

# Negative Effect of Local Politics on Multifactor Leadership of Junior High School Principals: Empirical Facts from Indonesia

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*Abstract:* - This research focuses on investigating and examining the influence of local politics on the multifactor leadership of junior high school principals. The method used is a quantitative survey, with the unit of analysis being principals and teachers as respondents from 15 districts (regencies and cities) in Lampung Province. The data collection instrument used was the standardized multifactor leadership questionnaire in the Indonesian version resulting from the translation from English by an expert in the subject and was then discussed in the Forum Group Discussion to get good readability items. The questionnaire was completed by 393 teachers as respondents in 15 districts. The collected data were examined using the SEM Amos Version 22. The results show that the score of local political influence on multifactor leadership is -0,333, transformational is -1,877, transactional is -2,061, and laissez-faire is -,333. The authors conclude that local politics negatively affects all latent variables and all dimensions of multifactor leadership. This research contributes to human resource management and leadership in maintaining and developing and mainstreaming effective management and leadership practices which in this case is multifactor leadership by reducing a disturbing factor: anxiety.

*Key-Words:* influence, local politics, multifactor leadership, principal

Received: March 5, 2023. Revised: June 26, 2023. Accepted: July 7, 2023. Published: July 14, 2023.

## 1 Introduction

This article is a sequel to dissertation research that raises the negative effect of local politics on the multifactor leadership of junior high school principals. Quality principals are associated with teacher performance, teacher achievement, teacher motivation, and teacher job satisfaction, [1]. Qualified principals are also able to implement at least six strategies to achieve institutional achievement: (1) guiding high-performing teachers and staff; (2) reviewing programs; (3) emphasizing real-world training; (4) linking principals' work theories and concepts with performance; (5) encouraging outstanding teachers to take up school management positions; and (6) using state facilities and tools to foster team leadership, [2]. The quality of education also depends on effective principals because they are responsible for demonstrating school effectiveness, [3].

Effective principals act flexibly and tend to apply more than one leadership style, especially in multi-ethnic areas such as in Lampung Province, [4], [5], [6]. The application of multi-style is intended to involve stakeholders in various aspects so that program and activity acquisitions occur to make strategic decisions according to real needs.

Research on principals who apply several styles at once states that the transformational leadership style is the best predictor and tends to support the bigger work contentment of principals. In contrast, laissez-faire leadership tends to contribute to a decrease in principals' job satisfaction, [5].

Politics as an entity of life affects various relationships of daily life and political conduct. Political conduct is typically marked as work that has the purpose of controlling government work either in a straight line by influencing the creation of public policy applications or indirectly by controlling the choice of people who create policy, [7].

Political costs are a problem as persons sacrifice restricted time, engagement, and resources to devote themselves to politics, so for most people to most parts, the psychological cost and inconvenience of finding political data, processing it, and hiring with it in some mode is an excuse, substantial expenses for politics, [8] see also, [9] and oligarchy.

Oligarchy behavior is related to a government run by people from certain groups including wealth, family, education, religion, or military groups. Throughout history, oligarchic behavior has often been tyrannical and relies on obedience in the form

of public oppression, [10]. Oligarchy politics affects relationships which results in people's psychological conditions in the form of principal anxiety, [11].

Anxiety arises because the elected regional heads will rearrange the entire bureaucratic apparatus, including the education sector which causes anxiety from period to period, [12]. Bureaucratic rearrangement is often controversial because it creates upheaval when mutations are not based on the professionalism of the bureaucracy, including the transfer of principals which can have implications for disrupting teaching and learning activities, [12].

The decline in performance is identical to the condition of a person entering the Retirement Preparation Period because, first, they feel that the opportunity to continue their leadership has disappeared, and the second phenomenon is that the principal leaves school for practical political interests, so many delegated tasks. The formulation of the issue in this paper is the direct impact of local politics on multifactor leadership (transformational, transactional, and laissez-faire).

## 2 Literature Review

### 2.1 The Importance of Education for Indonesia

Education is important because education can form independent human beings and contribute positively to the nation and state. Many regulations support the transformation of education in a better direction. One such regulation is decentralization.

Decentralization resulting in education reform was indicated by the transfer of managerial authority from the prominent nation to regional management to schools. The transfer of administrative power desires to enhance the grade of schooling and has carried out shifts in how regional administrators practice their educational leadership, including how local government recruits school principals. The transformation should guarantee that the principals recruited can contribute to enhancing the grade of schools and the quality of schooling, [13].

Autonomy implies that the local government becomes the new center but still leaves the same centralized and bureaucratic attitudes and practices when dealing with schools, [14]. The transfer of administrative authority from the center to the regions requires a responsibility to be able to demonstrate responsibility in the form of policies that foster responsible students.

Being responsible means being useful for helping people achieve goals in every area of life; creating principles, ethics, behavior, and habits, and helping people shape their lives. If that person makes a mistake, that person finds a way to correct it and that person can be relied on so that they can live in mutual trust, [15].

### 2.2 Leadership and School Leadership

The word leadership has nothing to do with a person's seniority in the institutional hierarchy, has nothing to do with the title, and has nothing to do with personal attributes. Leadership is not an adjective. A person does not need an extroverted charismatic character to rehearse leadership, and those who have captivation do not automatically lead.

Leadership and management are not synonymous but a leader is also a manager. A leader issues policies and managers carry out their policies. Managers need to design, calculate, monitor, coordinate, solve, employ, fire, and do considerable other things. Usually, managers manage things. Leaders led people, [16]. Leadership is the capacity to translate vision into reality, [17].

As the fundamental link between classrooms, schools, and a government's schooling approach, school leaders and leadership have a crucial function in increasing school-level efficiency and converting the nationwide schooling approach via schools, [18].

School administrators operate in dynamic academic policy contexts to lead change and connect schools to opportunities in the wider environment, [19]. Leaders of schools and schools are positioned as guardians, movers, and socio-economic changes in the community via schooling. School managers work in the evolving context of concurrent and significant life-changing occurrences. Unfortunately, many contexts are beyond the authority of principals and determine the performance of principals, as well as their school performance, [20].

The external context includes increasing: 1) global competition in the education system, 2) social, political, and civil restlessness, 3) numerous policies and concurrent competition in their implementation, 4) accountability frameworks, grade, and sufficiency of infrastructure and resources, 5) threats and the effect of natural disasters, and 6) nationwide/ international monetary tension, [21].

Meanwhile, the internal context of the school includes demands for 1) the grade and availability of educators and prospective school managers, 2) the

grade of instruction and learning, 3) student behavior, 4) the grade of help from and by parents, 5) the place and measure of the school, the number of and gender of staff and learner organizations, and 6) level of support/challenge received from school boards, [22].

School leadership must put its actions into action to overcome difficulties that require considering and problem-solving to respond and adapt to change, [23]. DeVita, [24] states that today's high-demand climate puts principals in the superheated chair to enhance instruction and learning to become scholarly forecasters, instructional and curriculum managers, review experts, disciplinarians, society builders, shared connections specialists, funding analysts, administrators of facilities, exceptional program administrators, and masterful managers of legal, collaboration, and approach assignments and initiatives. Principals are hoping to reconcile the claims of parents, educators, learners, district office administrators, state agencies, and often clashing groups.

## **2.3 Multifactor Leadership**

Multifactor leadership comprises transformational, transactional, and laissez-faire leadership styles.

### **2.3.1 Transformational Leadership**

Transformational leaders enlighten followers to accomplish more than wish. Transformational leadership is presumed to forecast disciples' passionate affection for the head and disciples' emotional arousal and triggers as a result of manager manners, [24].

Transformational leadership concerns robust individual labels with the leader, merging in a dream of the tomorrow, and going further in the dealings of self-interest, [25]. Transformational leaders broaden and increase follower interest, develop understanding and approval among disciples of the group's objectives and tasks and encourage disciples to push further their self-interest for the good of the group, [26], [27].

Transformational leaders articulate the vision by stimulating followers intellectually and paying engagement to distinctions among followers, [26], [28]. The transformational leadership effect can be possessed by leaders in the organization as well as personally by describing the demand for a shift, forming a new idea, and rallying commitment to that vision, leaders can eventually alter the organization, [29]. Followers of transformational leaders can be accomplished by expanding their understanding of the worth of results, constructing

disciples to surpass their self-interest, and adjusting or growing disciple demands, [30].

### **2.3.2 Transactional Leadership**

Burns, [28] claims that transactional leadership demands dealing between managers and disciples. Disciples accept specific results, e.g., wages, and reputation when they perform to their boss's desires. Carrying Burns as a starting pinpoint, Bass, [32] mentions that leadership in a study is typically conceptualized as a transactional dealings approach.

The transactional leadership idea is established on the leader-follower affinity established on a sequence of unspoken deals or bargains between managers and disciples. The widespread belief is that when a disciple's assignment and conditions fail to furnish the required stimulus, guidance, and delight, the chief, via his conduct, will be practical by reimbursing for the shortfall. Managers describe what undertaking measures are desired of subordinates, and what they accept in return, [24].

### **2.3.3 Laissez-Faire Leadership**

The main characteristics of the leadership style that applies laissez-faire leadership are the tiniest communication and aids, fundamentally no participation, no involvement, contact, and knowledge of assignment prerequisites, guidelines, and approaches among workers, [31]. Thus, laissez-faire is frequently defined as a setup of non-leadership, [32], [33], [34] because the administrator has practically no convincing over his followers. In the laissez-faire leadership style, it is tough to identify who is the head and who is the disciple, [34].

The laissez-faire leadership style manifested as the worst and least practical leadership style, specifically in issues where the head used non-interventional and hands-off standard methods to lead disciples. In addition, in this leadership style, the operation is out of authority because the primary attributes can lead to anarchy, a mess, and is regarded as useless, [31]. The spin-off is a dysfunctional dispute and lack of attainment as a further unfavorable result of laissez-faire leadership, [35].

### **2.3.4 Oligarchic Political Behavior**

The idea of oligarchy is associated with three prominent scholars of Indonesian politics: Hadiz, Robison, and Winters. The Winter Oligarchy, [36] is an Indonesian political approach that underlines the preference for material resources as a form of financial and political control. The conceptualization of oligarchy appeared from the

power elite and the tradition of elite theory in politics and sociology, [37], [38], [39].

Electoral politics is a conduit for exercising power in seeking wealth, and oligarchs can choose to support, sponsor, or even become a political elite. But extreme material inequalities inevitably result in extreme political inequalities, [36]. It does not require that all individual oligarchs be involved in politics or hold direct government positions. Winters contrasts with Robison and Hadiz's emphasis on the collective system of power relations in Indonesia and the developing relationship between the state and the bourgeoisie, which is a combination of the accumulated wealth and political power of the New Order, [37].

The material resources of local oligarchs are almost always much less in absolute terms than national oligarchs. But they are focused on a particular place and are equipped with other resources causing their social and economic position. It is of theoretical importance for those seeking to understand the impact of material wealth on local politics and for explaining how the combination of power resources held by local oligarchs contradicts the distribution of much richer national oligarchic resources partially in that particular locality in Indonesian politics, [37].

### 2.3.5 Principal's Anxiety

Anxiety is a state of restlessness and fear caused by anticipating something threatening and excessive and can lead to poor performance, [40]. Anxiety is a complicated idea concerning one's emotions about one's capabilities and the conclusion one has to negotiate with troubles that may result in heightened anxiety. Heightened worry can provoke pressure in a person and varies. Most of it comes from feelings of uncertainty about something harsh and involves psychological elements. Anxiety can have extremely harmful effects if a person does not comprehend how effectively to deal with these feelings. It can cause such stress that a person's capacity to lead an everyday life can hardly be compromised, [41].

The principal's anxiety is confirmed and overshadows the principal the media reports on, [42]. Replacement and rotation of school principals by regional heads after the election of new regional authorities often cause unrest and anxiety, [43].

### 2.3.6 Humanism Education

Humanistic education is a development of the ideas of progressivism, liberalism, and democratism. Humanism is the same as rationalism, liberalism which was born as a biological child of the renaissance and has targets and goals. If rationalism

is a project to emphasize the existence of reason and liberalism is an attempt to open up competitive competition, then humanism can simply be understood as an effort to strengthen the human side, [44]. Humanism believes in human abilities, desires, intellect, and the appreciation of the intellectual discipline. Humans can understand many things rationally through their thinking according to the laws of mathematics, [45].

Therefore, humanism is Dewey's, [48] philosophy which has the core of humanizing human beings. Humanity includes all aspects of humanity itself, spiritually and physically. With the development of democratic ideas, humanistic education has values that are in line with democratic education. Humanistic education emphasizes the study of humans as a whole as individuals who develop throughout their lives.

### 2.3.7 Behavioristic Education

Behaviorism theory states that learning is a behavior change. A person is said to learn if he has shown a behavior change. Learning is the development of the dealings between trigger and reaction. Stimulus is what the teacher provides to help students learn. Meanwhile, the response is the student's response to the encouragement given by the teacher, [46].

What occurs between the trigger and reaction is regarded as insignificant because it cannot be marked and calculated. The mark is only a trigger and response. So, what is presented by the instructor (stimulus) and what is created by learners (response), care must be visible and measurable, [47]. The teacher can construct reactions by drilling in a particular way and using the habituation procedure. The conduct will be more powerful when given support.

The learning carried out using the theory of behaviorism views knowledge as something fixed and unchanging. So, the study is grasping knowledge while instruction is transmitting knowledge to the learner. Behaviorism expected that students have an identical insight into the understanding of the teacher, [48].

### 2.4 Framework

Transformational leadership requires creating faith and confidence in disciples to achieve a collaborative notion and objectives to grow disciples to higher tiers and improve capabilities, questioning disciples to alter the status quo, notice problems in new modes, and come up with innovative resolutions, [49]. Transactional leadership demands describing roles and assignments, rewarding expected performance, energetically scrutinizing

variations from benchmarks, and carrying out corrective action or moderation when the followers do not meet standards. Laissez-faire is a type of leadership style that grows to be passive. Leaders permit others to construct decisions. The leader exits the decision to the group. Transformational leadership foresees delight in the leader and organizational effectiveness more than transactional or laissez-faire leadership, [50]. This proposition has obtained practical support from diverse scholars, [51], [52], [53], [54]. Anxiety is a personal sensation of agitated mind pressure as a response to the incapability to cope with a crisis or lack of protection. These uncertain feelings are generally unpleasant that will later lead to and accompany physiological and psychological changes, [55].

### 3 Method

The author's research was conducted in Lampung Province and covered 15 districts with a quantitative survey design. The author used a closed questionnaire to collect data from junior high school (SMP Negeri) teachers in Lampung Province, Indonesia. The questionnaire items are compiled and distributed electronically with Google forms. The selection of Google forms includes research conducted during a pandemic and a homogeneous population. The data collection instrument used standardized instruments that researchers have often used by researchers in the field of study of similar variables. All items are formerly in English. The authors received the assistance of an interpreter and were discussed in the Forum Group Discussion to get good readability items, [56]-[62]. The authors determined the sample size based on the study of the Monte Carlo method for the estimate that states the minimum sample size required to reduce bias in all types of SEM estimates is 200 – 400, [63], [64].

## 4 Results and Discussion

### 4.1 Results

The total respondents involved were 393 teachers from 15 districts and cities. The number of respondents has met the requirements that demand a sufficient number of respondents in the range of 200 to 400 respondents, [65].

#### 4.1.1 Reliability and Validity Test of the Instruments

To test the validity and reliability of the instruments, the authors test for each variable on 140 respondents

in the pilot study outside the respondents for the main study in the same population. For the instrument of local political anxiety, the SPSS V.22 test shows that Cronbach's Alpha is 0.957 with a manifest number of 10 items. Because all anxiety items are Cronbach's Alpha > 0.05 (0.48 – 0.975); thus, the anxiety variable is declared reliable. Furthermore, the Pearson Correlations score per item is in the range of 0.531-0.956. Correlation is significant at the 0.01 level (2-tailed) and the 0.05 level (2-tailed) on N= 393.

For the reliability of the instrument of multifactor leadership, Cronbach's Alpha is 0.922 with a total of 21 items. The overall multifactor leadership item is Cronbach's Alpha > 0.05 (0.915 - 0.923); thus, the multifactor leadership variable is declared reliable. For validity, the Pearson Correlations score per item is in the range of between 0.513 and 0.779. Correlation is significant at the 0.01 level (2-tailed) and the 0.05 level (2-tailed).

#### 4.1.2 Model Fit Test

Here is presented the Goodness of Fit.

Table 1. Goodness of Fit Index

No	The goodness of Fit Index	Cut off Value		Criteria
		Parameter	Obtained	
1.	CMIN/DF	< 2	1.994	Good
2.	CFI	≥ .90	.916	Good
3.	TLI/NNFI	≥ .90	.908	Good
4.	NFI	≥ .90	.846	Accepted
5.	RFI	≥ .90	.831	Accepted
6.	IFI	≥ .90	.917	Good
7.	RMSEA	≤ .08	.050	Good

Source: Data Processed with AMOS 22

Table 1 shows that overall the full model is a Fit Model. The Goodness of Fit Index can be assessed based on five criteria, [3],[6]. In this study, there are seven conditions of Goodness of Fit fulfilled.

#### 4.1.3 Estimate

In the following, the authors present output tables.

Table 2. Regression Weights

			Estimate	S.E.	C.R.	P
MFL	<---	PL	-,333	,106	-3,157	,002
LF	<---	MFL	1,000			
TS	<---	MFL	6,184	1,690	3,659	***
TF	<---	MFL	5,631	1,546	3,641	***

Source: Data Processed with AMOS 22

Table 2 shows the significance of the dimensions. The significance of these dimensions

can be seen from the critical ratio score (C.R.) of 1.96 and the P-value < of 0.05 and the presence of a \*\*\* sign. So, all dimensions show a significant value but there is one insignificant manifest, namely A29.

Table 3. Standardized Regression Weights

		Estimate
MFL	<--- LP	-.441

Source: Data Processed with AMOS 22

Table 3 tells that when Local Politics (LP) increased by 1 standard deviation, MFL fell by .441 standard deviation. Next, the author presents Standardized Direct Effects.

Table 4. Standardized Direct Effects

	LP
MFL	-.441

Source: Data Processed with AMOS 22

Table 4 shows that the standard direct effect of LP on MFL is -.441. That is, due to the direct effect of LP on MFL, when P LP increases by one standard deviation, MFL decreases by .441 standard deviation. This is in addition to the mediated effect that LPs may have on MFL. The following is a Table of Standardized Indirect Effects.

Table 5. Standardized Indirect Effects

	LP
TF	-.432
TS	-.420
LF	-.081

Source: Data Processed with AMOS 22

Table 5 shows that the standard unmediated effect of LP on TF is -.432. That is, due to the unmediated effect of LP on TF, when PL increases by one standard deviation, TF decreases by a .432 standard deviation, LP on TS is -.420, and LF is -.081.

## 4.2 Discussion

### 4.2.1 Local Politics Negatively Affects Multifactor Leadership

Multifactor leadership is built on three leadership styles consisting of transformational, transactional, and laissez-faire styles, [7]. Multifactor leadership is a multifactor leadership practice encompassing 360 degrees of leader behavior from the point of view of subordinates and managers at all levels. Such Leadership is negatively affected by the practice of oligarchic local political behavior [8]. The considerable attractive inference in the field of

social science is Michels' iron law of oligarchy. The idea that the oligarchs won has a heightened span of all-around credibility, and the actual actualization that Michels' arguments about it are insufficient and the proof for it is inconclusive does not demolish its scholarly magnet, [9].

Michels uses the term oligarchy to refer to the ruling minority. This convention will not cause difficulties because it fits into common usage and because the significance of oligarchic law lies in its assertion that organization is a sufficient condition of oligarchy, a statement which, as we shall see, is an empirical generalization, [10].

On the other hand, the principals feel they have a moral responsibility to advance the nation's children. There was a confusion of thought between *das sein* to *das sollen*. Especially in the pedagogy of critical thinkers. The principals' awareness is of the increasing demands. The quality of education offered today is heavier than in the past as parents and the general public have more expectations of schools and educators than ever before. Educators today are expected to teach for understanding, not just good enough for students to pass exams.

In addition, principals as educational authorities in schools must ensure that students learn how to learn and can cope with a changing world, [11]. Education needs to be seen as less about training and more adventurous in ideas, promoting greater humanization and human solidarity to overcome oppression and dehumanization. Education is a learning process, while critical thinking is a means to achieve that goal which aims to transfer the values of democracy to equality, respect, tolerance, freedom, and individual happiness, [12].

Behaviorism substitutes liberal political ideals of personal ownership, conscience, and dignity with stimulus-response organisms whose behavior is chosen and continually changed by their surroundings, [13]. The political implications and function of behaviorism in disposing of a person or joint subjects as historical-making agents should not be undervalued. To explore these propositions more fully, it is essential to offer a primer on the different bases and components of behaviorist ideas, [14].

Without realizing it, the intellectual bases of behaviorist teaching go hand in hand with the politics of behaviorist ideas. Extreme behaviorism claims that the reason for behavior and learning lies completely in the history of the organism with its surroundings, [15]. The functionalist practice does not seek the meaning of appearance but concentrates more on the construction of applicable connections between constructed variables, [16], [17]. Behaviorist functionalism is nearly connected to

what has been recognized as practical and even hedonic moral theory, [18], [19]. The connection between pragmatism and behaviorism is broader than numerous scholars acknowledge or receive, [20], [21], [22]. The reality, when stated, is solely what works; success is described as a transformation of the environment. The circular and conservative nature of these postulates confirms to be of outstanding importance when assessing neoliberalism, [14].

For behaviorists, consciousness cannot be the representative causing someone to accomplish something because of his consciousness. If acknowledged, awareness is only provided as proof it has been effectively governed. To improve one's understanding of the outer world, merely by obtaining him or under the more sensitive authority of that world as a basis of stimulation, [23].

For behaviorists, control has an epistemological meaning. Effective control is equated with understanding or knowledge: controlling is knowing. Since knowledge is given as successful control, it must be tied to power; because all behavior is controlled by the environment, control (or power) is assumed to be ubiquitous and knowledge is intangible. Thus, Skinner's behaviorism is fundamentally connected with a certain type of epistemology to be significant. Knowledge, for Skinner, exists only in the form of behavior, that is, adaptation to the environment, [24].

The fixation on power grows to the purpose of rebuilding the whole social order established on human exploratory rule. Through replicated experimental manipulation of the variables, cultural design can happen. For the cultural design to perform as conceived by Skinner and others, the appearance of new specializations such as behaviorology, [25].

Behaviorists claim that the intended behavior is divided into the smallest units and reinforced by each behavioral segment. The behavioral segment skill reinforcement approach exemplifies, for behaviorists, how complicated behaviors follow the same adaptation rules as lower-order behaviors. If comprehending the targeted behavior is supported at each stage, the process is more efficient and effective, [14].

Breaking down into small units results in self-management which aims to make students interact more with the surroundings to cast successful behaviors, which are termed supported behaviors. Encountered with a case in which no useful behavior is available that cannot cast a response that is presumably to be supported, acting in a way that

permits the practical behavior to expand the possibilities of support, [26]. Meaning can never be emanated or formed by the subject, meaning simply exists by environmental action, [14].

Why does local politics have a negative impact? We cannot necessarily say that oligarchic behavior is bad. Good and bad are in the realm of action. Measuring good and bad is measuring actions with agreed norms and rules. Oligarchy can be accepted if the deeds are good. Until now, many countries are based on and carry out oligarchic practices, namely countries in the form of kingdoms or sultanates.

Local political practices that harm multifactor leadership are perceived as deviating from areas that are not political. Moreover, Indonesian education carries a mission of religiosity and morality. The oligarchic behavior is perceived as far from the aspect of morality and religiosity which causes anxiety and is perceived negatively.

These variables mutually support each other and there is a similarity. However, multifactor leadership, educational practices of humanism, and behaviorism are affected by the practice of oligarchic local leadership behavior. This is because the oligarchic local political practice creates moral and spiritual anxiety for school principals with a typology of Indonesian school principals with the ideology of Pancasila which focuses on aspects of divine and moral, as Tillich's version of anxiety consists of ontic, religious, and moral. The principal found himself in a mess of thought and action. In short, the oligarchic local political practice that causes anxiety is seen as deviating from the aspect of morality and religiosity norms that are believed and understood by the principal.

#### **4.2.2 Local Politics Negatively Affect Transformational Leadership**

Transformational leaders empower followers and make them partners in achieving goals, [27]. This transformational concept is very much at odds with the practice of oligarchs. The practice of oligarchs excludes those who are not aspirational. The broad description of oligarchy refers to a government run by a small group of powerful individuals. Plato names oligarchs grabby men who are unwilling to expend taxes equitably, [28]. Within the oligarchy, the bulk of the people is deficient and powerless, while the small ruling class crystallizes power. They degrade the law to push their claims above the expected good. Consequently, oligarchs can be in business or politics.

The disproportionate assets of such small crowds do not necessarily impair growth objectives. The fundamental points here lie in the manners of these

corporations in terms of the feud; this wealth-generating structure and the resulting inequality; and how these differences affect citizens. Here, context is very important.

On the other hand, democratic pedagogy is one of the encounters related to teaching and learning derived from progressive educational ideas. In progressive schooling, it is the kid who is at the epicenter. At the fore of this education, act fibs the influential meeting between grown-ups and kids. This meeting builds a momentous education process founded on knowledge and in an active process tailored to the distinctive character of each student and teacher. The teacher's role in progressive pedagogy is one of empowerment. The teacher is no longer the owner of all disciplinary knowledge but must be the intermediary of knowledge and furnish students with disciplinary craftworks and devices. In addition, coaches are reliable for instructing learners to use their innate inquisitiveness and want to inquire about themselves to expand human understanding, [29].

The schooling method encounters profound challenges in conceiving a holistic perspective and a scholarly-pedagogical continuum to enhance instruction in all domains to incorporate distinct zones of scholarly objectives. This suggests in-depth schooling in new zones of inquisitiveness that promote critical thinking and prefer pluralist systems alongside the thoughts and experiences that portray the social, natural, and academic world that pursues social dedication and responsibility, [29].

The concept of humanism does not change until the end of the 20 years of the 21<sup>st</sup> century, there is a meaning in the idea of man in man as the center. The betterment of this idea some 60 years ago was that kids too have identical ownership and deserve to be respected as other adults. The roots of the humanist method come from pedagogy that sets studying at the epicenter of the operation. The ultimate objective is to facilitate the student's surroundings to lead them to their destination, each in their way. A process of creating equity that strives for righteous individual development that assigns students. Therefore, educators do not oblige students to obtain their ideas or use their control to impart them. As a consequence, the humanist educator holds comprehensive freedom concerning education and the dialogical qualities of the exchanges which results in sound pedagogical frameworks and instruments for education, [29], [30].

Humanism prioritizes fundamental human requirements, human pride, equivalency, and human values and the promotion of the human essence

above any godly values. The humanist method needs individuals to interact with others with sensitivity and esteem, individual security, liberty of idea, cultural richness, civil collaboration courtesy, and fellowship. From here comes the chance to expand the competence of a good and refined individual so that a progressive system of schooling is founded on the quality of the ethical compass and the realized freedom of the instructor. Therefore, it is essential to grow the personality of teachers who have developed rational, critical, considerate, and independent thinking, [31], [33].

Principals face tough circumstances such as a shortage of competent teams, inequality in dedication obtainable from stakeholders, and reduced resources and funds needed to run schools. Therefore, the appearance of the principal affects student achievement and subsequent school rankings, [34]. In high school, they have many responsibilities, and they may suffer from sorrow, worry, and pressure. People with continuous working hours, workplace disputes, and insufficient job happiness have an increased risk of despair, dread, and tension.

Depression includes a deficiency of inquisitiveness in satisfying shiftings, sorrow, despair, and dysphoria. Anxiety is concentrated on physiological stimuli such as the autonomic nervous mechanism and skeletal powers escorted by emotions of crankiness and pressure. Pressure considers responses to specific stressors in bodily and physiological terms. These shifts show five classes, i.e. regular, soft, medium, tough, and very hurtful, [35], [36].

A study from Ethiopia revealed occurrence rates of twenty-point percent for depression, nineteen-point two percent for anxiety, and twenty-eight-point two percent for tension among 35,411 Jimma University staff members. At the University of Malaysia, the occurrence rate is twenty-two-point percent for pressure. Another study showed nineteen-point four percent depressive symptoms, the prevalence of work-related stress in regular to tough forty-three percent, and about twenty percent of teachers experienced extreme stress, [37].

The study found the majority of anxiety and sorrow among principals to be a more significant rate than appraisals supplied by the World Health Organization. There is a need for the provision of counseling services for principals in the Gujrat District, [38].

Based on the explanation of the transformational variable, humanism education, and local politics, it is clear that the transformational variable and humanism education are located in different and



distant places with the perception of oligarchic local political behavior. Schooling problems, as the authors found, have been able to make school experience anxiety which leads to depression, especially when school principals face oligarchic behavior. For this reason, school principals view that oligarchic local politics has disrupted efforts to transform the noble values of education and even more so interferes with the existence of self-actualization as individuals.

#### **4.2.3 Local Politics Negatively Affects Transactional Leadership**

Transactional leadership is characterized by mutually advantageous relations between managers and employees to achieve organizational goals, [39]. The exchange is a lenient contractual commitment between the leader and the employees, [40], [41]. Transactional leaders reward workers for finishing jobs that uphold or improve general organizational attainment, which likewise demonstrates them to their superiors as influential leaders.

Transactional leaders motivate followers by meeting followers' interests and relying on exchange relationships. Transactional leadership requires exchanging useful values to make the lowest corporate outcomes. This setup of leadership can result in an efficient and constructive but limited workplace. Transactional leadership is naturally adequate to maintain the status quo, but transformational leadership is taught toward development for a shift, [7], [42], [43].

Transactional leadership should be able to do symbiotic mutualism with oligarchic political behavior. However, transactional leadership is negatively affected by oligarchic local political behavior. This fact indicates that school principals are individuals who feel the bad impact of local politics because they are not able to carry out transactions to save their status as school principals.

This has happened since independence until now, which has experienced several changes in the leadership model from the old order, the new order to the reform order. Each order contributes to and determines the current style of education, [44]. Viewed more deeply from the political aspect of education, education is oriented as a tool for interests, such as ideological interests and political interests to maintain the status quo, [45], [46].

This interest takes two forms, first, the practice of oligarchic behavior means that education is included in the arena of power struggles by political parties. Education is no longer to build Indonesian people as a whole but to build the strength of certain practical political parties for the benefit of their

group or group. Second, an oligarchy is a power structure consisting of a few elite individuals, families, or companies who are allowed to control a country or organization, [45], [46].

As a result of the oligarchic behavior of power, people are trapped or intentionally include themselves in oligarchic behavior as well. It is often found that local leaders make public speeches that there is no term for the division of positions, including the position of the school principal, instead, they come to ask for a position including the position of principals. The behavior of oligarchs often confirms the iron law of oligarchs. Underneath the "iron regulation of oligarchy," all political schemes ultimately develop into oligarchy. In a democracy, oligarchs employ their assets to control chosen administrators. In a monarchy, oligarchs employ their military force or capital to control the king or queen. In widespread, oligarchic leaders operate to assemble their authority with little or no regard for the demands of society. The words oligarchy and plutocracy are frequently mistaken. Plutocratic leaders are always wealthy, while oligarchic leaders don't need to be wealthy to acquire power. So, plutocracy is consistently oligarchy, but oligarchy is not constantly plutocracy, [47].

How does it relate to Tillich's anxiety? Include religion in leadership theory for at least three causes. Faiths are general and powerful and have different attributes [48]. Foremost, religion is a social constituent of today's society. Referring to the Pew Research Center in 2012, eighty-four percent of the globe's inhabitants are religiously affiliated [49, 50], and that amount is predicted to gain eighty-seven percent by 2050, [51]. Then, individuals can place faith at the epicenter of their lives so that their faith is sacred and is considered a primary concern, [52]. Last, faiths have specific resemblances and similarities that let channeling into special approaches to leadership. In particular, the three largest religions, Judaism, Christianity, and Islam hold a belief in the presence and connection with God, belief in and the pursuit of an afterlife goal, and faith in and striving to obey the scriptures, [48].

Oligarchic behavior should be able to go hand in hand and be complementary to behavioristic behavior. However, this study shows neither of them. This is because principals are people with spiritual and moral entities as Tillich identifies. As for the fact that the principal finds himself in a circle of the struggle for social gravitation and ignorance of tomorrow, the principal is in real anxiety. It is this discontinuity that makes local politics have a

devastating effect on educational practice and is a constraining variable.

#### 4.2.4 Local Politics Negatively Affects Laissez-Faire Leadership

Laissez-faire leadership is considered one that abandons responsibility and avoids decision-making, [53], [54]. It is challenging to maintain this leadership unless the followers are skilled and highly motivated experts. Like scientists, such leaders let group members create all the decisions, [55].

The idea of laissez-faire is escaping accountability and dodging judgments, [56]. Researchers define laissez-faire in their own words and the notion of this type of leadership all experts are the same. This style allows subordinates to make their personal decisions about work. Usually, the leader dodges pushing judgments and is not affected in the outcome unit because the leader provides full autonomy to subordinates to push decisions. Sometimes leaders provide essential material and just apply responses and queries but dodge feedback, [57].

The practice of hands-off leadership is indeed not connected with the practice of behaviorism education. The difference lies in the emphasis on a systematic pattern, whereas laissez-faire emphasizes high motivation with people who will struggle to master the prerequisites for success in study and/or at work.

The oligarchic local politics has a negative effect because the principal has worked with minimal supervision. They already know and understand how to design, reconstruct, lead, and manage their school organization to achieve progress, [58].

Regarding the oligarchic local politics with Tillich's anxiety, it is clear that the principals experienced a moral shock and felt contrary to their spiritual beliefs. This is because there is a disparity in the ability to defend their area of service and this disparity results in anxiety disorders that have an impact on their leadership at schools.

## 5 Conclusion

The researchers conclude this research as the following. 1) Local political practices for many principals potentially harm multifactor leadership. Many principals perceive local politics as deviating from areas that are not political. Moreover, Indonesian education carries a mission of religiosity and morality. The distance of the oligarchic behavior from the aspect of morality and religiosity causes anxiety and has a negative effect. 2)

Multifactor leadership applied based on follower segmentation will run effectively and optimally, 3) The laissez-faire leadership style applied to the segmentation of followers who have good technical knowledge and skills and have reached the level of self-actualization motivation would be very good.

## 5.1 Future Research

This research needs to be followed up with future research in a qualitative research design to explore aspects that have not been identified in this paper.

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#### **Contribution of Individual Authors to the Creation of a Scientific Article (Ghostwriting Policy)**

Ridwan proposed ideas and a research draft. Ridwan, Sudjarwo, and Hasan Hariri organized and executed data collection, data analysis, and research reports.

#### **Sources of Funding for Research Presented in a Scientific Article or Scientific Article Itself**

The authors received financial support for the research, authorship, and/or publication of this article from Doctoral Dissertation Research Grant Kementrian Pendidikan Kebudayaan Riset dan Teknologi, No. 2147/UN26.21/PN/2022.

#### **Conflict of Interest**

The authors declared no potential conflicts of interest to the research, authorship, and/or publication of this article.

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