

The Role Of Principal Leadership In Improving The Quality Of Students In SMAN 9 - Padang City

Yolnasdi^{1 2}, Giatman¹, Suparno¹

¹Universitas Negeri Padang, Indonesia

²Electrical Engineering: Pekanbaru College of Technology, Indonesia



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 SMA 9 - Padang City. 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 SMA 9 - Padang City. The results show that the principal acts as a manager, innovator, motivator by carrying out several efforts in improving the quality of students in SMA 9 - Padang City is 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.

I. INTRODUCTION

Education is a deliberate effort planned to achieve the desired goal. The purpose of education itself is to make the quality of human resources even better. One form of education in realizing good quality human resources is through the teaching and learning process carried out in schools. Related to this problem, the leadership of the principal has an important role to play in realizing the quality of human resources. The duties and roles of school principals are to improve the professionalism of teacher work because the effectiveness of school organizations is largely determined by the leadership of the school principal. The running of an organization that is conducive and comfortable is inseparable from the principal's ability to plan, control,

mobilize teachers and staff in school organizations which are the main duties of school principals (Sumiarti *et al*, 2018; Chandra *et al*, 2019). Therefore, with the leadership of the principal, here the principal has the responsibility to advance the quality of the school, such as improving the quality of students and making teachers professional in the teaching and learning process in class, etc. In carrying out the responsibilities of the principal's leadership, of course, an effort is needed to achieve the desired results. In connection with this effort, the principal is required to have leadership skills, managerial skills, and learning skills.

The principal is a person who plays an important role in improving the quality and quality of a school. A school principal is not a ruler who arbitrarily orders his subordinates,

the principal is a leader for his subordinates. A good principal will always motivate, direct, and supervise his subordinates so that they can carry out the tasks and orders given properly to achieve planned goals. The principal must not act on his own, the principal must be willing to accept input and ideas from his subordinates so that every idea from each member can be accommodated and realized for the realization of a quality school.

The achievement of educational goals is very dependent on the skills and leadership policies of the principal who is the education leader in the school. The principal is a professional office in the school organization. The principal is in charge of managing all organizational resources and collaborating with teachers in educating students to achieve educational goals. With the professionalism of the principal, the professional development of educational personnel is easy to do because it is by their function. The principal understands the need for a school to be led so that the competence of teachers does not only rely on the competencies they previously had but increases and develops well so that teacher professionalism will succeed (Suparman, 2019). Thus, the organizational framework for leadership in schools must be controlled by leaders with leadership education. For example, from the base principal, supervisors, to the level of the head of the section or head of the education section³. Because this will be more harmonious if done, rather than being led by scholars in Economics, Geography, Pkn, and so on. It is very strange if leadership in an institution is appointed from experts in tourism, economics, government, law, and so on. This will result in inconsistency with what he leads later. Like a person who cannot drive a car, but is required to drive, it will be destroyed. In education, the destruction begins with the leadership pattern of the school leader and many think that the principal is the person in power in the school, so this will result in the arrogant nature of the principal so that the decisions are given by the principal considered absolute, no one can change it. The success of a leader is marked by the presence of educators who are professional and able to help the welfare of their students.

The success of students in the teaching and learning process rests on the ability of an educator (Fitrah, 2017). Because this success will provide positive things for students, especially achievements marked by the presence of quality graduates so that they can be well accepted by the surrounding community. Success indicates that the learning objectives and goals of educational institutions have been achieved and the achievement of these goals will improve the quality of educational institutions and it will affect the quality of students. Based on the explanation above, this study aims

to determine the role and efforts of the principal's leadership in improving the quality of students in SMA 9 - Padang City.

II. RESEARCH METHODS

In this study, researchers used qualitative research with data collection techniques in the form of direct interviews with informants, i.e the principal of the SMA 9 - Padang City. The interview technique according to Esterberg in Sugiyono (2013), the interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a certain topic. The interview technique carried out is by using a semi-structured interview technique, i.e the implementation of interviews is freer than structured, in which the interviewee is asked for their opinions and ideas because the purpose of this interview is to find problems openly (Ekasari, 2020).

III. RESULTS AND DISCUSSION

Leadership

Leadership is defined as a way and method of someone who can influence others in such a way that the person consciously follows and obeys all his will (Juwono and Kumala, 2011). While the essence of leadership according to is 1) The process of influencing or giving examples from leaders to followers to achieve organizational goals; 2) The art of influencing and directing people using trust obedience and passionate cooperation in achieving common goals; 3) the ability to influence, inspire and direct the actions of a person or group to achieve the expected goals; 4) involves three things, i.e the follower leader and certain situations the ability to influence a group to achieve goals.

Headmaster

Principal comes from the word, i.e "head" and "school", the word "head" can be interpreted as the chairman or leader of an organization or institution. Meanwhile "school" means the institution was to receive and give lessons. So, in general, the principal can be interpreted as the leader of the school or educational unit where he receives and gives lessons (Maduratna, 2013). The principal as an educator must also pay attention to two main problems, i.e the first is the target, and the second is the way to carry out his role as an educator. Three groups are the target of the principal in carrying out his teaching duties, i.e the first is students or students, the second is administrative staff, and the third is the teacher and teacher. These three groups are targeted in the education carried out by the principal. The three groups between one group and another have very principle differences, which in general can be observed in the various symptoms and behaviours they show, such as in the level of maturity, different social

backgrounds, different motivations, levels of awareness in responsible, and so on.

Principal Leadership

Principal leadership is an ability possessed by a functional staff, i.e a teacher in the form of a task to lead an institution or school to mobilize all existing resources in an institution or school so that it can be used optimally to achieve predetermined goals¹¹. In this sense, the leader plays an important role in what he leads. As with school principals, the progress or decline of school quality depends on who is in charge. In this case, the leader needs to have a good leadership spirit. So that the consistent leadership of the principal will affect the quality of the school itself. Because every school principal will be faced with problems that demand the advancement of the quality of the school. That way the school head will be able to solve it swiftly and decisively. Several factors hinder the achievement of the leadership quality of a school principal, such as the lack of transparency in the appointment process, the low mental level of the principal, marked by a lack of motivation and enthusiasm and discipline so that it is often late, and the principal's insights are still narrow.

In carrying out the tasks that have been given, the principal must be able to manage and guide all school components through administration, management and leadership¹³. The principal can also do things outside of his duties, such as supervising teachers and students and developing creativity or ideas that have been given by teachers and students. Besides that, in realizing his leadership, the principal can also help build teacher performance and provide motivation to teachers and students to foster high social characteristics. Such as cooperation, helping each other, and other things.

The leadership pattern is very influential on the activities and tasks in the school. An educator who carries out activities that involve school, class and students, the teacher can be said to have carried out leadership activities. The following is a description of school leadership patterns¹⁴, i.e: 1) leadership patterns are a process to achieve a certain goal or outcome; 2) there are certain goals or results that will be determined in advance; 3) to achieve certain goals or results, it must be done by using or mobilizing other people; 4) so that other people work well and easily, then it requires organization, planning, supervision, direction, guidance and control; 5) functions of organizing, planning, supervising, directing, guiding and controlling, carried out for produce effective and efficient work; 6) the results of effective and efficient work can be achieved if they are moved in a good and correct manner; 7)

good and true leadership must be based on a humane attitude and humanize those they lead; 8) the implementation of leadership must be based on norms (religion, law, morals), customs and culture.

In leadership, patterns greatly affect efforts to improve quality and productivity in all fields, both in the management system that will be developed. Based on its function, there are four meanings in leadership patterns, i.e: 1) Leadership is an art of association; 2) leadership is a science; 3) leadership is a profession; and 4) leadership is a calling or soul quality.

Different institutions or schools, there will be different leadership styles of school principals. The following are some of the principal leadership styles¹⁷, i.e: 1) democratic leadership style; 2) visionary leadership style (ideas, plans, and methods); 3) multi-cultural leadership style; 4) strategic leadership style; 5) educational leadership style (accompanying); 6) the leadership style of the facilitator; and 7) work team leadership style (teamwork).

The Role of Principal Leadership in SMA 9 - Padang City

The role of instructional leadership in enhancing teacher professionalism has long been recognized as an important factor in school organization, especially about its responsibility in improving the quality of learning in schools (Putra, 2010).

The role of the principal in improving the quality of education, which includes his role as educator, manager, administrator, supervisor, leader, innovator, and motivator 1) The principal is an educator, the principal is in charge of guiding teachers, staff education, students, keep up with science and technology developments, and set good role models. Efforts that can be made by the principal in improving his performance as an educator, especially in improving the performance of education personnel and learning achievement of students are including teachers in further education by encouraging teachers to start creative and achieving; 2) The principal as a manager has functions: compiling plans, coordinating activities, conducting supervision, evaluating activities, holding meetings, making decisions, managing the learning process, managing administration, and managing administration, students, workforce, facilities and infrastructure, finance; 3) The principal as an administrator, the principal is responsible for the smooth running of all work and administrative activities in his school; 4) The principal as a supervisor, supervision is an activity of observing, identifying which things are correct, which are not true, and which are not true, with the intention of being right with the aim of providing guidance (Arikunto, 2004); 5) The principal as a leader, leadership is an activity

to influence other people to want to work to achieve predetermined goals. For this purpose, the principal must be able to influence and mobilize school resources about planning and evaluation of school programs, curriculum development, learning, manpower management, learning facilities and resources, finance, student services, school relations, and so on; 6) The principal as an innovator, to carry out his role and function as an innovator, the principal must have the right strategy to establish a harmonious relationship with the environment, look for new ideas, integrate every activity, provide exemplary to all educational personnel in the school and develop models -Innovative learning model; and 7) The principal as a motivator, the principal must have the right strategy to motivate education personnel in carrying out various tasks and functions. Because the principal believes that the ability to build good motivation will build and increase work effectiveness and efficiency so that his subordinates can be creative to realize good quality education as well. Based on the explanation that has been stated above, it is very clear that the principal plays an important role in an educational institution. The principal must be able to direct and guide teachers to work professionally because this will affect the quality of students and the educational institution itself. The results of interviews that have been conducted with the principal at SMA 9 - Padang City stated that in improving the quality of students, the principal plays his role as a leader with several efforts to realize several things, i.e:

- a) Trying to realize the vision and mission of the related educational institutions.
- b) As the head of the school in SMA 9 - Padang City, the principal strives to realize active learning in the classroom to achieve the stated goals and vision and mission. To create an active learning atmosphere, the principal acts as a manager and supervisor by directing educators to always use learning methods that are by the level of development of students, using various learning methods, creating a pleasant learning atmosphere, and assigning tasks according to the abilities of the participants. This needs to be applied because the learning methods used by the teacher will affect the level of understanding and learning outcomes of students, and of course will affect the quality of the students themselves.
- c) Generating student interest and motivation. In this case the principal acts as a motivator, so to generate interest and motivation for student learning, it is necessary to create an effective learning process. To create an effective learning atmosphere, the principal prepares learning tools, creates a comfortable learning atmosphere, summarizes the subject of learning, students are invited to practice so they don't feel bored. Also, according to the author, the principal should form classroom management. Class management is anything that is directed to create an effective and fun teaching atmosphere and can motivate students to study well according to their abilities. The purpose of class management according to Arikunto (2004) is that every child in the class can work in an orderly manner so that goals can be achieved effectively and efficiently. Class management will help the learning process run, i.e creating a pleasant classroom atmosphere so that the learning objectives will be achieved.
- d) Trying to improve the character and morale of students. In education, the quality of students is not only measured by achievement in academics. However, the student's personality or character is one of the things that greatly affect the quality of the students themselves. Because the first thing that becomes an assessment in the eyes of the community is the morals that are embedded in students. If the community views students as good individuals, this will affect and improve the quality of education quality and the students themselves. Thus, the community will be interested in sending their children to an educational institution. So in this case, to make this happen, the principal acts as an innovator who has the right strategy to integrate every activity, provides good examples and examples to all educational staff and residents in the school including 1) Cultivating disciplinary behaviour; 2) Cultivate students to behave politely and respect teachers; and 3) Directing teachers to cultivate students to read Al-Quran before entering lessons. For these efforts to materialize, the principal as a leader must always pay attention to his goals and how to carry out his role as a leader. To achieve the success of these efforts, teachers, students, and school members must participate in realizing the goals to be achieved because the success of educational goals is very dependent on the skills and policies of the principal's leadership in leading in an educational institution. Therefore, the role of leaders in achieving educational goals, i.e improving the quality of students, must be realized and implemented collectively, because, without the help of teachers, students and school members the goals set will be difficult to realize.

IV. CONCLUSION

From the results of the research above, it can be concluded that in improving the quality of students in SMA 9 - Padang City the principal made several efforts, i.e; The principal plays a role as a leader by trying to realize what is the vision, mission in educational institutions, acts as a manager and supervisor by trying to create an active, effective and efficient

learning atmosphere, acts as a motivator by trying to increase motivation and interest in student learning and acts as an innovator by trying to improve the character and moral values of students. With these efforts, the principal of SMA 9 - Padang City hopes that the quality of students can increase so that the quality of educational institutions will be better.

[10]Suparman, 2019, Principal & Teacher Leadership A Theoretical Introduction, Ponorogo: Uwais Inspiration of Indonesia.

REFERENCES

- [1] Arikunto, S. 2006. Prosedur Penelitian Suatu Pendekatan Praktik Edisi Revisi. Jakarta: Rineka Cipta
- [2] Chandra, D., Wilis, R., Frananda, H., Rahmi, L., Arif, D. A., Wijayanto, B and Putra, A. 2019. Pembuatan Peta Timbul Sebagai Media Pembelajaran Geografi [Making Embossed Maps as Learning Media for Geography]. PEDAGOGIA: Jurnal Pendidikan, 8(2), 211-221
- [3] Ekasari, R. 2020, The Effectiveness Model of Village Funds To Assess Village Performance Through Economic Empowerment, Malang: AE Publishing Page 72
- [4] Fitrah, M. 2017. The role of the principal in improving the quality of education. Journal of Quality Assurance. Vol. 3. No. 1
- [5] Juwono, I. D and Kumara, A. (2011). PELATIHAN PENYUSUNAN RANCANGAN PEMBELAJARAN PADA GURU SEKOLAH INKLUSI: STUDI KASUS PADA SD" X" I YOGYAKARTA. *Proceeding PESAT (Psikologi, Ekonomi, Sastra, Arsitektur & Sipil)*, 4
- [6] Maduratna, M. 2013, The Role of Principal Leadership in Increasing the Work Effectiveness of Teachers and Employees at 015 Public Elementary Schools Samarinda. Journal of State Administration Vol. 1 No. 1, 70-84
- [7] Putra, A. (2010). Penerapan Pembelajaran Kooperatif Model Group Investigation Pada Mata Pelajaran IPS Geografi. Laporan Penelitian Tindakan Kelas. Universitas Negeri Padang
- [8] Sugiyono. 2013. Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta
- [9] Sumiati, E., Septian, D and Faizah, F. (2018). Pengembangan modul fisika berbasis Scientific Approach untuk meningkatkan Keterampilan Proses Sains siswa. *Jurnal Pendidikan Fisika dan Keilmuan (JPFK)*, 4(2), 75-88