

Implementation of Principal Leadership at SMKN 2 Sungai Raya

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Abstract

This research was conducted at SMKN 2 Sungai Raya, Kubu Raya Regency, with the aim of describing: (1) the implementation of the principal's leadership at SMKN 2 Sungai Raya, (2) the leadership style of the principal in carrying out his duties at SMKN 2 Sungai Raya. A qualitative analysis approach is used to explain the implementation of the principal's leadership at SMKN 2 Sungai Raya. The results of the study found that: 1) Principal leadership at SMKN 2 Sungai Raya is implemented through the principal's responsibility for main tasks and functions, working with teachers and paying attention to teachers, making firm and disciplined decisions at school, demonstrating the teacher's role as an educator who directs and acts as a motivator at school, becomes an administrator in the implementation of educational administrative services 2) The leadership style of the principal at SMKN 2 Sungai Raya is a charismatic leadership style that gives a downward pull force to carry out work without providing supervision and gives subordinates confidence in increasing competence in building excellent schools.

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1. INTRODUCTION

The principal holds great responsibility in leading the school and is experienced in the direction and goals of the school. Apart from directing, the principal must also supervise and assess teachers and students at school directly, not through reports. because some school principals carry out leadership by utilizing reports obtained without real action in the school. This shows that the school principal is not actively involved in the implementation of education at school (Agung, 2013).

Principal leadership is built on four pillars: responsibility, teamwork, attention to subordinates, and decision-making authority. The school's success in achieving its goals cannot be separated from the leadership of the principal who applies a leadership style that inspires every subordinate to believe and obey his orders and directions. The school principal is placed as an individual to carry out his duties and functions in order to realize educational goals.

The principal's duties and responsibilities in leading focus on carrying out routine tasks at school, paying little attention to social relationships with fellow teachers he leads. Relationships with subordinates are only developed so that the deputy principal can convey direction and orders regarding teaching duties to teachers in accordance with the area of teaching concentration based on the learning curriculum implemented at SMKN 2 Sungai Raya. The principal of SMKN 2 Sungai Raya supervises and evaluates subordinates based on work reports submitted by each deputy principal and the results of monitoring by the school supervisor.

The principal's leadership is demonstrated by taking responsibility for his own work and working with his subordinates only when necessary, such as at work meetings or other activities. In general, he pays little attention to his subordinates, but in making decisions, the principal sometimes determines his own attitude, what form of decision each subordinate should make.

The leadership phenomenon of the principal at SMKN 2 Sungai Raya who uses a transactional style is the leadership style of the principal who applies his leadership style by carrying out work transactions,

where the time limit and type of work that will be given to teachers is determined by the principal. This causes limitations in the partnership relationship between the principal and the teachers at the school.

The principal is someone who has a large responsibility in the school, but with the leadership conditions of the principal of SMKN 2 Sungai Raya who applies a transactional leadership style, it appears that the work is controlled by the principal himself, while the teacher is only directed to carry out learning activities in accordance with his competence. each. Meanwhile, one of the major roles of the principal of SMKN 2 Sungai Raya is to improve teaching and learning achievements in the school. To achieve this role the principal requires the ability to implement good leadership and requires the involvement of teachers in a participatory manner, so that the work can be carried out well. Apart from that, a teacher who is given additional duties as a school principal, should be able to become a good educator, manager, administrator, provider and leader in order to achieve educational goals.

Based on the background presented, several problems can be formulated that will be discussed, namely, how the principal's leadership is implemented and what leadership style is used by the principal in carrying out his duties at SMKN 2 Sungai Raya. The aim of this research is to study and analyze the implementation of principal leadership and the principal's leadership style in carrying out their duties at SMKN 2 Sungai Raya.

2. METHOD

Researchers use qualitative research methods to determine how to search, collecting, processing and analyzing research data, as Wiyono (2007) states that qualitative research is "a research process carried out systematically and intensively to obtain knowledge about social phenomena and the social phenomena themselves". PResearch was conducted to analyze the implementation of school principal leadership and the charismatic leadership style used by school principals in SMKN 2 Sungai Raya in performing his duties.

The focus of this research is the implementation of the principal's leadership and the leadership style used to lead his subordinates SMKN 2 Sungai Raya. The subjects of this research are teachers SMKN 2 Sungai Raya as many as 10 people. The key informants in this research were 4 deputy principals, 1 school supervisor, 1 school committee member and 4 teachers. The data collection techniques used in this research are observation, interviews and documentation. Observation uses direct observation. Interviews use structured, semi and unstructured types. Documentation is carried out through collecting files or documents that support research.

Data analysis adopted the process carried out by Miles and Huberman (1994) with the steps of data collection, data reduction, data display, and data verification. The results of the data analysis are then checked for validity through the degree of trust, transferability, dependency and confirmability. Trust uses triangulation, member checking (*member check*), extending observation time, increasing persistence, as well as through adequacy of reference materials. The researcher demonstrated transferability by describing student development management at the research location in detail so that it could serve as information and reference if there were other institutions that wanted to implement it.

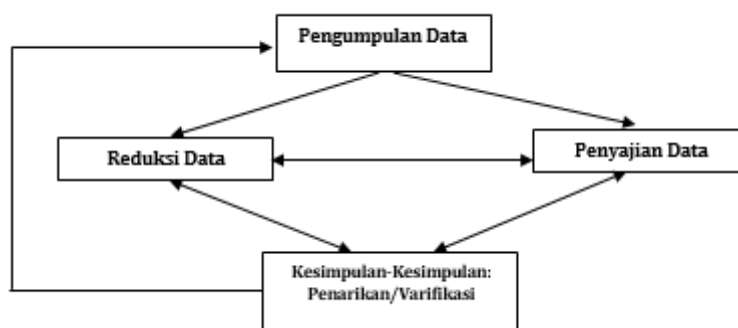


Figure 1. Data Analysis Techniques

3. RESULTS AND DISCUSSION

Research result

In this research, the implementation of the principal's leadership was studied based on the competency of the Principal of SMKN 2 Sungai Raya, who had changed twice and experienced significant (real) changes in learning (curricular) and outside of learning (extra-curricular). The application of school

principal leadership explored in this research is the principal as an educator, manager, administrator, supervisor and leader.

The research results reveal that the principal has management competence, making it possible to apply his leadership as a school manager who always distributes work to teachers with the intention of completing it to completion rather than postponing it. Work that is not carried out by educational staff is often completed by the school principal himself. This shows the principal's responsibility for the work being completed.

Based on the research results, the leadership style of the principal of SMKN 2 Sungai Raya has a charismatic leadership style. Self-strength causes people to be obedient and obedient to the orders given, which then directs the teacher to work successfully. The principal also has an autocratic, guiding and democratic mentality. This approach is carried out with patience and charisma. There is a strong attraction for teachers to work and innovate in schools. The conditions that make subordinates attractive are being responsible for various problems at school, working together with teachers and finding solutions to problems and always paying attention to teachers even though they never supervise them directly. This is a charismatic style that the principal plays to carry out the main tasks and functions.

Discussion

Implementation of Principal Leadership as an Educator

An educator recognizes the strengths and weaknesses of his students, as shown by the principal of SMKN 2 Sungai Raya who continues to train teachers and education staff to develop their profession and competence. The principal always provides time in his office to educate teachers and other educational staff. Because each teacher has a different concept of working in school and achieving educational goals, his education includes advice and learning about efforts to achieve educational goals. Implementing the principles of leadership as an educator makes the principal an important figure in improving the quality of human resources who has a sense of responsibility, cooperation and attention to his subordinates.

The principal's job as an educator is to guide and regulate the actions of teachers and students at school, as well as coordinating with the school principal. As a teacher, the principal emphasizes actions to create discipline which is strengthened by school regulations which must be obeyed by the residents of SMKN 2 Sungai Raya. The principal's job is to supervise the learning process in the school which is supported by administration and learning services. Furthermore, the school principal also helps and motivates teachers in developing their teaching and learning skills. It is clear that the principal continues to influence his subordinates so that they can complete the work they are responsible for at school.

Implementation of the Principal's Leadership as a Manager

The principal's duties to plan, organize, direct and supervise are managerial tasks that complement managerial abilities. In this competency, school principals are required to be able to prepare school plans, develop organizations in the context of empowering school resources, lead schools, manage changes and develop schools towards effective learning organizations, create a school culture and climate that is conducive and innovative for student learning, and manage teachers and educational staff in the context of optimally empowering human resources, managing school facilities and infrastructure, managing school and community relations in the context of searching for ideas, learning resources and school financing, managing students in the context of accepting new students and placing and developing students, managing developing curriculum and learning activities according to direction and objectives, managing school finances, managing school administration, managing school information systems, utilizing advances in information technology, monitoring, evaluating and reporting on the implementation of school activity programs.

Implementation of Principal Leadership as an Administrator

In schools, administration is work related to correspondence and document organization. The main task is to lead the implementation of school administration which starts with admitting new students, collecting

data and placing students in classes, managing final year students, and managing school correspondence. School administration activities are completely delegated to school personnel who serve as school administration administrators and are responsible to the school principal. Apart from student administration, administration is also carried out for teachers and education staff.

In principle, as an administrator, you are responsible for administration at SMKN 2 Sungai Raya in carrying out administrative operations. This is supported by the results of an interview with Wasingah (Vice Principal of Student Affairs) on February 6 2023 who stated:

"At SMKN 2 Sungai Raya, the principal is responsible for school administration, he delegates this task to me as his deputy, but everything has to go through him, including correspondence; he is the one who makes decisions about the administration of this school; 'I'm just the deputy principal with the structural task of leading this area while helping the principal to streamline the school's administrative work.'"

Implementation of Principal Leadership as Supervisor

The head of SMKN 2 Sungai Raya is an analytical person, meaning that all actions are carried out with an analytical approach so that he can then make the right decisions to overcome the problems faced. To find out the extent to which teachers are able to carry out learning, school principals must carry out regular supervision activities, which can be done through class visits to directly observe the learning process, especially in the selection and use of methods. The weakness of the principal as a supervisor is that he does not personally supervise work targets such as the actions of teachers and school workers. The supervisor's job is to encourage instructors, school employees, and students to become good learners.

The current performance of teachers is supported by the quality of education they have received, the majority of which is undergraduate education, and school principals also provide opportunities for further education such as master's education to build teacher quality which will later support learning performance in schools. The principal carries out supervision as a supervisor at the school, but his supervision is limited to reports on the results of the teacher's work which are submitted to the administration and deputy principal. Additionally, principals do not supervise their subordinates; however, this does not mean that there is no supervision or direction. The principal's leadership style in providing guidance and supervision to subordinates at the school is charismatic, and his subordinates consider the principal to have a firm and disciplined attitude. There is a distinguishing characteristic, namely attractiveness that attracts subordinates.

Implementation of Principal Leadership as a Leader

As a leader, the principal carries out the main duties and functions needed to realize the vision and carry out the school's mission. The main role of a leader is to lead the implementation of education in schools and other administrative activities that are attached to the responsibility of the school principal by avoiding coercive attitudes and behavior towards teachers, education staff and students. School principals must be able to carry out activities that foster a desire to work enthusiastically and confidently with teachers, education staff and students. Activities carried out by teachers, education staff and students cannot be separated from the responsibility of the school principal, so the school principal must think analytically and conceptually to deal with problems that exist in the school, and must be able to solve problems well with appropriate solutions. and become the central axis in the school environment.

Principal Leadership Style

The leadership style of a charismatic school principal involves four main groups that make the principal attractive and attract attention to carry out activities, namely:

Charismatic leadership style that gives the impression of being an administrator

The principal's task in this leadership style is to create simple and smooth administrative services in the school. So far, administration has been considered difficult to carry out due to lengthy procedures, and as a result academic promotion management has been delayed. However, with the ability to captivate

subordinates, the principal is able to organize school administration activities with his subordinates and support academic promotion services, learning administration and educational services at SMKN 2 Sungai Raya.

Analytical charismatic leadership style

School principals use this leadership style to create various instruments to assess the success of teachers' work. There are minimum standard criteria that teachers use to demonstrate the teacher's mastery of teaching and learning. This can be used as an analytical tool and approach in determining teacher success in completing class assignments. The charismatic leadership style increases the attractiveness of carrying out work with full responsibility. The principal always assesses the results of the teacher's work before making decisions to encourage comprehensive learning. There are also teachers who do not complete their learning due to their carelessness but are given instructions and guidance so that they can do their assignments well.

Assertive charismatic leadership style

When the principal wants work results on time, he uses a firm, charismatic leadership style. However, because teachers are constantly waiting for orders to work, they are not aggressive in carrying out the work, as a result the work is not completed. Compared with other leadership styles, assertive charismatic leadership has an aggressive character and a strong focus on personal control. To get closer to his subordinates and facilitate decision making from the argumentation process with multiple points of view, the principal adopts a firm stance. This leadership approach inspires subordinates to respect each other when carrying out school assignments.

Charismatic leadership style *entrepreneur*

This leadership style makes him a person who always pays attention to his subordinates. This type of leadership focuses on the end result. This type of leader continually looks for competition and sets high targets. School principals apply an entrepreneurial mindset to boost competitiveness SMKN 2 Sungai Raya and succeeded in entering the school in several competitions. The principal's attitude makes teachers enthusiastic about working and responsible for the work they do.

4. CONCLUSION

Based on the results of the research and discussion, the following conclusions can be drawn: The leadership of the principal at SMKN 2 Sungai Raya is demonstrated by the principal's responsibility for the main tasks and functions, collaborating with subordinates and paying attention to subordinates, making appropriate decisions. firm and discipline in school, as well as showing his role as an educator who directs, motivates teachers and students. At school, he becomes an administrator in the implementation of educational administration services, and as a school supervisor.

The principal's leadership style in leading SMKN 2 Sungai Raya is a charismatic leadership style to attract subordinates to carry out work without supervision and instill confidence in subordinates in order to increase competence in building superior schools.

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