

# Nurturant Leadership: Efforts to Improve Quality of School Management

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**Abstract:** This paper aims to provide a description of the role of Nurturant Leadership in an effort to improve the quality of school management. Leadership is a topic that will always be interesting to examine or review. Almost all studies of organization and management involve aspects of leadership. A school leader will determine how educational objectives can be realized so that the principal is required to continually improve the effectiveness of performance and satisfy institutional performance outcomes. The nurturant leadership model is a leadership model that mimics the character of a nurse who always nurtures, serves with patience and sincerity to his subordinates. A leadership pattern that not only focuses on organizational change and success but also provides wisdom for other human resources embodied in leadership behaviors that rely on virtue values, especially spiritual values.

**Keywords:** Leadership, Nurturant, Organization, School, Management.

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## 1. INTRODUCTION

Essentially every human being is a leader, therefore every man will be accountable for all his actions as a manifestation of his leadership. Leadership is a topic that will always be interesting to examine or review. Almost all studies of organization and management involve aspects of leadership. So when discussing about how to run a good organization and how the organization reaches its goals effectively and efficiently then the answer is on how far the leadership of the organization is run.

Various definitions of leadership have been exposed by experts. Leadership by George R. Terry cited by Veithzal Rivai (2014): "Leadership is the activities to influence people to want to work together to achieve group goals voluntarily" Based on this understanding can be understood that this leadership involves two parties, ie a group The person being led and the leader itself. The existence of the activities of the leader as an effort to realize the goals of the organization through joint activities with the led (Sparrow, P and Cooper, C, 2014; Robertson, I. and Cooper, C.L, 2011).

This definition is in line with Brymen's view, A. (2013), that leadership emphasizes the two dimensions of leadership behavior termed "Initiating Structure", which is the leader's ability to establish working relationships with the people he leads, organizes effective communication and Set a clear job description (Robertson, I., Callinan, M. and Bartram, C. (Eds) 2002; Becker, BE and Huselid, MA 2006).

Hereinafter referred to as "consideration" (consideration) that is: attitude of friendly leader and full of appreciation in fostering pattern of cooperation with its subordinates. This leadership theory applies in all types, both profit organization and non profit organization, government organization or social organization (Brymen, A., 2013).

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Leadership in educational organizations also has the same meaning. Therefore, the success of an educational institution depends on the leadership of the principal. The principal as an educational leader is the person who is at the forefront,

who is in charge of organizing and developing the school in a better, more advanced direction (Antoniou, P., 2013; Chrisman, V., 2005).

A school leader will determine how educational objectives can be realized so that the principal is required to constantly improve the effectiveness of performance and satisfy institutional performance outcomes. The principal must be capable of managing all human resources and material resources for the implementation of a comfortable learning process. The principal is not just the status of superiors, but broader than that. The principal is a manager, supervisor, motivator, coordinator, counselor, parent, leader Copland, M.A., 2003; Hallinger, P., 2011).

Therefore, if the leadership of the principal is weak of course will have an impact on the institution he leads, the School will run less dynamic and even tend to stagnate. Schools are faced with problems that lead to poor quality of output, limited public confidence that schools find it difficult to get support that makes schools difficult to grow and marginalize. This also happens in schools, various issues that seem to start from the problem of the development of educators and educational resources up to the lack of infrastructure facilities including school environment of concern (Hallinger, P. & Huber, S., 2012).

The above statement is supported by the results of research conducted by Sudarmadi entitled "Analysis of the Influence of Organizational Culture and Style of Leadership on Job Satisfaction and Employee Performance" in university administration staff of Semarang, stated that leadership style positively influence to organizational culture, leadership style influence on employee performance.

The results of research conducted by Ivan Tri Sudewa to teachers in Tanjungpinang entitled: "The Influence of Headmaster Leadership Style on Teacher Professionalism in Play Group Lovely Lovita Tanjungpinang" concluded there is a significant influence between the leadership style on teacher professionalism in the Play Group.

## 2. NURTURANT LEADERSHIP

The nurturant leadership model is a leadership model that mimics the character of a nurse who always nurtures, serves with patience and sincerity to his subordinates. A leadership pattern that not only focuses on organizational change and success but also provides wisdom for other human resources embodied in leadership behaviors that rely on virtue values, especially spiritual values.

Nurturant leadership always pay attention to the humanist side in carrying out its duties and responsibilities. A pattern of leadership that stands and developed on the principle of ethical monotheism that ultimately led to the behavior of amar ma'ruf nahi mungkar. Organizational development efforts are done with heart, compassion, love, obedience as devotion to the Creator. This is in accordance with the phrase born of the hadith of the Prophet. Which tells when the Prophet Abu Dhar's companions asked for a position, "Leadership is not privileged, but responsibility, it is not a facility, but a sacrifice, it is not mere jokes, but hard work, it is not arbitrariness to act, but the authority to serve. Leadership is exemplary and pioneering".

The operational stages of this nurturant leadership application consist of two parts:

- Pre-Condition Stage: Strengthen leadership, empower existing human resources, create an academic atmosphere, change school management, build convenient facilities and infrastructure. Set the performance standards of each school personnel.
- Process Phase: Giving clarity of duties and work of each personnel, preparation of measures and performance standards, monitoring of performance results and performance review. At this stage the principal applies an optimal nurturant attitude

## 3. LEADERSHIP IMPLEMENTATIONNURTURANT

The implementation description is described based on previously disclosed, as follows:

### 1) The education staff and education:

PHASE PRE-CONDITION: Firstly, socialization of the vision of the school mission, establishing a medium-term school work plan (RKJM) as well as the annual plan (RKAS), establishing RKJM-based performance standards and RKAS for each school personnel, providing explanations of their duties and responsibilities, Make a periodic meeting agenda between principal with wakasek, principal with teachers and school personnel. To provide space and motivation for

educators and educators to improve their competence in the form of training and delivery of personnel in various forms of seminars, training, workshops. Establish a disciplinary movement for school personnel by applying rules related to arrival & return hours, the rules of teaching hours, pickets and others.

**PROCESS STAGE:** At this stage it is important to put forward the principle of nurturant in conducting the monitoring process and supervision on the performance of school personnel performance by referring to RKJM-based RKAS performance standards that have been established. In addition to the monitoring function, supervision is also the function of motivators do not forget the author always give.

- In this activity provide direction related to the implementation of their respective performance, listening to problems faced, listening to inputs from various aspects related to school development, discussing various problems and finding alternative solutions to be decided into decisions. The author always creates a familiar atmosphere, kinship. So that this briefing activity is beneficial for better school improvement and development. In addition to these periodic briefings, the provision of space for each individual school personnel every day to discuss any problems encountered.
- Implement PP 53 socialization activities on the Discipline of the State Apparatus. This activity is carried out consistently with the aim of improving the discipline of school personnel who are still minimal. Implementing arrival and return arrival, Controlling the implementation of teaching hours through CCTV, providing examples in terms of accuracy present in schools, providing rewards for personnel who achieve the predicate of attendance in the discipline Forms, and punishment for infringing personnel Includes applying discipline using learning tools for each teacher.
- Increased Competence of Teachers. Provide encouragement and awareness for education personnel to work to improve the capabilities of various aspects especially related to the implementation of duties and obligations. Efforts that have been made and made a satisfactory contribution to the school include: Organizing workshops of IT and multimedia-based learning, multimedia-based learning workshops, Training of learning tools and curriculum training, PTK workshops on BIMTEK Training School Management.
- Creating a healthy and harmonious working climate. The author's efforts in this regard are in the form of showing empathy, nurturing, affection, hospitality with a familial approach. This attitude is seen in terms of communication and coordination in the execution of tasks, even to foster a sense of kinship, unity, team work is good.

**2) Field of Facilities and Infrastructure:** The implementation of nurturant leadership in this aspect is as follows:

**PHASE PRE CONDITIONS:** At this stage it begins by establishing programs for improvement of facilities and infrastructure in RKJM and RKAS. Then to socialize the importance of this field by inviting various elements of society (parents, alumni). Achievements to be achieved with the application of leadership nurturant is as follows:

**a. Section of educators and education:**

- The discipline of educators and education personnel increases
- Teachers and educators already have IT skills
- Use of learning tools in every learning process.
- IT-based learning process
- Realization of a healthy work climate, harmonious and kinship
- Establishment of a culture of cooperation, mutual cooperation between teachers and educators and even with the community.

**b. Parts of facilities and infrastructure:**

- School buildings and classrooms look beautiful
- The availability of internet facilities for E-learning
- Awakening a beautiful learning environment
- The availability of yard and comfortable and beautiful reading garden
- The presence of standard sports facilities
- The availability of learning tools is getting better

- Establishment of UKS
- The availability of the canteen is honest
- Cooperative Relatives function again

#### **D. Constraints Faced in Implementing Nurturant Leadership:**

In the application of nurturant leadership in the pre-condition stage and at the stage of the process is recognized always faces various obstacles that sometimes inhibit. Including the following :

- Financial constraints are limited.
- Time: takes a long time
- The level of public confidence in schools is still low
- Not yet built a solid team work.

#### **E. Supporting Factors:**

This nurturant leadership will succeed if supported by various factors including the following:

- Most school personnel want a fundamental change for the betterment of the school.
- Strong leadership
- Potential support from community elements (parents, alumni) and stakeholders.
- Availability of material resources and human resources at school
- There is good cooperation from all school personnel
- A family atmosphere that begins to be created among all the school personnel.

### **4. ALTERNATIVE DEVELOPMENT**

Based on the experience of applying this nurturant leadership model so that the implementation process is better and the results achieved maximally, then for the future can be done nurturant leadership development with the following alternatives:

1. For schools that have been relatively good and superior, then in pre-condition stage can empower as much as possible the vice principals based on their main tasks and functions. The principal runs maximize the function of monitoring, supervision, motivator. While for schools that have not been stable then the main control should still be held by the principal as a school leader in addition to gradually giving authority to the vice principal in accordance with the portion at that time.
2. At the stage of the process it must be ensured that the job description is well understood and the establishment of the preparation of measures, performance standards more concrete and detailed by the school personnel so as to facilitate the process of monitoring and evaluation performance.
3. Implementation of pre-condition stage and process phase will be better if accompanied by spiritual approach.

### **5. CONCLUSIONS**

Based on the application of the nurturant leadership model described in the previous discussion, it can be concluded as follows:

1. Application of nurturant leadership model based on empowering, caring, caring, caring, patient attitude. This proved able to improve the quality of education management in schools. The nurturant leadership that the principal presents in managing the school in all components of school management includes the field of education and education personnel.
2. Achievement of quality improvement of education management in school also can be seen from aspect of management of facility and infrastructure. This success is certainly there if there is a good cooperation between, principals who apply nurturant style, educators and educational solid and full of commitment and participation of the wider community.

## 6. SUGGESTIONS

The operational recommendations that can be formulated authors for the interests of development and improvement of school management quality are as follows:

1. Recommend to use a nurturant leadership model that refers to two (2) operational stages: the pre-condition stage and the process stage proven to improve the quality of school management.
2. Recommend that the principal in the pre-condition stage and process to be consistent and istiqamah on the principle of nurturant; Empower, care, compassion, care and patience.
3. Spiritual and humanist approaches in every stage (pre condition and process) of this nurturant leadership model strongly support the success that will be achieved.

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