

Analysis of Leadership Techniques of Principal of SD Plus Mutiara Insani

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Abstract

This study discusses how the leadership style of a democratic principal. The purpose of this research is to describe the leadership style of the principal of SD Plus Mutiara Insani. This research uses qualitative methods with data collection techniques with observation, interviews, and documentation. Data analysis techniques are done through four stages which include: data collection, data reduction, data presentation, and conclusion drawing/verification. The results of the study show that the principal's leadership style at SD Plus Mutiara Insani is carried out in accordance with the criteria of a democratic leader, namely involving subordinates in deliberations to improve the quality of education and establishing better communication for formal and informal relationships. The principal also always treats and fulfills the needs of her subordinates fairly. With this style of leadership, the school can have adequate capabilities.

Keywords: *identification, technique, leadership*

Introduction

The era of decentralization and regional autonomy has brought major implications for the implementation and management of education. The authority to organize primary and secondary education (except madrasah) based on Government Regulation No. 38/2007 is delegated to district/city governments. Only special schools (SLB) and schools at the primary and secondary education levels that are located on the district/city border are under the authority of the provincial government. Meanwhile, the central government plays a role in setting standards for education implementation, which include: graduate competency standards (SKL), content standards, assessment standards, educator and education personnel standards, financing standards, facilities and infrastructure standards, management standards, and process standards at the primary and secondary education levels.

Based on the point of view of the implementation of education today, leadership is very important and tends to leave problems, especially when viewed from 2 (two) things, first, the fact that replacing leaders often changes the performance of a unit, agency or organization; second, the results of research show that leadership is one of the internal factors that affect the success of the organization, but in reality it is seen as not important. So what happens is that the organization has a leader/head but fails to provide leadership (Hutagalung, Purwanto, & Prasetya, 2020). The results of the study prove that the jargon "change leadership, change policy", even down to technical matters such as changing office layout, changing chairs, or changing wall colors, is not a system that works.

Leadership comes from the word leader which means a person who exerts influence over subordinates. So without a leader then a leadership will not happen. In defining the meaning of leadership there are several different opinions issued by each expert. According to Wirawan (in Guan et al., 2016) gives the definition of leadership as the process of leaders creating a vision,

influencing attitudes, behavior, opinions, values, norms and so on from followers to realize the vision.

Then George Terry (in Astrianingsih, 2015) defines leadership as “the relationship between a leader in influencing others to work together consciously in a task relationship to achieve the leader's wishes”. Meanwhile, the formulation of leadership by the West Point Military Academy (Widagdo, Maulyda, & R, 2020) leadership is the process of influencing a person's behavior in achieving organizational goals. Stephen Robbins (in Sagala, 2021) also explains that leadership is the ability to influence others to achieve predetermined goals.

This opinion views that all members of the group/organization are an integral unit that can do work to achieve organizational goals. Leadership is also a process of using the power or authority possessed in moving the social system to achieve social goals. There are also several descriptions of the definition of leadership, including: According to (Kesting et al., 2016), leadership is the process of influencing the activities of organized groups towards the determination and achievement of goals. According to (Siagian et al., 2022), “Leadership is the motor or driving force of all the resources, plates available to an organization”. According to Dubin (Wahab 2006), “Leadership in organizations means the use of power and decision-making”. According to Fiedler (2006), “Leadership is an individual in the group who gives the task of directing the organization relevant to the activities of the group”.

The conclusion of the definition of leadership is a quality of activities and integrity in educational situations. While educational leadership is the ability to mobilize educational implementers, so that the educational goals that have been set can be achieved effectively and efficiently. Based on some of the above opinions, it can be concluded that leadership is an effort made by a leader to influence others (subordinates) to cooperate or obey all orders issued in order to achieve predetermined goals. Activities in a leadership include providing encouragement, motivation, and direction to subordinates to complete the work wholeheartedly. So that the components that exist in a leadership, namely: 1) behavior (activity) of the leader; 2) power relationship with members; 3) interaction; 4) initiative in influencing others.

The function of leadership according to Kartono (2008) is to guide, lead, guide, build, motivate work, provide efficient supervision and bring followers to the intended target. In realizing the leadership functions integrally, as stated above, leadership activities will take place. If these activities are disaggregated, the leadership style will be seen with their respective patterns.

According to Newman (Sinensis & Firdaus, 2018) leadership is an activity to influence the behavior of others or the art of influencing human behavior both individuals and groups. And one thing to remember is that leadership does not have to be limited by bureaucratic rules or manners. Leadership can happen anywhere, as long as someone shows his ability to influence the behavior of others towards achieving a certain goal. The discussion of leaders and leadership generally explains how to be a good leader, the styles and traits that are appropriate to leadership and what requirements a good leader needs to have. However, it is still difficult to apply all of them, so that in practice only a few leaders can carry out their leadership well and can bring their followers to the desired situation.

Leadership can be categorized as applied social sciences. This is based on the idea that leadership with its principles have direct and indirect benefits to efforts to realize the welfare of mankind. Leadership as well as other sciences, has a variety of functions, among others, presents a variety of things related to the problems in leadership and provide influence in using a variety of approaches in conjunction with solving a wide variety of problems that may arise in the ecology of leadership. Leadership style, contains understanding as a manifestation of the behavior of a leader, which concerns his ability to lead. These manifestations usually form a

certain pattern or shape. This definition of leadership style is in accordance with the opinion expressed by Davis and Newstrom (2005). Both state that the leader's overall pattern of action as perceived or referred to by subordinates is known as leadership style.

Referring to the opinions of experts as above, the leadership style can be interpreted as a pattern or form of an action taken by a person in influencing the behavior of others in order to achieve a certain goal perceived by the people it affects. Based on these conclusions, the principal's leadership style can be defined as the perception of teachers and all employees of a school towards the pattern or form of a principal's procedure in influencing subordinates to achieve the goals of the school.

As a relatively new school, SD Plus Mutiara Insani does not escape the role of the principal in managing the school to be more advanced and developed. The quality of the principal's leadership is very significant for the success of the school, because the principal is a functional person who is given the task of leading a school institution that organizes the teaching and learning process (Kesting, Ulhøi, Song, & Niu, 2016). The role of the principal in the framework of the quality of education is very important because it can affect the success and failure of the quality of education itself. The purpose of this research is to describe the leadership style of the principal of SD Plus Mutiara Insani.

Method

This research uses qualitative methods. This qualitative method is suitable for use in this study because in this study researchers will examine the activities of a number of human groups in relation to matters relating to behavior change (Sugiyono, 2018). Qualitative methods are research procedures that produce descriptive data in the form of written or spoken words from people and observable behavior (Moleong, 2019). The data collection technique used is an interactive technique that includes in-depth interviews; intends to obtain an overview of the principal's leadership style to fulfill the school's vision. Observation; intends to obtain the activities of school components in terms of implementing the principal's leadership style. archival records or documents; data obtained from other techniques, and observation, (Komariah, 2011). Data sources in this study include informants, documents, and archives. In this case, the informants in this study are the principal, vice principal of the curriculum section, teachers and students at SD Plus Mutiara Insani. In the data collection stage, the researcher organizes the data obtained in the form of feedback or respondents' answers to the google form distributed. The qualitative data analysis that will be used by researchers in this study is based on the Miles et al model which suggests that activities in qualitative data analysis are carried out interactively and take place continuously until completion, so that the data is saturated and get data that can answer the objectives of this study (Miles, M.B, 2014).

Results

Based on the results of interviews conducted with several respondents above, it is concluded that the decision-making mechanism and policy determination are "bottom up" which means paying attention to input or suggestions from below. Decision-making regarding the division of tasks of teachers and staff is first discussed with various related parties in order to maintain responsibility and a sense of ownership. The results of the researcher's observation related to the principal's function as a decision maker that the decisions made by the principal through deliberation with the teachers' council and other parties. However, principals also make decisions on their own without involving teachers for emergency reasons as long as they are

not fatal to the school. Participation procedures in decision-making help unite individual goals with organizational goals.

Decision-making by the principal is one of the functions of the principal's duties as a leader. From the observations of researchers, it can also be seen from some very simple things. For example, when a student commits a minor offense such as not wearing his uniform neatly, the principal acts very wisely. In addition to giving advice to the students concerned to obey school regulations so that it will not be repeated in the future, the principal also burdens them with doing social work in the social environment; cleaning the field or toilet. The task is carried out by students on the basis of awareness, because the decision imposed on them is obtained through an agreement between the two parties. This is supported by the democratic leadership style that gives responsibility and authority to all parties, so that they are actively involved in the organization, (Wahjosumidjo, 2001). This leadership views subordinates as part of the whole organization, so that subordinates have a place in accordance with their dignity as human beings. Leaders have the responsibility and duty to direct, control and evaluate and coordinate. Democratic leadership always involves the participation of subordinates or followers to make decisions.

Based on these observations, it is known that the policies of the school principal are pursued by holding meetings with the teachers' council and school committee so that many inputs can be obtained. From the existing inputs, the best alternative is then chosen to be determined as a policy in consideration of all school situations and conditions. The policy in question is the provisions of the leadership that are different from the existing rules, which are imposed on someone because there are acceptable reasons for not enforcing the applicable rules. the policy is also interpreted by stakeholders as a statement of goals and one or more broad guidelines to achieve these goals so that they can be achieved which are implemented together and provide a framework for program implementation. These policies are born through three policy stages, namely: formulation, implementation and evaluation.

Discussion

The Principal's Task in Building Communication Patterns

Based on the observation, the principal's communication to teachers and students plays the same role, namely the action giver and action receiver. Here, a two-way relationship has been seen. The principal's communication pattern runs in two directions (communicative), so that any problems can be solved together. The form of communication is also carried out dialogically and multi-directionally, in the sense of referring to the potential possessed by the school committee or teachers and staff.

The results of the researcher's observations showed that the communication patterns carried out by the principal to maintain his relationship with his subordinates were: 1) the principal always gives aspiration space to his subordinates; 2) the principal gives freedom to his subordinates to show their abilities. For example to teachers with their freedom in showing their ability to educate students with their various creativity; 3) outside of working hours, principals often gather casually with teachers to maintain family relationships. This means that personally the two of them always maintain a good family relationship; 4) the principal tries to always be transparent in managing the school, and also in matters of information and opportunities for teachers; and 5) the principal always encourages dialogue and deliberation if there are problems involving schools and teachers.

Based on some of the descriptions above, it can be concluded that the principal of SD Plus Mutiara Insani does not limit himself in time and place to interact with his subordinates. besides

during working hours (at school), the principal also always maintains his communication relationship with teachers outside working hours. In an external sense, the communication pattern carried out by the principal is a form of organizational communication. Namely, communication that occurs through institutions. In schools, the organizational structure has been arranged, such as principals, vice principals, teachers and others. All of them have their respective functions and roles. However, outside the institution, the principal also builds personal communication. The principal of SD Plus Mutiara Insani as a leader is able to display his personal vision/mission and is able to communicate and make decisions.

Duties of the Principal in Conducting Supervision

In the task of the principal to supervise, the results of the interviews above are also reinforced by the results of the researcher's observations. It was found that the supervision carried out by the principal was in accordance with his position as a leader. If the supervised teacher or student does something right, they will get a reward, while those who do not do something right will get a reprimand. The supervision includes supervision of attitudes, behavior, actions or activities carried out by teachers and staff in a reasonable manner. The rules of supervision are often socialized to teachers, staff and all students so that they can be implemented according to standards. The principal serves as a supervisor in the school environment. Supervision as a tool to correct mistakes or deviations made.

The Principal's Role in Motivating and Building a Conducive Work Environment

The role of the principal in providing motivation to teachers, education personnel and administrators is very important so that they are excited and passionate in carrying out their duties in order to improve the quality of education. Motivation can be given in the form of gift or punishment both physical and non-physical. In providing motivation, the principal considers a sense of justice and feasibility because this is important for the principal to create a conducive climate. As a leader, the principal of SD Plus Mutiara Insani is required to have strong self-motivation in carrying out his duties and functions in the education unit he leads. This will encourage the principal to appear as an extraordinary leader. Exceptional leaders do their main tasks and functions beyond what should be done according to "minimum" standards. The self-motivation that exists in each principal is also a source of enthusiasm that encourages him to take action (external motivation) towards other school members (teachers, staff and students) to jointly achieve the goals that have been set.

Thus, improving the professionalism of teachers does not escape the attention of school principals such as including teachers in various upgrading and training. The role of the principal as an educator in the framework of the implementation of his leadership. The principal also sets an example in educating for example by teaching 6 hours a week, before teaching the principal makes an annual program, semester program, syllabus, lesson plan, analysis, evaluation system. This is done to set an example for colleagues or other teachers.

The qualities of the principal are also quite admired with sincerity and patience by the teachers of SD Plus Mutiara Insani, a simple life becomes his personality, being tawakal and dedication full of dedication. In creating a conducive work atmosphere and can be a role model for school components. The role of innovator is shown in the form of the ability to build innovations, adopt or modify new ideas that are useful for the benefit of the school. Regarding his role as an innovator, the principal is able to organize the school environment and create harmonious and conducive working relationships. The results of the interview with the second model guideline were related to questions about the principal's authority, decision-making mechanism, policy setting process, communication pattern, supervision process, idea/suggestion actualization process, motivation, loyalty condition, and working atmosphere. These items were presented or asked to the school committee chairperson, supervisors,

teachers and administrative staff. According to the chairperson of the school committee, in carrying out his duties and role as principal, he always prioritizes deliberation and consultation with the school committee. The decision-making and policy-setting process is also based on input from all elements of the school. The communication pattern developed is also open and reciprocal in accordance with mutually agreed norms.

Thus, teachers and principals always work together in improving the quality of students and schools. In addition, the principal needs to fix the shortcomings of what is in the school such as the procurement of facilities and infrastructure, teacher training to develop changes in the learning curriculum is further improved so that the quality of students and schools can compete with other schools.

Conclusion

Indicators that show the principal's behavior related to his leadership style are seen in the following; The principal encourages and increases awareness of how important and valuable the goals to be achieved in the future and shows the way to achieve them. Encouraging staff teachers and others to prioritize group interests over personal interests. Raising the higher needs of staff teachers and others such as self-esteem and self-actualization. In many ways, building a shared commitment to organizational goals and giving authority in the form of trust to followers, namely teachers, staff and employees to achieve goals. The running of the organization is not driven by bureaucracy but the school's authority in management is very broad, and there is also active participation from stakeholders.

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