

The Leadership Style Of The Principal In Improving The Performance Of Teachers In SDN 21 In Kuranji Sub-District, Padang City

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Abstract – A leader is very important in achieving the success and goals of an organization, as well as the principal who has an important role in achieving educational and learning goals. In leading school principals must have the professionalism to achieve educational goals, therefore school principals must play a role in the planning, supervision, etc. Improving the quality of schools is one of the goals to be achieved, so to improve the quality of the institution itself the principal must be able to foster and direct teachers to work professionally to improve the quality of students. This study aims to determine the efforts or strategies of school principals in improving the quality of students in SDN 21 in Kuranji Sub-district. The research approach used is qualitative research with data collection techniques in the form of direct interviews with related speakers, i.e the principle of SDN 21 in Kuranji Sub-district. The results show that the principal acts as a manager, innovator, motivator by carrying out several efforts in improving the quality of students in SDN 21 in Kuranji Sub-district are trying to realize what is the vision and mission of the school, realizing active, effective, and efficient learning, arousing interest and motivation student learning and trying to improve the character and moral values of students.

Keywords – Leadership, Principals, Students, SDN.

I. INTRODUCTION

The process of globalization is changing the face of the world, the face of society with new dimensions. This means that people in Indonesia must be prepared to face society globally through national education goals, i.e the need to have a strategic vision that can answer these challenges. In-Law No. 20/2003 concerning the National Education System, Chapter II Article 3 stipulates: National education has the function of developing capabilities and shaping the character and civilization of the nation with dignity to educate the nation's life, aiming at developing the potential of students to become human beings. have faith and devotion to God

Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

To produce quality education in schools, many factors or components are involved, both human and non-human. School is a complex and unique organization so that its implementation requires high coordination with all its components. The principal as the leader is directly a clear example of the work activities of his subordinates. A school principal who is diligent, careful, cares for subordinates, will be different from leadership who is indifferent, less

communicative, let alone arrogant with the school community.

The school principal has a very important role in mobilizing and harmonizing all educational resources available in schools and using them as needed. That is, the leadership of the principal is one of the factors that can realize the vision, mission, goals and objectives of the school through programs that are implemented in a planned and gradual manner. Principals are required to have adequate management and leadership skills to be able to take initiatives and initiatives to improve the quality of education in schools. Mulyasa (2013) argues that: Management and leadership of school principals need to be emphasized more in coordination, communication, and supervision because weaknesses and barriers to education often result from a lack of coordination, communication and supervision, which causes different perceptions among the components. implementing components in the field (Heads of Services, Supervisors, Principals, and Teachers), as well as the lack of outreach from school principals to all other education personnel. The leadership of the principal is related to the various tasks and functions that must be carried out in realizing an effective, productive, independent and accountable school.

Leadership style is a characteristic of a person to influence other people or organizations so that other people are willing and able to move and imitate their attitudes and personal characteristics towards achieving goals. Leadership style is a norm of behaviour by a person when it affects others. Furthermore, Wahyudi (2012) states that: The leadership style is applied at the level of maturity or maturity of subordinates and the goals to be achieved. Subordinates as an important element involved in achieving goals have differences in terms of abilities, needs and personalities so that the approach taken by the leader is adjusted to the level of maturity of the subordinates.

One of the leaders who have a situation faced in carrying out his leadership. According to Danim (2012) "there are several types of leadership: 1) autocratic leaders, 2) democratic leaders, 3) permissive leaders". A professional leader is an "artist" in leadership. Art is the fruit of personal creations that others may not have. Therefore, the art of leading is different for everyone.

The quality of education services in schools is very much determined by the performance of teachers in carrying out learning and managing good administration, and teacher performance is largely determined by the professional abilities of teachers, work motivation, and commitment to

their duties. In-Law No. 14/2005 concerning Teachers and Lecturers, it states "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education". Thus, a professional teacher is a job or activity carried out by a person as a source of income which requires expertise, proficiency and proficiency that meet certain quality standards or norms and requires professional education.

The teacher is one of the key elements in the education system, especially in schools. All other components, starting from the curriculum, infrastructure, costs, and so on, will not mean much if the essence of learning, i.e the interaction of teachers with students, is not qualified. Teacher performance is a work performance or performance obtained by someone in carrying out their duties and responsibilities. Teacher performance and competence bear the main responsibility in the transformation of the orientation of students from ignorance to knowledge, from dependence to independence, from unskilled to skilled, with learning methods no longer preparing passive learners, but knowledgeable students who are always able to absorb and adjust to new information by thinking, asking, exploring, creating and developing certain ways of solving problems related to life.

The low performance of teachers at Public SDN 21 in Kuranji District - Padang City, is thought to be inaccurate in the leadership style of school principals in carrying out their leadership duties, causing the increase in teacher performance to not reach the target. So far, the leadership style of the school principal applied to SDN 21 in Kuranji Sub-district - Padang City is a military-style, where teachers are often ordered and feel that the position of the principal is higher than the teacher, sometimes they are also not happy to be given input (criticism). There are still some teachers who are found to be less disciplined, especially when they enter class, as a result, the learning situation cannot be materialized effectively.

II. METHODS

The research method used is a descriptive method using a qualitative approach to assess the problem and obtain a deeper meaning about the Principal's Leadership Style in Improving Teacher Performance at SDN 21 in Kuranji Sub-district.

The location in this research was carried out by the researcher at SDN 21 in Kuranji Sub-district - Padang City, by being observed by the principal, vice-principal and peers. This research lasted for 3 (three) months, i.e in September and

November 2013. Meanwhile, the subjects of this study were principals and teachers of SDN 21 in Kuranji Sub-district who were determined randomly. One technique used is to check the degree of trust or credibility. Credibility test data can be trusted through the criteria of credibility, reliability and objectivity. Data collection techniques are the most strategic step in research because the main purpose of the research is to get data. So, in this study, the data collection technique was through interviews, observation and documentation. Furthermore, the data analysis technique consists of three activity lines, i.e: data reduction, data presentation and conclusion drawing or verification.

III. RESULT AND DISCUSSION

Research result

Principal leadership style in improving teacher discipline; that is, the principal tries to be an example in the school environment by arriving early and coming home late. The leadership style applied by the principal in improving teacher discipline, from the results of the interviews, revealed that the leadership style used to tell (telling), this style was done by meeting teachers personally. This telling leadership style is carried out by the principal at the teacher council meeting, in connection with the principal's telling style every morning, the way it is done by sitting in the teacher council office, he monitors every teacher who comes and reminds him immediately when teaching time arrives.

The leadership style of the principal in increasing teacher work motivation, i.e the principal tries to motivate teachers by setting high work standards based on quality improvement. The principal is very aware and understands that in essence teachers are human beings and never escape mistakes and also pay full attention in following up on complaints and hopes that are expected by teachers to create a quality school institution.

The leadership style of the principal in increasing teacher responsibility, i.e the principal also provides rewards, incentives, and other welfare that is outside of the welfare of the certification that has been determined on a national scale. With the existence of awards, incentives, and welfare, it is hoped that it can add to other increasing needs. the principal adopts a democratic leadership style in increasing the responsibility of teachers. In increasing teacher responsibility, the principal is trying to encourage and increase the mobilization of teachers to work both in extracurricular and non-extra-curricular activities.

The obstacles faced by the principal in improving teacher performance, by regulating class administration and

enforcing regulations on time both in terms of attendance and accuracy of teaching schedules. Furthermore, the obstacles faced by school principals in teacher work motivation, i.e through their mental and physical readiness in teaching. The principal always remembers teachers to take care of their health, both themselves and their families. The efforts made by the principal in increasing the motivation of teachers by giving advice, encouragement, and regularly maintaining health, especially enthusiasm in teaching in class.

The obstacle faced by school principals in increasing teacher responsibility is that there are still teachers who are less able to correctly describe lesson plans and syllabi so that these teachers only carry out their teaching duties without being accompanied by careful planning. The efforts made by the principal in addressing the problem of teacher responsibility are by providing training for teachers who are not yet regular in interpreting lesson plans and syllabus, even principals often ask for help from supervisors or related agencies to socialize teachers in improving teacher administration.

Discussion

School discipline is easy to say, but difficult to implement; not only by students but by teachers and even by the principal. Discipline is a condition of order when people who are members of a system are happy to obey the existing rules. Putra (2010); Mulyasa (2013) suggests "school discipline can be interpreted as an orderly state, when teachers, principals and staff, students who are members of the school obey the rules that have been set happily". Fostering discipline in schools needs to start with principles that are by the goals of national education, i.e a democratic attitude. In this connection, in determining disciplinary rules it is necessary to refer to the following, i.e from, by and for students, while the tutor *Tut Wuri Handayani*.

In enforcing school discipline, the leadership style of the principal is crucial to the course of the school leadership. There are a variety of styles that principals can apply, but to disciplining teachers, staff and students, so the principal is suitable to apply an instructive style (telling). Wahyudi (2012) states: Instructive style is applied to teachers who are unable and dare not to assume responsibility when carrying out tasks requires special explanation, arrangement/direction and supervision. Instructive leadership style (G1) is appropriate for teachers who are unable and unwilling to accept responsibility. The principal carries out strict supervision, thus the degree of human relations is in a low category but the attention to the organization is high.

The principal gives lots of instructions to the teacher and carries out strict supervision. In the instructive style, the principal is more dominant in providing direction about assignments to the teacher and less in relationship behaviour (high assignment and low relationship). In addition to the instructive style, the principal also applies an authoritarian style to increase teacher discipline. If the teachers do not heed the direction of the principal, then they will adopt an authoritarian style. Engkoswara and Kamariah (2011) state that "autocratic is a leadership style that emphasizes the absolute power and obedience of members".

Motivation is the driving or pulling force that causes a person's behaviour towards a certain goal. Work motivation is related to what humans want (goals), why they want them (motives), and how they achieve these goals (processes). Mulyasa (2013) states: Motivation is one of the factors that determine the effectiveness and success of learning because students will learn seriously if they have high motivation.

There are many ways that teachers can do to arouse students' motivation to learn, including through warmth and enthusiasm, arousing curiosity, suggesting conflicting ideas, and paying attention to students' learning interests. In this regard, Howard (Mulyasa 2013) "a teacher should have curiosity, why and how children learn and adapt themselves to learning conditions in the environment". In increasing teacher motivation, the principal applies a consultative leadership style (selling). In the application of this style, the teacher is not able to carry out tasks independently but is willing to take responsibility. By applying this consultative style, the principal still shows the behaviour of directing the teacher's tasks and often provides encouragement and motivation for the completion of tasks (high assignments and high relationships). In addition to the consultative style above, the principal also applies an authoritarian style to increase teacher work motivation. Teachers who do not do assignments properly, the principal will apply this authoritarian style. Engkoswara and Kamariah (2011) state that "autocratic is a leadership style that emphasizes the absolute power and obedience of members".

The teacher is a very dominant factor in education in general because the teacher holds responsibility for the learning process, where the learning process is the core of the overall educational process. Rusman (2009) explains "the learning process is a process that contains a series of teacher and student actions on a reciprocal relationship that takes place in an educational situation to achieve certain goals, where the process contains the multi-role of the teacher." So the teacher's responsibility is not just transferring knowledge

to students. Rather, teachers are also obliged to shape the character and soul of students who need positive input in the form of religious teachings, ideology, and others. Guiding so that students have a good soul and character, can distinguish between good and bad, which are lawful and haram, is a teacher's duty.

The leadership style of the principal that is suitable to be applied in increasing teacher responsibility is an instructive style and a delegative style. Wahyudi (2012) states: Instructive style is applied to teachers who are unable and dare not to assume responsibility when carrying out tasks requires special explanation, arrangement/direction and supervision. The principal carries out strict supervision, thus the degree of human relations is in a low category but the attention to the organization is high. In a delegating style, "the principal gives very little direction because the teachers can describe institutional programs and implement them, the teachers can solve problems independently and decide the best solution for the sake of the achievement of educational goals".

Constraints are a problem in learning, especially those experienced by field teachers. These constraints can come from the teachers themselves, from students, the family environment, or due to facilities, including internal school factors. The principal in applying discipline to less disciplined teachers, i.e. by regulating class administration and enforcing regulations on time both in terms of attendance and accuracy of teaching schedules. According to Wikipedia (Yamin and Maisah 2009) "a discipline is a form of training that produces a special character or behaviour produce moral, physical, and mental development for a specific purpose ". In improving teacher discipline, the principal applies an instructive style.

Another obstacle faced by school principals in improving teacher performance is motivation. According to Mulyasa (2013) "Motivation is a driving force or pulling that causes a person's behaviour towards a certain goal. Motivation is related to what man wants (goal), why he wants it (motive), and how he achieves that goal (process)". Furthermore, obstacles in increasing teacher responsibility by regulating the division of teaching tasks. The division of tasks must be fair and equitable by their respective fields of expertise. Teachers are people who must be responsible for the education of students, either individually or classically, both at school and outside of school, Supardi (2013), i.e.: Responsible teachers are teachers who know, understand values, norms (decency, decency, moral, social, and religious) and always try to adjust all their actions and

behaviour by these values and norms. Teachers are responsible for all their actions to the education stakeholder and God Almighty in learning activities carried out at school (in class or outside the classroom).

IV. CONCLUSION

From the research findings above, several conclusions can be given, i.e: The principal's leadership style in improving teacher discipline is to use an authoritarian and democratic leadership style which sees the timeliness of entering the classroom according to the schedule set by the school. The leadership style of school principals in increasing teacher work motivation at Public SDN 21 in Kuranji Sub-district - Padang City tends to use a democratic leadership style, i.e by providing opportunities for teachers to continue comparative studies to school and provide opportunities to follow up on teacher complaints and expectations. The leadership style of the principal to increase the responsibility of teachers in carrying out the learning process is to apply a democratic leadership style. The obstacles faced by school principals in improving teacher performance are that there are still teachers who are not ready to teach. There are still many teachers who have not attended the training. Also, there is a lack of teacher discipline, work motivation and teacher responsibility in learning, so that the principal will apply various types of leadership styles. The principal of the school continues to strive to improve teacher performance by giving awards to outstanding teachers, paying attention both in material and non-material terms, involving teachers in preparing school programs, listening to teacher ideas and providing a sense of security for teachers. so that teachers feel comfortable and have a sense of school improvement. The principal, together with the related Education Office, supervisors and other stakeholders, are expected to provide adequate facilities and infrastructure needed by teachers in supporting learning at SDN 21 in Kuranji Sub-district. In improving teacher performance, the principal should become a professional school principal, because of the various styles of leadership the principle applies.

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