International Journal of Applied Research

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Implementation of principal leadership at Pax Christi junior high school Manado, Indonesia

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Abstract
This study aims to describe the implementation of the Principal's leadership at the Pax Christi Catholic Middle School in Manado, with supporting and inhibiting factors as well as solutions to overcome them. This study uses a qualitative descriptive approach that is designed with reference to ethnography, by describing and interpreting culture and social systems in Pax Christi Catholic Middle School in Manado. Data collected by observation, interview and documentation. The research subjects consisted of 7 people consisting of 1 Principal, 4 Deputy Principals, 1 Student and 1 Parent. The results of this study are the leadership of the Principal of Pax Christi Manado Catholic Middle School implemented through a democratic style, charismatic model, and through his duties. Supporting factors for the implementation of the Principal's leadership are the training of teachers, the development of students' interests and talents, good organizational culture, and the pride and love of teachers, students, and parents for the school. The inhibiting factors are the minimum support or involvement of students' parents in the implementation of character values, and significant absence from the School Principal. Alternatives to overcome this are increased awareness and acceptance of teachers, increased communication and delegation of comprehensive leadership tasks, and maximum utilization of infrastructure. From the results of this study, it is recommended that the Principal continue to implement his leadership through his style, model, and tasks well, while making the supporting factors for the implementation of his leadership a strength, and making the inhibiting factors as evaluation material to develop, and using alternatives alternatives that have been analyzed and consider them as active steps to overcome the obstacles to the implementation of leadership.

Keywords: Implementation, principal leadership, school

1. Introduction
Principal's leadership is a way for principals to organize and direct school organizations by providing quality services, their ability to take appropriate and rational policies regarding curriculum development, application of models and dynamic learning strategies according to the demands of subject matter, compiling various programs that support the quality of learning, and meeting the main needs needed by educators in providing learning services for students. A Principal should be careful and 100% give themselves to attend and manage the school directly. The Principal's leadership appears to be: the ability to set an example that is service-oriented, the ability to motivate and empower members, be fair and firm in making decisions, respect the participation of teachers / subordinates, have a vision and strive to make changes, be confident, trust in others / emit positive energy, always learn continuously, live a balanced life, and be able to judge / evaluate.

As an education activist, we just pay attention and follow the development of Indonesian education today. In the meantime, we ourselves, in unity with our general community - in the care of the Congregation of the Sisters of Jesus, Maria, Joseph - are one of the foundations of educational activists in the Manado area, the Yoseph Yeemye Foundation. We ourselves are executors of a school unit managed by this foundation. While taking into account the dynamics of education in all schools in the care of this foundation, we also observe and participate in experiencing the ups and downs in the development of national education in general. This cannot be separated from the influence of the Principal's leadership. We intend to review the implementation of the Principal's leadership in the Pax Christi Catholic Middle School.

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Even though they received an "A" accreditation assessment in 2019, in some components there were still deficiencies in the leadership of the Pax Christi Catholic Middle School Head. For example, in terms of the presence of leaders in the course of educational activities. Principal's absence in daily activities at school is quite significant because of his busy assignments outside of school. This has an impact on other deficiencies, for example the difficulty of certain parties to make important decisions quickly and accurately. For example, to determine the willingness of schools to take part in certain races and the consequent budget. This cannot be done without the presence of the Principal directly. Many other problems need to be explored in relation to the implementation of the Principal's leadership. Therefore we are encouraged to reflect on how educational leadership is suitable for developing schools in the Pax Christi Catholic Middle School.

We as researchers work in an environment that is close to the location of the Pax Christi Catholic Middle School, so the educational activities in the school do not become unfamiliar to us. There are several interesting phenomena to be observed. The most visible phenomenon is the effectiveness of supervision and the intensity of absenteeism in educational leaders in daily school activities. This phenomenon has encouraged us to closely examine the educational activities in this school in a scientific way through a final research in this study.

The objectives to be achieved in this study are:
1. Examine the implementation of the Principal's leadership at the Pax Christi Catholic junior high School in Manado.
2. Formulate the supporting factors of the Principal's leadership at the Pax Christi Catholic juior high in Manado.
3. Formulate the factors which hamper the Principal's leadership at the Pax Christi Catholic junior high school in Manado.
4. Look for alternative countermeasures made against the factors that hinder the implementation of the Principal's leadership in the Pax Christi Catholic Middle School in Manado

2. Literature Review
2.1 Concept of principal's leadership
Concept of leadership conical in the discussion about the leadership of the Principal typically followed by an explanation of the requirements and functions of the Principal. After that also discussed the style / type of leadership and leadership models of the Principal. Also explained about the Principal as the implementation of leadership, the principal duties of the principal, and a general description of the Principal's leadership.

In line with this, Bass and Bass (in Usman, (2013: 309) [27] define "Leadership is the interaction between two or more people in a structured or unstructured group of situations of the perceptions and expectations of members." Two or more people are leaders with subordinates, both or more equating perceptions and expectations in order to have the same mindset, attitude patterns and action patterns in meeting shared expectations. Furthermore, leadership is the science and art of influencing people or groups to act as expected to achieve goals effectively and efficiently. Every organization is very dependent on the role of the leader, especially in terms of leadership. Forward progress of the organization,

whether or not the organization is dynamic, and whether or not the organization's goals are achieved is determined by the appropriateness of leadership applied in the organization depending on leadership is an indicator that leadership behavior is very closely related to work performance.

According to Koontz, *et al.* (in Dachnel Kamars, 2005: 180) [11] states that "Leadership as influential, the art is willingly an enthusiastically toward the achievement of a group or organization." That is, leadership is an influence, art or a process of influencing people so that they are willing to work hard voluntarily and passionately towards the achievement of group or organizational goals. Furthermore, Clemmer (2003: 304) [6], "Leadership is an action, not a position. Based on the previous opinion, it can be concluded that the Leader is a person / individual who has special abilities / potentials, specific skills / skills and quality, and is able to influence other people / groups to work together or conduct joint efforts that lead to the achievement of organizational goals. While leadership is the science and art of influencing and cooperating with other people or groups to act vigorously according to organizational expectations to achieve goals effectively and efficiently.

According to Makawimbang, (2012: 29-30) [12], "Leadership in general is the ability and readiness possessed by someone to be able to influence, encourage, invite, guide, move, direct and if necessary force people or groups to accept these influences and subsequently act something that can help achieve a certain goal that has been set". Education, means in what field and where leadership takes place, and at the same time also explains the nature or characteristics that must be possessed by that leadership. Educational leadership is the ability to drive the implementation of education, so that educational goals that have been set can be achieved effectively and efficiently. As a leader in education, that educational leadership is like a pedicab driver who determines the direction to be taken by becoming a driver for the passengers who become followers, so that the goal can be achieved properly and the pedicab ride safely to the destination.

This is in line with the opinion of Ki Hajar Dewantara "Tut Wuri Handayani", which means the leader is behind the driving force for the progress of its members. According to Sagala, (2009: 146) [20] argues that, "The Art of Leadership in Education is to instill influence on teachers so that they carry out their duties wholeheartedly and enthusiastically. Russel, *et al.* (in Sagala, 2009: 147-148) [20], said that "The behavior of educational leaders in moving the organization effectively is to take an active role in staff development activities, improve teaching performance, conduct direct teaching leadership on teachers and counselors, ensuring that the performance the teacher in the class is evaluated, and becomes an effective figure model".

To meet the above leadership criteria needed: 1) Visionary leadership so that the implementation of education is able to respond to the progress of science and technology as an effort to build quality and competitive human resources, 2) Effective leadership in determining policies so that the learning process held in the unit education can guarantee a quality learning service process and also the quality of competitive graduates, 3) The accuracy of the leader in making decisions so that all decisions taken are decisions that are needed, not on the wishes of the decision makers, 4) Delegation so that the division of tasks in getting around the achievement of targets can be more agile and more

measurable so that targets can be met according to those set, and 5) Democratic attitudes that are developed by leaders so that they are maintained together and with the same enthusiasm for maximum success and success.

Furthermore, Manulang, (2006: 2-3) [13] argues, that pedagogical leaders have the ability and strength to continuously grow the institutional spirit in themselves and their subordinates. Able to give rational consideration, build teamwork on the support of emotional awareness and holistic meaning as the main consideration. Pedagogical leaders have the ability to encourage the growth of synergistic cooperation and high institutional loyalty through the support of changing character that is getting stronger and stronger. Based on the description above it can be concluded that, "Educational Leadership is the ability of a person to mobilize, improve synergistic working relationships and foster a spirit of work with all personnel in the implementation of education in education units, instilling influence on teachers so that they carry out their duties wholeheartedly and enthusiastically, so that educational goals that have been set can be achieved effectively and efficiently. In addition, educational leadership must also play an active role in staff development activities, improve teaching performance, conduct direct teaching leadership to teachers and counselors, convince school personnel that teacher performance in the class is evaluated, provide opportunities for teachers to be creative and innovative, and become a shop the example that subordinates need to emulate.

2.2 Concept Principal as Implementation of Educational Leadership

The advancement and withdrawal of an educational institution in a school is one of the key determinants of a school principal. The success of school principals in achieving their goals is predominantly determined by the reliability of management./ the school concerned, while the reliability of school management is strongly influenced by the leadership capacity of the principal who is the educational leadership. This does not mean the principal's role is merely as a leader because there are still many other roles. For the education environment, educational leadership is leadership that focuses on improving the quality of education. In line with that, Sagala, (2009: 170) [20], argues, that Education as an effort to help students reach maturity, is held in a unified organization so that businesses with one another are interconnected and complementary.

Management of education by creating a conducive learning environment in a sustainable manner is a commitment in fulfilling promises as an educational leader. The role of the principal is very important in determining daily, weekly, monthly, semester, and yearly work operations that can solve these problems as a commitment to improve the quality of education through teaching supervision, consultation, and important improvements to improve the quality of learning. Principals need instruments that are able to explain various aspects of the school environment and their performance in monitoring trips towards a promising future. According to Makawimbang, (2012: 61-62) [12], that the principal is a functional teacher who is given the task to lead a school where teaching and learning is held, or where interactions occur between the teacher giving the lesson and the student receiving the lesson.

Furthermore, Mulyono, (2008: 144) [16] argues that, school progress will be more important if giving attention to the work of the principal for the following reasons: 1. The principal is a central figure in education. Therefore the school principal as a facilitator for the development of education, as the executor of a prerequisite task with hope and renewal. 2. School is an educational community that requires a leader to utilize the existing potential in the school for vision and mission. At this level, principals are often considered one or identical, in fact it has been said that the face of the school is on the principal. The role of the principal here is not only as an accumulator that collects a variety of potential teachers, employees and students but also as a managerial drafter responsible for their respective contributions for the effectiveness and efficiency of continuing education.

Principals as leaders of educational organizations are expected to carry out their functions correctly, namely the principal as a manager, the principal as a leader, the principal as an educator, and the principal as a staff. The good work performance of a school principal can be emulated by teachers, employees, and students. As an education leader in a school, the principal has a legal responsibility to develop the staff, curriculum, and implementation of education in his school. Principal Competency Standards Book, (2007: 136) that, competent principals in general must have the knowledge, skills, attitudes, performance, and work ethics in accordance with their duties and responsibilities as a principal. Furthermore, MacGilchrist, *et al.* (in Usman, 2013: 426) [27], developing nine intelligence leaders needed by schools to lead teachers, education personnel, and students.

Based on some of the opinions above, it can be concluded that educational leadership (Principal as implementation) is as a facilitator for the development of education in the implementation of tasks, influencing and mobilizing all available resources of the school organization to realize the vision, mission, goals and objectives of the school through programs well-planned program. Makawimbang, (2012: 71) [12], states that, "Principally the principal's leadership does not only relate to the style displayed, because not a single style can be applied consistently to various school situations." He added that a school principal is expected to always give an interesting impression, because in leadership a style and attitude are needed in accordance with the climate of the educational institution and the education unit they lead. In essence, an educational leader in this case the principal should have clear and decisive leadership so that the planned efforts for school progress can be realized more quickly, precisely and accurately.

2.3 Effective Educational Leadership (Principal)

Siregar, (2004: 192) [21], argues that, leadership is the ability to influence others. A true leader is someone who is able to influence others to become followers. He was able to invite them to join and move together. He always encourages the people around him, so that his views, goals, and successes become wider.Hanson and Kempa cited by Jasmani and Syaiful Mustofa, (2013: 164) [10] said that, "leadership behavior that cools the teacher, does not stress on the task, and is friendly will make the teacher happy with the principal, the teacher likes to stay at school, and more more importantly the teacher will try to improve performance as much as possible. The teacher will feel called to his

conscience to carry out the task. If the teacher has felt that work is an obligation, surely the teacher will be called to explore everything in order to improve performance. Based on the description, it is suspected that there is a relationship between the principal's leadership, teacher's work stress, and teacher performance.

Correspondingly, Tiong, quoted by Usman, (2013: 323) [27] in his research revealed the characteristics of effective principals, including: (1) Principals who are fair and decisive in making decisions, (2) principals who divide their tasks equitably to teachers, (3) principals who value staff participation, (4) principals who understand the feelings of teachers, (5) principals who have a vision and strive to make changes, (6) skilled and orderly principals, (7) principals capable and efficient schools, 8) dedicated and diligent principals, (9) sincere principals, and (10) confident principals. Furthermore, Davis and Thomas (1989) [7] revealed the characteristics of effective principals including, (1) The nature and skills of leadership, (2) problem solving skills, (3) social skills, and (4) professional knowledge and competence. Manning and Curtis (2003) measure effective leadership with indicators: (1) based on facts, (2) creating a vision, (3) motivating, and (4) empowering staff.

3. Research Method
This type of research uses a qualitative descriptive approach. Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, ways of description in the form of words and language, in a special natural context and by utilizing various natural methods (Maleong, 2007: 6). Qualitative research does not use the term population, but uses "social situation" or social situations consisting of three elements, namely: place (place), actors (actors / actrees), and activities (activities) that interact synergistically (Sugiyono, 2005: 207). This qualitative approach was taken because in this study the objectives or research objects were limited so that the data taken could be extracted as much as possible and so that in this study object widening was not possible.

The research was conducted directly in the field, the formulation of the problem was also found in the field, the possibility of the data changing according to the data in the field, so that a new theory would be found in the middle of the field. This research departs from the way of inductive thinking, then think deductively, this research considers data as the inspiration of theory. This qualitative research method was carried out by means of observation, interviews, and document review. This qualitative method is used because of several considerations. First, adjusting qualitative methods is easier when dealing with plural realities. Second, this method presents directly the nature of the relationship between researchers and respondents. Third, this method is more sensitive and more adaptable to the many sharpening of the mutual influence on the value patterns encountered (Maleong, 2007: 10). Qualitative research, researchers conduct research on a small scale, groups that have specificity, excellence, innovation, or can also be problematic. The group studied is a social cultural unit that is natural and interacts individually or in groups (Sukmadinata, 2009: 99) [24].

This study uses a research design that refers to ethnography. Ethnography is the description and interpretation of a culture or social group system, researchers examine the group and learn the patterns of behavior, habits, and ways of life (Harsono, 2011: 20). It is said to be ethnographic because this research describes and interprets culture, social groups or systems. Besides ethnography in his research in the field in a long time, in the form of observation and interviews naturally with the participants, in various forms of activity opportunities, as well as collecting documents and objects (Sukmadinata, 2009: 62) [24]. This study uses a naturalistic inquiry method in which the data collected are not numerical but qualitative in nature and do not use measurement tools.1. Research sites The study was conducted and took place at the Pax Christi Catholic Middle School in Manado 2. Research Time This research was conducted in a period of five (5) months, namely January-May 2020. In qualitative research, the type of data source in the form of humans in research is generally as a respondent (respondent).

Data collected by interview (interview), observation (observation), and documentation (collecting evidence, selecting, processing, and storing information).In the interview, the key informants were the Principal himself (1 person), the representatives of the School Principal (4 people) who were also the representatives of the teachers, students (1 person) and parents of students (1 person). The interview data is given special codes. The code is preceded by the symbol "W" which means "Interview" and is followed by the positions of resource persons: "KS" for Principals, "Wk" for Deputy Principals of Public Schools, "Kur" for Vice Principals for Curriculum, "SP" for Deputy Principal for Facilities and Infrastructure, "Kes" for Deputy Principal for Student Affairs, "Sis" for students, and "OT" for parents. After the code for the positions are given numbers to facilitate reference in the analysis section. Other data is coded "CO" which means "Observation Note." This code is followed by numbers to distinguish observational research days. In addition to these data, documentary data also becomes supporting data. With documentary data intended as data concerning the history of the school, a description of the situation of teachers and students, as well as the condition of facilities and infrastructure, as well as data about the vision and mission of the school. This documentary data was not given a special coding, because it was immediately clearly referred to in the data analysis section.

4. Result and Discussion
Pax Christi Catholic Middle School began operating since 1920 under the name RK 1 Putri Manado Junior High School which is located on Jl. Sam Ratulangi No. 60. The school is led directly by the School Organizer Foundation, the Joseph Manado Foundation, based in Makassar. Since the establishment of the school until 1950 the school was still led directly by the head of the school's organizing foundation, the Joseph Foundation (now Joseph Yeemye Foundation). Since the 1980/1981 school year the name of the school changed to Pax Christi Catholic Junior High School in Manado. Since the beginning this school only accepts female students, according to their first name. But since the 1997/1998 school year this school began accepting male students. Pax Christi Manado Catholic Middle School is geographically-territorial in the Wenang Sub-district environment, Manado City, precisely on Jl. Sam Ratulangi No. 60 which is one of the main highways in the city of Manado. The socio-cultural situation of the community around the Pax Christi Catholic Middle School is a socio-

cultural characteristic of the multi-dimensional city community. Based on the various forms of livelihood, ethnicity, ethnicity, but the culture of mutual assistance or mapalus which is the Minahasa cultural uniqueness, accompanied by religious nuances that are very inherent and very pronounced in every side of North Sulawesi community life. Family-social socio-cultural order, respect, and tolerance, highly upholds the existence and development of the Pax Christi Catholic Middle School in Manado.

4.1 Implementation of Principal Leadership in Pax Christi Catholic Middle School

From the data used as these findings, it appears that the Principal's leadership style is a "Democratic" Leadership Style According to Duncan (1970) [8], a democratic leadership style displays leaders who always stem from the interests and needs of their groups, and consider the ability and ability of their groups. From this, it appears that the Principal of Pax Christi Middle School always builds good discussions with teachers regarding certain decisions he needs to make. Not only with teachers, but with parents. From the excerpt data from the interview notes that have been described above, a number of phrases like this appear, "Sister took us in a shepherding situation. So, Sister brought not in an arrogant way but Sister was quite protective. We consciously could not refuse because our Headmaster was a nun, and the Sister was not rigid so we felt reluctant. Sister even though the school principal but we feel friendly with her. In the research notes, it appears also the calmness of the Principal in solving some educational problems. It was also evident from the students' confession, Sister's good disposition.

According to Makawimbang (2012) [12], the application of this kind of leadership model was more or less born from the person and innate headmistress, who incidentally was a nun from the congregation of the Sisters of Jesus Maria Joseph. The appreciation of the spirituality of the congregation and the nature of being a sister, but also about her personality as a human being who blends in, made her respected. People's reluctance towards him makes his leadership as a School Principal appear to have charismatic characteristics, that is, rise from his personal charisma.

Fourth, as a supervisor. As supervisors, the Principal supervises the teaching and administration of teachers. It appears from the implicit recognition of the Principal, this supervision does not always become a necessary and routine part, bearing in mind the external tasks that he also undertakes. This is evident from the use of the word "if there is an opportunity", both in the Principal's interview, and in the interview with the Vice-Principal in the field of curriculum. However, supervision activities are still held in a Principal's program. Fifth, as a leader (leader). As a leader, the Principal always appears as the spearhead of a decision. Everything has been organized and well designed. As a leader, he also appears to be able to put himself in a sudden situation that requires a sudden role. From the recognition of a Deputy Principal, that sometimes there are sudden unplanned situations, but they can be implemented well. For example, if there is something that is not planned by one of the teachers but urges action to be taken at a certain time: The Principal always strives to overcome this urgency by providing what is needed in this particular situation. to place yourself in critical and unplanned situations. His capacity as a leader spearheaded decision making. In this field, if analyzed, there is a close relationship with the Principal's

democratic leadership style. Certain matters of decision-making in the corridor are always carried by the School Principal in together with other teachers. But at the crucial moment, he also appeared as a decision maker with capacity. Seventh, the task as a motivator. As a motivator, the Principal appears to give encouragement and move its members to be able to direct themselves to the vision-mission and goals of the school in particular and the vision-mission and educational goals in general. The headmaster places himself as a friend to share, to which students and teachers do not hesitate to openly tell the life problems experienced. Welcome is the driving and encouragement experienced by anyone who shares it. This is closely related to the Principal's charismatic leadership model.

4.2 Supporting Factors for Implementation of Principal Leadership in Pax Christi Catholic Middle School

After examining the data presented on the factors supporting the implementation of the Principal's leadership, here we can describe the four factors formulated through the data obtained above. First, there are structured trainings for teachers. The purpose of this training is to develop the potential and ability of teachers to manage education. These trainings are designed by the Principal within the framework of the development program. Extracurricular assistants are managed by schools to be handled by those who are professionals in their fields, even though the budgeted costs are quite expensive. These nine characters appear in the school's mission, namely Responsiveness, Creativity, Responsibility / Integrity, Integrity, Justice, Hospitality, Compassion, Respect, and Discipline. The comprehension of these nine characters can be seen concretely in many events experienced by the researcher and recorded in the observation notes as well as cited interview notes data that has been described in the previous section. These events represent these nine characters, for example: the course of learning programs with teachers who are not waiting for one another because of the responsiveness of the situation (Responsiveness), Teachers who are creative in designing learning and creatively design the situation. -a order and make the course of the program deal with certain urgency (Creativity), all parties know and are responsible for their duties (Responsibility), prayers and religiosity activities that are routine and keep running in balance with other activities, friendly to anyone (Hospitality), fair in solving educational problems (Justice), but still based on love through personal guidance and guidance (Compassion), respect for superiors, colleagues, and subordinates (Respect), and discipline in all educational activities: time is running according to program planning, no classes are empty because of the gap pan of each teacher, even the Principal, who is able to fill in each other's invalices, as well as other disciplinary matters.

4.3 Supporting Factors for Implementation of Principal Leadership in Pax Christi Catholic Middle School

In discussing the implementation of the Principal's leadership, inhibiting factors need to be explored as a step to determine efforts to overcome these obstacles, so that the school can progress toward achieving its specific goals, and educational goals in general. According to the data collected, below are analyzed at least two things that are factors that hinder the implementation of the Principal's leadership in the Pax Christi Catholic Middle School of Manado. First, the minimum support or involvement of certain parents of students in the process of implementing character values in educational activities in schools. This is

evident from the phenomenon when students commit violations or make certain cases, parents come full of anger and cursing the teacher with harsh words. In another example, based on student recognition, certain parents are also involved in disciplinary activities, in the form of asking students to consciously violate school rules even if they are small, for example to bring cellular phones to school even though it is already prohibited. Thus this factor comes from outside, and can be classified as an external factor. Second, there is a significant absence from the principal in educational activities at school. This is the most expressed in interviews. There are many concomitant consequences arising from this phenomenon, namely declining teacher performance, obstruction of certain important decisions, especially regarding the decision to set an urgent budget, the decision to resolve educational problems (cases of students and teachers) that are very necessary and urgent, as well as other decisions that need to be taken in relation to activities outside of school. Thus the two things above are considered as factors that hamper the implementation of the Principal's leadership in the Pax Christi Catholic Middle School in Manado.

5. Conclussion

1. First, the Principal's leadership at the Pax Christi Manado Catholic Middle School was implemented through his democratic leadership style and charismatic leadership model. In addition, his duties as a Principal are implemented as a teacher / educator, manager, administrator, supervisor / supervisor, leader, innovator, and motivator.
2. There are four factors supporting the leadership of the Principal in Pax Christi Manado Catholic Middle School, namely (1) the existence of structured training for teachers, (2) the development of students' interests and talents through extracurricular activities in the arts, sports, academics/journalism, and the Indonesian Scouts and Red Cross; (3) the existence of an organizational culture that lives and is implemented through the appreciation of nine character values (Responsiveness, Creativity, Responsibility, Integrity, Fairness, Hospitality, Compassion, Respect, and Discipline); and (4) the growth of pride and love for schools by teachers, students and parents.
3. There are two factors that inhibit the implementation of the Principal's leadership in Pax Christi Manado Catholic Middle School, namely (1) the minimum support or involvement of certain parents in the process of implementing character values in educational activities in schools, and (2) significant absences of Principal in educational activities at school.
4. There are four alternatives that can be taken in overcoming the obstacles to the implementation of the Principal's leadership in the Pax Christi Catholic Middle School of Manado, namely (1) increasing awareness and acceptance that a significant Principal's absence is part of his assignment and calling as a nun, (2) improvement of communication and delegation of comprehensive leadership tasks to Vice Principals, (3) improvement in the use of adequate facilities and infrastructure, especially in the field of technology, in the context of school management, and (4) promoting character education for all components of education in schools, including teachers / employees, students, and parents.

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