

LEADERSHIP IN SCHOOL HEAD MAKE A SUPERB SCHOOL

STUDY IN PUBLIC HIGH SCHOOL IN MATARAM CITY, INDONESIA

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Abstract

This study aims to determine the leadership style and communication patterns of the Principal in realizing superior high schools in the City of Mataram. The approach used is qualitative with descriptive methods. Data collection techniques are carried out through observation, interviews, and documentation studies. Research subjects were principals, while informants were people who were considered capable of providing research information and data, namely: school managerial elements (vice principals), implementing elements (teachers and employees), and school stakeholders (high school officials and administrators school committee). The results showed that the principal's leadership style as task-oriented behavior and relationship-oriented behavior on the aspect provided support, which was realized by building togetherness through the attitude of treating subordinates as work partners and providing good examples in carrying out duties and responsibilities as principals and as a teacher. The communication pattern of the principal is written communication supported by oral communication to encourage the effectiveness of the rules issued, and based on personal and social relationships and not based on the power and position of the principal. Study suggests that the principal needs to maintain the leadership style and communication patterns that have been built.

Keywords: Leadership, Principal, Realize, Superior Schools

INTRODUCTION

The superiority of a nation is no longer based on natural wealth, but on the excellence of human resources (HR), namely educated personnel who are able to answer the challenges faced today. With the implementation of superior schools, it is expected that superior human resources will be born, so that they will be able to compete nationally and even internationally in accordance with the establishment of superior schools. Recently many modern schooling ideas have emerged with various names, such as: Superior schools, integrated schools, pilot school, and so on. The main characteristics of excellent schools, based on various researches include: (a) strong instructional leadership, (b) high expectations for student achievement, (c) the existence of an orderly and comfortable learning environment, (d) emphasizing basic skills, (e) continuous monitoring of student progress, and (f) clearly defined school goals (Andang, 2013; 132).

According to Wahjosumidjo (2002: 90) as a leader, the principal has the responsibility to mobilize all available resources in the school, so that a work ethic and high productivity are born in achieving goals. As an education leader, superior principals are able to demonstrate their ability to develop potential schools, teachers, and students to achieve maximum performance. To be an effective leader one must carry out his duties and functions as a leader, by making various efforts that can support the implementation of the task. In achieving maximum school performance, the principal has its own leadership style. Leadership style is a behavior norm used by someone when the person tries to influence the behavior of others. In this case the effort to harmonize perceptions among people who will influence behavior with people whose behavior will be influenced becomes very important position (Thoha in Masaong, 20011: 150). Leadership style is the way a leader influences subordinate behavior, in order to cooperate and work productively to achieve organizational goals (Barnawi, 2013:167).The school principal carries a very large responsibility in leading the school and knows clearly about the direction and goals to be achieved by the school other than just leading, principals must also supervise and assess teachers and students in school directly, not based on reports because some principals carry out leadership using reports received without concrete action at school. This shows the principal who is not active in the implementation of education in schools (Agung, 2013: 94).

The principal's leadership is based on four main pillars, namely being responsible, working together, paying attention to subordinates and decision makers. The success of the school in achieving its goals is the fruit of the results of the leadership of the school principal by applying a leadership style that makes each subordinate believe and follow his orders and

direction. This places the principal as an individual to carry out their duties and functions in achieving educational goals.

The principal is someone who has a great responsibility in school, but with the condition of the principal's leadership that implements a transactional leadership style it seems that the work is controlled by the principal himself, while the teacher is only directed to carry out learning activities in accordance with their respective competencies. Meanwhile, one of the major roles of high school principals is to improve teaching and learning achievement in schools, to achieve this role the principal needs the ability to implement good leadership and requires the involvement of teachers in a participatory manner, so that work can be carried out properly. In addition, a teacher who is given additional duties as the principal, should be able to be a good educator, manager, administrator, supervisor and leader in order to implement the educational goals. In addition, the implementation of education in schools also requires strong leadership, because without leadership strong will result in the school losing its vision and moving as if without direction. This will result in ineffectiveness, where various resources that have been issued will be channeled just like that without any accountable results. As stated by Trucker & Codding (2002: 253), that "... the Principles are key to initiating, implementing, and sustaining high-quality schools" (the principal is the key to starting, implementing, and maintaining high quality schools). For this reason, the school principal is expected to be able to encourage and empower the resources of the school in creating and maintaining conditions.

RESEARCH METHOD

This study uses a descriptive qualitative approach, which is a method for investigating objects that cannot be measured by numbers or other measures that are exact. Qualitative research can also be interpreted as descriptive research and tends to use analysis with an inductive approach. In this descriptive qualitative study the sample used is primary data as the main subject is the principal, and as respondents are elements of school management (vice principal), implementing elements (teachers and employees), and elements of school stakeholders (high school staff and school committee administrators). Researchers try to describe the research activities carried out on certain objects clearly and systematically. Qualitative research is research that intends to understand the phenomenon of what is experienced by research subjects such as behavior, perception, motivation, actions, etc., holistically in a descriptive manner in the form of language words, in a special natural context with utilize various natural methods. This research procedure uses a case study research design in general, namely: (1) making research questions about the leadership style of the principal and how the principal's communication patterns are in realizing superior high school in

the City of Mataram; (2) determine the research proposition by determining the purpose of the study, namely to describe the leadership style and communication patterns of the principal in realizing superior schools in the State High Schools in Mataram City; (3) choosing the research analysis unit, namely the behavior of the principal as the primary analysis unit because this study seeks to examine the leadership of the principal regarding the leadership style and communication patterns; (4) logic that associates data with propositions is done by linking some of the same information with several propositions from the results of previous research and theory; (5) the criteria for interpreting the findings of qualitative research data analysis techniques from Miles and Hubberman (2009: 16-20), namely by: data reduction, data display, and verification and conclusions.

The qualitative approach to the case study method is used on the consideration that every phenomenon or phenomenon that arises cannot be separated from a unified and comprehensive context, so that researchers try not to manipulate or even dominate all forms of activities and interactions related to the subject under study.

Sources of data in this study are subjects and informants as well as documents. The subject is the person who is attached to the leadership in this case namely the headmaster of the State High School in the City of Mataram, while the informants are those who are considered able to provide information and research data, namely: school managerial elements (vice principal), implementing elements (teachers and employees), and elements of school stakeholders (high school staff and school committee administrators). While the documents are, non-human resources (not people) attached to the research data, school organizational structure, annual school programs, school profile books, assignment decrees, circulars, teacher reports, list of achievements, Job description, and documents other supporters. Data collection methods used are interviews, observations (observations) and documentation studies. This study uses qualitative data analysis techniques with reference to the opinion of Miles and Huberman cited by Sugiyono (2010: 430), that activities in qualitative data analysis are carried out interactively and continue continuously until completion, including: data reduction, data display, verification and conclusions.

RESULTS AND DISCUSSION

Principal's Leadership Style

Based on the theoretical study presented in chapter II, the leadership style approach focuses on what the principal does and how the principal acts in achieving the goals. The principal's leadership style includes two aspects of behavior, namely: task-oriented behavior and

relationship-oriented behavior. The discussion of these two aspects of behavior can be stated as follows:

a. Task Oriented Behavior

Task-oriented behavior is a type of behavior that shows the attention of the principal to the completion of tasks which include planning, implementing, and controlling work activities in order to create a superior school in Mataram 1 SMA. The results of this study indicate that the task-oriented behavior of principals in Mataram 1 State High School in the aspect of planning work activities is using a participatory approach, wherein formulating work activities, making schedules, allocating resources, and making decisions is done by involving school residents, especially School Management Team. Related to this, the results of the study indicate that principals do participatory planning which is discussed in certain meetings. In addition the principal also formulates activities clearly and makes detailed activity schedules. As also found from the document data that has been studied by the author revealed that planning is discussed in the meeting as stated in the minutes of the meeting. In addition, the planning carried out by the principal is also simple and very clear in order to create a superior school, as stated in the vision and mission of Mataram State 1 High School. The results of the study are in accordance with the views expressed by Mulyasa (2013: 20) that one indicator of effective leadership of principals is to apply a participatory leadership approach, especially in decision making. Also, arguing that the role of the principal is effective in encouraging and maintaining the school climate, one of which is joint decision making. The findings of this study support the view that suggests that the principal's leadership behavior that is effective in creating a conducive school climate is by carrying out participatory planning or jointly in decision making.

b. Relationship Oriented Behavior

Relationship-oriented behavior is a type of behavior of principals whose primary concern is improving relationships with school residents, including providing support for developing subordinates, and giving recognition to school residents so that the creation of superior schools in Mataram 1 State Senior High School. The results of this study indicate that the relationship-oriented behavior of principals in Mataram 1 State Senior High School in the aspect of providing support is realized by building togetherness through the attitude of treating subordinates as partners and providing good examples in carrying out duties and responsibilities as principals and as teachers.

Principal Communication Patterns

Based on previous theoretical studies, that through the communication process the principal can influence or change the behavior and attitudes of school residents and the school environment.

The communication pattern referred to in this study is a system of delivering and receiving messages made by the principal, both through formal and informal communication networks in order to create superior schools in SMA Negeri 1 Mataram. The principal's communication patterns can be described as follows:

a. Formal Communication

Based on previous theoretical studies, what is meant by formal communication in this study is the flow of delivery and / or acceptance of messages through official channels that are determined by the structure of the school organization or by the function of the work of the principal in order to create superior schools in SMA 1 Mataram more oral methods followed by writing.

b. Informal Communication

Based on previous theoretical studies, that informal communication referred to in this study is the flow of delivery and / or acceptance based on personal and social relationships and not on the power and population owned by the principal in order to create a superior school in Mataram 1 SMA is realized in form of persuasive communication. The results of this study reinforce the view of Sutisna (1993: 322) who argues that informal communication distributes information and important thoughts that do not occur to people to be formally channeled, can foster bonds and friendships that help good human relations and facilitate the headmaster in knowing the interests and concerns of school people and their attitudes towards the school and its problems. In addition, the findings of this study also criticize views that assess informal communication and view blocking and replace formal communication and view informal communication as limited to the spread of issues and hearsay.

CONCLUSIONS AND SUGGESTIONS

Based on the description of the research problems that have been formulated, that this study wants to study and examine the Principal's leadership in realizing a superior school in a State High School in the City of Mataram which relates to the leadership style and communication patterns of the Principal conducting data collection (interviews, observations, and studies documents), analysis, and interpretation of data up to discussion of research results, the results of this study can be summarized as follows:

1. The Principal's style of leadership in realizing a superior school in Mataram 1 High School.

Judging from the task-oriented dimensions of behavior, this study concludes three important points about the behavior of the Principal, namely: first, behavior in planning activities and decision making in schools, the principal emphasizes the involvement of school citizens, especially those who are members of the management team school. Second, the behavior in

the implementation of the plan that is prepared, the principal makes and has guidelines that regulate the management aspects in writing, delegate tasks proportionally according to the capacity owned by the school residents. And third, the behavior in carrying out school activities control, the principal applies a reporting system performance for employees and application of report cards for teachers. In addition, the school principal also carried out direct monitoring to ensure that activities and systems were made smoothly as they should.

In the relationship-oriented behavioral dimension, this study concludes three important points, namely, first, behavior in terms of providing support to school residents, principals realize through creating togetherness and providing exemplary examples so that school citizens are motivated and motivated to contribute and improve their performance . Second, behavior in developing the ability of school residents, principals realize through two main processes, namely regeneration and encourage further study for teachers and employees. And thirdly, behavior in giving recognition to school residents, the headmaster realizes through giving rewards in the form of giving money, praise, and recognition ceremonies

2. The Principal's Communication Pattern in Realizing Superior Schools in Mataram 1 State Senior High School.

Judging from the formal communication used by principals, this study concluded that direct or face-to-face communication using oral methods was followed by writing. Whereas, judging from the informal communication used by principals, the imi study concluded that informal communication emphasizes persuasive communication both personally. This study also concluded that the communication used by the principal in realizing a superior school at SMA Negeri 1 Mataram is the harmony between formal communication and informal communication.

Based on the description above, the following suggestions can be given unde this study:

1. The school principal needs to maintain the leadership style and communication patterns that have been built at this time, so that superior schools can be maintained and improved so that the achievements that have been achieved can be maintained and can even be improved.
2. To other researchers, can conduct further studies on the leadership of principals with another approach (nature or situational approach), or with the same approach, of course in a broader context and setting.

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