Headmaster Leadership Model in Perspective of Good Governance in Murung Raya High School, Murung Raya District, Central Kalimantan Province

Agus Sholahuddin , Kridawati Sadhana, Guntur Talajan

Abstract: The purpose of this study is to describe how principal leadership models in the perspective of good governance and efforts to breakthroughs and innovations made by high school principals in the district of Central Kalimantan province Murung Raya? Descriptive study with a qualitative approach (qualitative approach). Data through in-depth interviews and observation. Processing of data by the method of content analysis. Main informant principals in SMAN 1 Murung, SMAN 1 Tanah Siang, SMAN 1 Laung Tuhup, SMAN 2 Murung and SMAN 1 Tanah Siang Selatan. The results of this study concluded that leadership style that stands out and dominates shown by the principal of SMAN 1 Murung, by applying participative leadership style. Based on the findings, this leadership style is part of the design model of leadership is sought, given the term "Good School Governance Model", or in the language of the Dayak Ngaju "Principal Model BAHALAP", this model can be used as a model of leadership for other principals in Murung Raya and Central Kalimantan province in general.

I. INTRODUCTION

Formally, efforts to improve the quality of education have been regulated in Law Number 20 of 2003 concerning the National Education System (SISDIKNAS). One dimension that also determines the quality of implementing education in schools is the effective leadership of the principal. Being a school principal who can create a conducive atmosphere requires a leadership attitude like a manager with certain tasks.

Preliminary studies concerning the leadership of principals indicate that there are 4 main factors that inhibit the achievement of professional principals' leadership, namely: (1) the processes and mechanisms of appointment that are not transparent; (2), the low work ethic, motivation and enthusiasm for the achievement of the principal; and (3) lack of discipline in carrying out tasks; (4) the low leadership competency of the principal due to the mechanism of his appointment which is more political in nature than referring to the competency and the career gap system.

The accumulation of these four inhibiting factors has an impact on the absence of a leadership model that can be used as a joint reference in an effort to improve the quality of education in a sustainable manner. Based on the research review, it was found that during the period I of the leadership of the Murung Raya district head (in 2003-2008), the recruitment/appointment of school principals was dominated by senior principals (old people) from the main district, namely North Barito district (before division), but after the second term of office of the district head of Murung Raya District (in 2008-2013), the recruitment / appointment of principals was carried out according to the procedure, thus providing opportunities for younger and competent teachers to be appointed as principals, in addition there is no principal who has a term exceeding 2 periods.

For this purpose, a study of the principal's leadership model in a good governance perspective will be conducted in a number of high schools in the Murung Raya district of Central Kalimantan province. The need for a study of the principal's leadership model in a good governance perspective, which is the main issue in this study, is based on several arguments as follows: First, it is realized that education is an important pioneer for the nation's progress, but at the empirical level, education management systems, especially formal education SMA still hasn't shown significant improvement. Second, there is an interesting fact that the graduation rate of SMA / MA in Murung Raya district shows a stable tendency. Third, the fact that the new level of graduation and the distribution pattern of the SMA / MA shows an interesting trend is emerging as a new district. Fourth, since 2011 in Central Kalimantan province a Local Content Curriculum has been implemented at each level of a formal juridical education unit regulated in Governor Regulation No. 22 of 2011 concerning Local Content Curriculum. Substantively, the content of the curriculum of local content includes 12 categories of local wisdom, important implications of the implementation of this Governor Regulation, the transparent recruitment system based on the principles of good governance is an option that must be used as a reference for those needs. Fifth, the system of appointment of school principals and the recruitment of teachers who refer to the

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 Agus Sholahuddin, Merdeka Malang University, agusholahuddin@gmail.com
 Kridawati Sadhana, Merdeka Malang University
 Guntur Talajan, Merdeka Malang University

principles of good governance is seen as important, because it is hoped that an effective leadership model can be obtained for the process and development of school organizations.

In addition to the five arguments for the study of the principal's leadership model in the perspective of the good governance above, cooperation in making breakthroughs and innovations to develop education in schools is also part of the principal's model that can be used as a reference. Based on the results of a preliminary study that one of the principals, namely the principal of SMAN 1 Murung, has collaborated with all elements including the school elements themselves and other parties outside the school inconsistently and continuously improving the quality of education in schools.

Referring to the background of thinking and the five main reasons described earlier, this study was carried out under the theme "Principal Leadership Model in Good Governance Perspective in Murung Raya High School, Murung Raya Regency, Central Kalimantan province". This research was conducted with the intention of answering the basic questions formulated as follows: (1) What is the model of the principal's leadership in the perspective of good governance in the high school district of Murung Raya in Central Kalimantan? (2). How is the breakthrough and innovation in the Murung Raya high school in Central Kalimantan province?

II. LITERATURE REVIEW

A. Leadership

The view of Horward H. Hoyt in (1,2), views leadership as an art to influence human behavior and the ability to guide people. Leadership is talent and/or traits that must be possessed by a leader(3), activities to influence people to be directed towards achieving organizational goals (4). Leadership or leading according to Donovan and Jackson in Keban (2010), includes: 1) encouraging people to do their jobs; 2) maintain or maintain work morale; 3) motivating staff; 4) creating a conducive organizational climate; 5) evaluating leadership effectiveness. Related to leaders, Kartono (1998) argues that what is meant by a leader is a person who has skills and strengths, especially skills and strengths in one field so that he is able to influence others to jointly carry out activities in order to achieve goals or objectives. Wahjosumidjo (2010) identified four leadership approaches as follows: a) the approach of the influence of power (power influence approach); b) the trait approach; c) behavioral approach (behavior approach); and d) situational approach (situational approach). The concept of power is very close to the concept of leadership. Power is a means for leaders to influence the behavior of their followers (4).

An administrator/manager, needs to master a variety of knowledge and skills, which if simplified can be divided into 6 types, namely: 1) Knowledge and Skills Motivation (Motivation); 2) Knowledge and Communication Skills (Communication); 3) Leadership Knowledge and Skills; 4) Knowledge and Directing Skills; 5) Knowledge and Skills of Control (Controlling); 6) Knowledge and Supervision Skills. Gary Yukl and Tom Taber in (7), mention that the skills used by leaders or managers to use various types of power determine their effectiveness in influencing subordinates, there are 5 types of leadership power, namely: authority, power over rewards, power forcing, power because of expertise, power because of authority.

B. Leadership Model

Hasibuan (2006) divides the type of leader in general which consists of three types, namely: (1). Authoritarian Leadership. Authoritarian leadership is if the power of authority, most absolute remains in the leadership or if the leader adheres to a centralized system of authority. (2). Delegative Leadership. Delegative leadership if a leader delegates authority to subordinates rather completely. (3). Participatory Leadership. Participatory leadership is when leadership is carried out in a persuasive manner, creates harmonious collaboration, fosters loyalty, and participates in subordinates. Leaders motivate subordinates to feel that they have a company. Leaders who use participatory leadership styles have the opportunity to be more successful as leaders (Leaders). Participatory leadership style is very effective in setting goals because it always expects opinions, suggestions, and criticism from employees in the decision making process. The various decision-making procedures that can be used in participatory leadership by including others in decision making are as follows: (1). The Autocratic decision, 2). Consultation, 3). Joint Decision, 4). Delegation. In conjunction with leader behavior, there are 2 things that are usually done by leaders to subordinates or employees, namely directing behavior and supporting behavior as follows: 1). Directing behavior can be seen from the extent to which a leader involves himself in one-way communication. 2). Supportive behavior is the extent to which a leader engages in two-way communication. Of all the leadership models mentioned above, it is expected to encourage all subordinates and all members to empower themselves and form a sense of responsibility for their assigned tasks. Compliance is not based on external control of the organization, but rather develops from the heart accompanied by consideration of rationality.

C. Principal Leadership

Principal leadership is generally seen as an art or process affecting other people, so there is a willingness to strive towards achieving organizational goals. According to Wahjosumidjo (2010), the leadership of principals is an important force in the framework of managing education, because it is the main key to creating effective schools. The principal as a leader must be able to: (a). Encourage the emergence of strong will with enthusiasm and confidence of the teachers, staff, and students in carrying out their respective duties. (b). Providing guidance, directing, encouraging and inspiring teachers, staff, and students to be more advanced in achieving common goals.

According to Daryanto (2011), the principal functions as an Educator, Manager, Administrator, Supervisor, Leader, Innovator and Motivator (EMASLIM). a). The principal as an educator is tasked with carrying out the teaching process effectively and efficiently. a). The principal as a manager has a duty; arrange planning, organize activities, direct or control activities, coordinate activities, and others. c). The

principal as administrator is responsible for administering; planning, organizing, directing and controlling, coordinating, monitoring, evaluating, etc.

As a leader who oversees various elements in the school, the principal must have good leadership skills. Aspects of planning, organizing, leading, and controlling must be the main foundation for improving teacher performance at work. If referring to the Minister of National Education Regulation of the Republic of Indonesia Number 13 of 2007 concerning Standards for Principals / Madrasas, then the principal must also be entrepreneurial. The work of the principal is not only about administrative activities but also involves evaluating the performance of teachers, learning leaders, and being able to build cooperation with stakeholders in developing the schools they lead.

D. Education Supervision

Supervision is an effort to help and serve teachers in improving their competence. Supervision is not directive but more consultative. Supervision in the world of education is carried out through monitoring by supervisors and principals on the implementation of School-Based Management (SBM) including the implementation of the curriculum, assessment of classroom teaching and learning activities, improving conditions, improving programs, and developing teacher professional skills. Edmonds in Sagala (2005) put forward the idea of effective schools that the role of the school principal plays an important role in making a school more effective. The assumption is that good schools will have good principals.

In managing schools, a school principal has one of the tasks that must be carried out, namely carrying out maintenance and professional development activities of the teachers. According to Wahjosumidjo (2010), as a manager, the principal is expected to be able to make and try to be someone who has more abilities than his subordinates. According to Stoner (1978)) there are 8 manager functions that need to be implemented in an organization, namely: (1) working with, and through other people; (2) responsible and responsible; (3) with limited time and resources able to deal with various problems; (4) think realistically and conceptually; (5) is an intermediary; (6) is a politician; (7) is a diplomat and, (8) difficult decision maker.

Offsetting the situation at school, the principal is not only demanded as an educator and administrator but also must play a role as a manager and supervisor who is able to implement quality management. The indication is in the work climate and learning processes that are constructive, creative and accomplished. School management means nothing more than the utilization and use of existing resources that can be efficiently and effectively held to achieve the school's vision and mission. In principle, school management is the same as the management applied in the company. The difference is in the final product produced. So, school management has a strong bearing on the formation of human qualities which are the next generation of the nation.

The seven main activities that the principal must carry out are (1) planning, (2) organizing, (3) holding a staff, (4) directing, (5) coordinating, (6) monitoring and (7) evaluating.

This is undoubtedly related to regular planning, operational technical and strategic planning (short term, medium term, and long-term).

E. Theory of Social Interaction

According to Shaw in Ali (2004: 87), social interaction is an interpersonal exchange that each person shows their behavior with each other in their presence and each behavior influences each other. There are several forms of social interaction, according to Park and Burgess in Santoso (2001) forms of social interaction can be in the form of cooperation, competition, conflict, conformity, integration.

Furthermore, for the occurrence of social exchanges, there must be requirements that must be met. The terms are: (a). A behavior or action must be oriented towards goals that can only be achieved through interaction with others; (b). A behavior or action must aim to obtain the means for achieving the intended goals.

Expectations to be gained in social exchange according to Peter M. Blau, namely rewards or awards; the birth of power differentiation; power in groups; and the validity of power in groups (13). Homans states that behavioral psychology as taught by Skinner can explain social exchange. Based on his thoughts on Skinner's theory, Homans developed several propositions, among others, namely (14):

1. Successful propositions, the more the behavior gets rewarded, the more people carry out the behavior.
2. Stimulus proposition (pusher), meaning that if the stimulus causes a reward then on another occasion people will take action if there is a similar stimulus.
3. The Value proposition, meaning that the higher the value of an action, the more people are happy to carry out it.
4. Deprivation proposition - saturation, meaning that the more people get certain rewards, the less the value is like the person concerned.
5. Agreement propositions - aggression, meaning rewards that are not as expected will cause anger and disappointment and can lead to aggressive behavior.

F. Learning process

The ideal learning process is a learning process that is packed with attention to the existence of various aspects both cognitive, affective, and psychomotor. Our teaching and learning process must pay attention to aspects of creativity. The creativity development of students starting from the beginning will be able to shape the habits of students' way of thinking which is very beneficial for the students themselves in the future.

G. Society participation

The National Education System Law (UUSPN) article 54 paragraph 2 states that the participation of the community in education includes the participation of individuals, groups, families, professional organizations, entrepreneurs, and community organizations in the implementation and quality control of education services. Such participation can be realized in the form of community-based education so that education remains related to the conditions and demands

of the community. While to accommodate community participation an independent institution was formed with an education council at the district/city level, while the level of schooling was known as the school committee. To involve the participation of the entrepreneur community must be initiated from a positive socialization process. The government needs to ensure that by participating in the development of the national education system, entrepreneurs will also reap the benefits of quality human resources for their companies.

H. Education Law

Amendments to the 1945 Constitution firmly mandate the importance of national education. Article 31 Paragraph (1) states that every citizen has the right to education. Whereas Article 31 Paragraph (2) states that every citizen must follow basic education and the government is obliged to finance it.

The importance of education further explained in the Education Law Number 20 of 2003, Article 5 which reads:

1. Every citizen has the same right to obtain the quality education.
2. Citizens who have physical, emotional, mental, intellectual, and social abnormalities have the right to receive special education.
3. Citizens in remote or underdeveloped areas and remote indigenous peoples have the right to receive exceptional service education.
4. Citizens who have potential intelligence and unique talents are entitled to special education.
5. Every citizen has the right to have the opportunity to improve lifelong education.

To realize this mandate, synergy between the government, the private sector and the community is needed. The role of the community in national education, especially involvement in planning and evaluation is still seen as a box of passive involvement. This active initiative of the community is still seen as something that is not considered important. Clearly in Article 8 of Law No. 20/2003 states that the community has the right to participate in the planning, implementation, supervision, and evaluation of educational programs. Community participation is currently only in the form of the Education Council and School Committee, where the process of establishing a school committee has not yet been carried out in an open and participatory process.

I. Good Governance

Government and governance are often considered to have the same meaning, namely how to implement authority in an organization, institution or state. In governance (governance) there are three components or pillars involved, namely: public governance, corporate governance, civil society or the wider community. There are 3 main pillars that support the ability of a nation to implement good governance, namely the government (the stat), civil society (civil society, civil society, civil society) and the market or business world. Healthy good governance will develop healthy under the authoritative leadership and have a clear vision. Equitable and energetic interactions will generate trust in the community so that good relations are established between the government apparatus and the community. Good governance is an understanding of the principles in it. Good or bad

governance can be assessed if it has been in contact with all elements of the principles of good governance. Realizing the importance of this problem, the principles of good governance are described as follows: a. Transparency: does the government (central, regional, village) openly provide information to the public so that they can question why a decision is made, what criteria are used, so that the community can control, monitor public institutions and their work processes. b. Responsiveness is the government (central, regional, village) responsive in serving the interests of all stakeholders. c. Justice: has the government (central, regional, village) given everyone the same opportunity to improve their welfare. d. Consensus: has the government (central, regional, village) played a role in bridging various aspirations to achieve mutual agreement in the interests of society. e. Effectiveness and efficiency: has the government (central, regional, village) fulfilled needs by utilizing resources in the best way, or through efficient and effective public sector management. f. Accountability: Government officials (central, regional, village) have been accountable to the public in the context of the performance of their institutions and officials both in the fields of management, organizations and in the field of public policy. g. Freedom to gather and participate: has the government (central, regional, village) given freedom to its people to gather, organize and participate actively in determining their future. h. Rules and legal support: has the government (central, regional, village) created rules and laws that shape safe and orderly situations and conditions, and are conducive to society. i. Democracy: does the government (central, regional, village) encourage democratic processes in society. j. Collaboration with community organizations: whether the government (central, regional, village) has cooperated or included existing institutions in the community to solve problems and provide public services. k. Commitment to the market: does the government (central, regional, village) encourage market-oriented policies. l. Commitment to the environment: does the government (central, regional, village) pay attention to issues related to environmental sustainability. m. Decentralization: has the government (central, regional, village) developed and empowered local institutional units to be able to make decisions according to the needs of the local situation.

J. Education Standards

Eight educational standards cover all synchronization in education, following 8 education standards according to Mulyasa (2007):

a. Graduate competence standard.
b. Standard content.
c. Process standard.
d. Standards for educators and education staff.
e. Standard facilities and infrastructure.
f. Management standards.
g. Financing standard.
h. Educational assessment standards.

III. METHODOLOGY

This study uses a qualitative approach. The data in the form

of thoughts were written or oral informants from each individual. This method is directed at objects, which is the high school principals in Murung Raya district. The data collection techniques used in the form of interview guidelines that are used as a guide in conducting interviews with informants (principals, teachers, administrative staff, school committees) in the public high school in Murung Raya district. The information is from the entire population, but the samples from each state high school in Murung Raya district. The study through stages process of analysis: Data Collection, Data Reduction, and Data Categories. To obtain the validity of the results of the research, the author will use the steps as stated by Lincoln and Guba (2005), there are four main criteria of validity to ensure the validity of the results of qualitative research, namely: credibility standards, standard transferability, standard dependability, and confirmation standards.

IV. RESULTS AND FINDINGS

A. Principal Leadership Model in Good Governance Perspective in Murung Raya High School, Murung Raya Regency, Central Kalimantan Province

1) Troubleshooting Techniques

Strategies in solving problems that have been applied by each high school in Murung Raya district in general by identifying the root causes so that it can lead to openness between teachers and school staff, even one informant (subject 01), is more focused on mapping the problem faced, because each problem requires a different solution according to the root of the problem.

According to Hardjasoemantri (2003), one of the principles of good governance is that the consensus principle regulates good governance so that it can bridge different interests in order to establish a comprehensive consensus on what is best for community groups. Leadership according to Horward H. Hoyt in Tangkilisan (2007); Kartono (1998) is an art to influence human behavior and the ability to guide people, and one of the leadership abilities according to Donovan and Jackson in Keban (2010), including creating a conducive organizational climate. Good or bad governance can be assessed if it has been in contact with all elements of the principles of good governance, as a leader, the principal must apply the principles of good governance in the leadership model he uses. The success of every school member in overcoming problems is greatly influenced by the ability of the principal's leadership, which can bridge different interests in order to create a conducive and effective school climate.

In relation to social exchange theory, it is undeniable that in groups there will be competition between individuals, this condition allows conflict in organizations. In dealing with conflict there must be a certain approach in problem-solving strategies, then the leader (the holder of power) will get an award as a result of the responsibility that can be fulfilled especially is the strategy adopted in solving the problem. This opinion is in accordance with Peter's view. M. Blau, that the hopes that will be obtained in social exchanges include power in groups (13). Orders that are obeyed are orders given by legitimate leaders. In order for orders to be obeyed, leaders (holders of power) must have authority.

2) Decision-Making Techniques

The decision-making technique by principals is generally based on joint decisions/consensus agreements, arguing that this technique is very effective and efficient, this shows that one of the principles of good governance has been carried out in high schools in Murung Raya, which is consensus, in deciding something the principal has played a role in bridging various aspirations to achieve mutual agreement in the interests of the school community.

There is one school principal who explicitly describes the techniques used in decision making, namely subject 01, based on interviews, it can be concluded that the way that is done using a participatory approach, the reason for being able to share decision-making that can be applied sustainably, is clearly seen here as a manager, this subject applies participatory leadership. Participatory leaders stay away from dominating attitudes in every decision making.

Leaders who use participatory leadership styles have the opportunity to be more successful as leaders (Leaders). The principal has functions and main tasks in improving the quality of the agency he leads. One of the functions of the principal is among several other functions of EMASLIM, namely the ability to use decision-making techniques. Based on the above conclusions, it can be categorized as a model of democratic leadership, in which the leadership model is based on a shared philosophy in the organization. Leadership in democratic education is free leadership. This model allows the delegation of power and responsibility to staff members who are considered capable of carrying out certain tasks.

The principal's leadership model does not always adhere to only one of the existing leadership models, but the use of leadership models is adapted to the situation and conditions faced, even the use of leadership models can be varied along with other leadership models. Particularly for subject 01, related to the participatory approach that is applied in making decisions provides an opportunity for effectiveness in setting school goals and achieving them, in general such organizations are more productive, this is evident through the accreditation of schools in Murung 1 Public High School from 2007 to 2011 recorded as a school with accreditation "A", various achievements in the academic and non-academic fields. As an appreciation of the achievements of this school, in December 2012 received the assistance of the Kalteng Harati minibus car for the smooth operation of the school, through the Education Agency Central Kalimantan province.

According to Wahjosumidjo (2010), the leadership of principals is an important force in the framework of managing education, because it is the main key to creating effective schools. Eight manager functions that need to be implemented in an organization according to Stoner (1978), namely: (1) work with, and through others; (2) responsible and responsible; (3) with limited time and resources able to deal with various problems; (4) think realistically and conceptually; (5) is an intermediary; (6) is a

politician; (7) is a diplomat and, (8) difficult decision maker.

3) School Institutional Management Strategy

The strategies used in the management of school institutions by high school principals in Murung Raya district, generally refer to the principles of good governance, carried out by: (1) formulating and agreeing on the expected standard of graduates, (2) implementing strategies to produce graduates It is expected, (3) providing information reliably as needed, (4) increasing the effectiveness of communication in increasing the understanding of each school citizen regarding their respective duties, (5) increasing school cooperation in implementing joint decisions.

The reason for its use is to create transparency and accountability in the management of school institutions and enable the achievement of school goals as expected. Transparency is a process of openness that refers to the availability of information and clarity for the general public to know the process of drafting, implementing, and the results achieved through a public policy (17), while what is meant by accountability according to Hardjasoemantri (2003), is a form accountability of decision makers in the government, private sector, and community organizations both to the community and to interested institutions.

However, there seems to be a general tendency among school leaders (principals) in Murung Raya to adjust the principles of good governance in accordance with the context and school culture prevailing in each place, the principles of good governance adopted in everyday leadership have varying levels and intensities this is because not all schools apply exactly all the principles of good governance. There is a gradation of the application of the principles of good governance in schools as a consequence of the experience of the principal both in training and distance from the center of the district capital, this is due to the absence of a standard leadership model that can be a role model in leadership. There is one school principal who explicitly describes the strategies used in the management of school institutions, namely subject 01, based on interviews, it can be concluded that the strategies in institutional management at school have been with the implementation of SBM. The steps taken refer to efforts to improve the quality of education with the 8 National Education Standards approach. The reason for this strategy is to enable the achievement of school goals as expected.

School-based management (SBM) is a management model that gives more autonomy to schools and increases the direct involvement of the school community for decision making in order to improve the quality of schools under the policy of the Ministry of National Education (Ministry of National Education, 2010). Eight educational standards cover all synchronization in education, namely: graduate competency standards, content standards, process standards, educator standards and education personnel, standards of facilities and infrastructure, management standards, financing standards, educational assessment standards (15).

4) Transparency

The method used by the Murung Raya district high school principals to implement the principles of transparency in decision making and financial management in schools, in general, has met the criteria of transparency, this is illustrated by the existence of openness by involving all school members in decision making, as well as financial management in school through the preparation of school planning both short and long-term, so as to avoid distrust of leadership carried out by the principal.

The form of transparency is not only carried out by the headmaster himself but also demanded by all parties, one of which is the school treasurer related to financial transparency. In accordance with Wardijasa's statement (2001), transparency is openness in carrying out a process of corporate activities in addition transparency is one of the important conditions for creating good governance. With transparency in every policy and decision within the organization, fairness can be grown, in addition to fulfilling the principle of transparency by carrying out financial management in schools through the preparation of both short and long-term school planning, this includes seven main activities that the principal must carry out: (1) planning, (2) organizing, (3) holding staff, (4) directing, (5) coordinating, (6) monitoring and (7) evaluating, which of course is also related to regular planning, operational technical and strategic planning (short term, medium term and long term). The principal starts working on the target areas that may have previously been studied together.

The Transparency according to Hardjasoemantri (2003), was built on the basis of free information. All government processes, institutions, and information are necessary. Furthermore, Bappenas (2007), defines transparency as an openness process that refers to the availability of information and clarity for the general public to know the process of drafting, implementing, and the results achieved through a public policy. The lack of openness and transparency in government affairs will lead to misunderstandings about various public policies made.

5) Accountability

The form of accountability (accountability) for existing programs and the funding system in schools by high school principals in Murung Raya district generally refers to the accountability of activities carried out by the school in accordance with applicable general rules. The point is that the accountability (responsibility) of school principals for programs implemented in schools has been carried out based on the proper mechanism, each program that has been announced is delivered through meetings with all school members, besides that it has been stated in the profiles of each school. For example, one of the school development programs that must be implemented is a quality improvement program such as: information system development, administrative services, learning support support services, support services for developing the quality of the school environment in order to build a school atmosphere as a place of learning and administrative services to the public. the school administration development team with clear quality targets, clear quality indicators, and measurable success criteria.

Furthermore, if examined, there is one explicit answer to the form of accountability applied in schools, namely by subject 01, saying that: "... refers to openness to all

activities that have been carried out by the school by making accountability through activity reports and financial reports, information open to those who need ... ", it can be interpreted that the expression of information open to those who need it, shows that the subject 01 in carrying out his leadership has created a condition of checks and balances which is an important essence of accountability itself, thus avoiding abuse of authority.

Accountability is important to maintain a school development program that can be controlled in such a way that it leads to the desired outcome. In other words, it can be said that accountability is needed in order to guarantee the school development program is an activity that is legitimate, credible, accountable, and can be accounted for. Accountability focuses not only on compliance with laws and regulations but also on how to achieve results efficiently and effectively or in other words "accountability is not just about the right thing but doing it well". If governance does not apply the principle of accountability, it will lead to abuse of authority.

6) Communication

The way principals build healthy communication patterns with subordinates (with staff, teachers, students, and school committees), is generally done with openness, placing subordinates as partners, not closing themselves to criticism and suggestions from subordinates, paying attention, providing solutions to problems faced by subordinates. There is one answer that explicitly explains how to build a healthy communication pattern with subordinates, namely the subject 01 (Murung 1 high school principal), said that: "... persuasive approach through communication with reasoning and evidence aims to motivate subordinates to work more optimally ... "This subject statement 01 is supported by the statement of triangulation informants, namely teachers, TU staff, and the head of the school committee. This means that healthy communication patterns have been established between them so that with healthy communication this will provide an opportunity to motivate other school members.

Good communication is supported by good social relations, this is related to the notion of communication which is a process where two or more people form or exchange information with each other, which in turn will arrive at deep mutual understanding. Communication is defined by Bovee (2003) in Haryadi (2009), as the process of sending and receiving messages, and is said to be effective if the message can be understood and stimulates action or encourages other people to act in accordance with the message. Communication has 4 important functions, namely: control, motivation, emotion and information functions. These functions are related to the smooth decision making that can be done by management (18). According to Azwar (2010), in the field of administration, the role of communication can foster a favorable working atmosphere, namely the good relationship between the leader and employees and/or relations between fellow employees. Effective communication will increase productivity, both for employees and companies.

In relation to social interaction, according to Park and Burgess in Santoso (2001) social one form of interaction in the form of a combination, namely a social process in the continuation level, which is characterized by efforts to reduce differences between individuals or groups, and also are efforts to enhance the unity of actions, attitudes and mental processes by paying attention to common interests and goals. Relationships with the school environment with the mutual interaction between school members can unite cooperation in the reciprocal process of useful information for the school community so that there is a relationship between the principal as the school leader and the teachers, staff, students in the school, and residents around the school area.

B. Breakthrough and Innovation in Murung Raya High School in Central Kalimantan Province

1) Cooperation

The way in which the principals in Murung Raya district worked in developing cooperation with subordinates was varied according to the abilities, experience, situation and conditions of the school they led, among others through the establishment of a School Self Evaluation team (EDS), while each decision making was done through a meeting with all school members.

There is also cooperation carried out by giving tasks and responsibilities in accordance with the abilities of subordinates. Whereas in building cooperation with other stakeholders is by involving them in giving positive opinions and thoughts for the progress of the school in certain meetings. The strategy used in building this collaboration is through an approach and openness to the problems faced at school.

Of the subjects studied, the answers clearly stated by the subject 01 were the only ones implementing the formation of a School Self Evaluation team (EDS) in developing cooperation with subordinates and stakeholders, showing a form of delegation of authority carried out in the school led, because EDS was implemented by The School Development Team (TPS).

School Self Evaluation (EDS) is an internal evaluation process involving stakeholders to see school performance based on the National Education Standards (SNP) used as the basis for preparing School Work Plans (RKS) and School Budget Work Plans (RKAS) in improving quality education in schools is consistent and sustainable, and as input for district / city level education investment planning (Ministry of National Education, 2010).

For principals who build cooperation by giving assignments and responsibilities in accordance with the abilities of subordinates can also not be said to be inappropriate, because this action is a manifestation of delegation of tasks and responsibilities given by the leadership based on an assessment of subordinate competencies (teacher/staff), principal actions the above can be categorized as a model of democratic leadership.

The strategy used in building cooperation with subordinates and stakeholders is through approach and openness to problems faced in schools, including in the form of openness/transparency in effective good governance. Collaboration with

stakeholders is one of the tasks of the principal as a supervisor.

In this perspective, the principal is expected to be able to implement his function and role as a manifestation of good school governance in the framework of decentralizing the implementation of education centered in schools. Effective principals should know how to be leaders and be able to provide more value and encourage cooperation from all elements of the school.

If referring to the Republic of Indonesia Minister of National Education Regulation Number 13 of 2007 concerning Standard Principals / Madrasas, the work of the principal is not only about administrative activities, but one of them also concerns the ability to build cooperation with stakeholders in developing the school they lead.

2) Information Technology

Not all high schools in Murung Raya district have implemented information technology because they are constrained by their own facilities and other supporting facilities. The schools that have not utilized information technology are SMAN 1 Tanah Siang and Tanah Negeri Selatan 1 High School, this is because the location of the school is far from the city center, but there are already several schools that have used it mainly to support the smooth teaching and learning process of SMAN 1 Murung, Murung 2 High School and SMAN 1 Laung Tuhup.

For schools that have implemented information technology, among them the most prominent are schools led by subject 01 (Murung 1 Public High School). By utilizing information technology in the learning process at least, it can be said that this is a form of adaptation to the development of science that is developing at this time. The use of information technology in the learning process in schools is currently widely used to help educators in delivering learning material that does require auxiliary components through relevant media.

Based on the reality of the importance of information technology in the world of education, the principal as a leader must have a good governance perspective, namely strategic vision, where strategic vision is broad and far-reaching human resource development according to development needs, and sensitivity to whatever needed to realize these developments, as well as in the school institutions which he led to the need for information technology in the world of education requires a strategic vision capability of a school principal in order to be able to utilize information technology.

For schools that have not used information technology, such as the opinion expressed by Dryden & Voss (1999): "Technology is a tool. A Means to the end. Not the end in itself (anonymous). "If freely translated, the meaning is" ICT is just a tool, a means to an end, not an end in itself. "Because the goal is not the technology itself, but the main goal is to build skills literate ICT, also build critical thinking skills, collaborate collaboratively, solve problems, and communicate effectively. So, theoretically, the integration of technology, information and communication (ICT) in real learning must allow for a learning process that is: active, constructive, collaborative, enthusiastic, dialogical, contextual, reflective, multisensory and high order thinking skills training.

3) Foreign Language Skills

The types of foreign language skills applied in each high school in Murung Raya district vary, according to the needs, the ability of the school and the surrounding environment. For schools that emphasize English language skills, the reason for emphasizing the use of this language is so that graduates can communicate with foreign workers in wood and coal companies in areas that are often found in the Murung Raya district, in addition to English language skills students are equipped with knowledge language that is commonly used throughout the world, and is used as the basic capital for continuing education to university level.

For schools that emphasize German and Arabic skills at school, because these two types of language skills are chosen based on agreement with the support of teachers who have the competence to teach these subjects. Especially for Arabic language skills other than for reasons of having teachers who are competent in teaching this language, also because the majority of students are Muslim especially the school area is far from the pesantren so it is considered necessary to teach Arabic, and remember the school's efforts to improve student self-development services through religious activities.

Linkages to the selection of language skills emphasized in schools with the principles of good governance, namely: 1) linkages with the principle of participation in good governance, because the emphasis on language skills applied in schools is chosen based on mutual agreement among all school members; 2) linkages with the principles of effectiveness and efficiency in good governance, because the emphasis on language skills applied is taken based on the consideration of utilizing the resources that have been owned, namely the support of teachers who have competencies to teach selected language subjects. Especially for Arabic language skills, the principle of effectiveness and efficiency is based on the consideration that the majority of students are Muslim especially the school area is far from the pesantren; 3) linkages with the principle of strategic vision in good governance, due to the consideration that graduates can practice the language skills possessed by foreign workers in the corporate environment in the region, besides assuming that students need to be equipped with knowledge of the languages commonly used in the whole world. Especially for Arabic language skills, the principle of strategic vision is based on the school's efforts to improve student self-development services through religious activities useful in equipping students in terms of spirituality, from several reasons it is known the attitude of each principal as a leader has a far-reaching view of HR development in the future in accordance with the demands of development. For schools that have used information technology such as SMAN 1 Murung, Murung State High School 2 and SMAN 1 Laung Tuhup, that information technology used is very supportive for the use of foreign languages applied in schools.

In accordance with the United Nations Development Program (UNDP) to achieve good governance in governance, the principles of good governance should be upheld in various important government institutions, some

of which are: 1) Participation (participation), defining that every citizen has a voice in decision formulation, both directly and the intermediation of legitimate institutions that represent interests; 2) Effectiveness, where institutional processes produce according to what has been outlined by using the best available resources; 3) Strategic vision, where leaders and the public must have a good governance perspective and broad and far-reaching human development in line with what is needed for development (Tangkilisan, 2007), this opinion is supported by the theory put forward by Wahjosumidjo (2010), which identifies a leadership approach, one of which is the trait approach that emphasizes the quality of leaders. The success of a leader is characterized by the extraordinary power possessed that is full of energy, sharp intuition, vision into the future, and very interesting skills.

4) Budget or Financing

In general, the head of the high school in Murung Raya district explained that school budgeting was obtained through the assistance of the central government and the Central Kalimantan provincial government as well as the second level local government of Murung Raya district. The mechanism was carried out through an analysis of urgent school needs on the progress of the school and then the school work plan was formulated through the preparation of the RKAS and RAPBS, where the planning was carried out jointly with the school community. Accountability is made by writing a report in writing.

Looking more closely at the answers raised by the informants, the answers explicitly describing the budgeting mechanism in schools as stated in the subject 01 clearly state that planning is done through the preparation of RKAS and RAPBS, because one of the efforts to overcome the obstacles faced by schools is by planning the costs and funding of the program/activity in detail for one fiscal year, called the School Budget Plan and Activities (RKAS). Overall the programs planned in the RKAS must not be separated from the National Education Standards which require eight elements, namely graduate competencies, content (curriculum), processes, educators and education staff, management, infrastructure and facilities, financing, and assessment (RI Ministry of National Education, 2010).

Decentralization of education opens opportunities for the creation of creativity and innovation in the field of education management which is manifested in the education unit policy in formulating its activities. The presumably can bring forth feasible and rational fresh ideas for school activities. In addition to the RKAS, it is also known as the School Revenue and Expense Budget Plan (RAPBS), where the RAPBS is one part of the School Development Plan that is quite important and strategic in school development. The RAPBS is one of the main indicators of school development in the future. The size of the RAPBS is very much determined by the expertise of the school principal in managing the school, as well as the ability of the school principal to raise funds, excluding funds from the government.

The dominant source of education costs in Public High Schools in Murung Raya district comes from the government budget. As with public schools in general, Public High

Schools in Murung Raya district began to make creative efforts to explore and diversify the sources of their education funding, especially those indicated by one of them, namely SMAN 1 Murung. The thing that has been taken up is still limited to raising funds from parents through school committees. In addition, the committee and the school also tried to establish cooperation with parties who could become donors to support education funding, for example, such as with potential companies around the school area to be invited to cooperate.

The real proof of one form of fundraising from the community, in this case, is stakeholders, especially what was stated by the subject 01 (headmaster of Murung 1 Public High School), is that the principal made a memorandum of understanding (MOU) with coal mining companies in the area around the school area this is the Broken Hill Project (BHP) company. In addition to the collaboration between SMAN 1 Murung and coal mining companies in raising education funds, the form of stakeholder fundraising to the Murung Raya district government is widely, supported by education at the higher education level, namely scholarships to continue to the Faculty of Medicine at Palangkaraya Kalteng University (UNPAR FK). From the quota of 6 people each year, coming from SMAN 1 Murung graduates in 2011 there were 3 people (50%) and as many as 2 people (33.3%) in 2012.

Government Regulation No. 17 of 2010 concerning the management and implementation of education (articles 50 and 51) explicitly states the obligation of education units to formulate and stipulate education policies in accordance with their authority. Regarding community participation and stakeholders in the implementation of education, this is indeed quite clear as outlined in the National Education System Law (UUSPN) No. 20 of 2003 article 8, which states that the community has the right to participate in the planning, implementation, supervision, and evaluation of educational programs. Furthermore, in Article 9 it is stated that the public is obliged to provide resource support in the implementation of education. It was also added by Bray (1996) that educational funding sources not only came from the government but also came from the community.

5) Participation

Forms of efforts made by principals to foster loyalty and participation of subordinates in creating breakthroughs and innovations in schools, in general by motivating subordinates to create effective learning techniques by utilizing the facilities they have, both in academic and non-academic fields.

In the academic field, by involving subject teachers to provide extra material to students, carry out learning and guidance effectively and efficiently, conduct additional learning for grade 3 students, apply new strategies in learning, and create effective teaching techniques by utilizing facilities owned by the school.

In the non-academic field, develop the talents and interests of students through individual guidance in the fields of sports and the arts, and carry out training regularly in the field of

extracurricular activities to students.

The answer is explicitly stated by the subject 01 (headmaster of Murung 1 Public High School) which describes the efforts made by principals to foster loyalty and participation of subordinates in creating breakthroughs and innovations, this subject mentions efforts made by providing explanations, descriptions and breakthrough goals that the school wants and will be achieved in the learning process, so that the work partners feel they have the same responsibility for the activities, especially teaching and learning activities.

The success of SMAN 1 Murung's principal to foster loyalty and participation of subordinates in creating breakthroughs and innovation can be indicated as a participatory leadership style. Leadership or leading according to Donovan and Jackson in Keban (2010), including encouraging people to do their jobs; maintain or maintain work morale; and motivating staff. Leaders according to Daryanto (2011), have the responsibility both physically and spiritually towards the success of work activities from those led. According to Meyer and Slechta (2008), leadership is oriented towards achieving results that are specific and useful for many people. This means that leadership has a social dimension, where a leader is assigned to increase the contribution of each member of the organization he leads. Participatory leadership, according to Thoha (2010), is if the leadership is done in a persuasive way, creating harmonious cooperation, fostering loyalty, and participation of subordinates. From the leadership model that has been stated above, it is hoped that it can encourage all subordinates and all members to empower themselves and form a sense of responsibility for their assigned tasks. Compliance is not based on external control of the organization, but rather develops from the heart accompanied by consideration of rationality (4)(Thoha, 2010).

George C. Homans states that behavioral psychology as taught by B.F. Skinner can explain social exchange (14). The propositions that are able to provide an explanation of social exchange, namely one of them is a stimulus proposition, meaning that if the stimulus causes a reward then on another occasion people will take action if there is a similar stimulus. In addition, Peter M Blau stated that someone has expectations that will be obtained in social exchanges, including power in groups. In this case, the leader (holder of power) will get an award as a result of the responsibilities that can be fulfilled. While people who are led will get an award because of their obedience, both because the task is completed and their willingness to comply with existing regulations (13).

V. CONCLUSION

A. Conclusion

1. The principal's leadership model in the perspective of good governance in high school in Murung Raya district is seen based on the following 6 indicators: (a). Strategies in solving problems that have been applied by each school are carried out by identifying the root of the problem so that it can lead to openness between teachers and school staff. (b). The decision making technique that has been carried out has fulfilled one of the principles of good governance, namely the principle of consensus and with a participatory approach, wherein deciding something the principal has a role in bridging various aspirations to achieve mutual agreement in the interests of school citizens. (c). The implementation of the school institutional management strategy has been based on the principles of good governance, but there is a general tendency among school principals to adjust the principles of good governance in accordance with the context and school culture prevailing in each place. (d). The method used by principals to implement the principles of transparency in decision making and financial management in schools, in general, has met the criteria of transparency, thus avoiding distrust of leadership carried out by the principal. (e). In general, the form of accountability (responsibility) of school principals for programs in schools has been carried out based on the appropriate mechanism, each program that has been announced is delivered through meetings with all school members, besides that it has been stated in the profiles of each school.

2. The breakthrough and innovation efforts that have been made by the principal in his leadership in high school in Murung Raya district, based on the results of the study with reference to the following 5 indicators: (a). The forms of cooperation that are carried out vary according to the ability, experience, situation, and condition of the school being led, while each decision making is done through meetings with a team of both school members and stakeholders. (b). Not all schools have implemented information technology in the learning process, if there is no higher technology, they can use effective learning techniques in accordance with the ability of the school, because the main purpose of information technology is in addition to the technology itself, also build critical thinking skills, work together collaborative, solve problems, and communicate effectively. (c). The choice of foreign language skills emphasized in schools refers to needs, essentially fulfilling the principles of good governance, namely: the principle of participation, effectiveness and efficiency and strategic vision. For schools that have utilized information technology, communication skills in foreign languages make important contributions reciprocally between information technology and foreign language skills mastered by students. (d). The planning system, management and accountability of the budget in the school have referred to the general guidelines that apply in the budgeting mechanism, while the effort to raise education funds by involving the community and stakeholders is one form of creative effort to explore and diversify sources of education funding. (e). Forms of efforts made by principals to foster loyalty and participation of subordinates in creating breakthroughs and innovations in schools, in general by motivating subordinates to create effective learning techniques by utilizing the facilities they have, both in academic and non-academic fields.

B. Suggestion

1. Various theories can be used as theoretical orientations to examine the leadership model of principals in the perspective of good governance, so there are still opportunities for other researchers to study them with different approaches, analyzes, and theories.
2. The results of this study are expected to be a technical reference for researchers, students, and practitioners.

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