The Management of Dualism Leadership in Sekolah Nusa Alam, an SPK (Cooperation Education Unit)-based school in Lombok.

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Abstract: *The aim of this research is limited to a number of factors that might be the cause of 'the tragedy of the commons' between a Principal and a Kepala Sekolah. These factors are (1) cultural background, (2) differences in leadership models, (3) differences in organizational behavior, and (4) how a Principal and a Kepala Sekolah in Sekolah Nusa Alam can work together in conducting managerial processes at school which is based on dualism of leadership without causing 'the tragedy of the commons'. The research method was conducted using a qualitative method with a single case study research design, where the research was only conducted in one location, which is in Sekolah Nusa Alam in Lombok. Data research techniques and procedures were conducted using the triangulation method, which are the unobstructive observation, semi-structured interviews, and data checking processes. Interviews were conducted to 6 people using purposive sampling method. The data analysis procedure was carried out by collecting the data, reducing the data, presenting the data, and concluding the data. Data trustworthiness phase was conducted by taking the credibility, transferability, reliability, and the confirmability of the data. The research showed that indeed the cultural background, leadership model and organizational behavior can become the trigger of 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 there is a misunderstanding in terms of communication, the application of leadership models and different organizational behaviors that lead to the misunderstanding in the collaboration between the two that trigger 'the tragedy of the commons'.*

Key Words: *Leadership, Dualism, Culture, Organization, Communication*

INTRODUCTION

An SPK (Cooperation Education Unit)-based schools are a form of education in Indonesia established by the government of the Republic of Indonesia through the Minister's Decree number 31 of 2014. SPK is an educational institution that collaborates with an accredited or recognized foreign educational institution (LPA) in the country with educational institutions in Indonesia, both formal and informal, in accordance with 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, there are two SPK-based schools collaborating with these two foreign institutions, they are Sekolah Nusa Alam in Mataram which collaborates with the Cambridge Assessment International Education, and Sekolah Buin Batu in West Sumbawa Regency which collaborates with the International Baccalaureate Organization (IBO).

In the formal education sector, SPK can be implemented in all primary and secondary education such as PAUD, elementary, secondary and senior education. Many schools have adapted a tiered foreign curriculum so as 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 determination of the curriculum and other educational policies in SPK-based schools is determined by the managerial side. In the managerial system in SPK-based schools, the management system uses a dualism leadership system. The dualism of leadership means that SPK-based schools have two leaders at the managerial level. Two

leaders at the managerial level in SPK-based schools are referred to as 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 is used to refer to the expatriate principal who handles the running of the learning and administration system in an SPK-based school, while the term *Kepala Sekolah* is used to refer to the local leader in running the managerial tasks in an SPK-based school that relates to the national education system. The two types of leadership are then assisted by a coordinator at each level of education, which are the coordinator for SD, SMP and SMA. These positions are then referred to as The School Leadership Team (SLT) or The School Managerial Team (SMT), which is a group of people who are responsible for the running of 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 is responsible for ensuring the smooth running of the learning process in collaboration with LPA from other countries, both in terms of 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 3 compulsory subjects in SPK-based schools, synchronizing the curriculum of Foreign Educational Institutions (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 as The School Leadership Team (SLT) and every decision made will go through the process of The SLT Meeting, or a school Management team meeting, but in reality, a principal has a stronger portion of influence so that the principal is often the sole decision maker. From the the researcher's prior observation, *Kepaqla Sekolah* usually does not have a "voice" in terms of decision-making during The SLT Meeting, especially if the opinion of *Kepala Sekolah* is related to the policy of establishing a foreign curriculum, or if it is contrary to the opinion of a principal. Conversely, a principal always has the impression of "giving full authority" to *Kepala Sekolah* for matters related to national administration. The involvement of a principal in matters of "national affairs" is minimal or non-existent and only demands good results from *Kepala Sekolah*.

Based on the problems above, *Kepala Sekolah* should have an important role in managerial matters and in making decisions regarding the direction, vision and mission of the school 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 are factors that can be a motivator in achieving the vision and mission of an institution, including in educational institutions. One example of the model of leadership and the quality of a leader is the discretion and the skill in decision making.

However, unfortunately, from the observations of the 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 just follow the "game" because reluctant to argue and prefer to be passive, especially in terms of the decision-making process. This unknowingly practice continues to occur, giving rise to 'unintentional competition' or 'the tragedy of the commons' between a Principal and *Kepala Sekolah*.

From the the researcher's observations, there are several factors that might be the cause of 'the tragedy of the commons' between a Principal and *Kepala Sekolah*, they are the factors of cultural background, different leadership models, and different organizational behavior between a Principal and *Kepala Sekolah*. There are two communication models that make the difference between a principal and *kepala sekolah*. The two communication models are the High Context and Low Context Communication. A Principal who comes from the culture and leadership model of western

countries, has a culture and leadership model with low contextual value or Low Context Communication. This means that the culture and leadership models in western countries put forward *"what I say is what I mean"*, which means having an explicit communication culture, having a clear message literally, and 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 the culture and leadership model in eastern countries prioritize a culture of read 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 counterpart 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 that are the author has been observed. To what extent can a Principal and *kepala sekolah* cooperate with each other in carrying out managerial processes in schools based on 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 organizational behavior 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 focus of the research in this thesis is on the management system of the dualism of leadership in Sekolah Nusa Alam, which is 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 policies and decisions related to schools. The research focus is limited to a number of factors that may be the cause of 'the tragedy of the commons' between a Principal and *kepala sekolah*. The factors are (1) cultural background, (2) differences in leadership models, (3) differences in organizational behavior, and (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 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 a period of approximately 4 (four) months, with details of 2 months for the licensing process and data collection process, and 2 months for the data processing process which includes presentation in the form of a thesis and thesis guidance process. The reason the the researcher chose Sekolah Nusa Alam in Mataram as the research location was 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. The selection of Sekolah Nusa Alam was because the school was a school with an SPK-based school background, where SPK-based schools had a dual system of leadership in their managerial system. Sekolah Nusa Alam is led by a principal and *kepala sekolah*, and collaborates in the decision-making process for the creation of 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 organizational behavior, 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 that must be carried out is to ask for permission and prior approval from the subject to be studied. 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 object of research, 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 in the form of observation was carried out by observing the managerial processes that occurred in Sekolah Nusa Alam, including in terms of decision making. Observations were carried out using the unobstructive method by observing the process of meetings that took place in Sekolah Nusa Alam, such as managerial meetings, meetings 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 properly translated by the teachers working in Sekolah Nusa Alam, including the implications of decision-making on teacher performance in Sekolah Nusa Alam.

Data collection was carried out by collecting all the results of observations, interviews, and document inspection. The data obtained is then sorted and analyzed according to the research focus of this thesis. The data analysis procedure was carried out by grouping the research results into the components studied based on predetermined categories, namely categories arranged based on the theory used in the study of literature in chapter II.

RESULT AND DISCUSSION

Cultural Background

The leadership dualism model is a managerial system model that is commonly found in Cooperation Education Unit (SPK)-based schools in Indonesia, and Sekolah Nusa Alam is no exception. This managerial system adheres to the dualism of leaders who work together in running an educational institution. In SPK-based schools, managerial leadership is headed by *kepala sekolah*, who is an Indonesian, and the Principal, who is 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, both 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 are often faced by the two leaders. The problem that most often arises is a communication problem between the two caused by cultural background.

Nam (2015), in his journal *High Context and Low Context Communication*, states that the way each individual communicates with one another 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 conveying messages. In this cultural context, it is the speaker's responsibility to convey 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. K*epala sekolah* are more inclined to approach high-context communication, while Principals prioritize low-context communication models. Whereas in other cultures, including many cultures in Asia, Africa, Latin America, and the Middle East, messages are conveyed in more indirect and nonverbal ways. Key information is conveyed through context and it is the responsibility of the listener to understand the meaning by trying to catch between the lines.

The findings in this thesis research also reveal a similar thing where the *kepala*

sekolah at Sekolah Nusa Alam, who has an eastern culture, prioritizes communication using context, while the Principal who have a western culture are more inclined to communicate with a low context. According to Nam, 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. Whereas in HCC terms, intent or meaning 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 important.

Nam's research is relevant to the data found during the research of this thesis, where all sources at Sekolah Nusa Alam stated that the way *kepala sekolah* at the Sekolah Nusa Alam communicated prioritized context by not directly conveying the main points of the conversation while the Principal tended to speak straight to the point. The same thing was also expressed by Broeder, (2021), in his journal, *Informed Communication in High Context and Low Context Cultures*. The journal states that in the theory of cross-cultural contexts, messages conveyed in communication with high context communication (HCC) cultures are "most of the messages are information that is placed in a physical context or internalized 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 Broeder, the message conveyed in communication with low context communication (LCC) 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 conveyed mostly through the direct words of the intended message. Meanwhile, according to Rahul and Ganesan (2015), in their journal *Leadership in Cross Cultural Environment – A Comparison of Asian and Non-Asian Managers*, states that the role of cross-cultural

leaders is to unite diverse ideas into a strong unit. This requires leaders to understand different cultural dimensions. Cultural differences should primarily be seen as differences in shared values. Therefore, it is very important for cross-cultural managers to seek in-depth understanding of cross-cultural environmental challenges, which in turn will help in blending different leadership styles.

Based on the results of the research conducted in Sekolah Nusa Alam, communication problems arise due to differences in different cultural backgrounds. *Kepala sekolah*, who is 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 and in the end the interlocutor is required to be able to guess the meaning of the context. This communication model has the meaning of expressing 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 is very contrary to the communication model owned by a Principal at Sekolah Nusa Alam, who is an expatriate, which is certainly thick with western culture. Principal's communication model prioritizes conveying the essence of the conversation directly without using context, which means that what is said is what is meant literally, that is, has an explicit communication culture, has a clear message literally, and there is no room for interpreting what is implied. Both of these are very visible in the research conducted at Sekolah Nusa Alam. From the results of the research at Sekolah Nusa Alam, it appears that *kepala sekolah* has a tendency to communicate with high contextual values, while the principal tends to communicate 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 work space between *kepala sekolah* and the Principal is divided so they cannot see each other. From the results of this research and from the theory described above, it can be

concluded that indeed 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 culture of communication between the two leaders and with the added factor of protracted neglect so that the practice of reluctance to communicate is considered a normal practice that leads to 'the tragedy of the commons'.

Leadership Model

A leader in an educational institution has an important role in directing his subordinates, including in SPK-based schools such as Sekolah Nusa Alam. Leaders become central figures in achieving the goals of the school's vision and mission. 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 a positive and self-confident person who has a vision and mission that supports the direction and goals of an educational institution, has the ability to 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 organization and communication.

One focus of this research is to examine 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 are the cause of 'the tragedy of the commons'. In practice, based on the results of the research conducted at Sekolah Nusa Alam, there are problems that are often faced by the two leaders. The most frequent problems are communication problems and unclear leadership models between the school principal and *kepala sekolah* which causes confusion for the teachers working at the school.

Fotini (2022) in his journal *The Leadership Models in Education*, states that the leadership model related to the world of education deals with school operations and educational organizations in general. This leadership model is a form of 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. Fontini also stated that the leadership model in education can help the education system itself run, supported by the right school climate and the right leadership model. The same thing was also expressed by Burns (1978) in Marzano, Walters, McNulty (2005), in his book *School Leadership That Works, From Research to Results*.

According to Burns, a leader is someone who is able to encourage his subordinates to act for certain goals that are in accordance with the motivations of desires, aspirations and hopes. The success of a leader lies in the way the leader sees and acts on the values and motivations he has. Burns then argues that the leadership model must be able to create reciprocal relationships that influence each other, be able to create leaders as agents of change who are able to create innovations or sustainable developments. Sosik and Dione (1997) in Marzano, Walters, McNulty (2005) in the same book, argue that the quality of leadership is to make changes in an organization. It can be said that leaders make changes by analyzing the needs of an organization to achieve its vision and mission and are capable and skilled in making decisions related to school progress.

From the results of research conducted at Sekolah Nusa Alam, the researcher 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 the fact that there are still a number of teachers who do not upload their lesson plans to the folder provided and there is no follow-up on them. 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 continuing to allow this practice to take place.

From the results of the interviews, it was also found that there was no reflection of the transformational leadership model in the dualism leadership system at Sekolah Nusa Alam. This is the evident from the results of interviews where several teachers compared the current dualism leadership model with the previous dualism leadership model. Some teachers said that 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.

From the interview results it was also found that the Principal as a leader has a tendency to be an indifferent leader, 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 work space than visiting the class or communicating with the teacher on various occasions.

This difference in leadership models makes the two leaders often do not know what each other is doing. Some teachers said that the factor of obstruction or confusion in terms of communication between the two was a trigger for the problem of the leadership model at Sekolah Nusa Alam. Another thing that triggers the problem of this leadership model is because both of them feel that they have carried out their respective duties with a different leadership model without having to disturb 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 a long period of time, 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.

Organizational Behavior

Organizational behavior in an educational institution is needed in terms of interacting between individuals. An effective organizational behavior strategy can assist a leader in motivating his employees to work well. Achieving collective goals will be easier and simpler when everyone has the same mindset in the same work atmosphere.

The need and importance of organizational behavior arises 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 very vital for their subordinates to do their best. A leader must understand why people behave the way they do in the organization, by firstly appreciating the complex nature of individuals, and secondly, by being able to identify the causes and effects of individual behavior. Individual collective behavior in an educational institution can create an atmosphere that greatly affects teacher performance, good or bad.

Choudhury and Barman (2014), in a journal *Organizational Environment, Culture, and Subjective Well-being*, state that the term organizational environment can be assumed as individual happiness in doing work. This is of course closely related to the organizational behavior of an educational institution leader in managing his subordinates. If organizational behavior is shown to be positive, then the reactions obtained from subordinates will also be positive. Meanwhile Luthans (2011) *Organizational Behavior, An Evidence-Based Approach*, states that organizational behavior will be known if one observes the behavior of a person in an organization based on a social cognitive approach as the theoretical basis for the organizational behavior model used.

Luthans further added that this knowledge of organizational behavior will be able to assist a leader in planning human resource needs and acting on organizational behavior in important decision-making processes that determine the direction of school development and which are in line with the school's vision and mission.

Based on the results of the research conducted at Sekolah Nusa Alam, it appears that there are indeed differences in organizational behavior between the Principal and *kepala sekolah*. From the results of the observations, it appears that as long as the Principal and *kepala sekolah* have carried out their duties according to their respective responsibilities, then this is considered sufficient. This can also be seen from the layout

model of the two workspaces where there are barriers that block each other's view so that communication cannot be carried out properly or indeed avoid communicating with one another.

From the results of interviews with teachers at Sekolah Nusa Alam, it was found that they found confusion about organizational behavior between the two leaders. The Principal and *kepala sekolah* seem to have their own agendas and don't know each others', or seem like they don't want to know the agendas of their co-workers. Some of the 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 create confusion for 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* need to leave their room. One of the teachers interviewed even said that the current organizational behavior is unhealthy because the current practice is more on different individual performance 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. In fact, some teachers stated that there was no or rarely any communication with teachers, thus creating confusion for the teachers working at the school about the information provided. From the research it was also found that there was no cognitive or behavioristic professional approach taken by both 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 organizational behavior.

From the evidence found in the research as described above, it can be concluded that indeed organizational behavior can lead to 'the tragedy of the commons' between the Principal and *kepala sekolah* at Sekolah Nusa Alam. This happens because practices as described above are allowed to drag on and over time are considered normal practices. This gradually makes the Principal and *kepala sekolah* appear to be walking separately without any or rarely communicating in order 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 emphasizes important social and communication skills, such as active listening and speaking effectively. When working together, an individual is required to learn how to listen to the leader and their colleagues to carry out 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 be able to express their ideas and opinions with respect and confidence effectively within a group or organization. It is important for an individual to realize that speaking is all about understanding how to communicate with the other person. The way an individual speaks to the other person shows the level of 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 a person's self-confidence, while encouraging further participation in activities within the organization 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.

According to Thomas and Johnson (2014) in their book *Contextual Teaching Learning*, states that cooperation is a grouping process that occurs 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 Clistrap (2008) in his book

Human Resource Management, states that cooperation is an activity carried out in groups to complete or discuss about 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*. From the results of the observations, it was found that the workspace of the Principal and *kepala sekolah* was limited by a solid barrier that prevented the two of them from being able to see or communicate with each other. Another thing that can be seen from the results of the observation when carrying out an activity. If an activity is national in nature such as a flag ceremony, it seems that the principal does not know the schedule for the activity and is often confused with assembly activities.

The results of these observations were supported by the results of document inspection where the documents in 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 document, then each of the two leaders will assign responsibility to who made the document. From this it can be seen that there is an impression of indifference or reluctance to communicate about the documents being made and only shifts responsibility to the document maker if there are questions.

The results of the observation and the examination of documents were also supported by the results of interviews with several teachers. Some teachers stated that there was confusion about where to ask questions if there was an activity being carried out. Some teachers also wondered whether problems brought to *kepala sekolah* or 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 so that in the end there was reluctance and confusion for teachers 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 processes can lead to 'the tragedy of the commons' if this occurs over a long and protracted period of time, resulting in a reluctance to communicate and cooperate between the two leaders.

CONCLUSIONS

SPK schools are a form of education in Indonesia that have been established by the government of the Republic of Indonesia through the Minister's Decree number 31 of 2014. SPK uses a leadership dualism system. Two leaders at the managerial level in SPK-based schools are referred to as Principals, who is a principal from other countries, and *kepala sekolah*, who is a principal from Indonesia.

Cultural background, leadership model and organizational behavior play a very important role in this leadership dualism system. But unfortunately, if these factors are not going well, coupled with a bad 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:

1. Regarding the cultural background factor, Principals who have an eastern culture tend to take a High Context Communication approach, while Principals who have 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.

2. The absence of a clear 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 example 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 has an impact on the performance of the teachers at Sekolah Nusa Alam.

3. The organizational behavior 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 own agendas and don't know each other's agenda, or seem like they don't want to know the agendas of their co-workers. Physically, whether consciously or not, this can also be seen in the layout of the work space between the two where there are barriers that block each other's view so that communication cannot be carried out properly or indeed avoid communicating with one another. As long as they have carried out their obligations, there is a tendency for the two of them to avoid 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 organizational behavior can become 'the tragedy of the commons' between the two leaders. This happens because there is no or there is a misunderstanding in terms of communication, the application of leadership models and different organizational behaviors that are allowed to drag on between the two, giving rise to 'the tragedy of the commons'.

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