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## Leadership Model in Influencing the Performance of Rural Government Officials

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### ABSTRACT

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*The village as a community unit protected by law has territorial boundaries with the authority and power to regulate and manage government affairs in the village environment, the interests and needs of the local community based on community initiative and deliberation, rights of origin, as well as recognized customary or traditional rights. and respected in the government system of the Republic of Indonesia. As a village area whose jurisdiction is recognized, it has the authority to regulate and manage the interests of the local community, based on local origins and traditional customs, which are recognized or formed in the National government system in the districts of each province. However, villages with various resources and potential have leadership problems where leadership factors, especially in villages, are able to influence and maximize community participation in village development. The leadership model that can be implemented and used by a leader in leading his citizens and in increasing village community participation in development will influence the intensity of community participation that will be given to development in his village. The village head is a political position that must go through a legitimized election stage in general elections at the village level. PERMENDAGRI No. 72 of 2020 concerning the Second Amendment to Minister of Home Affairs Regulation Number 112 of 2014 concerning Election of Village Heads states that the village head is a village official elected by the village community with a term of office of 6 years. The method used in this activity uses a Participatory Action Research (PAR) approach with a focus on Action Learning (8). Action Learning or AL in the realm of PAR is understood as the delivery of core material in activities through direct practice.*

**Keywords:** Headman, Leadership, Leadership in the village, Leadership Training

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### ABSTRAK

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Desa sebagai satu kesatuan masyarakat yang dilindungi hukum memiliki batas wilayah dengan kewenangan dan kekuasaan untuk mengatur dan mengurus urusan pemerintahan yang ada di wilayah lingkungannya, kepentingan serta kebutuhan masyarakat setempat berdasarkan inisiatif dan musyawarah masyarakat, hak asal usul, serta hak adat atau tradisional yang diakui dan dihormati dalam sistem pemerintahan Republik Indonesia. Sebagai wilayah desa yang diakui yuridiksinya memiliki kewenangan untuk mengatur dan mengurus kepentingan masyarakat setempat, berdasarkan asal-usul dan adat istiadat tradisional setempat, yang diakui atau dibentuk dalam sistem pemerintahan Nasional yang berada di kabupaten setiap provinsi. namun, desa dengan berbagai sumberdaya dan potensinya memiliki masalah kepemimpinan dimana faktor kepemimpinan khususnya di desa mampu mempengaruhi serta

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memaksimalkan partisipasi masyarakat dalam pembangunan desa. Model kepemimpinan yang bisa diterapkan dan digunakan oleh seorang pemimpin di dalam memimpin warganya maupun di dalam meningkatkan partisipasi masyarakat desa terhadap pembangunan akan mempengaruhi intensitas partisipasi masyarakat yang akan diberikan terhadap pembangunan di desanya. Kepala desa merupakan jabatan politik harus melalui tahap pemilihan terlegitimasi dalam pemilihan umum di tingkat desa. PERMENDAGRI No. 72 Tahun 2020 tentang Perubahan Kedua atas Peraturan Menteri Dalam Negeri Nomor 112 Tahun 2014 tentang Pemilihan Kepala Desa menyebutkan bahwa kepala desa merupakan pejabat desa yang dipilih oleh masyarakat desa dengan masa jabatan 6 tahun. Metode yang digunakan dalam kegiatan ini menggunakan pendekatan Participatory Action Research (PAR) dengan fokus pada Action Learning (8). Action Learning atau AL dalam ranah PAR difahami sebagai penyampaian materi inti dalam kegiatan melalui praktek secara langsung.

**Kata Kunci:** Kepala Desa, Kepemimpinan, Kepemimpinan di desa, Pelatihan Kepemimpinan.

## **Introduction**

Villages under the district as the smallest government unit in a country are not only symbols of the region but are also one of the main drivers of development and also producers of human resources who have traditional moral values. Based on Undang-Undang Nomor 6 Tahun 2014 (Law Number 6 of 2014), a village is defined as a community unit that is protected by law and has territorial boundaries and the authority to regulate and manage government affairs, and the interests of local residents based on community initiatives, proposed rights and existing traditional customary rights are recognized and respected in the government system of the Republic of Indonesia ([Undang-Undang Nomor 6 Tahun 2014 Tentang Desa, 2014](#)).

Based on Law Number 23 of 2014, villages as areas whose legal territory is recognized have the authority to regulate and manage community interests, based on local origins and customs, which are recognized or formed in the National Government system of the Republic of Indonesia which is domiciled in districts/cities. Regency or city, as stated in the 1945 Constitution of the Republic of Indonesia. The main ideas in governing villages are diversity, democratization, community empowerment, true autonomy and participation. ([Undang-Undang Nomor 23 Tahun 2014 Tentang Pemerintahan Daerah, 2014](#)).

Rural (village) context and leadership factors are factors that influence community participation in village development. The village leadership model used by a local leader in leading his citizens and in seeking community participation and adapted in development programs will positively influence the level of community participation that will be given to development in his village. ([Lamangida et al., 2017, p. 75](#)).

The Village Head as a formal leader in the village as a motivator, facilitator, and mediator is very important in determining the success of each program and development plan that has been planned ([Putri et al., 2022, p. 547](#)). Therefore, this function must be carried out and implemented by a village head in the context of village development and development. Apart from that, the village head is also a government administrator, community administrator, and development administrator who has a very important role in growing, mobilizing, and increasing community participation to participate in village development activities actively ([Putri, 2019](#)). Therefore, a Village Head who is capable,

honest, wise has the knowledge and skills to administer village government, and is equipped with quality village officials.

Ideally, the village head as a catalyst must carry out his duties as a leader in the village office. This can be seen from the way the Village Head provides direction and motivation to his employees and encourages his employees' work enthusiasm to be more optimal in providing services to the community. The leadership quality of the village head must be accompanied by managerial abilities in government administration and increased understanding of the duties and functions of the village head ([Jusriadi et al., 2020](#)).

A village head is a political position, meaning this position is not a bureaucratic and career position but must go through a legitimate election stage in general elections at the village level. PERMENDAGRI No. 72 of 2020 concerning the Second Amendment to the Regulation of the Minister of Home Affairs Number 112 of 2014 concerning the Election of Village Heads states that the village head is a village official who is elected by the village community with a term of office of 6 years ([PERMENDAGRI No. 72 Tahun 2020 Tentang Perubahan Kedua Atas Peraturan Menteri Dalam Negeri Nomor 112 Tahun 2014 Tentang Pemilihan Kepala Desa, 2020](#)).

The prospective village head candidates are generally known to every member of the community who will vote. However, socialization of programs or vision and mission is often not used as a campaign medium or political education. Personal closeness is often used by people to determine their choices ([Fardillah et al., 2018](#)). The element of nepotism is still very much a part of the culture. Likewise, with collusion, good relations in various positions are also often used as an element in determining voting rights ([Prasetyo & Putri, 2018](#)). Likewise, the element of political money is often used as a lure to encourage elections ([Putri, 2015](#)). This will result in candidates having to incur huge costs.

The political position of village head, which has political meaning, is also a stumbling block for elected village heads in carrying out the mechanism for appointing and dismissing village officials. The village head is assisted by several elements consisting of the village secretariat which is held by the village secretary, the regional executive which is held by the hamlet head or other designation, and the regional executive which is held by the head of affairs, section head, or other designation. Becoming a village official is another source of livelihood for village residents who may no longer carry out village community activities that we know in general ([Undang-Undang Nomor 6 Tahun 2014 Tentang Desa, 2014](#)).

These two problems are the basis for thinking that partners need education and assistance not only for community officials but also for activists in village organizations to receive training on leadership practices. It is no secret that the majority of village head positions and village officials are dominated by village activists who are part of the organization in Wonokerto Village. And it is these organizational activists who indirectly become cadres and potential leaders in Wonokerto Village.

As potential leaders and village apparatus cadres, organizational activists are not only required to be able to manage the organization and unite residents' opinions but are also required to have leadership abilities. Leadership ability cannot be interpreted narrowly as the ability to lead, but also to organize, plan, and provide services to village residents.

## **RESEARCH METHODS**

The method used in this research uses a Participatory Action Research (PAR) approach with a focus on Action Learning (Sokhi Huda, 2009, p. 3). Action Learning or AL in the realm of PAR is understood as delivering core material in activities through direct practice (Afrizal, 2014).

Implementation of activities begins with formulating and setting targets to be achieved. The second step is to form a team to carry out the activity. The team formed consisted of lecturers and students as a core team which was then divided based on their respective work focus in implementing activities. The third step is needs analysis in relation to the main tasks and functions related to the role of each team member.

The next or fifth step is stakeholder identification. This stakeholder identification includes anyone involved in implementing the activity. The stakeholders involved are of course village officials including the village head, village officials, village government officials, BPD, and organizations in the village (PKK and Karang Taruna). The sixth step is preparation and licensing, which was carried out by the team in Wonokerto Village, Pasuruan Regency.

The seventh and final step relates to the method used in this activity the Participatory Action Research (PAR) approach with a focus on Action Learning (AL). Action Learning or AL in the realm of PAR is understood as the delivery of core material in activities through direct practice.

## **RESULTS AND DISCUSSION**

### **Leadership and Productivity**

According to Blancard and Hersey in Sugiyono (Sugiyono, 2012, p. 124), "Leadership is the process of influencing individual and group activities to achieve goals in certain situations." Meanwhile, according to Bass and Stogdill (Fardillah et al., 2018), "Leadership is a process of influencing the activities of a group to achieve set goals." Based on the definition according to the experts above, it can be concluded that leadership is a method or ability that a leader has to influence his subordinates to achieve goals.

Definitions of leadership style put forward by experts include: According to Heidjrachman and Husnan, they state that: "Leadership style represents the philosophy, skills, and attitudes of leaders in politics." Leadership style is a pattern of behavior designed to integrate organizational goals with individual goals to achieve certain goals.

Hasibuan states that "Leadership style is the way a leader influences subordinates intending to encourage work passion, job satisfaction, and high employee productivity to achieve maximum company goals." According to this definition, it can be concluded that leadership style is a set of characteristics that a leader uses to influence subordinates so that targets are achieved or leadership style is a pattern of behavior and strategies that a leader likes and often applies.

Performance (job performances or work achievements) is the result of work/work that can be achieved by a person or group of people in an organization/institution, based on their authority and responsibility in each field in the organization/institution, to achieve the goals of the organization concerned. legally, without violating the law, morals, or ethics, and in accordance with applicable formal regulations. Performance theory (Agus Dwiyanto: in the book *Reformasi Birokrasi Publik di Indonesia*) contains performance indicators, they are:

1. Productivity is the main and fundamental characteristic of the personality of individual members of an organization which is seen in the form of moral attitude and contains the meaning of personal desire and effort to always try to improve the quality of life through the work or tasks carried out.
2. Quality of Service, many negative views are formed towards public organizations, this view arises due to public dissatisfaction with the quality and process of services provided by the human resources of public organizations that provide services to the community. Thus, public satisfaction can be a parameter for assessing the performance of public organizations.
3. Responsiveness is an organization's ability to recognize and meet public needs. Responsiveness needs to be included in performance indicators because it directly describes the ability of government institutions to carry out their mission and objectives to provide services to citizens.
4. Responsibility, this characteristic shows whether the implementation of activities or services carried out by public or government institutions is carried out based on appropriate administrative principles or based on institutional policies, either expressed or implied.
5. Public accountability, this characteristic shows how much the policies and activities of public institutions are subject to or obedient to political officials elected by the people. In this context, the concept of public accountability can be adapted to observe the policies and activities of public institutions in line with the wishes of the public. (Prasetyo & Putri, 2018)

According to Hersey, Blanchard, and Johnson quoted by Wibowo (Putri et al., 2022) stated that there are 7 seven performance indicators. Indicators for measuring performance According to Hersey, Blanchard, and Johnson (Putri, 2015) there are seven performance indicators, namely: 1) Goals, 2) Standards, 3) Feedback between goals, 4) Tools or Means, 5) Competence, 6 ) Motive, 7) Opportunity.

### **Leadership Style Typology**

According to Kartono (2011), eight types of leadership styles influence subordinates so that organizational goals are achieved. Firstly, the Charismatic Type, type has extraordinary energy and carrier power to be able to influence other people, so that he has a very large number of followers and bodyguards who can be trusted. Often this type of leader is considered to have supernatural powers or supernatural powers and other powers that people in general do not have. He has inspiration, and courage and believes firmly in his convictions.

Second, the Paternalistic Type, type considers its subordinates to be immature, or like their own children who still need guidance, being overly protective, leaders with the paternalistic type rarely allow subordinates to make decisions, almost or rarely give subordinates opportunity to taking initiative, never allowing subordinates to develop their creativity. Always be omniscient and omnipotent.

Third, the Militaristic Type, type is like the authoritarian type, only the difference is that its external style is modeled after the military style. Meanwhile, militaristic leadership itself has the characteristic of using a command/command system more towards its subordinates, being harsh and very authoritarian, rigid and often lacking in tact, requiring absolute obedience from its subordinates, very fond of formality, ritual ceremonies and signs of greatness which are often excessive. demands strict and rigid discipline from his subordinates, does not want advice, suggestions, suggestions, and criticism from his subordinates, and communication only takes place in one direction.

Fourth Autocratic Type, this type of leadership is based on absolute power and coercion and must be obeyed. Every order and policy taken never involves subordinates. Subordinates or subordinates are rarely given detailed information regarding plans or policies that will be implemented. This type of leader stands far from his members and feels himself exclusive. This leader wants to be kind to his subordinates as long as his subordinates are loyal, loyal, and obedient.

The fifth is laissez-faire type, the characteristic of a laissez-faire leader is that the leader practically does not lead. He lets his group members do what they want. The leader also does not participate at all in the activities of his group or organization. The work is borne and carried out by subordinates without any interference or direction from the leader. A leader is like a symbol and has no technical skills, no authority, and is unable to control his subordinates. Not being able to provide a conducive working atmosphere so that the organization or company he leads becomes chaotic.

The sixth Populistic Type, this type of leadership is about building people's solidarity, for example, Soekarno with his Marxist idealism emphasized the issue of national unity, nationalism, and a cautious attitude towards colonialism oppression, and control by foreign powers. In addition, populist leadership adheres to traditional societal values. There is also a lack of trust in the support, strength, and assistance of foreign debt/foreign debt.

Seventh Administrative or Executive Type, this type is leadership that can carry out administrative tasks effectively. Meanwhile, the leaders consist of technocrats or administrators who can drive the dynamics of modernization and development. In this way, an efficient administrative and bureaucratic system can be built to govern, namely to stabilize the integrity of the nation in particular and development efforts in general.

Finally, the eighth Democratic Type, this type of leadership model is human-oriented and provides efficient guidance to its followers. There is work coordination for all subordinates, with an emphasis on internal responsibility (to oneself) and good cooperation. The strength of democratic leadership lies in the active role of its members. Democratic leadership also involves members of an organization or group in every decision-making or policy determination. The potential of each individual is also considered and leaders are willing to listen to advice or suggestions from their subordinates. This is different from authoritarian leadership where the leader does not want the expertise or specifications of members according to their respective fields. In democratic leadership, the leader is willing to recognize the skills and expertise of specialists according to their field and can utilize the capacity of each member as effectively as possible.

Reitz in Rahayu ([Rahayu et al., 2017](#)) states that in carrying out leadership activities several factors influence leadership style: 1) Personality, experience which includes values, background, and experience in influencing leadership style; 2) Expectations and behavior of superiors. The characteristics, expectations, and behavior of subordinates influence what the leadership style is; 3) Task requirements, each subordinate's tasks will also influence the leader's style; 4) Organizational climate and policies influence people's expectations and behavior.

A leader who has sufficient years of service can provide a good leadership style for the community. A leader who has high competence can adjust what he does to the expectations of the village government staff and the village community who are in his leadership ranks.

### **Rural Leadership**

Village leadership is an important role at the lowest level of government in a country. Leadership in villages is usually held by the Village Head or *Lurah*, depending on the terms used in a particular country or region. Leadership roles in villages involve various responsibilities that include aspects of governance, community development, and meeting the basic needs of village residents. The following are several important aspects of leadership in the village:

1. **Community Services:** The Village Head or Lurah is responsible for providing community services to village residents, such as issuing important documents, village administrative management, and various policies that affect residents' daily lives.
2. **Village Development and Social Welfare:** Village leaders must play a role in developing local infrastructure and resources. This includes building roads, irrigation, health facilities, education, and efforts to improve the standard of living of rural residents. The Village Head must also ensure that social welfare programs, such as assistance for poor families, education, and health services, are available and well managed in the village.
3. **Community Participation and Human Resources Development.** An effective village leader must encourage the active participation of village residents in decision-making and village development. This can be done through village deliberations, community meetings, and other participatory forums. The Village Head must also ensure that village staff have the necessary skills and knowledge to carry out their duties well.
4. **Implementation of Government Policies:** Village Heads must ensure that central and regional government policies are implemented well at the village level.

The importance of leadership in villages is that they are an extension of the government in achieving sustainable development at the local level. In many countries, village government systems also provide space for direct participation and involvement of citizens in decision-making processes that affect their lives. Therefore, a good village leader must have the ability to listen, communicate, and collaborate with local communities to achieve better development goals.

## **CONCLUSION**

Leadership issues in villages are not only the responsibility of the village head and village officials. Village areas which are known to have a more friendly culture and high levels of cooperation, in their development no longer recognize the patron-client character. In the contemporary era, coupled with the existence of village independence with village funds, village development which tends to be slow is becoming faster and they are starting to be able to build their village-scale industries. Leadership in the village is finally no longer needed by institutional practitioners such as the village head and his officials, but also by all community groups and youth organizations in the village.

The research implementation in Wonokerto Village, Pasuruan Regency used the Participatory Action Research (PAR) approach with a focus on Action Learning. Action Learning or AL in PAR is understood as the delivery of core material in activities through direct practice. Direct practice is carried out of course through participatory training stages. The participatory training method is training that involves as many partners as possible in coaching activities in the context of PKM, namely village officials and the community in Wonokerto Village. A coaching program has been agreed upon with



Partners in Wonokerto Village, Pasuruan Regency with the method of providing educational material and mentoring.

The educational material was provided in three face-to-face meetings. The first educational and socialization meeting related to Village Development and Leadership focused on the general concept of leadership and the theoretical process of village development as well as presenting the reality of several case studies of village development in several regions in Indonesia. The second material is the Role of the Village Head as the Development Leader in the Village.

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