

Research Article

A Local Wisdom in Public Institution (Hastabrata Leadership Study Style in Senior High School at Jember Regency)

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Abstract: A research of local wisdom inside the public institution (Hastabrata Leadership Study style of senior high school at Jember Regency is an orientated research into applying and investigating of Leadership style with a local wisdom by the Headmasters of senior high school at Jember regency. Research goals 1). To comprehending and analyzing about the construction process of formal social leadership style of the Headmasters with combining with a local wisdom of Hastabrata Javanese style leadership 2). Explaining the developed and applicated leadership style by the Headmaster according to the local cultures 3). Doing an investigation to the any kind of obstacles that makes the goals of the Headmaster's to managing an intermediate knowledges in Jember that ran unwell. This research is using qualitative method wich approaching the case studies, Research subject aimed to purposive sumpling. The Researchers determined the Headmasters as a key informan, teachers and students as a supportive informan. Based on the research result, it concluded that a legal formal leadership style has been applied by the Headmasters is well constructed along with the style of Hastabrata local wisdom that symbolized by the characteristic of earth, wind, water, moon, ocean, fire and the sun through 3 steps, such as internalization, objectivation and externalization. Proved that it has produced an effective performance.

I. INTRODUCTION

Every organization should have a responsive leader who always running their leadership function or manager who arranging whole activities in an organization. Basically, a leadership's principles is quite similar, from headmaster's organization, parties leadership or institution leadership. The essence of a leader is a main power of an organization that will motivate the workers to accomplish the mission, tasks, purposes also adjusting an organization that they lead to be more cohesive and coherence. According to (Suryana 2010) Leadership also defined as a structure connector of activities that makes the other person influenced to have an ability to corporate each other and reaching a particular vision. In fact, a kind of orientation purpose, and a kind of organization's scope will influenced to the style of a leadership that the organization needs. Considering the important role of a leader, a care taker of tasks responsibility and position must have an effort to manage whole resources to make all of the tasks succeed effectively and efficiently. In running their role as a leader, A leader must choose their own style, because style is one of the way to act and taking a decision also motivating their workers. The attitude of the leaders mostly called as leadership style. This leadership style is one of the way to lead and giving an influence the workers that applied in their personality (Sukmawati,2008)

Leadership stye is a foundation to clarifying a many kind of leaderships type. There are a several kind of leadership styles. The first is Style of situational leadership. This style is a

developing style and leadership's characteristic with focusing on the situational factors. Hencley (1973) Stated that situational factor is more focusing on the leader's achievement than his/her personality. The approach of situational factor is Every person will determined as a leader or follower depend on the situation ahead. Second style is a Transformational Style, this style described as a motivating style, it makes the worker's performance increased than before also motivated them as well (Munawaroh, 1985). The third is Style of Effective Leadership, this style is giving an information about the effective leader's style of behaviours. A leader defining and arranging a group's interaction in order to reach the main purpose of the organization (Prajanti,2012). The fourth is Contingency style, be of the opinion that a leader's contribution towards the effectiveness of the group's performances is depend on the leadership style and the favourableness of the situation that they deal (Fiedler 1967 on Prajanti 2012)

Be related to this research, which as leadership in education so that, according to UU number 20 in 2003, education is an arranged effort to reaching a successful learning process that makes the student can developing their potentials to have a spiritual and religion value, self control, personality, intelligence, great morals also an ability that will useful for theirsself, useful for other people also their nation. Based on (Masyud, 2012) Education is a structured fundamental establishment in intellectual and emotional ways to the nature

and human being. Meanwhile, Ki Hajar Dewantoro (in Darmoyo, 2008) explained that education is an important demand on the kids growth, in this case it guides all of the kid's fate to be a happy person in the future. Education mostly happened beyond the guidance of other person, but also happened by it self (Dewey, 1916). Meanwhile, education divided into a part by part start from pre school, elementary school, junior high school, senior high school and university. Basic Education is a first part of children's education level in 9 years after pre school. Basic Education or Elementary school must done formally, because it could be the basic for the intermediate education. A period of elementary school were six years and at the end of the year the student have to join and graduated from Final Examination (UN). Graduated or passed from Final Examination (UN) is the only requirement of the student to continue to the next level, it is Junior High School (SMP) is one of the part of basic education that held for three years after graduated from elementary school it's rights for whole student in Indonesia and the government should held it. As an organized substances it consist of: Elementary School (SD), Madrasah ibtidaiyah (MI), A package program for junior high school (SMP) and Madrasah Tsanawiyah (Mts). Intermediate education formed with a name *Sekolah Lanjutan Tingkat Atas (SLTA)* is a next formal basic education after junior high school that held on three years, well known as *Sekolah Menengah Atas (SMA)* or *Madrasah Aliyah (MA)* these days. An intermediate basic education divided with the particular needs, in PT. Intermediate education consist of 3 type, such as : Vocational High School (SMK), *Madrasah Aliyah Kejuruan (MAK)* , and Senior High School (SMA). Vocational high school divided according to science, technology, art and industries development (IPTEKS). An organized substances such as : Senior High school (SMA), Vocational High school (SMK) Madrasah Aliyah Kejuruan (MAK), C Package Program, Diniyah High school.

In learning process, teacher is a professional and important group in learning process inside the school, however the teacher's activities determine the effectiveness of learning process and a school goals (Masyud, 2012). This statement has a correlation with Sonhaji (1990) that stated teachers is an important factor also an education quality determiners. Which as, if the teachers have a dedication and always enhance their spirit of working, then any kinds of goals and purpose of the school will accomplish effectively with a good quality, On the contrary, if th teachers doesn't have an enthusiasm in teaching and less focus for doing their duties, then they will fail to reach the goals.

Optimalization performance of the teacher happened from their self awarness also depend on their leader, in this case the leader is the Headmaster. Government already make a regulation of National Education Ministry number 28 year 2010 contained that the duties of the teachers as a headmaster is : headmaster is a teacher that gave an additional tasks for leading a school from kindergraten until senior high school or intermediate level. Teachers is profesional educator with the prime tasks for teaching, supervising, training, scoring,

evaluating the students. Besides, in the Minister Regulation number 53 year 2010 explaining a regulation that teacher as a headmaster must be dicipline and government regulation number 17 year 2010 about management and establishment of education.

A regulations of National Education Ministry about the duties of the teacher as a headmaster in first chapter that is general stipulation in this regulation refers to headmaster is a teacher that gave an additional duties to lead a kindergarten or raudhotul athfal (TK/RA), (TKLB), (SD/MI), (SDLB), Junior High School/ Madrasah tsanawiyah (SMPLB/MTs), SMPLB, Senior High school, Madrasah Aliyah, Vocational High school (SMK) vocational madrasah aliyah (MAK), (SMALB) that not included in international level (SBI) Teachers is a profesional educator with a main duties such as teaching, training and evaluating the students in early age in formal education, basic education and intermediate educaiton. A competence of headmaster is a personality knowledge and ability in a personality, managerial, enterpreneurship, supervising, and social competence dimensions. Performance scoring is a process for determining a headmaster's performance using a particular targets. A continual occupation development is a process and activities that arranged to enhancing the knowledges, ability, and profesional manners of headmaster that will hold step by step to increasing the management of school's leadership. This regulations concluded that, for being a headmaster, it should be comprehend these things :

Diciplince

1. Wide knowledged especially in art and Indonesian culture so that it will presented and promoted Indonesian culture and art in International class
2. Comprehending Indonesian and English languages
3. Have a good achievement om Region, province, national
4. Having an obligation to doing a study process and counseling based on the regulation
5. Capable to developing a continual occupation into a competence, personality, social dimension
6. Capable to developing a continual occupation held through the self development, scientific publication, innovative creation

Those regulations giving a constancy that makes the headmaster require to running their duties and responsibility prefoesional and effective. An effective headmasters have a several characteristic that inspired from the attitude, hope, and real manners that shown in managing the school everyday. Every leader of an organization must enhancing a working motivation to the employees. The purpose is to increasing the quality performance of an organization.

II. Research Method

This research is using qualitative method that has a several characteristic such as (i) more focusing on the product than a research objects (ii) analyzing the data in inductive way (iii)

pushing the internal validity than external (iv) interpretation in critical way. Based on Jennifer Engel (2003) there are 4 main criteria to ensure the validity result of quality result such as standard credibility, standard transferability, standard dependability and confirmability.

This research using phenomenology approach that aimed to the collected data from the situational object and daily behaviour that consist of observation, imagination, theoretical thinking also feeling the phenomena around the field by digging an informant with the informant by interview. A research using qualitative method because a research about case study, purposive sampling investigation subject, research with a key informant as a resources which are headmaster as a key informant and teachers, and students as a supportive informant.

III. Result and Discussion

1. Headmaster as a highest Leader

Headmaster is a highest leader of an organization in a school. The leadership pattern is very influential and even determining the school's development. If a teacher, they should teach a student, explaining any kind of subjects. Besides, the headmaster has prime duties such as leading and managing any kind of aspects inside the school such as managing a student's progress, managing a learning process, managing a facilities and additional equipments related with the school, managing human resources, and managing a leadership that flowing through main purpose of the school. Based on a Ministry Regulation number 28 year 2012 it said that a Headmaster's duties is to leading and managing every aspects of the school to reach the main purpose.

Main role of a Headmaster in enhancing professionalism of the teacher is avowed as one of the important factor in school organization, in addition, the other responsibility is to increasing the quality and reaching the goals of studying process in a school (Gorton & Schneider, 1991) a several opinion show that a good quality school came from a good headmaster. However, good quality schools exist because of a good leadership (strong instructional leadership) by its headmaster, besides in another characteristic, like a high hope of student's achievement, conducive academical climate in learning process and progress monitoring continually (Davis & Tomas 1989) (Smith & Andrew, 1989) Several result of research also indicated that a good quality school approached, also known as successful school it couldn't separated from the headmaster as a leader of a education institution.

2. Role of Education Leadership

Headmaster as a leader in education institution should do an introspection or self evaluate. Rutherford (1985) stated that list of complexity spreaded into three manners, there are (1) having a vision and mission related with what they need to reach (2) have a capability to applied their vision and mission into agoals to they school also hope to their employee and their students (3) never broke down and only waits something happened , but it should monitoring a progress.

The fact in field proves an important role of headmaster is not featured enough with the professional skill. In this condition, headmaster disposed shown as a runner of the school than a leader who leads their organization into the bright future (Joni, 1998)

A positive attitude of a leader could push a group and motivated an individu for cooperating in a circle for reaching the school's goals. A main duty of headmaster is leading a learning process into maximum result. As a leader, headmaster should have responsibility to the student's achievement. In investigating related with effective school, a direct responsibility is the way to increase the quality learning and it should arranged and done by the headmaster,

3. Steps of Leadership knowledge

1. Seven steps of an effective learning of education leadership according to (MC, Ewan 2002) by developing a learning of leadership concept that more operational with 7 steps leadership learning with the indicators as follows :
2. Deciding the learning purpose clearly like : involving the teachers in developing and applying the purpose and target of school learning, aiming to the current curriculum that has been determined by the government/ education system in developing a learning program, ensuring a class activities and consistency with the learning purpose , evaluating a progress and goals of learning purpose
3. Being an interviewee to the employee like : corporating with the teachers to fixing a learning program inside the class based on the student's needs, creating a development learning program that based on the result of proper researches and practices, applying a good formative procedures in evaluating a learning program
4. Creating a conducive learning climate and culture inside the school like : creating a inclusive class that gives a memories that inside of it, every student be able to learn, spending more time to learn (inside class) to the students who need it, pushing the teachers to way more positive to creating a good learning climate and conducive inside the class, spreading a messages to the student in many ways that they will be success, making a wisdom related with the learning progress of the student (homework, scoring, observing progress, remediasi, result of learning report, passed to the next level or not) as follows : aiming the student's achievement that will communicated directly to the student, teachers and parents, deciding a clear regulation about the class schedule for learning and time monitoring also determining, performing and evaluation procedures and rules to handle and straighten some disciplines matter along with the teachers and students.
5. Communicating vision and mission of the school to every employee as follows : holding a two direction communication systematically to the employee about the purpose and targets of the school, determining, supporting and holding an activities that communicating to the students about the value of learning, developing and using

terms of communication with the parents of the student to spreading a school's purposes that has been decided.

6. Conditionalize the employee to reach high professional goals
7. Developing a professional skill of the teachers as follows : making a schedule, or arranging the facilities to any kind of meeting (arrangement, solving a problem, decision taking, coaching in a particular position) teachers who tells about learning issues, giving a chance to the teachers to attending a coaching about collaboration, making a decision together, coaching, mentoring, curriculum development, presentation, giving a motivation and resources to the teachers to participating into a professional development activities.
8. Building a positive attitude to the student, employee, and student's parents as follows : serves the student and communicating with them related to living aspects of their school, communicating with all employee in the open by respect any opinion, be more concern with the student's problem, teacher's problem and another's, and being a problem solver, showing them a ability of interpersonal communication with all side, always keep a good moral value, always fast to taking care with the concern of employee, student and parents, avowing another person's ability (Mc Ewan in Masyud 2012)
9. All of those things are an obligation that must done by headmaster with the purpose of developing a productive and satisfying working environment to the teachers, and finally will creating a condusive learning process (Eggen & Kauchak 2004). Implicitly, this definition contains a message that leadership knowledge is an act that aimed to optimal learning process.

4. Leadership's reflection of High school Education

Based on the learning regulation inside this research, there are several aspects that obligating the headmaster to running his tasks and responsibility professionally and effective that is discipline, making an achievement, building an character.

a. *The fact of legal formal leadership at Permendiknas Number 28 2010 in senior high school at Jember regency*

At this time, Indonesia with the other country wants the job seeker complete with an additional ability, more than their basic education. Thus, the government start to increase the quality of high school education that makes the alumnus will get the value to get a job so that, high school education is the most important in education system, because high school education is not only a bridge to a University, but also linked into the school system with a job. Intermediate education as a minimum starter to fulfill the youths with the knowledges and abilities that makes them ready to living around the global competition. Besides, a good quality intermediate education will able to solving a social problem in civilization.

Many efforts for enhancing a school's achievement in Jember is already did, by the government through any kind of

regulation that published or Headmaster coaching that held by Education Departmen of Jember Regency. But, first observation that has been done proved that there are many senior high school in Jember has much kind of infractions. As follows : a headmasters found misuse of school's payment and designing a university scoring test (Source : from the Student). Moreover there also a sexual abuse in senior high school that couldn't separate from the headmaster's responsibility (Source : teachers and students)

Moreover, that infraction is not only happened to the student, but also the teachers (source: the teachers). A moral value in education aspects is quite failed and inappropriate and makes a phenomena such as alcohol around the students (Source: police resort Jember) , there are an anarchy convoy and misusing a colour spray to their uniform after a graduation announcement also interscholastic fight be like a ordinary cases (Source: citizen). In addition, there is also a homicide case that happened in a high school student from Jember, unfortunately the victim was their own fried. (source: Jawa pos January 2nd 2015)

These facts is not only a prove that schools is not the only place to take a responsibility. If after all this time in perform their duties, a headmasters should aimed to the Ministry regulation number 28 year 2010 but didn't running well, and there is an unsolved problem behind the cases.

b. *Reality of legal formal leadership Ministry of National Education Regulation No 28 Year 2010 with Javanese local wisdom Hastabrata*

There are some schools in Jember Region and headmasters that already referring to Minister Regulation Number 28 Year 2010 as its basis and seems to come to fruition. The results can be seen in student behavior at SMAN 1 Pakusari, SMAN 2 Jember, SMKN 4 Jember, SMAN Ambulu, SMAN Sukowono, and SMPN 1 Kencong. In its reality, students in said schools reported never involved in interscholastic-fight, anarchist convoy, and shirt-scratching the students does after their graduation announcement. This fact shows leadership model in which headmaster made a rule where students obligated to gather their uniform before the final exam announcement, and the final exam announcement were given in class representative's house.

In performing their duties, headmaster has their own leadership style. This applied leadership style proved to be successful in preventing students from shirt-scratching after their final exam announcement (Interview results with SMAN 1 Pakusari headmaster, 20th December 2014). On the other hand, there is also no report of student in some school involved in drunk/alcoholic case. Some societies think that this happen because of said school's headmaster applied a more persuasive approach based on local wisdom as a role model. These events proved that headmaster succeed on applying a leadership style which based on local wisdom. This headmaster capable of presenting a figure with "nJawani" characteristic in a society dominated by Madurese ethnic, in

fact there are not much leader who capable on managing a good leadership. Headmaster with paternalism characteristic, sympathy, and giving a feeling of protection students from Papua whose sent by government to East Java Province, Jember, to study in SMAN 1 Pakusari. It turns out the headmaster paying close attention to their daily needs like soap, sandals, shoes, book, bag, meals, and doing daily health check-up for them. Headmaster directly involved with these student starts from teaches them to bath and using spoon (because in Papua they mainly eat tubers). At holiday, headmaster entrusts these students to teacher to ensure their safety (interview 20 Desember 2014). From his example, this headmaster deserves to be a role model for leading an educational organization. Although SMAN 1 Pakusari located on Jember city outskirts with thick Madurese culture, it unexpectedly garnered attention from society because of its skilled headmaster with Hasta Brata (Data source: Teacher 'R' at SMAN 1 Pakusari).

The leadership style of its headmaster also influenced to headmaster of other schools. This is reflected on phenomenon on SMAN 2 Jember. In this school the headmaster gives welfare in a form of refreshing by going to recreation with all teacher and employer after done with their job (Source: SMAN 2 Jember, 14 December 2014). Another example is SMAN Ambulu, the headmaster stated that in leading his school he uses local wisdom because Javanese Culture contains role model. The headmaster tries to presents advice containing local wisdom by holding a Shadow Puppet Show (annually at students graduation party), coaching teacher and students, and in flag ceremony every Monday (Data source: Headmaster statement).

This attitude also influenced SMPN 1 Kencong's headmaster. This can be seen when SMPN 1 Kencong headmaster coaches his teacher and students with applying the example of local wisdom where a leader should be endeared and passionate. Headmaster is a role model to his teacher and students and capable of raise a school achievement by holding a Javanese culture/art contest (such as: speech, dance, *macapat* interscholastic), which teach morale through said works (Data source: interview results with teacher SMPN 1 Kencong).

As it is known, study on leadership on social educational scope will tend to drive anyone to set High School as basis locus study location, thus SMA and SMK, choosen as study location. This study held by considering that children stage of growth is dependent on education management. At this stage, students enter a transitional period from enthusiasm coaching education to an education emphasizing on independency.

Several SMAN and SMKN from Jember Regency were choosen; one of it is SMAN 1 Pakusari as its locus study, to know the effectiveness of the leadership if viewed from SMAN 1 Pakusari Jember Sosio-Education aspect. Because SMAN 1 Pakusari Jember located on Jember city's outskirts is enough to represent the study on leadership aspect. While the headmaster represents as man figure that *nJawani* and worth to be object of this study. The interesting part is from his

nJawani characteristic although he lives in society dominated by Madurese community, in fact that there are not that many leader from other ethnic capable of a good leadership skill, and if there are, usually this leader will encounter many obstacle. Mr. Drs. Subari is a figure that exists as a strong, gentle, firm, consistent, serving, patient, and passionate, have a good manner and is a good role figure for these late four years. These trait is what needs to be examined to know whether the leadership of SMAN 1 Pakusari's headmaster, directly or indirectly, has reflected the concept of Javanese leadership, Hastabrata.

5. Headmaster Leadership Style

In carry out his duty as a headmaster, Mr. Drs. Subari has his own leadership style. The leadership style that he uses to applied the regulation of Ministry of Education and Culture, Ministry Regulation Number 28 year 2010, that the job and role of headmaster is as the highest leader in school institution, and his leadership patterns is so influential and determine the school progression. If teaching, educating, and studying the subject is a job when he is a teacher, then when he hold a job as headmaster, his main job is to lead and manage every aspect in school including managing the students, the subjects, and managing human resource, and managing the authority which will results on achieving the school mission.

In Indonesia, in adressing the rules that have been set up in government regulations, the headmaster applied western leadership style, which is contingency leadership style, but combine it with Javanese Hastabrata local wisdom leadership style. This style of leadership study focusing on compatibility of the leader personal figure, his behaviour, and his situational variable. Contingency leadersip style focusing on a more broader aspect, such as relevancies between condition or situational variable with the characteristic or behaviour and leader performance criteria (Hoy and Miskel 1987) called as contingency style because it belief that the contribution of the leader to the group performance efficiency depends on his leadership style and the favourableness of the situation he face. According to Fiedler, there are three major factor that influecing the the favourableness of the situation, and these three factors will later influent leadership effectiveness.

These three factor is leader-member relations, the task structure and position power. Leader-member relations describe to what extent member like and trusts their leader, and the willingness of member to follow the leader instructions. The task structure explains to what extent task in organization clearly defined and to which extent the said tasks were comes with detailed instructions and standard procedures. Position power explains to what extent power or authority the leader has, because his position was meant to be applied to embed the sense of belonging and the importance of each of their task. Position power also explains to what extent a leader uses his authority to give a punishment, reward, promotion, and demotion. (Prajayanti, 2012)

It proves that Mr. Drs. Subari as a headmaster has effectively build teacher characteristic. Teacher is a group of professional that is important in education process at school. The effectiveness of study process in school is so dependent on teacher activities. The proof on field can be seen in figure of Mr. Drs. Subari as a headmaster who is capable to build the passion of teacher, since the factor that decide the passion of teacher on his job are influenced by his/her emotion, happy or the other way (Arikunta, 1966 on Masyud 2009). This is proven by interview with informan, Mr. Drs. Agung at 11 November 2015, the writer asked how is Mr. Drs. Subari while at work, the informan explained that Mr. Drs. Subari always work with passion, friendly, relentless, and always explains with Javanese culture as his basis. As stated by Daresh 1989 "If people are happy, they will be productive". Which mean, his passion undoubtedly proven (Masyud, 2012). This is proven by his passion with big effort to succeed. SMAN 1 Pakusari have 100% student graduation rate, and the alumnus were trusted to work on government institute, such as PTN lecturer, BCA employee, Bank Mandiri employee, BRI employee, Teacher, Doctor, etc.

One of trait of professional headmaster is that those who capable to carry out his duty and responsibility effectively. Effective headmaster has two characteristic, which is vision and real action that shows in how he managing the daily school, that is headmaster who is capable of releasing the full potential of the resource on school and his surrounding. One of the primary resources is teacher. Teacher is determining factor of school successful program (Ratherford, 1985, Sergovani 1999, Gibson, 1995, Greefield 1987, Dwyer, 1984, on Masyud, 2011).

The reality of this can be seen on Drs. Subari characteristic, the headmaster of SMAN 1 Pakusari as a school worth referred to in leading education institute. Drs. Subari is Javanese who lives on Gumuling village, Ambulu district, Jember. Jember regency is a region with dominant ethnic, Javanese and Madurese. Javanese ethnic mainly lives on southern Jember and Madurese on northern jember, thus it is not impossible that this city has a thick cultural influence. Headmaster of SMAN 1 Pakusari becomes a spotlight because of its sophisticated headmaster in leading the SMAN 1 Pakusari with patient. There are many fact of his successful effort, because of his leadership style which based on Javanese concept leadership style. This is proven by increased competency, by doing interpersonal meeting with the teachers. This was done to bring closer the relationship with teachers to understand their problem, so the headmaster can help and solve it together to keep their passion and lastly raise their performance (Interview with Wuryani, chemistry teacher).

Main task of headmaster is to monitor school activities, act as school's key speaker, spread information among school staff, solving problem, and allocating resource. This was done by Drs. Subari as a headmaster in fulfilling his duties. Students in SMAN 1 Pakusari never involved in interscholastic fight, this is also supported by police department data. This is proven by

the fact that, teacher, staff, and students obediently following the rule. And at Monday flag ceremony the headmaster active on giving informations.

In UU 14/2005 teacher recognized as professional job, in which it is obligated involved on its activities full time and carry the responsibilities to work professionally. Job as a teacher can't be done as a part-time job. A job as teacher should be viewed as a live carreer. Teacher must prioritize their client (students) who needs him. The service given should be appropriate with the clients need and his progression. Thus, it can be said that teacher's service need to be dynamic. This trait fit with Drs. Subari, headmaster with paternalism, sympathy, protecting, and serving personality. This happened to Papua students who were sent by government to get appropriate high school education, which turn out SMAN 1 Pakusari was chosen to take this responsibility. The headmaster behavior in teaching him was as if he was his own blood. Considering the student from Papua conditions was so far the the other. The headmaster caring is not only shown at school, but also outside of school. Drs. Subari giving so much attention to his daily need such as school necessity and personal needs, such as soap, toothbrush, sandal, towel, book, and bag. The headmaster entrust him to family lives around the school, controlling his daily needs and does a daily health check-up. The headmaster directly involved in teaching him how to bath, brushing tooth, and clean up his body. When holidays come, headmaster brings this student home or entrust him to another teacher to ensure his safety. (Interview, 20 November 2015).

From that the writer come to an understanding that headmaster leadership, including the member and student could influence the other high school headmaster. If a school only doing only the Legal Formal aspect and only applying the western leadership style is not enough and has many flaws that make it ineffective. This is why Drs. Subari tried to make more effective school. He always asks on how to apply it on local culture and its social context with completing it with Javanese local wisdom concept of leadership style, Hastabrata.

This concept explains that leadership as social construction was build through three dialectical moments, externalization, legitimation, internalization (Berger and Lukman, 1990). With this theory it can be concluded that a leadership is a results of social construction in society, where Drs. Subari in leading SMAN 1 Pakusari is the results of social construction after going through that three moments. Just as a father figure in a family, a leader has a very important role in institution or government. This is related with the progress that will achieved, and thus institution adore a true leader figure who cares and serve his institute whole-heartedly.

Mr. Drs. Subari is a headmaster with Javanese blood who lives in Gemuling, Ambulu, which is center of Javanese society in Southern Jember, where in this region upholds the Javanese culture to the point that the culture influence leadership style he applied. Beside that, the writer think that Mr. Subari have the eight characteristic of Hastabrata leadership. Hastabrata

concept were taken from eight nature characteristic that embodied in Javanese leadership tradition: 1) Earth (Laku Hambeging Kisma) means Firm; 2) Sun (Laku Hambeging Baskara) means the source of knowledge and motivation to society; 3) Moon (Laku Hambeging Candra) means capable of giving solution to any problem; 4) Star (Laku Hambeging Kartika) means as a good moral figure to society; 5) Fire (Laku Hambeging Dahana) means capable of destroying any hindrance that can disturb the equilibrium; 6) Wind (Laku Hambeging Samirana) means independency, neutral and always observing his subordinate; 7) Sea (Laku Hambeging Samodra) means patient, gracefully acted to diversity of his subordinate; 8) Water (Laku Hambeging Tirta), means to adjust and adapting. The concept of Hastabrata leadership is one important reference because it contains leadership power that is Humanity Humance of a leader (Yasasusastra, 2011).

Conclusion

1. Based on analisis and discussion of the research can be concluded as follow:
2. Conceptual structure on this research is conceptualization empiris phenomenon of Hastabrata the Javanese local wisdom leadership to High School leadership in Jember Region
3. This research is meant to understanding headmaster social construction that refers to Ministry Regulation Number 28 Year 2010 legal formal leadership
4. The result of the research shows when a headmaster applying Ministry Regulation Number 28 Year 2010 using western leadership style does not results in optimal performance, but when the headmasters trying to apply the local wisdom in a form of *ungkapan, tuturan, paribasan, bebasan, saloka* which reflected in Hastabrata leadership
5. The results of this research found the effort of high school headmasters in several school that legal formal leadership Ministry Regulation Number 28 Year 2010 the subordinate responded formally, meet the formal requirement, to obey the rule on educational birocracy is mandatory.
6. The results of this research can give academic contribution in a form of developing theory on leadership in public organization with Javanese culture basis especially in high school educational institution.
7. The results of this research can give information to increase the effectiveness of leadership in educational field and can be of use to society.
8. The results of this research can be used as one of consideration to foreign researcher with the same field to do the continuation research.
9. The results of this research can be used as a study and information that Javanese leadership concept capable to

realizing educational leadership with optimal performance results.

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