Internalization of Minangkabau Cultural Harmony Values in Visionary Leadership Practice

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Abstract. This study aims to reveal the Minangkabau cultural harmony values in visionary leadership practice, which is believed to extend the visionary leadership role in encouraging change in schools. A qualitative approach and a multi-site design were wont to describe the visionary leadership implementation by internalizing the values of Minangkabau cultural harmony in the school environment. Data was collected through interviews, observation, and documentation and this was followed by individual and cross-site analysis including condensation, presentation, and conclusion. The results showed that the Minangkabau cultural harmony values can strengthen the visionary leadership role in building change in schools. These values include adaptability, tolerance, wisdom, and diligence. Additionally, the interpreting process can strengthen members' commitment to achieving the longer term vision of the organization.

Keywords: value · harmony · culture · visionary · leadership

1 Introduction

A well-managed system produces organizations with superior performance. Human resource management is one of the most important factors because it is not only about skills but expertise (Bell, 2018). However, there is a need to build behaviors that can drive change in the organization (Burns et al., 2015; Xu, 2017). This requires a leader who has clear directions and goals shown by their vision. Their vision consists of an ideal picture, hopes, and ideals that will be realized (Yukl, 2010). The future picture is not an abstract but a form of hope of what the organization will become (Eseryel, 2020; Molina, 2018), and can be expressed in the responsibilities of each member's roles. Furthermore, the vision has clear values (Zhou, 2018), that will be a guide for members in achieving organizational goals. Those are the three aspects that should be understood by leaders (Blanchard, 2010; Yukl, 2010).

Visionary leadership is a series of processes that taps into the members' values and emotions in contributing to the organization's vision achievement (Ubaidillah et al.,

2019). This means that they reinforce values in attracting members to act. Hence, these values become an organizational culture that can direct the achievement of the vision. This (Hristov, 2018) will be an attitude and behavior guide of members in building commitment to change. Leaders should be sensitive to the values that grow in the school environment, to anticipate change, without compromising existing local values (Kesumayani, 2020). Moreover, Indonesia has various cultural values, and each region has different and varied advantages. Every existing culture is a source in maintaining society's self-identity and social integration (Arifin et al., 2018), especially when it is integrated with the education process in schools. Hence, this strengthens the character of the nation's children (Hafidz, 2019) and at the same time maintains sustainability.

The prevailing values exploration, especially those related to culture plays an important role in preserving and maintaining them. In the middle of modernizing society, the higher industrial *revolution* 4.0 and *society* 5.0, can shift the local cultural values with foreign. This is especially evident in today's digital transformation of people's lives, both in urban and rural areas. Additionally, there is hope that visionary leadership practice in the school environment (Burke & Noumair, 2015), can preserve Minangkabau cultural values to encourage members to participate and contribute more to organizational goals achievement. Leaders have great power in cultivating a culture in schools, especially by optimizing local wisdom to maintain the existing internal culture. This will reduce the moral decline caused by globalization. Moreover, effective leadership characterizes strong organizational culture. Meanwhile, the study reveals (Bahous et al., 2016; Convertino, 2017) that the failure of leadership implementation is due to the lack of finding the right pattern to optimize school programs and planning. Also, this is less support to local cultural values including neglected cultural characters, therefore change is considered not too important to manage. This was the researcher's reason for developing this study further.

2 Literature Review

The main background is a similar phenomenon that occurred in the study location, namely the lack of optimal leadership functions in responding to organizational change and low leadership qualities in managing organizations. This was due to the difficulty of penetrating the institutionalized status quo, the process of changing something that is not the priority, and the lack of time to make changes (Kotter & Cohen, 2002). In addition, this makes the atmosphere less conducive, gaps emerge, and public trust in school performance decreases. Consideration of cultural values is a crucial factor in the practice of effective leadership. Therefore, the interaction of traditional culture with educational change may be a serious challenge for school principals (Green, 2015; Sakerani et al., 2019).

The practice depends on values, vision, empowerment, membership, skills, and trust (Blanchard, 2010; Roldan & Dickerman, 2020). Also, an organization's success is dependent on strong leadership qualities. However, there is much study on good organizations falling apart under bad leadership. The organizational dynamic will strengthen both the processes and interactions to achieve effective goals (Burhanuddin, 2019). Organizations are viewed as a new phenomenon that members value and imitate. Meanwhile, culture

is an intangible force such as beliefs, motivations, behaviors, and communication styles that affect the organization's members' thoughts and feelings. Therefore, this character moves, directs, and gives meaning to members. Without a culture of tendency, surviving amidst change will be difficult. Cultural involvement in schools affects organizational performance and commitment in performing changes for both students and all school organization's existing resources. The findings conclude that changes in the organizational culture affect individual trust and commitment. Furthermore, the study found that increasing the leadership capacity of principals by developing John Dewey's democratic values contributed greatly to school development.

The results of Goo (2015), Ospina & Foldy (2010), and Sanyal and Hisam (2018) showed that the principal is the main actor in the role as a determinant or key in the factor of change and excellence of school resources. Also, the study of Salvador (2018) about leadership that can improve school performance and development revealed that it is important to communicate and sustain vision to build a collaborative learning environment.

Molina (2018), and Naile and Selesho (2014) revealed that visionary leadership can increase organizational effectiveness. This is because of the ability to intervene through advocacy, policy change encouragement, and obtained good and equitable political knowledge among organizational members. Next research by Wiyono (2018) discovered three aspects of leadership practices in schools namely wisdom, strengthening the people capacity, and organizational values including making good decisions and actions on the success of schools.

According to Chen (2019), visionary leadership affects school academic performance. The principal is the person responsible for school development and is supported by internal and external factors such as teachers and staff, students, facilities, and the surrounding environment in schools. He is also responsible for managing all school resources while adhering to the Minister Regulation of National Education No. 13, 2007 concerning required competencies such as personality, managerial, entrepreneurial, supervisory, and social competencies (Ministry of National Education, 2007). Furthermore, school principals must adhere to the fact that culture is a guide to desired behavior and norms in the organization. Every leader should be able to effectively translate the values of his leadership to avoid misunderstanding in the organization. Moreover, this is necessary to develop a strategy to direct the school organization towards the agreed changes by maximizing all the organization's existing potential.

3   Methods

A qualitative approach or naturalistic research which produces descriptive data in the form of written or spoken words and observable behaviors of people was used in this study (Bogdan & Biklen, 2007). The symptoms and context were thoroughly revealed by collecting data from natural settings using the researcher as the main instrument (Ulfatin, 2017). A multi-site study design was used in this study. This design attempted to highlight the practice process of the principals' visionary leadership in implementing Minangkabau cultural values in three junior high schools in Indonesia. Meanwhile, the study focus and objectives were to explore topics based on unique and best practices discovered at the preliminary study time. Principal leadership problems in the

three schools were complex, dynamic, and temporary, and will increase along with the study area dynamics. The data used were from both humans and non-human sources. Human data sources have the role of subjects; headmasters, preceptors, parents/circle, and students. Meanwhile, non-human data origins are the documents related to the study focus, for example is images, photos, records, or scripts. This study was oriented to get multi-genesis data from main informers in almamaters as the study background that describes leadership practices based on Minangkabau local wisdom. Additionally, the study examines the relationship of the data with a focus on obtaining data holistically. Three data collection techniques were used namely; (1) Interviews, which can be used to interpret the specific interactions that occur principally. This has a specific purpose in getting a good exegesis of society, affairs, organizational activity, affects, motivations, and confession of things. Then, (2) participant observation techniques were conducted by filling out and re-testing the information provided by the informant at the time of the interview. An important aspect was the level of involvement of the researcher with the people in the observation activity. This was used to complete and test the data during the interview process, which may not be comprehensive, or capable of describing all types of situations, or may even deviate from focus. This study conducted passive participatory observations (without participating in the activity or interacting with the observed person. Lastly, (3) documentation review, was required in collecting data from outside the school sources for efficient reasons, stable and sufficient information, accountability, including non-reactivity. Documents types that supported data and information of the study focus were obtained through interviews and observations. This also included school profiles, strategic plans, supervision formats, school manuals/handbooks for parents, school performance programs, extraordinary activities, class rules, activity plans schools, and others related to the study focus.

Condensation, presentation, and the conclusion are used to analyze data (Milles et al., 2014). In the first stage, sharpening, focusing, discarding, and organizing data for correctly drawn and verified conclusions was preferable. Furthermore, researchers were been able to find meaningful patterns and easily formulate them in a logical order. After that, the final stage can be drawn and patterns about events that occur can be discovered. Moreover, data validity was tested based on credibility, dependability, and confirmability.

4   Result and Discussion

Minangkabau Cultural Harmony Values in Visionary Leadership in Schools
Minangkabau cultural values that characterize visionary leadership behavior are the values of balance and justice in cohabitation in the school environment. This also includes prioritizing equality, mutual respect, flexible school rules, a conducive school climate, diligence in the form of discipline, and responsibility. Furthermore, this is often in agreement with the Minangkabau cultural values: "barakik rakik ka hulu, baranang ranang ka tapian, basakik sakik dahulu, basanang sanang kamudian" which suggests that there is sincerity through a fair spirit of togetherness so that what is aspired can be realized properly. The worth of harmony is a way of life in a balanced and harmonious school environment. It's described in school as adaptability and understanding of the surrounding environment. In Minangkabau philosophy, sakali aia gadang sakali tapian barubah,

dima bumi dipijak disitu langik dijunjuang. Additionally, the visionary principal should adapt to the environment he leads. Their ability, especially in equalizing perceptions about vision goals achievement and support from people within the school environment should be through a persuasive approach (Imron, 2020). This was seen in the way principals persuade, embrace, and humanize while enforcing the rules. There was also the support of all members which strengthens caring for others, especially in completing tasks and responsibilities.

By developing an attitude of tolerance, visionary principals share tasks and empower people within the school environment. There is a time to help other colleagues when they experience problems, either in their duties or other aspects of social life in the school environment. In Minangkabau culture, a leader should behave *raso jo pareso* to their members. Maintaining good social relations with school members can support the achievement of goals. The establishment of good relations will ease the tasks performed and share knowledge and experiences with colleagues as part of the steps towards achieving the vision. Moreover, a visionary leader is a person who responds to every problem and obstacle with wisdom. This will facilitate the way to change the desired school. According to the Minangkabau language, the description of a wise, responsive, and fair leader in every step of the work is *tapuang jaan taserak rambuik jaan putuih*. This means that a leader should have a sharp mind and be trustworthy in performing the tasks assigned to him. They should be wise and capable of performing duties according to the circumstances and nature, including fairness in the division tasks based on the members' proportions and main duties in the school environment.

Strengthening Minangkabau Cultural Values Through Visionary Leadership Behavior in Schools
The principal's visionary leadership value shown from the three values above can strengthen the varsity environment culture. Efforts to strengthen are performed continuously in Indonesian schools. The implementation of this activity like strengthening the school structure is through socialization from the vision, mission, goals, and program. Also, the principal is a role model for teachers, employees, students, parents, and therefore the surrounding community. Habits are instilled through electronic media, pamphlet magazines, appeals posted on school walls, and visualization. These people will contribute to positive changes within the school, that affect the school's success both internally and externally.

Another vision implementation strength is the principals' ability to motivate all members to always strive and dedicates themselves by maintaining the culture in the school through instilled habits. All these have an impact on school performance. The principals' decision is based on the value system and situational, therefore these become a reference to lead and achieve the institutionalized education (Imron, 2012).

5 Conclusion

This study concluded that the principal serves as a role model for schools' change by taking into account the prevailing cultural values. Additionally, the presence of leaders can be a guide and role model for subordinates, by providing inspirational motivation to make changes and participate in achieving common goals through Minangkabau cultural

values. Strengthening is performed through exemplary habituation funds. Hence, this becomes a culture for the cultivation of Minangkabau cultural values, namely religious, harmony, and togetherness values developed through visionary leadership under local wisdom.

The realization of visionary leadership is performed by inspiring and strengthening the work team including motivating them to develop their potential. Since leadership strongly affects the members' performance, dynamic communication should be improved to reduce unwanted outcomes. They must have the adaptability to changes in leadership and adaptive strategies. Moreover, this is very rational, assuming the decline in education is caused by poor performance. This may be as a result of leaders who are less precise in managing change or lack adaptability to environmental changes and do not have adaptive strategic steps.

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