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# The Management of Dualism Leadership in Sekolah Nusa Alam a Cooperation Education Unit based School in Lombok, Indonesia

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**Abstract.** The aim of this research is limited to several factors that might cause “the tragedy of the commons” between a principal and a Kepala Sekolah. These factors are 1) cultural background, 2) differences in leadership models, and 3) differences in organizational behaviour. The research was conducted using a qualitative method with a single case study research design. The research was undertaken in one location, Sekolah Nusa Alam in Lombok. Data research techniques and procedures were unobstructed observation, semi-structured interviews, and data-checking processes. Interviews were conducted with six people using the purposive sampling method. The data analysis procedure was carried out by collecting the data, reducing the data, presenting the data, and concluding the data. The research showed that the cultural background, leadership model and organizational behaviour could trigger the ‘tragedy of the commons’ between the principal and Kepala Sekolah in Sekolah Nusa Alam. It is concluded that this happens because there is no or no misunderstanding in terms of communication, the application of leadership models and different organizational behaviours that lead to the misunderstanding in the collaboration between the two that trigger “the tragedy of the commons”.

**Keywords:** leadership; dualism; culture; organization; communication.

## INTRODUCTION

Cooperation Education Unit (SPK-based) schools are a form of education in Indonesia established by the government of the Republic of Indonesia through the Minister's Decree No 31 of 2014. SPK is an educational institution that collaborates with an accredited or recognised foreign educational institution (LPA) in the country with educational institutions in Indonesia, both formal and informal, by the applicable laws and regulations.

The current trend in Indonesia shows that most SPK-based schools collaborate with foreign educational institutions under the auspices of Cambridge Assessment International Education, based in England and the International Baccalaureate Organization (IBO), based in Switzerland. Currently, in NTB, two SPK-based schools are collaborating with these two foreign institutions, they are Sekolah Nusa Alam in Mataram which cooperates with the Cambridge Assessment International Education and Sekolah Buin Batu in West Sumbawa Regency, which collaborates with the IBO.

In formal education, SPK can be implemented in all primary and secondary education, such as PAUD, elementary, secondary and senior education. Many schools have adopted a tiered foreign curriculum to create a continuous learning process. For example, Sekolah Nusa Alam in Mataram collaborates with Cambridge Assessment International Education, where the curriculum is implemented starting from PAUD (Cambridge Early Years), Elementary (Cambridge Primary), Middle School (Cambridge Secondary) and High School (Cambridge IGCSE and A Level) levels.

The managerial side determines the curriculum and other educational policies in SPK-based schools. In the administrative system in SPK-based schools, the management system uses a dualist leadership system. The dualism of leadership means that SPK-based schools have two leaders at the managerial level. Two leaders at the organisational level in SPK-based schools are called a Principal, an expatriate leader, and a Kepala Sekolah, a local leader from Indonesia.

To distinguish the roles and duties of each, the term Principal refers to the expatriate Principal who runs the learning and administration system in an SPK-based school. In contrast, Kepala Sekolah refers to the local leader running the managerial tasks in an SPK-based school related to the national education system. A coordinator then assists the two types of leadership at each level of education: the coordinator for SD, SMP and SMA. These positions are then referred as School Leadership Team (SLT) or School Managerial Team (SMT), a group responsible for running the learning process and the managerial system in SPK-based schools.

A Principal is responsible for the overall educational management process for all levels. A Principal works closely with coordinators, who are responsible for ensuring the smooth running of the learning process in collaboration with LPA from other countries regarding administration, curriculum implementation, and communication processes between schools and related LPA parties. Meanwhile, Kepala Sekolah is in charge of coordinating between the school and the education office in the area where the school is located. Coordination is usually in the form of government programs that must be carried out by an SPK-based school, implementing three compulsory subjects in SPK-based schools, synchronising the curriculum of LPA with the Indonesian government's curriculum, as well as matters relating to accreditation administration, curriculum development, and teacher development programs, both in national and international levels.

Even though at the managerial level, the SPK-based school is referred to SLT and every decision made will go through the process of The SLT Meeting, or a school Management team meeting, in reality, a Principal has a more substantial portion of influence so that the Principal is often the sole decision maker. From the researcher's prior observation, Kepala Sekolah usually does not have a "voice" in terms of decision-making during The SLT Meeting, primarily if the opinion of Kepala Sekolah is related to the policy of establishing a foreign curriculum or if it is contrary to the idea of a Principal. Conversely, a Principal always has the impression of "giving full authority" to Kepala Sekolah for matters related to national administration. A Principal's involvement in "national affairs" cases is minimal or non-existent and only demands good results from Kepala Sekolah.

Based on the problems above, Kepala Sekolah should have an essential role in managerial matters and making decisions regarding the school's direction, vision and mission and be on an equal footing with a Principal. Therefore, Kepala Sekolah must have a leadership spirit and have capabilities, characteristics and skills in making decisions. The leadership model and the quality of a leader can be a motivator in achieving the vision and mission of an institution, including in educational institutions. One example of the leadership model and the quality of a leader is discretion and skill in decision-making.

However, unfortunately, from the observations of the researcher, while working in several SPK-based schools and from informal conversations with several Kepala Sekolah in SPK-based schools, there are still Kepala Sekolah who cannot do much in making decisions or, in the end, follow the "game" because reluctant to argue and prefer to be passive, especially in terms of the decision-making process. This unknowing practice continues, giving rise to 'unintentional competition' or 'the tragedy of the commons' between a Principal and Kepala Sekolah.

From the researcher's observations, several factors might cause 'the tragedy of the commons' between a Principal and Kepala Sekolah. They are cultural background factors, leadership models, and organisational behaviour between a Principal and Kepala Sekolah. Two communication models make the difference between a Principal and Kepala Sekolah. The two communication models are High Context and Low Context Communication. A Principal from Western countries' culture and leadership model has a culture and leadership model with low contextual value or Low Context Communication. This means that Western countries' culture and leadership models put forward "what I say is what I mean", which means having an explicit communication culture and a clear message. There is no room to interpret what is between the lines.

Meanwhile, Kepala Sekolah, who comes from an Eastern culture and leadership model, has a culture and leadership model with high contextual value or high context communication. This means that Eastern countries' culture and leadership model prioritises a culture of reading between the lines, that is, trying to convey something implicitly, which means avoiding conflict. Communication is more implicit, has nonverbal cues, and hopes that the conversation counter-

part can understand what is implied. This is the basis of the research in this thesis. The decision-making system in SPK-based schools with a leadership dualism model and division of authority between a Principal and Kepala Sekolah provides space for research, especially from several factors the author has observed. To what extent can a Principal and Kepala Sekolah cooperate in carrying out managerial processes in schools based on the dualism of leadership without having to cause the tragedy of the common' and whether the factors of cultural background, differences in leadership models and differences in organisational behaviour can cause the 'the tragedy of the common'.

The management system in SPK-based schools consists of financing management, human resource management, leadership dualism management and curriculum management. Based on the explanation in the background section above, the research in this thesis focuses on the management system of the dualism of leadership in Sekolah Nusa Alam, an SPK-based school. The scope of the dual management of leadership in SPK-based schools is about how the cooperation between a Principal and Kepala Sekolah, as explained in the background section, in terms of making school policies and decisions. The research focuses on several factors that may cause 'the tragedy of the commons' between a Principal and Kepala Sekolah. The elements are 1) cultural background; 2) differences in leadership models; 3) differences in organisational behaviour; 4) how a Principal and Kepala Sekolah in Sekolah Nusa Alam can work together in carrying out managerial processes at school which is based on the dualism of leadership without causing 'the tragedy of the commons'.

## METHODS

This research will be conducted in Sekolah Nusa Alam Lombok in Mataram. The research time is planned to be carried out from the date of issuance of the research permit within approximately four months, with details of 2 months for the licensing process and data collection process and two months for the data processing process, which includes a presentation in the form of a thesis and thesis guidance process. The researcher chose Sekolah Nusa Alam in Mataram as the research location because this school is the only SPK-based educational institution on the island of Lombok.

This research was conducted in Sekolah Nusa Alam in Mataram. Sekolah Nusa Alam was selected because the school had an SPK-based school background, whereas SPK-based schools had a dual leadership system in their managerial system. A Principal and Kepala Sekolah lead Sekolah Nusa Alam and collaborate in the decision-making process to create the school's vision and mission. The leadership dualism model became the basis for conducting research at the school. From the results of observations made by the researcher, the dualism model of leadership in Sekolah Nusa Alam has several problems that need to be examined, which are motivated by cultural backgrounds, differences in leadership models, differences in organisational behaviour, and cooperation in the dualism system of leadership in Sekolah Nusa Alam.

This research is conducted with a qualitative approach with a single case study research design. The research design with a single case study was carried out because the object of research was only carried out at one research location, which is Sekolah Nusa Alam in Mataram and also because Sekolah Nusa Alam is the only SPK-based school on the island of Lombok. The research procedure must be carried out to ask for permission and prior approval from the subject to study. In the early stages, preparation and data collection were carried out by approaching the schools to be studied. The second step is to communicate with the school that is the research object, in this case, Sekolah Nusa Alam, as a source of information about research objectives and obtain approval to conduct research in the form of document studies, interviews and observations at the target school. The final preparations are preparing guidelines for document inspection, interviews and observations.

The data collected in this thesis research process was taken through document inspection techniques, interviews, and observation. The system is aimed at all data sources in the form of interviewees, both teachers and Principals who work at Sekolah Nusa Alam. Data collection was carried out by observing the managerial processes in Sekolah Nusa Alam, including decision-making. Observations were carried out using the unobstructed method by following the process of meetings that took place in Sekolah Nusa Alam, such as managerial meetings, discussions between levels, as well as class observations and observing the process of activities carried out in Sekolah Nusa Alam. This was done to see how the

results of the managerial meeting could be adequately translated by the teachers working in Sekolah Nusa Alam, including the implications of decision-making on teacher performance in Sekolah Nusa Alam.

Data were collected by collecting all the results of observations, interviews, and document inspection. The data obtained is then sorted and analysed according to the research focus of this thesis. The data analysis procedure was done by grouping the research results into the components studied based on predetermined categories.

## RESULTS AND DISCUSSION

**Cultural Background.** The leadership dualism model is a managerial system model commonly found in SPK-based schools in Indonesia, and Sekolah Nusa Alam is no exception. This organisational system adheres to the dualism of leaders working together to run an educational institution. In SPK-based schools, managerial leadership is headed by Kepala Sekolah, an Indonesian, and the Principal, an expatriate.

The duties of Kepala Sekolah include coordinating with the provincial education office, the national accreditation process, administration, curriculum development, and teacher potential development programs at the national and international levels. A Principal is in charge of the process of implementing Education in SPK schools as a whole and also in terms of communicating with Foreign Education Institutions regarding the international curriculum used. In practice, especially those related to the results of research conducted at Sekolah Nusa Alam, there are problems that the two leaders often face. The problem that most often arises is a communication problem between the two caused by cultural background.

The author [1] states that how each individual communicates reflects different cultural backgrounds and contexts. In some cultures, especially Western culture, people tend to convey messages explicitly and directly; the spoken and written word is the primary way of getting notes. In this cultural context, the speaker must give a clear message to the listener. This is related to the research in this thesis, where there are two models of communication approaches between the Principal and Kepala Sekolah at Sekolah Nusa Alam. Kepala Sekolah is more inclined to approach high-context communication, while Prin-

cipals prioritise low-context communication models. In other cultures, including many in Asia, Africa, Latin America, and the Middle East, messages are conveyed indirectly and nonverbally. Essential information is shared through context, and the listener's responsibility is to understand the meaning by trying to catch between the lines.

The findings in this thesis research also reveal a similar thing: the Kepala Sekolah at Sekolah Nusa Alam, which has an Eastern culture, prioritises communication using context. In contrast, the principle of Western civilisation is more inclined to communicate with a low context. According to [1], the terms used are Low Context Communication (LCC) and High Context Communication (HCC). In LCC terms, meaning is expressed through explicit verbal messages, both written and spoken. In HCC terms, intent or purpose can best be conveyed through implicit context, including gestures, social habits, or tone of voice. In LCC terms, what (content) is said is most important, whereas in HCC terms, how the message is conveyed is often more critical.

Research [1] is relevant to the data found during the investigation of this thesis, where all sources at Sekolah Nusa Alam stated that the way Kepala Sekolah at the Sekolah Nusa Alam communicated prioritised context by not directly conveying the main points of the conversation. At the same time, the Principal tended to speak straight to the end. The author [2] also expressed the same. He states that in the theory of cross-cultural contexts, messages conveyed in high-context communication cultures are most of the messages are information that is placed in a physical context or internalised within a person. Asian culture usually prefers communication with high-context value messages. Establishing the implied meaning of the message is the responsibility of the interlocutor. Members of this cultural group are accustomed to implicit messages and do not directly convey the intended content of the conversation.

In contrast, continued the author [2], the message conveyed in communication with low context communication cultures, "the mass of information is in an explicit code". Members of this cultural group are used to directing and conveying messages directly. Western culture usually prefers low-context value messages, and information is told mainly through the direct words of the intended message. Meanwhile, authors [3] state that the role of cross-cultural leaders is to unite diverse ideas into a strong unit. This re-

quires leaders to understand different cultural dimensions. Cultural differences should primarily be seen as differences in shared values. Therefore, cross-cultural managers need to seek an in-depth understanding of cross-cultural environmental challenges, which will help blend different leadership styles.

Based on the research results conducted in Sekolah Nusa Alam, communication problems arise due to differences in different cultural backgrounds. Kepala Sekolah, an Indonesian, tends to use a communication model with high contextual value, where the essence of the communication is not conveyed directly but must use context. In the end, the interlocutor must be able to guess the meaning of the context. This communication model aims to express something implicitly, which means avoiding conflict. Communication is more implicit, has nonverbal cues, and hopes that the other person can understand what is implied.

This contradicts the communication model owned by a Principal at Sekolah Nusa Alam, an expatriate who is certainly thick with Western culture. Principal's communication model prioritises conveying the essence of the conversation directly without using context, which means that what is said is what is meant literally. That is, it has an explicit communication culture, has a clear message directly, and there is no room for interpreting what is implied. Both are very visible in the research conducted at Sekolah Nusa Alam. From the research results at Sekolah Nusa Alam, Kepala Sekolah tends to communicate with high contextual values. At the same time, the Principal tends to speak directly on the issues presented.

This is the trigger why there is a restriction or even a reluctance to communicate between the two leaders so that there is less smooth communication between the two, which then gradually becomes a common practice, and finally, whether consciously or not, it has an impact on the workspace arrangement between the two. The workspace between Kepala Sekolah and the Principal is divided, so they cannot see each other. From the results of this research and the theory described above, it can be concluded that cultural background can cause 'the tragedy of the commons' between a Principal and Kepala Sekolah at Sekolah Nusa Alam. This arises due to differences in the communication culture between the two leaders and with the added factor of protracted

neglect so that reluctance to communicate is considered a standard practice that leads to 'the tragedy of the commons'.

**Leadership Model.** A leader in an educational institution has an essential role in directing his subordinates, including in SPK-based schools such as Sekolah Nusa Alam. Leaders become central figures in achieving the school's vision and mission goals. For this reason, a leader figure who can manage, guide and direct his subordinates is needed, in this case, the teachers at Sekolah Nusa Alam.

The leaders should be optimistic and self-confident people with a vision and mission that supports an educational institution's direction and goals, can provide ideas, collaborate, and set examples of good communication, especially in the dual leadership model adopted by SPK-based schools such as Sekolah Nusa Alam. The leadership model is a determining factor for success in the direction and goals of educational institutions because the leadership model is an important determinant and also an example for subordinates in terms of organisation and communication.

This research examines the quality and cooperation in the dualism leadership model at Sekolah Nusa Alam between the Principal and Kepala Sekolah and whether the two leadership models cause 'the tragedy of the commons'. In practice, based on the results of the research conducted at Sekolah Nusa Alam, there are problems that the two leaders often face. The most frequent problems are communication problems and unclear leadership models between the school Principal and Kepala Sekolah, which need to be clarified for the teachers working at the school.

The author [4] states that the leadership model related to education deals with school operations and educational organisations in general. This leadership model is a system of consciously coordinated activities or forces carried out by two or more people who communicate to achieve one or more specific common goals, which in this case are the vision and mission of the school. The author [4] also stated that the leadership model in education can help the education system itself run, supported by the proper school climate and the suitable leadership model. The same thing was expressed by [5]. According to them, a leader can encourage his subordinates to act for specific goals through the motivations of desires, aspirations and hopes. A leader's success lies in how

the leader sees and works on his values and motivations. Authors argue that the leadership model must be able to create reciprocal relationships that influence each other and create leaders as agents of change who can develop innovations or sustainable developments. Researcher [6] argues that the quality of leadership is to make changes in an organisation. It can be said that leaders make changes by analysing the needs of an organisation to achieve its vision and mission and are capable and skilled in making decisions related to school progress.

The research results at Sekolah Nusa Alam concluded that the leadership model between the Principal and Kepala Sekolah at Sekolah Nusa Alam can lead to 'the tragedy of the commons'. From the results of observations, the researcher rarely or even does not find leadership models shown by both of them. From the results of observations and interviews, both of the leaders have different leadership models. For example, the Principal does not have a transactional leadership model. This is evidenced by many teachers not uploading their lesson plans to the folder provided, and there is no follow-up. This raises several questions for teachers who regularly upload lesson plans as requested by the leadership. The punishment and reward system are also not shown by allowing this practice to occur.

The interviews also found no reflection of the transformational leadership model in the dualism leadership system at Sekolah Nusa Alam. This is evident from the interviews where several teachers compared the current dualism leadership model with the previous one. Some teachers said the previous Principal's leadership model was better than the current one. The current Principal of the school puts forward a leadership model with a personal approach rather than a professional approach which is considered a weakness and an ineffective approach by some teachers.

The interview results also found that the Principal as a leader tends to be indifferent, where this leadership model is more selfish than his subordinates or an Institution he leads. This can be seen by the passive nature shown by the Principal, who is more often in the workspace than visiting the class or communicating with the teacher on various occasions.

This difference in leadership models makes the two leaders often need to learn what each other is doing. Some teachers said that the obstruction

or confusion in communication between the two triggered the problem of the leadership model at Sekolah Nusa Alam. Another thing that triggers the pain of this leadership model is that both of them feel that they have carried out their respective duties with a different leadership model without disturbing each other's 'comfort zone'.

This proves that the current dualism leadership model is not successful enough to make changes or transformations that are better than the previous dualism leadership model and, at the same time, concludes that by carrying out the practices mentioned above in an extended period, it can be proven that the leadership model can lead to 'the tragedy of the commons' between a Principal and Kepala Sekolah at Sekolah Nusa Alam.

**Organisational Behavior.** Organisational behaviour in an educational institution is needed regarding interactions between individuals. An effective organisational behaviour strategy can assist a leader in motivating his employees to work well. Achieving collective goals will be more straightforward when everyone has the same mindset in the same work atmosphere.

The need and importance of organisational behaviour arise when there is a need to improve work performance and achieve optimal results, and Sekolah Nusa Alam is no exception. The role of the leader in guiding staff to success by motivating and inspiring is vital for their subordinates to do their best. A leader must understand why people behave the way they do in the organisation by first appreciating individuals' complex nature and, secondly, by identifying the causes and effects of individual behaviour. Individual, collective behaviour in an educational institution can create an atmosphere that significantly affects teacher performance, good or bad.

Authors [7] state that the term organisational environment can be assumed as individual happiness in doing work. This is, of course, closely related to the organisational behaviour of an educational institution leader in managing his subordinates. If organisational behaviour is positive, then the reactions obtained from assistants will also be positive. Meanwhile, author [8] states that organisational behaviour will be known if one observes a person's behaviour in an organisation based on a social cognitive approach as the theoretical basis for the corporate behaviour model used. He added that this knowledge of organisational behaviour would assist a leader in planning human resource needs and acting on

organisational behaviour in essential decision-making processes that determine the direction of school development and align with the school's vision and mission.

Based on the research results conducted at Sekolah Nusa Alam, there appear to be differences in organisational behaviour between the Principal and Kepala Sekolah. From the observations, this is considered sufficient as long as the Principal and Kepala Sekolah have carried out their duties according to their respective responsibilities. This can also be seen from the layout model of the two workspaces where barriers block each other's view so that communication cannot be carried out properly or, indeed, avoid communicating.

From the results of interviews with teachers at Sekolah Nusa Alam, it was found that they found confusion about organisational behaviour between the two leaders. The Principal and Kepala Sekolah seem to have their agendas and don't know each other's, or it seems like they don't want to know the plans of their co-workers. Some interview results stated that problems brought to Kepala Sekolah rarely reach the Principal, or even the Principal doesn't know about it. Communication and information channels also confuse teachers, where teachers find two different pieces of information conveyed by the two leaders.

From the results of the interviews, it was also known that the Principal and Kepala Sekolah also rarely visited classes to observe learning practices and were more often in their rooms. This gives the impression to the teachers that if, during the daily learning process, there are no problems, then neither the Principal nor Kepala Sekolah needs to leave their room. One of the teachers interviewed even said that the current organisational behaviour is unhealthy because the current practice is more on different individual performances carried out by the two leaders without any communication.

Kepala Sekolah tends to choose a personal approach which is considered less professional, while the Principal is more passive and only waits for reports to come to his office. Some teachers stated that there needed to be more communication with teachers, thus creating confusion for the teachers working at the school about the information provided. The research also found no cognitive or behavioristic professional approach taken by the Principal and

Kepala Sekolah to the teachers at Sekolah Nusa Alam. This is coupled with a lack of communication or even a reluctance to communicate between the two leaders due to differences in organisational behaviour.

From the evidence in the research described above, it can be concluded that organisational behaviour can lead to 'the tragedy of the commons between the Principal and Kepala Sekolah at Sekolah Nusa Alam. This happens because practices described above are allowed to drag on and are considered normal over time. This gradually makes the Principal and Kepala Sekolah appear to be walking separately without any or rarely communicating to maintain each other's 'comfort zone', giving rise to 'the tragedy of the commons' between the two leaders.

**Leadership Cooperation.** The collaborative process between individuals emphasises essential social and communication skills, such as listening and speaking. When working together, individuals must learn to listen to their leader and colleagues to perform their respective roles. In addition, the collaborative process teaches individuals how to listen and talk to one another to function as a cohesive unit. The collaborative process trains individuals to express their ideas and opinions respectfully and confidently within a group or organisation. An individual needs to realise that speaking is all about understanding how to communicate with others. The way an individual speaks to the other person shows understanding and respect towards the other person.

The collaborative process also demonstrates that an individual's voice is respected and valued. This can help build self-confidence while encouraging further participation in activities within the organisation or group. This collaboration process eventually forms a self-sustaining cycle where participation in collaboration teaches an individual to become a communicator, which then helps that person feel valued and respected. As a result, even the most introverted and reserved team members can become active participants and learn to enjoy team activities when this collaborative process is done well.

Authors [9] state that cooperation is a grouping process between living things or individuals we know. Collaboration is a group process that supports and relies on each other among its members to achieve results that can be mutually agreed upon or reach a consensus. Then according to [10], cooperation is an activity carried out



in groups to complete or discuss a task that is carried out together where there is interaction between group members in achieving the goals of the group.

From the results of research conducted at Sekolah Nusa Alam, it can be concluded that there is no harmonious collaboration between the Principal and Kepala Sekolah. The observations found that the workspace of the Principal and Kepala Sekolah was limited by a solid barrier that prevented them from seeing or communicating with each other. Another thing can be seen from the observation results when carrying out an activity. Suppose an action is national such as a flag ceremony. In that case, the Principal does not know the schedule for the training and is often confused with assembly activities.

The results of these observations were supported by document inspection, where the documents in the Sekolah Nusa Alam folder seemed to be mapped between the Principal and Kepala Sekolah documents. Documents such as school administration and weekly activity schedules are made by Kepala Sekolah and documents regarding school policies are made by the Principal. This can be seen when the teachers want to ask questions regarding the paper, and then each of the two leaders will assign responsibility to who made the document. From this, there is an impression of indifference or reluctance to communicate about the papers being created, and only shifts the burden to the document maker if there are questions.

The results of interviews with several teachers also supported the results of the observation and the examination of documents. Some teachers stated that there needed to be more clarity about where to ask questions if an activity was being carried out. Some teachers also wondered whether problems brought to Kepala Sekolah or the Principal would be conveyed to other leaders. Several teachers who were interviewed mentioned that they were often thrown at other leaders when the matter being asked was not the responsibility of the leader being asked.

Several other teachers stated that if they asked one leader and there was no follow-up, they would ask another leader, and they found that the other leader did not know about the problem. The absence of communication and the process of cooperation between the Principal and Kepala Sekolah was allowed to drag on. In the end, teachers were reluctant and needed clarification

to ask questions about school activities and activities.

From the results of the research above, it can be concluded that the collaborative process of the Principal and Kepala Sekolah at Sekolah Nusa Alam in carrying out managerial procedures can lead to 'the tragedy of the commons' if this occurs over a protracted period, resulting in a reluctance to communicate and cooperate between the two leaders.

## CONCLUSIONS

SPK schools are a form of education in Indonesia established by the government of the Republic of Indonesia through the Minister's Decree No 31 of 2014. SPK uses a leadership dualism system. Two leaders at the managerial level in SPK-based schools are called Principals, a Principal from other countries and Kepala Sekolah, a Principal from Indonesia.

Cultural background, leadership model and organisational behaviour are essential in this leadership dualism system. But unfortunately, if these factors are not going well, coupled with a lousy communication system, it will lead to 'the tragedy of the commons' between the Principal and Kepala Sekolah. The results of the research on the factors above show that 'the tragedy of the commons' does occur between the Principal and Kepala Sekolah. From the results of the research, the researcher can provide the following conclusions:

Regarding the cultural background factor, Principals with an Eastern culture tend to take a High Context Communication approach. In contrast, Principals with a Western culture tend to take a Low Context Communication approach. These differences trigger reluctance to communicate to avoid misunderstandings between the two leaders. This practice was also allowed to run for quite a long time and dragged on, causing 'the tragedy of the commons' to arise between the Principal and Kepala Sekolah at Sekolah Nusa Alam.

The absence of a transparent leadership model between the Principal and Kepala Sekolah at Sekolah Nusa Alam is also the reason for the creation of 'the tragedy of the commons'. The personal approach model owned by Kepala Sekolah is considered a weakness by some teachers because it is considered ineffective in setting an ex-

ample as a leader, and the passive leadership model that tends to show as an indifferent leader model applied by the Principal is the main trigger for 'the tragedy of the commons'. These two leadership models have resulted in the performance of the Principal and Kepala Sekolah, who run separately, which impacts the teachers' performance at Sekolah Nusa Alam.

The organisational behaviour between the Principal and Kepala Sekolah at Sekolah Nusa Alam also reflects the occurrence of 'the tragedy of the commons'. The Principal and Kepala Sekolah seem to have their agendas and don't know each other's agendas, or they don't want to know the plans of their co-workers. Physically, whether consciously or not, this can also be seen in the workspace layout between the two, where barriers block each other's view so that communication cannot be carried out properly or, indeed, avoid communicating. As long as they have carried out their obligations, there is a tendency for

the two of them to prevent collaboration or communication and remain in each other's 'comfort zone'. These practices are then allowed to occur long enough to give rise to 'the tragedy of the commons'.

From the results of the conclusions above, the researcher can conclude that there is no visible harmonious collaboration between the Principal and Kepala Sekolah at Sekolah Nusa Alam, and indeed the cultural background, leadership model and organisational behaviour can become 'the tragedy of the commons' between the two leaders. This happens because there is a clear understanding of communication, the application of leadership models and different organisational behaviours that are allowed to drag on between the two, giving rise to 'the tragedy of the commons'.

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