

Managerial Leadership of School Principals in Empowering Education Personnel at SMP Negeri 4 Jombang

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Abstract

This study aims to explore the role of managerial leadership by school principals in the empowerment of educational staff at SMP Negeri 4 Jombang. Using a qualitative approach and descriptive method, the research collected data through observations, interviews, and documentation to provide an in-depth understanding of the practices and strategies implemented by the principal. The findings reveal that the principal plays a crucial role in enhancing the competence and motivation of educational staff. Through structured training, participative approaches, and effective communication, the principal has successfully created a supportive and productive work environment. Analysis based on competency theory, Herzberg's motivation theory, transformational leadership theory, and classical management theory by Fayol demonstrates that a holistic and systematic approach to management and empowerment can improve educational quality and overall school performance. This study provides valuable insights for school principals and education managers on effective strategies for empowering educational staff and achieving higher educational goals.

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1. INTRODUCTION

Human resource management (HR) is an important aspect in every organization, including educational institutions such as schools. Effective HR management ensures that every individual in the organization can work optimally to achieve common goals. In the school context, human resource management includes the management of teachers and other education personnel, all of whom play an important role in the teaching and learning process and school administration.

One of the relevant theories in HR management is the competency theory put forward by Spencer and Spencer (1993). This theory emphasizes the importance of individual abilities, skills and attitudes which must be adapted to job demands. According to research conducted by Sutrisno (2018), the implementation of competency theory in HR management in schools in Indonesia has shown an increase in the performance of teachers and education staff. This shows that a structured approach to HR management can have a positive impact on the quality of education.

The principal has a key role in school management, including carrying out managerial functions. This managerial function includes planning, organizing, directing and controlling all activities in the school. The principal is responsible for ensuring that all resources, both human and material, are used effectively and efficiently to achieve educational goals.

Classical management theory put forward by Henri Fayol (1841-1925) can be used to understand the managerial function of school principals. Fayol identified five main functions of management, namely planning, organizing, directing, coordinating and controlling. Research

conducted by Syafrizal (2019) in several secondary schools in Indonesia shows that school principals who implement these managerial functions effectively are able to improve the quality of education in their schools.

Apart from that, school principals must also have good leadership skills to inspire and motivate education staff. According to Suyatno (2020), school principals who have transformational leadership abilities are able to create a positive work environment and encourage innovation among teachers and education staff.

Empowering educational staff is an important strategy in effective school management. This empowerment involves efforts to increase the competence, motivation and welfare of education staff, so that they can contribute optimally to the educational process. School principals have an important role in creating relevant and effective empowerment programs.

One approach that is often used in empowering educational staff is the participatory approach. According to research conducted by Wibowo (2018), school principals who involve education staff in decision making and developing school programs have succeeded in creating a high sense of ownership and commitment among education staff. This approach not only improves individual performance but also the overall performance of the school. Apart from that, empowerment also includes training and professional development. Surya (2019) found that school principals who regularly held training and workshops for education staff were able to increase their competence, which in turn improved the quality of education provided to students.

This research aims to evaluate the managerial leadership of school principals in empowering educational staff at SMP Negeri 4 Jombang. It is hoped that the benefits of this research will provide insight for school principals and other education managers about the importance of the managerial role in empowering educational staff. In addition, it is hoped that the results of this research can become a reference for developing policies and programs to improve the quality of education at the junior high school level.

2. THEORETICAL STUDY

2.1. HR Management Theory

Human resource management (HR) is a strategic approach in managing the people who work in an organization. HR management aims to optimize employee performance in order to achieve organizational goals. One important aspect of HR management is developing employee competency through training and development. This competency includes the knowledge, skills and attitudes needed to carry out job duties effectively.

The competency theory proposed by Spencer and Spencer (1993) is very relevant in this context. This theory emphasizes that the success of a person's performance is determined by abilities, skills and attitudes that are in accordance with job demands. Research conducted by Sutrisno (2018) shows that the implementation of competency theory in HR management in schools in Indonesia has improved the performance of teachers and education staff. This shows that a structured approach to HR management can have a positive impact on the quality of education.

2.2. Duties and Functions of the School Principal

The principal has very important duties and functions in managing the school. They are responsible for ensuring that all aspects of school operations run smoothly. The principal's main functions include planning, organizing, directing and controlling all activities in the school. Planning involves setting goals and strategies to achieve them, while organizing involves arranging resources to achieve those goals.

According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 15 of 2018 concerning Fulfilling the Workload of Teachers, School Principals and School Supervisors, school principals have additional duties in developing the curriculum,

managing facilities and infrastructure, and increasing the competence of education staff. Research by Syafrizal (2019) shows that school principals who implement these managerial functions effectively can improve the quality of education in their schools.

2.3. Education Personnel

Educational personnel include all non-teaching staff who work in schools, such as administration, laboratory technicians, and librarians. They have an important role in supporting the educational process and school operations. Empowering educational staff is an important strategy that can increase the effectiveness and efficiency of their work. This empowerment involves increasing the competence, motivation and welfare of education staff through various training and development programs.

A participatory approach in empowering educational staff has proven effective. According to Wibowo's research (2018), school principals who involve education staff in decision making and developing school programs have succeeded in creating a high sense of ownership and commitment among education staff. This not only improves individual performance but also the overall performance of the school.

Additionally, the importance of training and professional development cannot be understated. Surya (2019) found that school principals who regularly held training and workshops for education staff were able to increase their competence. This increase in competency, in turn, has a positive impact on the quality of services provided to students and the educational environment as a whole.

3. RESEARCH METHOD

This research uses a qualitative approach with descriptive methods to explore in depth the phenomenon of managerial leadership of school principals in empowering educational staff at SMP Negeri 4 Jombang. A qualitative approach was chosen because it allows researchers to understand in depth the interactions and dynamics that occur in the field, while descriptive methods are used to provide a detailed and structured picture of the role of school principals and the empowerment of educational staff.

Data collection was carried out through three main techniques: observation, interviews, and documentation. Observations were carried out to see directly how the principal carries out managerial functions and how educational staff are empowered in the daily context of the school. In-depth interviews were conducted with school principals and education staff to gain a deeper understanding of their views, experiences and perceptions regarding managerial leadership and empowerment of education staff. In addition, documentation is used to collect additional data from relevant documents such as activity reports, school policies, and meeting notes, which provide further information regarding managerial practices in schools.

Data analysis in this research was carried out through several stages: data reduction, triangulation, and drawing conclusions. Data obtained from observation, interviews and documentation were reduced to select data that was relevant to the research focus. Triangulation was carried out to ensure the validity and reliability of the data by comparing data from various sources. After the data was verified through triangulation, conclusions were drawn by identifying patterns, themes and relationships between various aspects of the principal's managerial leadership and the empowerment of educational staff. With this method, it is hoped that this research can provide a comprehensive and in-depth picture of the role of school principals in empowering educational staff and their contribution to improving the quality of education at SMP Negeri 4 Jombang.

4. RESEARCH RESULTS AND DISCUSSION

4.1. Research result

Based on the results of interviews and observations conducted at SMP Negeri 4 Jombang, it was found that the school principal plays a very vital role in empowering educational staff. School principals not only carry out managerial functions effectively, but also pay special attention to developing the competence of educational staff. The results of interviews with school principals revealed that they implemented a participatory approach in decision making, where educational staff were involved in the planning and evaluation process of school programs. This creates a high sense of ownership and commitment among education staff, which ultimately has a positive impact on their performance.

Observations made show that the school principal regularly holds training and workshops for education staff. This training is designed to improve staff skills and knowledge in a variety of areas, including information technology, classroom management, and administrative services. In addition, school principals also facilitate education staff's access to relevant resources and training materials. This is in line with Surya's (2019) findings which state that structured professional training and development can improve the competency of education staff and the quality of education services.

Furthermore, interviews with education staff indicated that they felt valued and supported by the school principal. They stated that the principal was always open to listening to input and suggestions from staff, as well as providing constructive feedback to improve performance. Apart from that, school principals also provide opportunities for education staff to participate in various professional development activities, such as seminars and conferences. The empowerment provided by the school principal not only increases the motivation and job satisfaction of education staff, but also creates a collaborative and innovative work environment, which ultimately supports the achievement of educational goals at SMP Negeri 4 Jombang.

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4.2. Discussion

The results of this research indicate that the managerial leadership of the principal at SMP Negeri 4 Jombang plays a key role in empowering educational staff. These findings can be analyzed using various management and leadership theories to provide deeper understanding. The competency theory proposed by Spencer and Spencer (1993) emphasizes the importance of individual abilities, skills and attitudes that are in accordance with job demands. In this context, the principal at SMP Negeri 4 Jombang effectively applies this theory by providing training and workshops designed to improve the competence of education staff. This training covers various aspects, from information technology to classroom management, all of which are relevant to the duties and responsibilities of educational staff. The results of observations and interviews show that increasing this competency contributes directly to improving the performance and quality of educational services in schools.

Herzberg's theory of motivation, known as the two-factor theory, states that there are certain factors that cause job satisfaction (motivator factors) and other factors that cause job dissatisfaction (hygiene factors). The principal at SMP Negeri 4 Jombang succeeded in applying this theory well. Interviews with education staff indicated that school principals provide recognition and rewards for good performance, which functions as a motivating factor. In addition, school principals also create a supportive work environment and provide opportunities

for education staff to participate in decision making, which increases their sense of satisfaction and commitment to their work.

The principal at SMP Negeri 4 Jombang shows the characteristics of transformational leadership through a participative approach and effective communication. The school principal involves education staff in the planning and evaluation process, as well as providing constructive feedback. This creates an inclusive and collaborative environment, where education staff feel heard and valued. According to Bass and Avolio (1994), transformational leaders are able to increase the motivation and performance of subordinates through inspirational influence, individual attention, and intellectual stimulation, all of which are reflected in the principal's leadership practices at SMP Negeri 4 Jombang.

Henri Fayol emphasized five main functions of management: planning, organizing, directing, coordinating, and controlling. The principal at SMP Negeri 4 Jombang implements these functions effectively. Principals are involved in strategic planning and organizing school resources to achieve educational goals. Direction is carried out through clear communication and motivation of educational staff, while coordination is achieved through regular meetings and the use of various communication channels. Control is carried out through performance evaluation and withdrawal conclusions from the data obtained for continuous improvement

5. CONCLUSION

This research reveals that the managerial leadership of the principal at SMP Negeri 4 Jombang plays a significant role in empowering educational staff. By applying various management and leadership theories, such as competency theory, Herzberg's motivation theory, transformational leadership theory, and Fayol's classical management theory, school principals are able to create a work environment that is productive, inclusive, and supports increased performance.

First, the school principal succeeded in increasing the competence of educational staff through systematic and relevant training and workshops. This approach is in accordance with competency theory which emphasizes the importance of abilities, skills and attitudes that are appropriate to job demands. Second, by providing recognition and rewards for good performance, school principals motivate educational staff, which is in accordance with the principles of Herzberg's motivation theory.

Third, the participatory approach and effective communication applied by the school principal reflects the characteristics of transformational leadership, which is able to inspire and motivate educational staff to achieve their maximum potential. Fourth, the application of Fayol's classical management functions by school principals, such as planning, organizing, directing, coordinating and controlling, shows that systematic and structured management can increase the efficiency and effectiveness of school operations.

Overall, the results of this study indicate that effective managerial leadership from school principals not only improves the individual performance of educational staff but also contributes significantly to the achievement of higher educational goals. These findings provide important insights for school principals and other education managers in developing education staff empowerment strategies that can support improving the overall quality of education.

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