

# THE APPROACHES OF TEACHER LEADERSHIP STYLE IN THE CLASSROOM

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## ABSTRACT

Talking about education, it must be included the students and teachers as the core component in the world of education itself. Many researchers took the investigation in making education improve in the aspect of transferring knowledge and making the students become better in the real-life relationship. Many things that should be considered to reach that desires. It is impossible when we want to make students become good ones but the teachers do not give the best model when its teaching and learning process occurs. Teacher as a leader in the classroom supposed to have a style in order students find the belief that they can do something good. To have some styles in leading the classroom, a teacher should have some skills can support to fill the role of leadership. There are three main approaches that the teachers can adopt in the classroom they lead, they are: teacher research as leadership; models of distributive leadership; leadership of team. This paper tries to discuss the approaches of teacher leadership style that the teacher may use in the classroom. Hopefully, by implementing an approach the teaching and learning process can be more effective to reach the good improvement.

**Keywords:** *approach, leadership style, classroom.*

## I. INTRODUCTION

The teacher is a profession not a job of this matter according to UU no. 14 the year 2005 article 1. Which states Teachers are professional educators with the main task of educating, teaching, guiding, directing, assessing, and health of learners on early childhood education formal education, basic education, and education. As a professional teacher who must apply. The ever-changing era, the ever-changing curriculum due to political, economic, information technology and socio-cultural influences but the teacher's role will never change.

Teachers are still teachers who should be in respected and imitated by learners. The spirit of teachers in motivating, inspiring, and guiding learners in developing their potentials to be a human being who has self-confidence, have the noble character, healthy, knowledgeable, capable, independent, creative and democratic and responsible.

Education in Indonesia has several goals to be achieved, not only delivering a learning material but also willing to make Indonesian students dignified in good behavior. Unfortunately, this is not easy, because there have been many cases that prove that there are still students

who do not seem to have good ethics towards the teacher himself. As an example As recently happened, precisely on December 5, 2013, a student of SMK Muhammadiyah 1 Solo attacked a supervisory teacher with a knife until the teacher was injured. Just because the teacher is considered slow to share the test questions, the student feels annoyed and then pushes the teacher body while issuing harsh words and challenges the teacher to fight. (Merdeka.com, 2013). A junior high school student in Kolaka District, Southeast Sulawesi, threatened to do roughly after being scolded by his classroom teacher. The student threatened to step on the teacher's neck because the teacher scolded him for often doing mischief in the class (Okezone.com, 2013).

Some cases that occur in these students are so painful considering what the teacher gives to students is a struggle to be able to convey useful science. There should be many students who are able to think wisely to see what a teacher has striven for. In an educational environment, a teacher is a parent who must be respected and obeyed. Not only the science that can be taken by students but also how teachers behave. The role of teachers in class one of them is a role model that teaches and inspires students to do their best. Teacher leadership facilitates principled action to foster whole-school success. Teacher leaders transform teaching and learning and tie the school and community together, and advance the community's social mission and quality of life (Crowther et al., 2002).

## II. DISCUSSION

In this chapter deals with some theories that become the bases for the discussion. The purpose of the chapter is to get the understanding of what the basic principles of the paper are. The discussion will be presented under three headings. They are related to components in teaching and learning process, the role of teacher and approaches in teacher leadership style.

### A. Components in Teaching and Learning Process

Teaching means a work of a teacher, idea or belief that is taught (Oxford Learner's Pocket Dictionary, 1995: 425). It can be said that teaching is the process of transferring knowledge, idea or belief to the learner. According to Brown (2007:8) teaching is concerned with doing something for an individual who will result in something done to the individual.

Teaching is the form of guiding, facilitating, and deciding the study's condition towards students' activities in the classroom. It is the fundamental activity in education because it can influence the students' achievement. To make a nut cells, teaching is an educational activity that the teachers or instructors give the information to the student or learner. Teaching is the activity where the teacher's plan, apply and evaluate the useful thing, like science, knowledge, and information in order to be absorbed by the student.

Meanwhile, based on the Oxford Dictionary, learning is learning knowledge acquired by study. It also means gain knowledge or skill in by study, experience, or being taught. Learning activity can be done in every time, everywhere and delivered by everyone who has wide-minded. Teaching and learning can occur when there are some components put together in a certain condition of the teaching and learning process. The components include the teacher, the students, the materials, and classroom

a. The teacher

The teacher becomes the most important component in teaching as her/ or his attitude can influence the students' performance. She /or he takes the role as a facilitator in teaching and learning process not as the instructor (Dorn and Soffos, 2005: 80). The teacher not only explains the materials but also gives such good attitudes in the learning process. Teaching is an educational activity that done by the teacher. In the learning process, teachers become the spotlight, therefore, teachers should give examples of good attitude and make students motivated.

a. The students

According to KBBI (Kamus Besar Bahasa Indonesia), students are people or children who are studying or going to school. In the process of teaching and learning, students as the party who wants to achieve goals, have a goal and then, want to achieve it optimally. They learn and discuss many kinds of materials based on the aim of every level of learning such as kindergarten, elementary school,

junior high school, senior high schools. The aims of their learning are to achieve comprehension so that the students can get new information and knowledge from the learning process.

b. The materials

According to the theories of Richard (2001: 208) argued that instructional material take the form such as (1) Printed materials such as book, workbooks, and worksheet. (2) Unprinted material such as cassette or audio material, video, computer-based material. (3) Material that comprises both print and non-print source as sell access material and material on the internet. The materials are such topics of discussion or information that used by the teacher for transferring to the students.

c. Classroom

Based on Oxford Dictionary classroom is a room in a school or college where a group of students is taught. The classroom becomes the meeting place between teacher and a group of students with the same level. The process of teaching and learning takes place in the classroom. Actually, the class is not only the place of the learning process but also the process of social interaction between students with teachers and students with students.

## B. The Role of Teacher

Nowadays, being a teacher is a very popular choice. It is proved by the number of students who majored in education. Arcaro Jerome (2005) states a teacher should pace in learning, by providing ease of learning for all learners, in order to

develop their potential optimally. It means the teacher should have a good personality that can motivate students so they are easy in learning. The teacher has a responsibility to develop learner's potential by educating, guiding and facilitating.

Harmer (2007) describes teachers are like actors because they are always on the stage, other think they are like orchestral conductor because they direct conversation and set the pace and tone, yet others feel like gardeners because they plant the seeds and then watch the learners grow. The views of teacher are seen from its profession. All students' attention will be addressed to the teacher who is in front of them; the teacher becomes the spotlight of the students so he/she should show the good side of him/her to the students like an actor. Then teacher leads and manages how the classroom will be, like an orchestral conductor. The teacher also guides and explains the material to the students and then evaluates to know how far the students comprehend the material like a gardener. The more students understand the material the better the teacher harvest.

The role and responsibilities of teachers in the future will be increasingly complex, thus demanding teachers to constantly make various improvements and adjustment of professional skills. Teachers should be more dynamic and creative in developing the learning process of learners.

Some roles of teacher according to Harmer (2007) are described below:

1. *Teacher as controller*

It can be said that teacher should act as a holder of all of the activity in a classroom. He/she leads the learning process includes the performance of the students, discussion, and debates.

2. *Teacher as organizer*

It means the teacher acts as the planner, what are going to do in the classroom. It includes the activity from the beginning of the learning process till times up.

3. *Teacher as assessor*

In this role, the teacher should do evaluating of the students. The teacher gives some exercise to know the students' achievement. The teacher should determine students are able to pass to the next level and give some feedback to make the students are better.

4. *Teacher as prompter*

The teacher acts as prompter, he/she should guide the students. The teacher lets his/her students in their activity but the teacher should stand back and give correction when the students make mistakes.

5. *Teacher as participant*

The role of teachers are not always as a facilitator, sometimes they need to be the participant that give a feedback in the group class activity. Students doing their task like role play, discussion, and group decision making.

6. *Teacher as a resource*

Teachers are asked to be the resource by the students, because students expect that a teacher know exactly about the solution when they find something hard in their task. Teachers are there and ready to help them.

7. *Teacher as tutor*

Sometimes, in doing big project students need not only explanation but also a tutor that can give them an example in the working of its project.

#### 8. *Teacher as observer*

In a way to observe the classroom, teacher should watch carefully their students so that they can give the correct judgement in every activity they gave to their students. Something does not suitable may be change in order in the future it would be better.

### C. Approaches in Teacher Leadership Style

In discussing the issue of leadership, must be known in advance the meaning of leadership itself. Leadership has defied commonly accepted definition (Immegart, 1988). However, the new approaches to the lecturers that define leadership as a social influence process aim at the achieving some collective or organizational end (Bass, 1990; Yukl, 1998). That way it can be said that leadership in school can be done by the teacher or other school administrators. But still, a teacher has more chance to be able to take part of leadership in that organization. In this chapter, there are several approaches that can be used by a person to get a leadership with a particular style.

#### a) Teacher Research as Leadership

By the early 1900s teachers were recognized as the people best able to identify problems pertinent to teaching. They were charged with

investigating solutions to those problems, although, according to Olson (1990), this work was never called research. While doing his duties as a teacher and teacher-researcher, he finds some problems that may block the learning process at the school. It is not always easy to find an invisible problem, so being a teacher who can see the problem and find solutions to that problem is a special thing. This specialty tends to be a way to guide the teacher into a leader both consciously and unconsciously.

The advantage of a research teacher is that it is easier to take a policy that is most relevant to the school's circumstances. This will facilitate the process of achieving the intended learning goals. Policies created for an organization or agency to help establish a positive program to strengthen the motivation of learning both teachers and students. Tikunoff, Ward, and Griffin (1979) describe a model of school-based collaborative action research in which a researcher, a staff developer, and a group of teachers in a school work together to identify a problem within the school, conducted research on it, and implemented a staff development program to address the problem. If any party involved in an organization or agency is able to cooperate well, then this will be very helpful for the success of the program has been agreed. However, teachers and school staff are the ones who know the situation best. This situation leads to a good change that can be considered considering the role of a teacher not only to deliver the learning materials but also to be the

decision maker in each program which is whole and comprehensive.

In short, what a teacher or school staff solves in solving a problem and preparing a solution for that problem gives the teacher an opportunity to be a good leader, a leader who capable in directing the organization or institution in way of positive change. Teachers who live in a particular organization or institution also have the opportunity to make a future plan to improve or change programs that were previously deemed inappropriate. This is why teacher researchers can be cited as an approach that can be adapted for a good and competent leadership style.

#### b) Models of Distributive Leadership

The approach that also used in leadership style is the models of distributive leadership. A good leadership style is not only controlled by some people with high-level positions but also sharing the attention of some of the staff who are in the bottom position. Thompson (1967) argued that leadership flows throughout organizations, spanning levels and flowing both up and down organizational hierarchies. Beginning in the 1970s, Griffiths (1979) and later others writing in the education literature (e.g., Haller & Knapp, 1985) began to direct our attention away from “leadership” to the acts of “leading”. This distinction refocused attention beyond the person and the role to leadership tasks, behaviors, and functions. The most valued thing in the performance of leadership is task and function rather than the work of people in a particular formal role.

The type of distributive leadership implies the positive effect, which is in this leadership style there is a good and equitable organization performance. Equalization of tasks and responsibilities coordinate the function of each individual who exists to provide leadership functions in each of their respective roles. Each leadership role by a particular individual has different characteristics, potentials and positions, everyone with particular roles may be better than others, and this has a good impact because each individual involved different strengthen way. Different teachers may lead from different strengths and lead in different ways (Wasley, 1991). Thus facilitate an organization to improve quality and targeted program.

Distributive leadership shows that teachers have added value that can be used to improve school performance. Teachers who know the shortcomings of the school more quickly can make improvements than the existing personnel in the school. In addition, distributive leadership has the sense that leadership belongs to the organization. There is a social relationship between the leader and the teacher as an interlinked follower and cannot stand alone. It can be occur because in school there is a relationship of all directions involving teachers with leaders, teachers with teachers, teachers with students, and also teachers and parents of students. Teachers are the role that shapes the situation in school freely.

#### c) Leadership of Teams

In recent years there has been growing emphasis on self-managed

teams for promoting teacher collaboration, improving teaching and student learning, and addressing problems of school organization (Fullan & Hargreaves, 1992; Pounder, 1998). A team is a combination of several people who are formed on the basis of a common goal and are interconnected with one another. In a team, there is a responsibility that every team must take into account. A good team can increase the knowledge and skills of teachers because they are committed to each other to achieve group goals together.

Teams also require strong internal leadership to be effective (Hackman, 1990). This is an opportunity to improve leadership skills and expertise. Teams with team leaders usually have better performance results than those who do not. In addition to teams that have team leaders, more experienced teams tend to be better at making decisions as well as in confidence to make an innovation.

In addition, teams require strong external leadership and support to be effective (Hackman, 1998). Although teachers have a dominant position in a school, they still need support from school administrators. Less clear directives from administrators make team performance undisturbed and difficult to achieve leadership effectiveness.

### III. Conclusion

In the world of education there are some core components that would be important in learning process, they are: the teacher that would be delivering the material; the students that would be receiving and comprehending the material; the material as a valued things need to be discussed by teacher and students; and also a classroom as a place used in the teaching and learning process. In the field of education, the most influenced factor hold by the teachers. Teachers need to act well in order to motivate students to become better than before. The roles of teachers are not only teaching the material but also acting as a controller, organizer, assessor, prompter, participant, resource, tutor, and an observer. Based some roles above, teachers could make a great manner in leading their school so that that school reaches the aims of the educational program well. In line with that, teachers need some approaches that can be used to reach the leadership style, like; teachers research as leadership, models of distributive leadership, the leadership of teams. The aims of leadership to improve school system by the function of leadership itself, it does not focus on the people and position.

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