Education Standards which include (1) graduate competence standard, (2) content standards, (3) process standards, (4) assessment standards (5) educators standard and education statt standards (6) facilities and infrastructure standards (7) management standards and (8) financing standards to support the operational implementation of education.

The competency standards of students are described based on Article 5 of Government regulation Number 4 of 2022 concerning national education standards, namely: (1) early childhood education program student competency standards are focused on aspects of child development which include: (a) religious and moral values, (b) Pancasila values (c) motoric physique, (d) cognitive, (e) language, and (f) emotional social. (2) competency standard of students at the basic education level, including (a) preparation of students to become members of society who believe and fear god almighty and have noble character; (b) cultivating a character that is by Pancasila values and (c) growing the literacy and numeracy competencies of

the student to take part in further education, (3) competency standards of students at the general secondary education level, namely; (a) preparation of student to become members of society who believe and fear god almighty and have good morals, (b) cultivating a character that is by Pancasila values, (c) knowledge to improve the competence of students so that they can competence of students and take further education. (4) competency standard of students at the vocational secondary education level, namely : (a) preparation of students to become members of society who believe and fear god almighty one and have noble character; (b) cultivating a character, (b) cultivating a character that is by Pancasila values, and (c) skills to improve the competence of students so they can live independently and take further education according to their vocational skills (Government Regulation Number 4 of 2023). Based on national education standards, at least six programs are carried out by the management of the Barakati Education Foundation in Southeast Sulawesi in carrying out benchmarks as coor of change management, namely: (1) foundation governance, (2) quality of graduates, (3) development of teaching and education staff resources, (4) development of facilities and infrastructure, 5) collaboration between schools (6) the involvement of parents of student.

Change management consists of two, namely individual change and organizational change. Individual change is an understanding of how individuals experience change that aims to ensure that they have awareness and desire, knowledge, ability, and reinforcement, or what is known as the ADKAR Prosci model in Ramadani (2022).

The role of the foundation's chairman is to encourage individuals to change in the context of the ADKAR model to transform Into a democratic leadership approach so that managers of educational units, namely educators and education staff, are considered partners in developing educational units.

Awareness of awareness, namely that managers of education units, in this case, educators and education staff, have understanding of the challenge that the education unit being managed is not in a safe zone position, so it is necessary to reform the way of thinking, acting, so that the managed education unit has competitiveness, or even becomes the pioneers are formal schools based of desire, namely that the chairman of the foundation has and equates the desire to formulate and achieve goals in managing educational units, namely the quality of graduates, competitiveness, support for infrastructure and the welfare of educators and education staff.

Knowledge, that the foundation's chairman is trying to encourage and find access to educators and education unit education staff to participate in various human resource development activities in training, seminars, workshops, workshops, and further studies at the higher education level. The ability of the head of the foundation to carry out technical guidance on the management of the education unit and foster the quality of teaching with various approaches, methods, and techniques that are fun for students so that students enjoy the



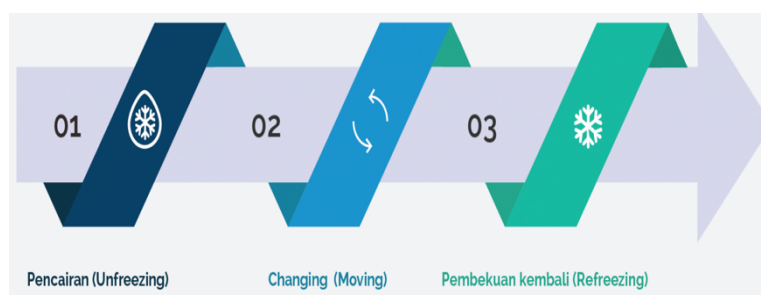
learning atmosphere as academic recreation and want to take advantage academic recreation and wish to take advantage of free time in the school environment outside of class hours. Reinforcement or reinforcement: the head of the foundation reinforces managers of educational units, namely educators and educational staff, in carrying out administrative tasks and learning tasks for students.

Change management in the field of the organization where personnel are organized to support change, namely (1) every change is the mode to improve procedures and processes that achieve goals, (2) the transition from the state of the educational unit into the desired work pattern in the educational unit, (3) transformation of changes in totality to achieve the goals of the educational unit one or several periods, (4) create a change road map, (5) acceleration of changes made to be carried out in periods, (6) evaluation of inputs, processes, and output of the implementation of activities in one period and follow-up of their solutions. The change management function is (1) increasing the achievement of educational unit objectives, (2) synchronizing foundation programs with education unit programs, (3) determining the operational budget of the education unit, (4) transforming changes in the development of the world of education into educational unit programs, (4) helping educators and education staff transformation into substance changes, Ramadani (2022).

The pattern of leadership management at the Barakati Education Foundation, Southeast Sulawesi, is more change-oriented as implementing Total Quality Management (TQM) requires a customer-centric concept. The concepts in TQM are focused on three things, namely total quality, and management, with a focus on quality. TQM has the character that can be used as a reference in its application, namely customer focus, high obsession with quality, using a scientific that can be used as a reference in its application, namely customer focus, high obsession with quality, using a scientific approach, long-term commitment, teamwork, sustainability, and providing quality education and training, Tjiptono & Diana in Ferti (2021). TQM emphasizes customer satisfaction, employee involvement, and continuous improvement. Thus, conducive performance will produce quality changes.

In leadership management, Force Field Analysis (FFA) is used, which is an analysis used to change organizations towards better conditions. In this analysis, for successful change, we will analyze the organization's critical driving and inhibiting forces.

Lewin in Anonymous (2023) uses the concept of Force Field Analysis (FFA) to help analyze and understand the forces against a change initiative to see the main picture, which involves all the forces driving change (driving forces) and the force hindering change (resisting force). FFA implementation at Barakati Education Foundation Southeast Sulawesi refers to the flow of change management as follows:



**Picture 3.** The leadership management, Force Field Analysis

**Unfreezing:** assess mapping education unit management problem. **Changing:** Carry out fast-paced management changes in the governance of the education unit. **Refreezing:** analyzing the results of management achievements, mapping new issues, and solving them (Adopted: <https://samahitawiroutama.com/teori-change-management/>)

In the first phase, the head of the education foundation conducts an assessment of both of the foundation's governance issues and their correlation with the governance of educational units, the availability of facilities and infrastructure, the competence of educators and education staff, and the openness of all parties to the weaknesses and problems they face.

In the second phase, the chairman of the foundation assists in the context of formulating problem categorizations and solutions to problems faced by educational units, as well as making plans to transform and adapt to recent changes in the world of education, such as implementing an independent learning curriculum, driving teachers and driving schools.

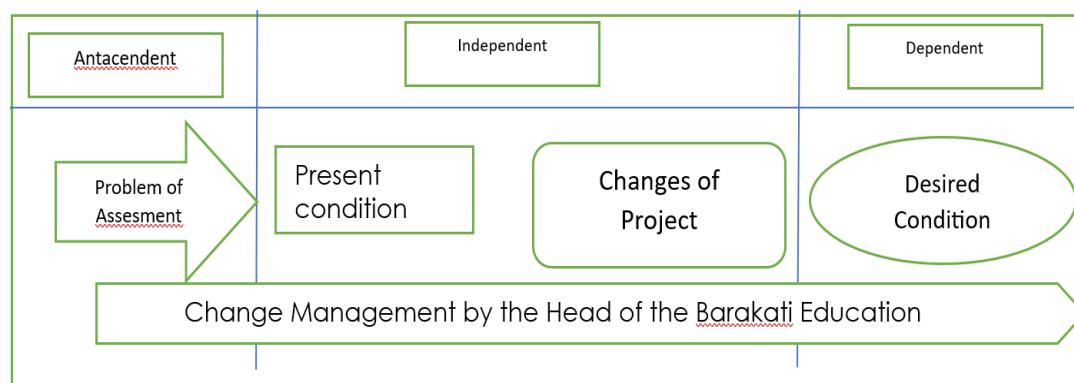
The third phase is a commitment to implementing changes to the governance of the education units under the auspices of the Southeast Sulawesi Barakati Education Foundation, namely, kindergartens, elementary schools, junior high schools, and vocational high schools.

Kotter (2015) introduced the change process, namely building a sense of urgency, creating a guiding coalition, developing a vision for change, empowering employees for broader action, generating short-term wins, consolidating profits, and generating more change, taking a fresh approach to culture. School leadership management requires collaboration with companies in the collaborative apprenticeship programs for students, the transformation of the competency preparation, needs of the student in companies, scattered work in the field of embedding cooperation between enterprises in inter-organizational networks, which defined does not sufficiently describe the impact of the context of collaboration on enterprise cooperation, Sobolewska, Journal JEMI\_Vol6 (2022).

The internship program for students requires a formal basis coordinated by the head of the foundation and the head of the education unit within the company so that it has forces and limitations that are carried out measurably. Tiagi has a change model in the organization that emphasizes agents of change or change agents or facilitators in managing change. In contrast,

the implementation stage emphasizes the importance of transition management, which includes (1) the existence of the power to make changes, (2) identify and define the problem, (3) the problem-solving process, (4) implementing changes, (5) measure, evaluate and control results.

In the development of education units under the auspices of the Southeast Sulawesi Barakati education foundation in carrying out benchmarks and change management namely: (1) implementation of governance, which is more orientated, optimistic, dynamic, and creative; (2) improving quality through achieving excellent accreditation towards superior accreditation, the competitiveness of students by participating in youth scientific work competitions, evaluating the process of teaching and learning activities and the quality of graduates; (3) developing the competence of educators and education staff through school activity programs and driving teachers, subject teacher consultations, teacher working groups, comparative studies, apprenticeship, seminars, workshop; (5) maintenance development of facilities and infrastructure, assurance of the fulfillment of leaning support infrastructure that fulfills the eligibility requirement in implementing the learning process; (5) school collaboration (between school levels, between higher levels), which aims to measure the school's position as one of the development materials; (6) parental involvement in school (involvement in school (involvement of parents in education units) which aims to share the conditions of academic development of students in coaching in the family environment; (7) periodic visits by the school to the homes of students parents whit the aim of knowing the socio-economic and cultural conditions of students families in the framework of psychological strengthening of parents and students.



**Picture 4.** Change Management Map

**Antecedent:** mapping problems as material for change management actions; **Problem of assessment:** detect problems; **Independent:** implementation of change management by taking into account existing conditions and becoming a change project that must be carried out in the education unit; **Dependent:** The desired condition or goal to be achieved.

Problem-solving is carried out by the chairman of the Foundation together with teachers and school principals (1) inductive thinking, namely analyzing relationships between data and finding solutions; (2) the discovery of a concept that is almost the same as the first model,

namely the relationship between data is presented as information; (3) inductive model where participants express words into a work program (4) scientific research where participants collect data and then construct new knowledge; (5) mnemonic model, namely collecting information to be processed into a program; (6) synectic, namely collecting information and then conducting a workshop; (7) advance organizer; namely participants make presentations and work performances (8) learning partners, namely group work; (9) group investigation, namely from ideas to work programs; (10) role playing, namely carrying out social roles to improve social skills; (11) legal group research, namely studying social problems in society, state and nation which is used as a learning program. (Ministry of Education and Culture, 2020).

### **Leadership Assessment Indicators**

Leadership assessment indicators for heads of education units under the auspices of the Barakati Education Foundation, Southeast Sulawesi, namely: (1) critical thinking skills and decision-making analysis, namely communication both orally and in writing to educators and education staff; (2) motivating abilities, namely inspiring educators and education staff to make innovations in planning and implementing learning; (3) communication and listening skills, namely creating a sense of sympathy for the substance of the discussion and the material presented coherently; (4) the ability to create a healthy work environment; (5) the ability to delegate tasks and authority, (6) responsibility.

Social relations are reciprocal relationships between one individual and another, influencing each other and based on awareness of helping each other and working together, Menge (2019).

Managerial techniques in managing employees also affect employees performance, as shown by research by PT Freeport Indonesia, Almutadar in Setiabudi (2023:23). Change management about social change is a form of change in individual behavior patterns and social relationships between individuals that occur in the community environment. This social change can take the form of changes in interactions, behavior patterns, and people's perspectives towards others. Changes are caused by several factors, both from outside (external) and from within, Halevy, Etzioni, Eva (2019).

### **Conclusion**

The position of the chairman of the foundation is the general power of competence, the authority to do anything that individuals generally may do, namely having the ability to plan, organize, and mobilize individuals and groups in the educational unit under the auspices of the Barakati Foundation to achieve the goals of change namely, students have the competitiveness

and quality of graduates who can continue to higher education or work specifically for graduates of vocational high schools.

Change management is a starting point for foundation administrators, school principals, teachers, and stakeholders to organize education that has national competitiveness. Remuneration as a guarantee of welfare based on local minimum standards can impact the welfare and morale of teachers and staff in teaching and other administrative tasks.

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