

Effective Leadership on Curriculum 2013 Implementation in Religious Based Schools

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Abstract

This study aims to describe: 1) the problems the school experienced in implementing the Curriculum 2013 in the context of religious foundation; 2) the principal's view of the Curriculum 2013 implementation. 3) The roles performed by the principal as a leader in the implementation of the Curriculum 2013, and 4) the strategy carried out by the principal as a leader in the framework of the successful implementation of the Curriculum 2013. This study uses a qualitative approach using a case study research describe the effective leadership in excellence school. Data and all information then discussed with all participants (by purposive sampling) through forum group discussion. The last analysis of the findings then approached by combining with literatures review. The key informant in this study is the principals and teachers. Data was collected through participatory observation techniques, in-depth interviews, and documentation. The research found that there were four dominant leadership played by the principal in realizing effective schools, they are spiritual leadership, change leadership, instructional leadership, and entrepreneurial leadership. Spiritual leadership become a major motive for the principal to make a lot of changes in optimizing the instructional goals development through a lot of entrepreneurship values.

Keywords: Effective leadership; Curriculum 2013; Religious based school.



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1. Introduction

The effectiveness of the school in achieving its vision, carrying out a mission, fulfilling its goals and targets, and in carrying out learning activities requires the existence of a school principal who displays effective leadership. The presence of an effective headmaster is an organic component, because no matter how many educational facilities and infrastructure the school has, no matter how much funding is available to finance school operations, and how much human resources are available to operate school activities, everything will be in vain only when it is not effectively and efficiently utilized by the principal.

Moreover, since 2003 the Government officially introduced and promoted, and imposed a form of school-based quality improvement, which is better known as School Based Management (SBM). In the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, to be precise article 51 paragraph (1), it is affirmed that Management of early childhood education, basic education and secondary education is carried out based on Minimum Service Standards with the principle of School Based Management ([Kemendikbud, 2003](#)). SBM is a school management model that places more emphasis on improving the quality of education by all stakeholders in accordance with the real needs of the school in the highest command of the principal. SBM is a form of improving the quality of education per school that is pursued based on the strengths, weaknesses, opportunities and challenges of the school. Thus, the implementation of SBM is one of the "closest entry points" towards improving the quality and relevance of education.

SBM is a school management model that places more emphasis on improving the quality of education for all schools by all stakeholders themselves in accordance with the real needs of schools in the highest command of the principal. SBM is a form of improving the quality of education in every school that is pursued based on the strengths, weaknesses, opportunities and challenges of the school. Thus, the implementation of SBM is one of the "closest entry points" towards improving the quality and relevance of education.

SBM can be defined as a school management process that is directed at improving the quality of education, by which autonomy is planned, organized, implemented, and evaluated by the school in accordance with the needs of

the school by involving all school stakeholders (Bafadal, 2016; Juharyanto, 2012). School-based management is school autonomy, with school principals and school stakeholders being given the opportunity to actively and independently develop and carry out various education quality improvement programs in accordance with their own needs.

The implementation of school-based management in a school requires the existence of a school principal who not only has managerial competence and supervision, but also entrepreneurial competence, namely creating innovation in the context of learning that is useful for school development, working hard to achieve school success as an effective learning organization, have a strong motivation to succeed in carrying out their main tasks and functions as leaders of the education unit, never give up and always look for the best solutions in facing obstacles faced by schools, and have entrepreneurial instincts in managing school production / service activities as students' learning resources (Wahyudi and Retnowati, 2014).

School principals are a critical factor in the success of school quality improvement and overall school success (Claude Ah-Teck and Starr, 2014; Lunenburg, 2011). Many studies in the field also concluded that the effective leadership of the principal had a positive relationship and was very significant or had a strong influence on student achievement. Even more than just student achievement. Various studies show that effective school leadership has a strong influence on student attendance, student engagement to school, student academic self-efficacy, staff satisfaction, and collective teacher efficacy.

The position of the principal is so strategic, the principal is challenged to seek effective leadership. Lunenburg (Lunenburg, 2011) emphasized that the principal responsibility of a principal is to improve the quality of learning and the success of all students. The principal responsibility is to promote learning and success of all students (Lunenburg, 2010;2011). Lunenburg's beliefs can be understood, because the main function of the school is learning. There is no school quality without the quality of learning, so the quality of a school is measured by how effective the school is in teaching all students. For Lunenburg the effective leadership of the principal is instructional leadership. Lunenburg further asserted that the principal was "orchestrators of excellence in teaching and student learning." As an orchestrator it has a very important role in terms of "assembles a group of talented musicians and melts their abilities into a virtuoso performance." Likewise, a successful headmaster is able to integrate (assembles) the school's vision and mission, teacher quality, culture and learning climate, and all supporting components to be transformed into a learning community in which all educators and staffs together with students learn and achieve high-level learning goals (Arifin *et al.*, 2018; Scott and Scott, 2015).

In line with the Lunenburg statement above, (Ubben *et al.*, 2001) at the end of their study concluded that good schools, the effective schools and the excellent schools were actually is the results of the principal's leadership process, in the form of the formulation of a vision and mission of the school (visioning), the development of a learning culture to reach the vision and carry out the school's mission, and the creation of a learning environment. While Bafadal through his study (Bafadal, 1995) concluded that the school would not be good on its own, but through a process of change initiated by the school's internal parties with strong leadership from the principal. Furthermore, Bafadal concluded that (1) educational innovations in schools that are well pursued by principals through cyclical activities include identification of innovation, preparation, implementation, evaluation, and improvement, (2) the success of changes or the application of an innovation in good schools supported by three important conditions, namely the ability of principals to build accurate perceptions of school personnel on applied educational innovations, the ability of principals to increase motivation and creativity of personnel, availability of funds; and (3) the successful implementation of educational innovations in good schools is supported by the leadership of principals who are more involved as agents of change, and other internal change agents as information providers, implementers and supervisors for the implementation of educational innovations (Bafadal, 1995).

In 2013 the Ministry of Education and Culture of the Republic of Indonesia implemented a new curriculum, namely Curriculum 2013, which was developed in 2012. In order to implement the curriculum in elementary schools, there were twelve primary schools designated as primary schools piloting the implementation of the Curriculum 2013, including the school-based religious.

Our conclusions from interviews with several principals, it is known that there are many considerations underlying the education unit to continue implementing the Curriculum 2013, including: 1) the principal's belief in two important aspects explicitly manifested in learning, namely spiritual and social aspects. The spiritual aspect is to regulate human relations with God while social aspects regulate human and human relations. 2) they consider that the Curriculum 2013 is able to facilitate all the potential of students to develop optimally, of course through the application of a scientific approach correctly, intact, in detail, supported by all manifestations of educator competency and the strong commitment of the principal to carry out these beliefs.

The unit of the above phenomenon implies that there is an effective principal leadership that makes the cause of success in implementing the Curriculum 2013. The school that will be examined in this study is a school that is under the guidance of religious-based institutions. In addition, consideration of the distribution and the existence of achievements / excellence in schools in each district / city is also the main requirement. On the basis of these considerations, 3 (three) religious-based schools are selected to be the subjects of this study.

2. Literature Review

2.1. Religious Based Schools

The attention of the Indonesian people towards religious-based schools is growing. The growth of attention is influenced by various factors, including: 1) concerns about the negative influence of the increasingly massive global era; 2) increasing public activity which is increasingly high, thereby reducing the portion of his attention to his

children; 3) awareness of the importance of higher religious values; and 4) the growing achievement of religious-based schools themselves in various competitions.

Ted Slutz said in his journal entitled Faith-Based Schools said "Religious education can be cast as a commendable effort by parents to protect to their children. But there are sharply opposing viewpoints (Kartikawati, 2016) that religion-based schools are one of the ways parents can save their children but sometimes parents have opposing views. Definition of religious-based schools is one level of formal education under the auspices of religious institutions, which teach general subjects, and religion, practice religious activities and religious culture (Arifin *et al.*, 2018; Hefner, 2009; Weix, 1998). In other words, religious-based schools are one of the recognized levels of formal education because they are under the auspices of an official institution as well as madrassas under government institutions, namely under the Ministry of Religion of the Republic of Indonesia. Religious-based schools are like other general education institutions that teach general subjects but religious subjects are more dominantly taught and students are also required to always practice or apply religious teachings to daily activities or activities. The scoring system in religious-based schools is not only from cognitive values taken through written examinations but they also use affective judgments or attitudes because the assessment of these attitudes is seen as the result of the realization of the religious values, they have taught students (Majid and Andayani, 2004).

Three proofs or characteristics of religious-based schools are that they carry out religious warnings in their schools, use religious symbols and teach religious lessons. Commemoration of religiousness in schools can be interpreted as practicing religious values that are tried to be taught to all students in the hope that students can take lessons and have good examples of their beliefs and personality as religious people (Zakub *et al.*, 2018). The use of religious symbols is very important because the thing that distinguishes one religion from one another compared to the use of symbols is also expected as a lesson that will be carried out by the students of the school in the community.

2.2. The Principal as Change Leader

The principal has the principle, that the school must always change, so that any policy changes that have a positive impact on the future development of the school are welcomed by the Principal. Change is the process by which we move from the conditions prevailing at this time to the desired conditions, which are carried out by individuals, groups and organizations in terms of reacting to forces- academic strength "internal and external" (Anderson and Anderson, 2010; Hailey, 2013). Change includes changes in human, structure or technology. In change, changes in environmental elements, values, and resources are included. Change can be said as a switch from the previous state to a state after (after the change). The expected change is a change in a better direction.

Tasks of Principals as leaders of change, especially changes in designing, maintaining, and developing high school achievement. There are four activities carried out by the Principal in his role as an instructional leader, are 1) the principal looks at the future and designs changes to anticipate the future (visionary); 2) the principal inspires teachers to look at the future to make changes; 3) the principal establishes strategic change steps; 4) implementation of changes; and the five principals conducted an evaluation of the implementation of the changes (Juharyanto, 2012;2017a).

In addition to these activities, principals must also have a strategy, that schools must be able to change according to the development of culture and technological progress towards better change, this strategy is carried out by constantly seeking and extracting information from various parties as a way to design, maintain and developing effective and efficient achievement schools. To develop and change schools in a better direction, broad insight and knowledge are needed, however local issues should not be ruled out. In addition, to implement the change process, real activities are needed that can support school change. In this world everything changes, only one that doesn't change is change itself. That's the law of life. Same when the price of cooking oil is expensive. The high price of cooking oil makes other prices also change. Changes in life need to be welcomed cheerfully and faced well, especially by the principal. Because the meaning of change is Blessing in disguised (hidden blessing). A hidden blessing for the principal means that you can continuously learn about life, especially education and learning.

2.3. The Principal as Spiritual Leader

Spiritual leadership is a combination of values, attitudes, and behaviors that are needed to motivate oneself and others intrinsically, so that they are encouraged to do things for the good of the organization to the fullest. Spiritual leadership includes the task of: 1) creating a vision that each member in the organization has a sense of calling to give meaning and difference in their lives; 2) Building a social culture and / or organization based on altruistic love (the opposite of social or selfish nature), so that leaders and those led have a sense of mutual concern, care, respect sincerely, between members feel understood and valued. The role as a spiritual leader is reflected and actualized in actions and actions. A good headmaster must be an example and role model for all school people. Such a leadership process will provide high energy and motivation, commitment, confidence to the team. In addition, value-based leadership can also make a positive contribution to vision, mission and leaders (Phipps, 2012). For an organization that wants high-performance, it must have a strong alignment between the employee's personal values, the organization, and the values desired by the employee (Maharana *et al.*, 2014).

Other spiritual values that can be done by the principal are honesty, discipline, and responsibility. The principal is the first and first person who believes in all the good values and applies them. Applying the value of goodness in the form of daily behavior, is an important part of the socialization of the value of goodness itself. The success of the practice of spiritual leadership is the principal capital of the principal in the integration of values into all resources.

Such a principal is the main attraction for all other resources to implement it as well as possible, which significantly impacts the support for the realization of effective schools.

This is in line with the law of attraction (law of attraction), namely that each individual has a positive and negative vibration, when someone emits a positive vibration (in thinking, emotion, acting positively) he will get a positive response back and even multiply, so too vice versa (Wagner *et al.*, 2012). Important characteristics of future leaders always try to be a model / example and communicate their example through the depth of their beliefs and ideas and daily behavior, or according to Boyatzis & McKee referred to as resonant leader terms (Boyatzis and McKee, 2010).

2.4. The Principal as Entrepreneurial Leader

There are nine leadership behaviors in realizing effective schools, are (1) a strong culture of independence; (2) clear understanding of vision; (3) believe in success; (4) a culture of lifelong learning; (5) the power of imagination (6) based on multidimensional values; (7) empowerment; (8) collegiality; and (9) fighting value.

Independence is synonymous with decentralization. Independence as a form of decentralization is more directed at educational autonomy in exploring ideas, ideas, innovations, creations and constructive criticism even financially based on transparency, accountability, collegial collective by prioritizing the empowerment of community participation and stakeholders of education units but still not hitting other regulations (Jeong *et al.*, 2017a; Jeong *et al.*, 2017b). Decentralization has resulted in increased demands on schools to become more empowered and prioritize transparency (Helga, 2014).

Understanding of the vision and mission is the key to the success of the school (Dent *et al.*, 2005; Lumby and Foskett, 2016; Pan *et al.*, 2015). Vision should be encouraged to become shared thoughts and dreams, not only leaders, but also all staff (Murphy and Torre, 2014). Leaders are tasked with encouraging the courage of all subordinates to be motivated to achieve a shared vision. These efforts will put the leadership as a person who strengthens the vision of all staff (Dennis and Bocarnea, 2005) while encouraging overall independence staff in achieving organizational vision independently (Bennis, 2002).

Confidence is defined as the character of an organization; whose existence is the glue for every institution to develop and progress together to achieve a vision in a bond of regulative normative harmony. The spirit of belief includes basic values, core goals, and visualizing the future. These values are essential for institutions to identify and define key values for them, including being a basis for them to take a functional role for their organization (Wang *et al.*, 2016). These basic values (honesty, trust, integrity, hard work, endless self-improvement efforts, empowerment and creativity, quality of service, and the strength of holistic mindset, attitudes and actions) are rooted in local values that are acknowledged in bulk (perennial). These values do not have to change because changes occur outside, but instead become the best reference for changes in the organizational system (Romero, 2015).

The principle of lifelong learning must be upheld and practiced by leaders (Wilson and Xue, 2013). Leaders need to promote an environment where active learning can occur. Learning needs to be seen as a social activity (Chen and Kompf, 2012) where everyone has a role to play in helping people to learn. Learning is no longer an obligation, but the need to develop. Learning culture has a significant impact on all staff in achieving organizational goals (Al-Mahdy *et al.*, 2018; Mallon, 2010; Silins *et al.*, 2002).

Visionary leaders always make a "mental leap" by changing "impossible conditions at this time" to "must happen in the future". They are always bound by such imagination, with high commitment and creativity, giving birth to new energy and new ways to support the life of the organization (Derue *et al.*, 2011). Future leaders must be transformational and transformational agents (Gessler and Ashmawy, 2014).

The entrepreneurial leader becomes a creator of a multidimensional value system that is echoed to all corners of the organization according to certain principles that are recognized for reliability or Covey call it the term a value system centered round principles (Covey, 2009). Leaders will succeed if they try to attach management behavior and leadership with the principles of personal integrity, credibility and trusting relationships (Brown and Townsend, 1997), and commitment to ethical and moral values such as affection, humility and service (Juharyanto, 2017b) so that the organizational structure, processes and practices will be built, maintained, maintained and developed.

Subordinates sometimes admire leaders who delegate their authority, which makes subordinates feel strong and capable (Silins *et al.*, 2002). This means that the leaders have empowered their subordinates indirectly. Subordinates give back the trust, support and praise to the leader, and this helps to strengthen the leader and vision of the organization. Weis (2005) calls it the term "silent leadership". "The leader's strongly held values and ability to create vision towards which others could work (Peters and Waterman, 2004).

Leadership cannot be the prerogative of one person. Future leaders need to be trained to master the art of forming teams, collaborating through teams rather than directing and giving orders (Singh, 2005; Singh and Africa, 2014). Collegial leadership encourages enduring organizational resilience. According to Bezzina (2000), there are at least 4 reasons for the need for staff involvement in the organization, including: 1) leadership prerogative is no more important than the involvement of all members, 2) everyone basically wants to be involved in every challenge facing change challenges, 3) transformation of managerial values and leadership to all members will strengthen the ability to face the challenges of organizational change, and 4) joint ownership.

2.5. The Principal as an Instructional Leader

As has been emphasized in several theories that principals have many roles, the most important role is as learning leaders. Instructional leadership can be carried out well by principals who have the ability and willingness to implement it. Besides that, there are several schools that have been designated as pilot schools for the application

of Curriculum 2013 by the government, thus the role that must be taken is how successful instructional leadership implements the Curriculum 2013. In the interview conducted by researchers, information was obtained that until 2016 the school had implemented the Curriculum 2013, even though there was a policy from the Ministry of Education and Culture that since the beginning of 2015 schools in Indonesia could re-implement the Education Unit Level Curriculum or generally known as KTSP.

Instructional leadership is an action carried out with the intention of developing a productive and satisfying work environment for teachers, and ultimately able to create improved student learning conditions (Eggen and Kauchak, 2004; Eggen *et al.*, 2010). Implicitly this definition implies that instructional leadership is an action that leads to the creation of a school climate that is able to encourage the optimal learning process. Sergiovanni (1987) proposed one of the first models of instructional leadership. He identified five leadership styles: (1) technical / skills, (2) human, (3) education, (4) symbolic, and (5) culture. So that in applying the Curriculum 2013 well it must always improve the quality of the learning process that is held by the teacher or followed by the students. In accordance with the contents of the Curriculum 2013, the implementation of learning in elementary schools uses thematic, collaborative approaches in the form of group work, and learning is based on participant activities (Kemendikbud, 2013).

Instructional leadership is very important to be applied at school because as mentioned before that instructional leadership contributes very significantly to improving student learning achievement. Instructional leadership is able to provide encouragement and direction to the school community to improve student learning achievement. Instructional leadership is also able to focus the activities of its citizens towards achieving the school's vision, mission and goals. Instructional leadership is important to be applied in schools because of its ability to build community learning communities and even be able to make the school a learning school (Al-Mahdy *et al.*, 2018; Oloolube and Eke, 2009).

As the Principal in the learning-based education unit, the Principal applies various strategies and ways to implement the Curriculum 2013. As an initial method implemented by the school, understanding must be made first, especially the understanding of the principal. As a form of understanding efforts made by the principal, namely the process of understanding that starts from the principal then proceed to the teachers in the school. The understanding that is established and already possessed by principals and teachers about the K-13 curriculum, the principal must build the commitment of educators and education staff to succeed in implementing the Curriculum 2013, because the commitment that is built will have a significant impact on improving the quality of education (Al-Mahdy *et al.*, 2018).

3. Method

This study was designed using a multisite study design. As stated by Bogdan and Biklen (2006), the design of the multisite study is a form of qualitative research design that can indeed be used primarily for the development of theories that are raised from several research backgrounds that have similar characteristics, so that they can produce theories with broader and more generalized general application. Furthermore, according to the two qualitative research experts, there are two types of multisite study designs, namely the design with: (1) modified analytical induction analysis methods; and (2) constant comparative method. In this study used a research design with a constant comparative analysis method. This study uses a qualitative approach with a type of multi-site study because the researcher intends to know and describe in detail the leadership learning in superior schools in a sustainable, independent, and contextual manner. The key informants in this study were the Principal and the teacher. Data collection in this study uses techniques of participatory observation, in-depth interviews, and documentation.

The three primary schools chosen as the background of this study were religious-based primary schools, as the second poorest district in East Java. These schools include: Islamic Elementary School at Taqwa, Muhammadiyah Islamic Primary School, and Al Furqon Islamic Primary School. All of these schools are in the East Java province. In general, all three have relatively the same characteristics, namely religious-based education units that are privately owned and managed by Organizing Foundations in different religious affiliations, where the community impresses the three schools have different religious affiliations located in remote areas with Argopuro mountain slopes and Ijen crater, East Java, Indonesia. In addition, there are certain considerations in the involvement of primary schools in this study, including: First, the three primary schools are advanced elementary schools and are favored by the community. Second, elementary schools are often the subject of comparative studies or benchmarking activities for other schools in Indonesia. Third, the elementary school has academic and non-academic achievements.

4. Results and Findings

Based on data exposure, it can be concluded that for the sake of success to be an achievement school, the principals of Islamic Elementary School at Taqwa, Islamic Elementary School Muhammadiyah, and Al Furqon Islamic Elementary School played various leadership roles. Among the leadership roles of the three most dominant and effective leadership behavior by principals include change leaders, spiritual leaders, and entrepreneurial leaders, learning leaders.

First, there are four dominant leadership roles played by principals in realizing effective schools, including: spiritual leadership, change leadership, and instructional leadership and entrepreneurial leadership.

Second, as the leader of change, the interim findings as outlined in advance show that there are five leadership behaviors of the Principal of At Taqwa, are: (1) the principal looks at the future and designs changes to anticipate the future (visionary); (2) the principal inspires teachers to look at the future to make changes; (3) the principal

establishes strategic steps for change; (4) implementation of changes; and (5) school principals conduct an evaluation of the implementation of changes. While the behavior of the Principal of Muhammadiyah Islamic Elementary School as the leader of change includes: (1) the process of extracting information about changes, (2) planning activities for changes; (3) evaluating activities for successful implementation of periodic changes, and (4) making follow-up plans for future work programs. Meanwhile, the Principal of Al Furqon Islamic Elementary School, as the leader of change, applied the following things, among others: (1) digging up information, planning workshops, training and mentoring activities, (3) comparative studies, (4) evaluating activities continuously, and (5) request input for improvements in an open manner, and (6) make a follow-up plan. When leadership change behavior between the three principals are compared, it can be concluded that change leadership behavior in superior schools includes: (1) looking at the future and designing changes to anticipate the future (visionary); (2) inspire teachers to look at the future to make changes; (3) establishing strategic change steps; (4) implementation of changes; and (5) evaluate changes and plan follow-up.

Third, as a spiritual leader, the temporary findings as described above show that there are four leadership behaviors of the Islamic Elementary School At Taqwa, are: (1) sincerity, (2) patience; (3) hard work; and (4) always grateful for every success and failure (5) strengthen the spirit of struggle through marriage together. While the behavior of the Principal of Islamic Elementary School Muhammadiyah as a spiritual leader includes: (1) honesty; (2) discipline; (3) responsibility; and (4) exemplary. Principal of Al Furqon Islamic Elementary School, are: (1) hard work based on responsibility and sincere service, (2) discipline; (3) honesty; (4) exemplary; and (5) always grateful for every success and failure that is based on sincerity and patience. When the spiritual leadership behavior of the principal of Islamic Elementary School At Taqwa and Muhammadiyah Islamic Elementary School are compared with the Al Furqon Islamic Elementary School, it can be concluded that spiritual leadership behavior in superior schools includes: (1) hard work based on responsibility and sincere service, (2) discipline; (3) honesty; (4) exemplary; and (5) always grateful for every success and failure that is based on sincerity and patience.

Fourth, as an entrepreneurial leader, the temporary findings as described above show that there are four leadership behaviors of the principal of Islamic Elementary School At Taqwa, are: (1) not depend on other parties; (2) vision clarity; (3) consider failure as something that must be overcome; (4) empowerment; and (5) collegiality. While the behavior of the the principal of Islamic Elementary School Muhammadiyah as a spiritual leader includes: (1) the power of imagination (2) responsibility; (3) empowerment; and (4) fighting value. the principal of Islamic Elementary School Al Furqon, are: (1) Strong culture of independence; (2) clear vision; (3) positive for potential failure; (4) multidimensional value-based; (5) empowerment; and (6) collegiality. When the entrepreneurship leader behavior of the principal of Islamic Elementary School MI At Taqwa and Muhammadiyah are compared with the principal of Islamic Elementary School of Al Furqon, it can be concluded that spiritual leadership behaviors in superior schools include: (1) Strong independence culture; (2) clear understanding of vision; (3) positive for potential failure; (4) a culture of lifelong learning; (5) the power of imagination (6) based on multidimensional values; (7) empowerment; (8) collegiality; and (9) fighting value.

Fifth, as a learning leader, the temporary findings above show that there are five leadership behaviors of the Principal of Islamic Elementary School of At Taqwa, are: (1) understanding, explaining, and equating vision, goals, expectations with the enactment of the Curriculum 2013; (2) understanding, explaining and equating the vision of the characteristics of learning regulated by Curriculum 2013; (3) developing a new culture of learning in accordance with the demands of the curriculum; (4) developing all the tools needed to develop new cultures according to the demands of the curriculum. While the steps taken by the Principal of Muhammadiyah Islamic Elementary School include: (1) carrying out an understanding with the teacher council regarding the substance of the Curriculum 2013; (2) development of teacher resources by conducting training at the school level or by including teachers in trainings carried out by other institutions (agencies and ministries); (3) preparation of media and learning environments; (4) encouraging the role of the school committee to be very good in supporting the implementation of the Curriculum 2013. In addition, the committee also sought funding for the implementation of training at the school level; and (5) routine evaluations to ensure the success of the Curriculum 2013 implementation.

When instructional leadership behaviors between Principal of At Taqwa and Muhammadiyah are compared with Al Furqon, it can be concluded that instructional leadership behaviors in superior schools include: with the enactment of the Curriculum 2013 (visioning of learning); (2) understanding, explaining and equating a vision of the substance and characteristics of learning that are governed by Curriculum 2013 (visioning of learning); (3) developing a new culture of learning in accordance with the demands of the curriculum (learning culture); (4) developing an effective learning environment for implementing Curriculum 2013, through preparing all the tools needed to build a new culture according to the demands of the new curriculum, namely the development of teacher resources, preparation of media, learning resources, and school environment; (5) strive for the support of the school committee in supporting the implementation of the Curriculum 2013; and (5) strive for a process to ensure the success of the Curriculum 2013.

In the process of implementing leadership to support the realization of effective schools, the most dominant and effective leadership is change leadership. The values of change leadership are integrated into spiritual leadership and entrepreneurial leadership in various forms of programs and activities agreed upon by all school resources, and all applied leadership models are oriented towards the struggle for the successful implementation of the Curriculum 2013.

5. Conclusion

Leadership problems that arise include: almost all teachers are government employees, teacher qualifications are not yet in line with standards, competency still needs improvement, not all teachers are linearly certified, principals do not have absolute authority in compiling, overseeing, and evaluating implementation policies, the dominance of the organizing foundation is very dominant, teacher salaries are still below the standard of daily living needs, appreciation for teacher performance has not been as expected. The leadership capacity available includes: high morale, teaching motives focusing on service, harmonious teacher interaction, pleasant teacher interaction with the community, strong support from community leaders, students' passion for learning tends to be good, high religious fanaticism, government policy support well. There are four dominant and effective leadership roles played by principals in realizing effective schools, including: spiritual leadership, change leadership and instructional leadership and entrepreneurial leadership.

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