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Principal behavior as educational leaders (Case study at public senior high school II Dumoga, Indonesia)

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Abstract

The education unit is essentially the most decisive component for the running of the education system. So it requires quality educational leadership that is reliable, agile and able to read or see situations, as a community need. The principal as a manager has four important tasks, namely: (1) compiling school programs, (2) arranging staffing organizations in schools, (3) mobilizing staff (teachers and employees), and (4) optimizing school resources. (Makawimbang, 2012: 83)^[13] thus the principal is responsible for the smooth implementation of learning in accordance with the current curriculum. The principal should understand and master the curriculum so that the learning process can run effectively and efficiently. This research uses a qualitative approach. This research is classified into qualitative research, because the data and analysis are not in the form of numbers. Bogdan and Biklen (1992: 30) Explain that: "Qualitative research is descriptive. The data collected are in form of words or pictures rather than number, the written results of research contain quotations from the data to illustrate and substantiate the presentation. This research was conducted at SMA Negeri 2 Dumoga. When the research was carried out since the preparation of the proposal in October 2019. The results showed that 1. The head of the school as an education leader serving at SMA Negeri 2 Dumoga the principal builds an approach with school residents, providing relatively sufficient facilities and infrastructure. The school principal provides opportunities for teachers to take part in technical guidance and workshops as well as providing examples by arriving on time at school. 2. The principal as an educational leader who empowers SMA Negeri 2 Dumoga as the principal who always involves teachers actively in carrying out their duties and functions is to empower all school members properly including their representatives, teachers and administrators in accordance with their main duties and functions respectively and nothing overlaps. 3. The principal as a human-oriented education leader at SMA Negeri 2 Dumoga the principal entrusts and respects his subordinates and students. Principals also do not act as dictators because leaders who act as dictators can destroy institutions. The principal uses good and polite language in admonishing and delivering messages to his subordinates. 4. The principal as a future-oriented education leader at SMA Negeri 2 Dumoga, the principal in this instantaneous information era, is of course always following the development of information and also always encourages teachers to follow developments. The first vision of the principal is to have good morals for both teachers and students, because if all school members have good morals it will bring achievements to the school, have faith, knowledge and then be able to compete.

Keywords: Principal behavior, educational leaders

Introduction

The principal is one of the components of education that has the most role in improving the quality of education. For that the principal must know the tasks he carries out. The duties of the principal according to (Wahjosumidjo in Priansa and Somad, 2014: 51)^[12] are: (1) Communication channels, the principal behaves as a communication channel in the school environment he leads, (2) Responsible and accountable, the principal acts and is responsible for all actions taken by subordinates, (3) Ability to Face Problems, with limited time and resources, the principal must be able to face various problems, (4) Analytical and Conceptual Thinking, the principal must be able to solve problems through an analysis, then solve a problem with a feasible solution, (5) As a Mediator or Intermediary, in the school environment as an organization, it consists of humans who have different backgrounds who can cause conflict, therefore the Principal must be the mediator in the conflict, (6) As a politician, the principal must be able to build relationships cooperation through the approach of persuasion and agreement, (7) As a diplomat,

in various meetings the Principal is the official representative of the school being led, (8) Decision-making is difficult, no single organization runs smoothly without problems.

The principal has a very strong role in coordinating, mobilizing, and completing all educational resources available in the school. Principals are required to have management and leadership abilities that indicate that they are able to take initiatives and initiatives to improve the quality of the school. School management is one of the factors that affect the quality of education. So the principal's leadership is very decisive. Assessment of school performance is an effort to capture the success of the principal's leadership and also at the same time describes the objective conditions of the school profile as a whole. Thus in school management, the principal has a very big role.

The principal is the education leader at the school level, so the principal must also prove that the principal has the ability to work professionally and avoids himself from activities that can cause the work at school to be very boring. You have to really look at the situation around the school, because the leadership of the principal must also be supported by the people around the school, teachers, students, and students' parents.

In relation to this research, there are several things that must be anticipated, implemented and formulated together through the homeroom teacher, parents and the community. A school principal must be observant of the situation that is developing at school, ready to accept criticism and suggestions from the person or group concerned. It is not easy for a principal to apply the skills to these requirements. Take and determine a decision for each problem that exists in the school, whether it concerns students, teachers and employees with various characteristics, in addition to a structural position as leader.

Dumoga 2 Public High School is the only high school in West Dumoga. In this case the school has very supportive facilities because almost every year it gets assistance. The school, which originally had one building from 2009 to 2016, already has adequate facilities, such as a kbm room, a laboratory, and a sports field and other equipment.

The interaction relationship between principals and teachers, between teachers and students, and between teachers and the community has been in very good condition. Of course, as a leader, you must develop serious and very great attention to the teacher and students. For example, when students have problems, they will definitely be fostered by the homeroom teacher, field teachers and including school principal representatives. So that these students can become students who know good manners or have a good predicate according to the existing rules in school.

In general, this study aims to examine and describe the behavior of the principal as an educational leader (Case Study at SMA Negeri 2 Dumoga). While specifically this research aims:

1. The principal as the education leader serving at SMA Negeri 2 Dumoga.
2. The head of the school as an empowering education leader at SMA Negeri 2 Dumoga.
3. The principal as a humanitarian-oriented education leader at SMA Negeri 2 Dumoga.
4. The principal as a future-oriented education leader at SMA Negeri 2 Dumoga.

2. Literature Review

Many experts who put forward leadership theory include Koontz and Wehrich in Kambey (2006: 128) ^[11], which is an influence, art or process to influence people so that they voluntarily and are eager to achieve goals. According to Wiles in Burhanudin (1994: 62) leadership is all forms of assistance that can be provided by someone for the determination and achievement of group goals. Yuki (1984: 4) ^[22] defines that leadership is a process of influencing the interpretation of events for followers, the choice of targets for groups or organizations and work activities to achieve the intended goals, the motivation of followers to achieve goals, maintenance of relationships. cooperation, as well as obtaining support and cooperation from others who are outside the organizational group.

Kambey (2006: 130) ^[11] states that leadership is a process of influencing one's activities or the activities of groups of people so that they are directed towards achieving predetermined goals. Achmad Sanusi and Sobry Sutikno (2019: 19) ^[16] leadership is a lecturer to influence and mobilize others effectively and efficiently to achieve goals. Danim (2003: 53) ^[4] leadership is any action taken by an individual or group to coordinate and give direction to other individuals or groups that are connected in a particular container to achieve predetermined goals. Pffner (In Danim, 2003: 54) ^[4] argues that leadership is the art of coordinating and giving direction to individuals or groups to achieve the desired goals. Robbins (in Danim, 2009: 3) ^[4] leadership is the ability to influence a group towards achieving goals.

Likewise in the Indonesian National Encyclopedia, (1999: 376) leadership as a management function plays a very important role in the organization. In leadership, there are three main factors, namely (1) power, the ability to influence others to achieve something in the desired way (2) authority, namely as a right that has been established in the social order to determine policies, determine decisions, and resolving disagreements, and (3) influence, namely the ability to influence others to voluntarily change their attitudes and behavior. Thus it can be concluded that leadership is a process of activity to influence certain individuals and groups towards achieving predetermined goals.

The leader is a determining factor in the success or failure of an organization or country. Both in government politics, education, religion, social and business world. The quality of the leader is very influential on organizational success. Because successful leaders are able to manage the organization, are able to anticipate sudden changes, can correct weaknesses. In short, leadership has the most opportunity to turn "stones into gems" or vice versa turn "palaces to ashes" if the leader missteps or is incompetent. Therefore, leaders are the key to success in the organization in realizing its vision and mission. (Ariansa, 2004: 01).

Leadership in education essentially involves many stakeholders who play an important role in the continuity of the process of developing the quality of education, including:

1. The principal, the principal is the manager of education in the school as a whole and the principal is the formal leader of education in the school.
2. The teacher, the teacher is the leader who determines the conditions for the comfort of the teaching and

learning process in the classroom. Teachers are leaders who create quality students.

3. Parents / community, parents are the motivator of students to always be present in the process of learning.

Judging from the previous description, it can be concluded that educational leadership is the ability to encourage or influence within the scope of moving the implementation of education in order to achieve educational goals effectively or the ability and process to influence, coordinate, and mobilize other people who are related to the development of educational science from the implementation of education and teaching, so that the activities carried out can be more efficient and effective in achieving the goals of education and teaching.

Relevant Research Studies

- a) Warno (2016) ^[21] Research on Principal Leadership on Teacher Performance. In the theoretical design there are already parties who are expected to carry out supervision of teachers, namely the principal and supervisors. The attention of supervision should be focused on the success of students in gaining knowledge and skills at school. Therefore, it is students who are the center of attention of all educational efforts, meaning that supervision has led to the subject.
- b) Syarifudin A.R (2006) Research on Effective Leadership. From the results of the study concluded that leadership effectiveness shows a strong relationship with the performance of school principals. Taken together, the effectiveness and implementation of the job appraisal system has a strong relationship with the work level of school principals. The relationship with this research is that an effective principal leadership model depending on a particular situation and environment will improve the performance of all elements in the school.
- c) Ibrahim Hadi (2016) ^[9], the principal's leadership style in efforts to improve teacher performance, should understand and make every effort to be able to maintain a democratic leadership type, so that it can build the dignity of a leader, because with the authority of the teachers will feel comfortable under his leadership. The relationship with this research is that the principal uses a model and style of leadership that fits the right situation, so as to improve the quality of education.

3. Research Method

This research uses a qualitative approach, which is carried out based on the paradigm, strategy and model implementation in a qualitative, perfective, and various developed strategies and models. However, various forms of research that are oriented towards methodology have some similarities. In general, in qualitative research, there are the following:

1. The data is treated as verbal data or as something that can be transported as verbal data.
2. Oriented to understanding meaning, whether it refers to characteristics, systematic relations,
3. conceptions, values, rules and abstract formulations of understanding.
4. Prioritizing the direct relationship between the research and the thing under study.
5. Prioritizing the role of research, as a key instrument.

According to Kirk and Miller (1986), qualitative research is a particular tradition in social science that fundamentally relies on observations of humans both in their area and in their terms. Meanwhile, according to Danzin and Lincoln (1987), qualitative research is research that uses a natural setting, with the intention of interpreting phenomena that occur and are carried out by involving various existing methods.

Place and time of research This research was conducted at SMA Negeri 2 Dumoga. When the research was carried out since the preparation of the proposal in October 2019. Data source is information or tangible material that can be used as a study (analysis or conclusion). Qualitative data is what people say in relation to the set of questions the researcher raises. In the form of the person (informant) being interviewed, the event, thing or situation being observed. The data collected in this study are data in accordance with the focus of the study, namely the Behavior of the Principal as an Educational Leader (Case Study at SMA Negeri 2 Dumoga). The research data is descriptive data that will be obtained from observations, documents and interviews, as outlined in the report notes. The subjects or informants of this research are the Principal, Deputy Principal of the Curriculum School, Deputy Principal of Student Schools, Deputy Principal of School Facilities, Senior Teachers and Junior Teachers. Data analysis continued throughout the research process. The reduction process is a process of selecting, focusing on simplifying, abstracting, and transforming raw data from written records in the field.

4. Result and discussion

4.1 Principal as Education Leader Serving Public High School 2 Dumoga

The results of observations and documentation, researchers found that the principal gave confidence to teachers and other staff in carrying out their duties. The school principal also makes an approach to school residents and also prepares relatively adequate facilities and infrastructure. So from that the researchers found things that worked properly:

1. The principal makes an approach to teacher staff and other employees. The school principal also gives confidence to other staff in carrying out their duties, and provides opportunities for educators and education staff to take part in technical guidance and workshops.
2. The principal always provides motivation to teachers and also the principal always comes on time.
3. The principal always provides good service to teachers who need signatures and also the principal always delivers important information from the office related to the filing of teachers.
4. The principal is responsible to his subordinates and is also quite wise.
5. The principal is in leadership, serving quite well in the management of controlling the provision of stationery, and monitoring according to the presence of stationery.
6. The principal in assigning duties and responsibilities always through meetings and the principal provides opportunities for umtek teachers to take part in technical guidance and workshops.

A number of informants provided data to researchers while the research was taking place, it can be said that how the principal as an education leader serving at SMA Negeri 2

Dumoga is a school leader who takes the initiative to make changes in school, and the school must be able to defend itself in a defensible situation. By creating leaders who serve the school (staff teachers, committees and students). For example, when there is a shift or change in the mechanism system, whether it is directly related to the school, the change in question will have a major impact on the role of the leader.

Overall, the principal has implemented a very good behavior by serving leaders, this can be seen from the school principal approaching the school community, understanding their needs, such as preparing relatively adequate facilities and infrastructure. The principal also always arrives earlier than other teachers and provides opportunities for subordinates to take part in technical guidance and workshops.

The principal must solve existing problems, how followers think about the development of knowledge, how teachers face problems so as not to interfere with the learning process of students. This is in line with Ambarita's opinion, 2015^[1]: 237 which states that the power for change starts from within schools, which cannot be separated from outside support. Schools that close themselves to change will sooner or later experience a crisis in public image or recognition.

Serving leaders dare to admit that they can work well because there is interference from others, namely the teacher staff and not work alone to get the best results. A leader is said to be a leader who serves if he has a humble nature. Even if the efforts made are successful, the principal will say that the success he has found is due to the hard work of the teacher and other members.

4.2 Principal as Empowering Education Leader at SMA Negeri 2 Dumoga

Looking at the results of observations and documents, the researcher found that the principal has implemented empowering educational leaders because the principal always involves teachers actively in carrying out their duties and functions.

1. The school principal empowers all ASN in the school properly and everything goes according to their respective main tasks, there is no overlap.
2. The principal empowers his subordinates according to their respective functions and duties.
3. The principal has assigned duties and responsibilities to each of his representatives as well as other teacher duties, teachers carry out their duties according to the orders of the school principal.
4. The principal is empowered with their respective expertise and the principal looks at the existence of the school environment and its related components.
5. The principal has distributed the assignments with their respective portions and it is the ones who have the ability and responsibility, so that the achievement of goals is good.
6. The principal is empowered with their respective functions and there is no overlap.

The principal as the leader of the school organization to actively involve teachers in carrying out their duties and functions, for this reason, the leadership of the principal who can be fully involved in efforts to empower teachers is needed. Leadership is the ability to mobilize, influence, motivate, invite, direct, advise, nurture, guide and train. An

empowering leader is something that can take advantage of all the potential that exists in school. Empowering is an effective way to get the best performance from the teachers or staff being coached. Empowering more than just the delegation of duties and authorities but also the delegation of the process of developing decisions and responsibilities in full.

Based on the observations that have been carried out, the study found that the behavior of the empowering principal at SMA Negeri 2 Dumoga, the principal empowered all school members with their respective main duties and functions, there was no overlapping. The principal always involves the teacher in making decisions through meetings.

Leadership policies that can empower teachers to actualize them are very important to do. In this case, the leadership needed is leadership that can facilitate the potential of school residents, especially teachers and students, which in essence, the leadership focuses on collaboration, empowerment, and solid and intelligent teamwork. Empowerment is one of the obligations of the principal to give more special attention to the organization and the people they lead. One of the empowering teachers is the assignment of teachers in teaching.

4.3 Principal as a Human-Oriented Education Leader at Dumoga 2 Public High School

The results of observations and documentation, researchers found that the principal in carrying out his role as a human-oriented principal, the principal always trusts and appreciates his subordinates and students and always provides opportunities for teachers to express their opinions. Sometimes the principal also leads by using moods but also understands the condition of the teachers.

1. The principal trusts and respects his subordinates and students. And always provide opportunities for teachers to express opinions.
2. The principal always provides direction with common sense and provides motivation in accordance with the applicable ASN rules.
3. The leadership of the principal with human orientation is quite good, seen from the relationship between the principal and his fellow teachers is quite good, the principal is a communicative person.
4. The principal in ordering the teacher to use polite language.
5. Sometimes the principal does his job using the mood, but the principal understands the condition of the teachers.
6. The leadership of the principal is very human, seen from the point that the principal can communicate well with teachers, students, guardians, the community and the local government.

As educational leaders with human orientation, educational institutions are always ready to accept community members, the ideas conveyed and the values that exist. On the other hand, the community must also be open to accept and support the activities of educational institutions. Educational institutions can learn from the community. Teachers and students can seek learning experiences and practice in the community. Between educational institutions and the community there must be a two-way relationship and communication to be able to give and receive each other.

The principal as a human-oriented education leader at SMA Negeri 2 Dumoga always trusts and respects his subordinates and students, in reprimanding or conveying something the principal always uses good language, if there are teachers who violate discipline they are called to the room and the problem is sought too late and also the teachers are given the opportunity to express their opinion.

The leadership of the principal that is successful is not only determined by one pattern of leadership orientation, but is actually an accumulation of both orientations whether it is task orientation or orientation between human relations. Leadership orientation towards tasks or that prioritizes task completion. Behavior that is seen in determining policies, giving assignments, establishing work steps. By being oriented towards supervised tasks, task completion is carried out in an orderly, fast, precise manner. Orientation in human relations or that prioritizes the creation of good human relationships, where the behavior applied is encouragement, assistance and involvement of teachers in various matters in the implementation of activities at school.

4.4 The Principal as a Future-Oriented Educational Leader in the Dumoga 2 Public High School

Looking at the results of observations and documentation, researchers found that the principal in carrying out his role as a future-oriented educational leader, in this instantaneous era of information, of course every leader always follows the development of information. The vision of the principal who is the first to have good character from both teachers and students, good morals will certainly bring achievements to the school.

1. The principal always urges teachers to follow developments, especially in the world of education.
2. The principal always invites teachers to study IT, because in the era of globalization this is a demand that must be done.
3. The principal sometimes asks teachers what should be done to make the school better in the future.
4. The construction of the buildings is getting better and more adequate. Almost all students also accept scholarships.
5. The principal always thinks about the progress of the school and in responding to the development of educational technology very well.
6. The principal conducts training for teachers who do not master IT.

The principal as a future-oriented education leader at SMA Negeri 2 Dumoga requires the ability of the principal and teacher staff to train student competence to be able to compete in this information technology era, the principal is also very observant in seeing deficiencies in the school environment both in facilities and school equipment. The principal also occasionally supervises teachers who are giving material in class. Future-oriented leaders must be able to encourage what will happen and must always be aware of all possibilities.

Therefore, leaders must be sensitive to the development of situations both inside and outside the organization so that they are able to detect obstacles that arise, both small and large.

Therefore, the principal must always hold a meeting at the beginning of the school year to get suggestions and opinions from teacher staff in order to develop education in schools,

everything must be compiled and formulated collectively. Then it must be run jointly by the teacher staff. The leadership of the principal is the main key to success, especially in the implementation of school programs.

5. Conclusion and Recommendation

Conclusion

Based on the findings and discussion, it can be concluded that

1. The principal as an education leader serving at SMA Negeri 2 Dumoga the principal builds an approach with the school community, providing relatively sufficient facilities and infrastructure. The school principal provides opportunities for teachers to take part in technical guidance and workshops as well as providing examples by arriving on time at school.
2. The principal as an educational leader who empowers SMA Negeri 2 Dumoga as the principal who always involves teachers actively in carrying out their duties and functions is to empower all school members properly including their representatives, teachers and administrators in accordance with their main duties and functions respectively and nothing overlaps.
3. The principal as a human-oriented education leader at SMA Negeri 2 Dumoga the principal entrusts and respects his subordinates and students. Principals also do not act as dictators because leaders who act as dictators can destroy institutions. The principal uses good and polite language in admonishing and delivering messages to his subordinates.
4. The principal as a future-oriented education leader at SMA Negeri 2 Dumoga, the principal in this instantaneous information era, is of course always following the development of information and also always encourages teachers to follow developments. The first vision of the principal is to have good morals for both teachers and students, because if all school members have good morals it will bring achievements to the school, have faith, knowledge and then be able to compete.

Recommendation

Based on the findings and discussion, it can be suggested that

1. The principal as the education leader serving at SMA Negeri 2 Dumoga, the principal must quickly adjust to the needs of change, the leader will experience heavy pressure, if it is not controlled it will have fatal consequences for the person concerned.
2. The principal as an empowering education leader at SMA Negeri 2 Dumoga obstacles in carrying out his duties the principal must control subordinates because there are several teachers who carry out two positions at once, it is hoped that leadership behavior is adjusted to the leadership situation and organizational situation, taking into account school existence factors, differences in the level of maturity (teacher ability and willingness) and teacher staff personal attitudes as well as time and space factors.
3. The principal as a humanitarian-oriented education leader at SMA Negeri 2 Dumoga, the principal should not do his job by following the mood, the principal must also be more assertive towards subordinates who often break discipline so that there is a lucid effect.

4. The principal as a future-oriented education leader at SMA Negeri 2 Dumoga the principal needs to develop several skills, in communication skills, motivation skills and team building skills.

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