



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 8.4
IJAR 2022; 8(5): 125-132
www.allresearchjournal.com
Received: 22-02-2022
Accepted: 25-04-2022

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The principal's leadership in Airmadidi Senior High School in North Sulawesi province, Indonesia

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Abstract

This study aims to describe the leadership of the Principal at SMA Negeri 1 Airmadidi. The method used is a qualitative research with informants, namely the principal, vice principal, teachers and staff who are directly involved every day with the activities of the education staff in the learning process at SMA Negeri 1 Airmadidi. Data collection techniques using the methods of observation, interviews and documentation. Test the validity of the data using the trigulation technique. The results of the study found that first, the principal's leadership in motivating the principal's teacher's work spirit such as giving praise for each teacher's work success, making gratitude by eating together, providing constructive suggestions, providing a pleasant work atmosphere, setting the work environment. Although teachers have an important position in the world of education, their existence must still be supported by a leader who is able to foster, direct, supervise, improve, and assess all teacher activities related to their competence as educators and the learning process in the classroom. . There is a strong motivation from the principal and gives awards to teachers who have performed well. The management of workspaces, studies, libraries, and laboratories is arranged in such a way so that school residents feel comfortable. This arrangement involves the deputy head, teachers in the field of study, as well as supervisors of school facilities, such as libraries. As well as providing clear interaction or information to teachers, parents and students. Third, individuals do not have a high sense of cooperation, lack of time, equipment and facilities that are not appropriate, instructions are not clear, the level of performance faced is not fair, the existing formal authority is not sufficient, work methods and procedures are weakly regulated, the division of tasks is not clear and there are overlapping tasks. Fourth, providing motivation, work spirit, coaching, discipline, providing consultation, awarding, conducting class visits, showing exemplary attitudes and behavior, building active, creative work, developing the teaching profession.

Keywords: Educational management, curriculum management, seminary curriculum management

1. Introduction

The principal is a person who is at the forefront of coordinating efforts to improve quality learning. The principal is appointed to a position responsible for coordinating joint efforts to achieve educational goals at the school level he leads. Of course the principal is not the only one who is fully responsible for a school, because apart from the principal, there are teachers who are seen as the key factor dealing directly with students and other factors such as the environment that affect the learning process. However, the principal has a role that influences the running of the system in the school.

In an effort to achieve educational goals in schools, the role of education personnel is very decisive. Apart from teachers, other supporting staff are school administration. Administration is the organizer of the administrative and information system of education in schools, also plays a role in school development. The process of implementing education through educational institutions is said to be going well if it has a good administrative system, because administration is attached to administrative tasks, even though it is indeed one part of its duties, having tasks that are more than just administrative problems. This is related to the quality of the obedient staff of the business itself. Whether we realize it or not, the quality of administrative staff is one of the factors that affect the quality of a school, but it is unfortunate that efforts to improve the quality and performance of school administrative staff seem to have received less attention.

Although in principle the main key to improving the quality of education lies with the teachers and principals.

The administrative tasks include: compiling school administrative work programs, managing school finances, managing personnel and student administration, preparing school supplies administration, compiling and presenting school data, compiling reports on the implementation of administrative management activities on a regular basis. To improve the administrative tasks, the principal as a manager is expected to be able to plan, implement and evaluate the administrative tasks.

On the other hand, in his role as a leader, the principal must be able to pay attention to the needs and feelings of the people he leads or those who work with him by always motivating his subordinates so that the performance of teachers and education staff is always maintained. Budiwiwiwo & Sudarmi (2018: 27) that the principal as a supervisor and motivator in improving teacher performance in the form of teacher professional competence is an ability related to mastery of learning material in the field of study broadly and deeply which includes mastery of the substance of the curriculum content of subjects in schools and the scientific substance that overshadows the curriculum material, the ability to manage classes, mastery of learning strategy methods and add scientific insight that needs to be improved again.

The creation of quality teachers cannot be separated from the role of a school principal. Teachers must have sufficient quality, because teachers are one of the micro components of the education system that are very strategic and take many roles in the school education process (Yanti, 2011). For example, a teacher must have certain qualifications or competencies besides that the teacher must be able to make learning tools, manage learning, be able to develop himself or follow developments in the world of education so as not to miss information and master teaching materials in accordance with the field they are involved in.

In order for schools to achieve their goals effectively and efficiently, the principal must carry out managerial functions such as planning, organizing, directing, motivating, implementing, organizing control, evaluation and innovation. A good principal is expected to form a good learning implementation as well. If learning in schools is good, of course, it will produce good achievements for both students and teachers. Thus, the goal to be achieved is to improve the quality and quality of both educators and education staff, especially the quality and quality of the graduates produced will also be good. In the process of implementing educational reform, the teacher is a very important factor. Therefore, efforts to reform the educational process need to pay serious attention to improving the professional abilities of teachers which is reflected in their high performance (Mulyasa, 2009:2-6).

Based on the results of initial observations and interviews at SMA Negeri 1 Airmadidi with 10 teachers, it was found that this school is one of the educational institutions that struggles to educate the nation's life in order to succeed in Indonesia's national development goals, the school is a public educational institution under the auspices of the Ministry of Education, Culture, Research and Development. Technology. Since the establishment of this school, SMA Negeri 1 Airmadidi has produced many quality students. In fact, he often gets championships in academics, sports, and arts at the sub-district or district level, even at the provincial and national levels. This is one proof that teachers have succeeded in achieving a school goal. According to

Hermino (2017: 176) wrote "The success of school principals, teachers and education personnel in achieving a school goal is a work achievement that comes from their abilities and motivation". The work performance produced by teachers cannot be separated from the ability of the principal's management as the leader of an educational institution.

However, it is undeniable that in carrying out his duties as a principal it is not uncommon to encounter obstacles and problems that can hinder the achievement of the goals of the school he leads. These constraints include the behavior of a small number of teachers who have not shown good performance in carrying out their duties and functions, meaning that they are in accordance with the main tasks and functions of teachers, such as: activities in planning teaching programs, carrying out learning activities, carrying out assessments, carrying out daily tests, compiling and carry out improvement and enrichment programs as well as carry out development of the teaching field that is their responsibility.

1.1 The objectives to be achieved in this research are to find out more clearly about

1. The leadership of the principal at SMA Negeri 1 Airmadidi?
2. The factors that support the leadership of the principal at SMA Negeri 1 Airmadidi?
3. Factors that hinder the leadership of the principal at SMA Negeri 1 Airmadidi.
4. Efforts are taken to promote the leadership of the principal at SMA Negeri 1 Airmadidi.

It is hoped that this research can bring overall benefits both theoretically and practically to the parties involved, including the following:

1. Theoretical Benefits

- a. This research is expected to be able to provide a theoretical contribution on how to improve the leadership of school principals
- b. As library and reading material for students and educators, more specifically for SMA Negeri 1 Airmadidi
- c. As library material for Postgraduate students at Manado State University, especially the education management study program.

2. Practical Benefits

- a. Provide information and descriptions to principals and teachers at SMA Negeri 1 Airmadidi regarding the importance of principal leadership management
- b. Provide information and descriptions related to obstacles or problems in the application of principal leadership management at SMA Negeri 1 Airmadidi
- c. For the author, it is hoped that it can provide experience and instill a lot of unlimited knowledge for the future and as a motivation for writers to continue to seek knowledge wherever and whenever.

2. Literature Review

2.1 Principal's Leadership

According to Mukthar (2015: 14) ^[15] wrote that the principal has the authority to manage schools and make schools efficient. But also not controlled by effective leadership

abilities, the principal will become a formidable manager who uses his power arbitrarily, paying less attention to moral, ethical and social aspects. The principal as a leader must adhere to the main principle when carrying out his duties, namely that people are more important than inanimate objects. Hidayati, Aunurrahman & Radiana (2016: 4) that principal leadership is essentially a school principal who understands and masters effective managerial and leadership abilities.

An effective principal based on research by the National Association of Secondary School Principals is a combination of personal traits and leadership styles, namely: (1) setting an example; (2) concerned with quality; (3) working on the basis of human relations; (4) understand the surrounding community; (5) have a good mental attitude and excellent physical stamina; (6) have an interest in staff and schools; (7) compromise to reach an agreement; (8) maintain stability; (9) able to cope with stress; (10) creating a structure for something to happen; (11) to tolerate errors; (12) does not create personal conflicts; (13) lead through a positive approach; (14) do not stay away from or precede the people they lead; (15) easily contacted by people; (16) has a matching family.

According to Wahjosumidjo (1999:23), "the principal is a functional teacher who is given the task to lead a school where the teaching and learning process is held or a place where there is interaction between teachers who give lessons and students who receive lessons". The principal is a leadership position that cannot be filled by people without being based on considerations. Anyone who will be appointed as a school principal is determined through certain procedures and requirements such as: educational background, experience, age, rank and integrity.

So it can be explained that the principal is a leadership position based on certain considerations, the mover also plays a role in controlling all activities of teachers, staff and students and at the same time researching problems that arise in the school environment.

Thus, from the description of the various opinions above, the authors can conclude that the principal's leadership is the ability and authority to influence, move and direct actions and encourage the emergence of a strong will with enthusiasm and confidence for teachers, staff and students in carrying out their respective duties. -each for the sake of progress and inspire the school in achieving its goals. The functions of leadership functions can be seen in the image below:

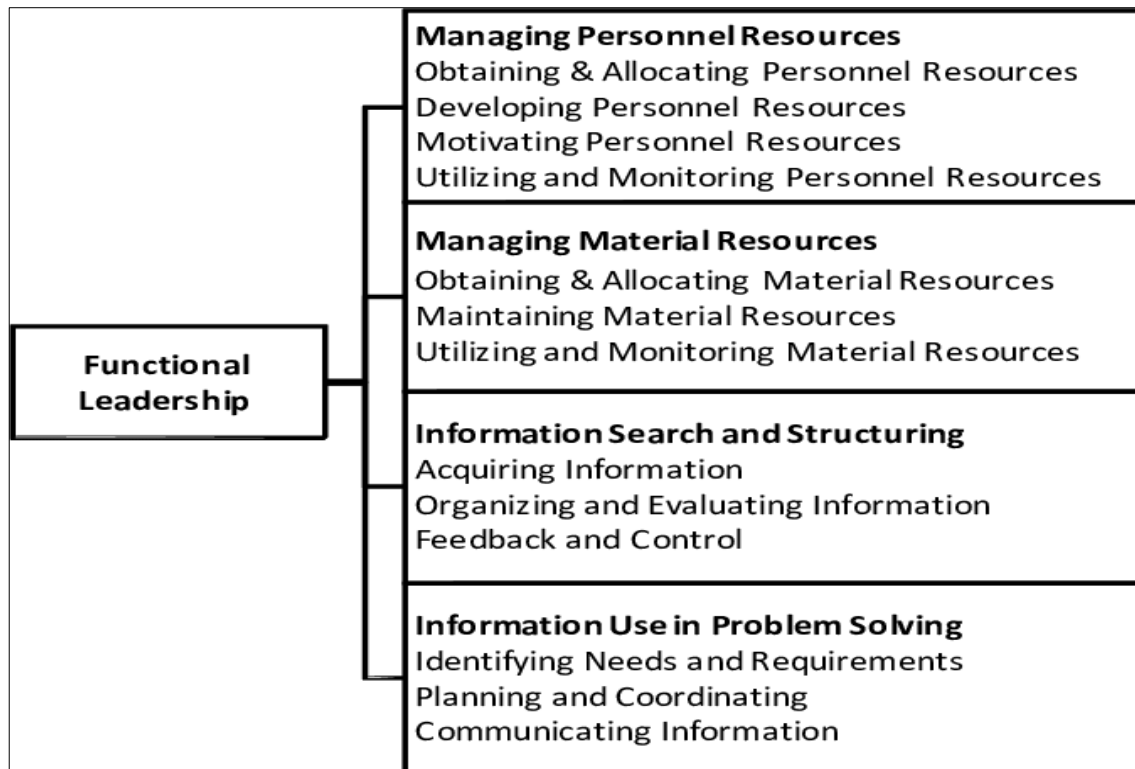


Fig 1: Function of Leadership (Pearce *et al.*, 2003)

2.2 Types of chief leadership

According to Budiwibowo and Sudarmiani (2018: 59) write that leadership is a way used by leaders to influence followers' leadership. Mulyasa (2011:48) [8] in his book Management and Principal Leadership is expected to

encourage all subordinates and school members to empower themselves, and form a sense of responsibility for the tasks they carry out, obedience is no longer based on external control of the organization, but instead develops from a deep heart that accompanied by rational considerations.

Leadership type	Associated functions
Directive leadership	<ul style="list-style-type: none"> • organizing • problem solving • clarifying roles and objectives • informing • monitoring
Transactional leadership	<ul style="list-style-type: none"> • recognizing • rewarding
Transformational leadership	<ul style="list-style-type: none"> • planning • motivating and inspiring • networking
Empowering leadership	<ul style="list-style-type: none"> • consulting • delegating • supporting • developing and mentoring • managing conflict and team building.

Fig 2: Leadership types (pearce *et al.*, 2003)

The main task of the principal is more focused on the tasks and functions of learning and administration. The task in the field of learning is the main task of the Principal. The principal's attention is more devoted to thinking about the smooth functioning of learning and administrative functions. According to Lipoto (1988), the principal's leadership role is as follows:

- a. Figurehead (symbol),
- b. Leader (lead),
- c. Liason (between),
- d. monitor (monitor),
- e. Disseminator (spread) information,
- f. Spokesmen (spokesperson),
- g. Disturbance handler
- h. Resource allocator (fundraiser), and
- i. Negotiator (negotiator).

Susanto (2016: 13) ^[25] wrote that in addition to the learning tasks mentioned above, the principal has an administrator task, namely the principal must focus on himself, namely: people, learning media, resources, quality supervision, coordination of school activities, and problem solving. Furthermore, according to Budiwibowo and Sudarmiani, (2018: 70) writes the principal as an administrator, namely being able to manage teaching, manage staffing, manage facilities and infrastructure, manage finances and manage relationships and the community.

From initial observations at SMA Negeri 1 Airmadidi, information was obtained, although it was not comprehensive and in-depth that the principal as a manager in an educational institution, the principal must have the right strategy in empowering education personnel through collaboration, providing opportunities for education personnel to improve their profession. and encourage the involvement of all education personnel in various activities that support school programs. As for the efforts made by the principal in improving the quality of his performance as a leader in the school he leads, especially in improving the performance of education staff or teachers and the learning achievement of their students. As a leader, the principal must have the right strategy in providing guidance on the quality of teacher performance in the SMA Negeri 1

Airmadidi School. The principal of SMA Negeri 1 Airmadidi in carrying out his role as a manager is to improve the quality and performance of the teachers in the school, always provide advice and advice to the teachers of each class so that they work together so that we minimize difficulties in carrying out tasks and become responsibilities. the teachers. The efforts made by the principal in improving the quality of teacher performance as school leaders are planning, organizing, directing, and controlling.

3. Research Method

Type of research used in this research is descriptive qualitative research on "Leadership of Principals at SMA Negeri 1 Airmadidi". The place or location of this research is SMA Negeri 1 Airmadidi, geographically located on Jalan Prof. A Mononutu, Soroinsong 1 Village, Airmadidi District, North Minahasa Regency, North Sulawesi Province. Based on the characteristics of the problems studied and the chosen research location, the implementation of this research will take place from September - December 2021.

The informants in this study are as follows:

1. Key informants, namely. In this case the principal, vice principal, SMA Negeri 1 Airmadidi.
2. Expert informants are people who are directly involved in the social interactions studied. In this case, the vice principal for curriculum, vice principal for infrastructure advice and vice principal for student affairs and teachers at SMA Negeri 1 Airmadidi.
3. Additional informants, namely the person who gave, namely: administrative staff of SMA Negeri 1 Airmadidi.

Instruments of research namely

1. Camera, a tool used to capture or record an event or image.
2. Observation sheet, a tool that functions as a list of activities to be observed.
3. Interview sheet, a tool used to collect data in the form of a series of questions that will be asked to research informants to get answers.

According to Lincoln and Guba in Sugiyono, the interview steps carried out are 7 steps to collect qualitative data, namely:

1. Determine to whom the interview will be conducted,
2. Prepare the main issues that will be the subject of discussion,
3. Initiating or opening the interview flow,
4. Carry out the interview flow,
5. Confirming the summary of the interview results and ending it,
6. Write down the results of the interview into field notes,
7. Identifying follow-up interviews that have been obtained

4. Result and Discussion

4.1 Description of the research

The establishment of SMA Negeri 1 Airmadidi was established in 1963 and in the same year it was legalized as a public school, as the first senior high school in North Minahasa. At this time it became a superior school because of the hard work of the entire extended family of SMA Negeri 1 Airmadidi.

Table 1: School Data

No	School Data	Description
1	School Nmae sekolah	Airmadidi Senior High School
2	NPSN	40102408
3	Status	Public
4	Founded	1999
5	Address	Jl. Prof. Arnold Mononutu, Sarongsong 1, Airmadidi, Sulawesi Utara
10	Post Code	95372
11	Phone Number	(0431)-891058
12	Accreditation	A
13	Land	right of ownership

Source: Documentation, 2021

The facilities owned by SMA Negeri 1 Airmadidi are:

1. Classroom,
2. Teacher's Room,
3. Basketball Court,
4. Volleyball Court,
5. Badminton Court,
6. Libraries,
7. Language Laboratory,
8. Chemistry Laboratory,
9. Computer Room,
10. Student Council Room,
11. Hall

The vision at SMA Negeri 1 Airmadidi is the realization of Students who are Faithful, Intelligent, Skilled, Independent and With Global Insight. The mission at SMA Negeri 1 Airmadidi is to instill faith and piety through the experience of religious teachings, to optimize the learning and guidance process, to develop the field of science and technology based on the interests, talents, and potential of students, to foster the independence of students through habituation, entrepreneurship, and development activities. self-planned and sustainable, and Establish harmonious cooperation between school residents and other related institutions. From the vision, mission, goals at SMA Negeri 1 Airmadidi, researchers can conclude that the students they want to

produce are spiritually smart, excel in science and technology, as well as creative and innovative who can work well and become future leaders.

1. How is the Principal's Leadership at SMA Negeri 1 Airmadidi?

Answering the research problem formulation in terms of the leadership of the principal at SMA NEGERI 1 AIRMADIDI, namely the principal providing motivation for the work spirit of the teacher, such as giving praise for every success of the teacher's work, making thanksgiving by eating together, providing constructive suggestions, providing a pleasant working atmosphere, setting work environment. Even though teachers have an important position in the world of education, their existence must still be supported by a leader who is able to foster, direct, supervise, improve, and assess all teacher activities related to their competence as educators and the learning process in the classroom. This is based on the results of observations and interviews with the principal of SMA Negeri 1 Airmadidi.

Learning is a process of developing the potential and character building of each student as a result of the synergy between education that takes place in schools, families and communities. This process provides opportunities for students to develop their potential into abilities that are increasingly increasing in attitudes (spiritual and social), knowledge, and skills needed for their own lives and social life in general, as a nation, and contribute to the welfare of human life.

What are the principal's plans at the beginning of serving as the Principal of SMA Negeri 1 Airmadidi? The results of interviews with school principals were revealed as follows: What has been good is maintained and improved, especially in the quality of education and infrastructure. (CM 0-1;00-20-12-2021;08;30)

Do you as the principal of the school always motivate the teachers to work? I always try to motivate the work spirit of the employees. teachers in their work by giving praise for every success of the teacher's work, making thanksgiving by eating together, giving constructive suggestions and providing a pleasant working atmosphere. What abilities do principals have to motivate teachers? With Personality, Managerial, Entrepreneurial, Supervision, Social. Plus Teacher, Pedagogical and Professional Competencies. The results of the interview with the principal were strengthened by the interview with the Deputy Head of Curriculum as follows:

The position of the principal as a leader can be the basis for the success of the school in achieving the vision and mission. Leadership is an interaction and process in influencing members to achieve the goals of an organization. Leadership will influence organizational members in various ways, such as persuading, encouraging, and coordinating. (AM 02-20-12-2021;10;00)

The results of interviews with the class teacher are as follows: What leadership style does the principal use in leading? The results of interviews with the class teacher are as follows:

The principal's leadership style has an effect on teacher performance. The leadership style used by the principal of SMA Negeri 1 Airmadidi tends to be democratic and controlled. Based on the results of the interviews above and observations, which show that the principal has given

motivation to work well, such as giving praise for every teacher's work success, making thanksgiving by eating together, providing a pleasant work atmosphere, setting the work environment. Which exists. So with this the authors conclude that the principal has carried out or implemented leadership well and has motivated teachers to work with enthusiasm. The principal is a leader. Riduwan 2013: 85 ^[19] that the principal is the ability to carry out his duties and functions as an educator, manager, administrator, supervisor, leader, innovator., motivator.

2. Factors Supporting Principal Leadership at SMA Negeri 1 Airmadidi?

From the results of interviews, observations and document studies, it was found that with the homeroom teacher in the science department, it was found that: Several factors supporting school principals in improving teacher performance are by providing encouragement and support to teachers to continue higher education and enthusiastic teachers who are always willing to participate in trainings both at school and outside school so that they can improve their quality in teaching.

Do you as the principal often make class visits in the learning process? I as the principal in terms of giving examples of behavior according to supervision, maybe in terms of class visits, yes I do it to see how effective the class is even though I may not be fully routine in conducting these class visits. Does the principal provide clear information to teachers, parents and students? In conveying information, of course, it is necessary to have a good pattern of interaction or communication, both students to students, students to teachers, students to principals, teachers to teachers, and teachers to principals. Mutual respect for each other is needed if you are in an allied organization, namely schools.

Does the principal always strive for a good place for teaching and learning activities to support the principal's leadership? The management of the workspace, study, library, and laboratory is arranged in such a way that the school community feels comfortable. This arrangement involves the deputy head, teachers in the field of study, as well as supervisors of school facilities, such as libraries.

3. What are the factors that hinder the leadership of the principal at SMA Negeri 1 Airmadidi?

From the results of interviews, observations and document studies with administrative staff, it shows that there are inhibiting factors for school principals in improving school principal leadership, namely: There are still teachers who have honorary status, so this can be related to the performance of a teacher. Then the facilities are still lacking such as LCD projectors so that the learning process is hampered. Lack of ability of teachers in managing classes and creating a conducive and fun learning climate so that students feel bored in learning.

Are the discipline teachers present on time? There are still teachers who are not fully disciplined such as coming to school and entering class. This will make students noisy and often out of class so that it disturbs other classes who are studying. What are the obstacles faced by the principal in leading the school organization? One of them is a lack of disciplined teachers, a shortage of subject teachers, such as physics teachers, math teachers, and English teachers.

Based on observations and interviews, it can be concluded that there are still teachers who are not fully disciplined such as coming to school and entering class. This will make students noisy and often out of class so that it disturbs other classes who are studying. and one of them is a teacher who lacks discipline, a shortage of subject teachers, such as physics teachers, mathematics teachers, and English teachers. And it needs more attention by the principal.

4. Efforts Taken by the Principal's Leadership at SMA Negeri 1 Airmadidi?

Does the principal reward the teacher's achievements? The results of interviews with school principals were revealed as follows: In terms of giving awards for teacher achievements, the principal has explained that to give awards has not been carried out optimally, due to limited budgets. School. Therefore, schools have not been maximal in giving awards to good teachers for their performance.

What is the principal's solution so that teacher performance is optimal and maximum? By evaluating teacher performance and in-house training. Based on interviews and observations, the principal's leadership can revive the enthusiasm of students in the school as the principal is to create a comfortable learning environment for everyone in the school. Give prizes to students who are diligent, achievers and obey the rules. The principal's strategy in improving the quality of education is based on the planning carried out by the principal, namely planning school programs that refer to 8 educational standards, increasing teacher professionalism in schools, conducting special coaching activities for outstanding students. Budiwibowo and Sudarmiani, (2018: 70) wrote the principal as an administrator is capable of teaching management, staffing management, managing facilities and infrastructure, managing finances and managing relationships and the community.

4.2 Research Result

Based on the results of research on the management of work practices

Fieldwork at SMA Negeri 1 Airmadidi includes the flow used to describe the results of the research as follows:

1. How is the Principal's Leadership at SMA Negeri 1 Airmadidi?

The principal's leadership in providing motivation for the work of the principal's teacher such as giving praise for every success of the teacher's work, making gratitude by eating together, providing constructive suggestions, providing a pleasant working atmosphere, setting the work environment. Even though teachers have an important position in the world of education, their existence must still be supported by a leader who is able to foster, direct, supervise, improve, and assess all teacher activities related to their competence as educators and the learning process in the classroom. This research is the same as Rabadi, (2019) ^[20], entitled Principal's Leadership in Improving Teacher Performance at SMA Negeri 1 Blangkejeren. Research Results The principal's leadership in improving teacher performance is a very good contribution to progress, seen from one of the Principal's Leadership in Improving Teacher Performance.

2. Factors Supporting Principal Leadership at SMA Negeri 1 Airmadidi?

The management of the workspace, study, library, and laboratory is arranged in such a way that the school community feels comfortable. This arrangement involves the deputy head, teachers in the field of study, as well as supervisors of school facilities, such as libraries. As well as providing clear interaction or information to teachers, parents and students. Mosez Markus Wullur (2020) ^[12]. This research is supported by previous research by Mosez Markus Wullur (2020) ^[12], The Effect of Principal Leadership and Work Motivation on Job Satisfaction of Public High School Teachers in Bitung City. The results of the study show that there is a positive and significant effect of work motivation with teacher job satisfaction where the leadership of the principal in motivating teachers to work at school. Ahmad Susanto, (2016: 24) ^[25] Specifically, the principal is tasked with determining school goals, determining and promoting high academic standards, developing and spurring student expectations to achieve success, stimulate and help improve teaching, maintain the weight of teaching hours, require curricular knowledge, condition the curriculum, supervise and evaluate teaching and create a productive work environment and climate.

3. What are the factors that hinder the leadership of the principal at SMA Negeri 1 Airmadidi?

Based on observations and interviews, it can be concluded that there are still teachers who are not fully disciplined such as coming to school and entering class. This will make students noisy and often out of class so that it disturbs other classes who are studying. and one of them is a teacher who lacks discipline, a shortage of subject teachers, such as physics teachers, mathematics teachers, and English teachers. And it needs to be paid more attention to by the principal. Also inhibiting factors according to Kusnadi (2001:267) ^[6], among others: Individuals do not have a high sense of cooperation, lack of time, equipment and facilities that are not appropriate, instructions are not clear, level of the performance faced is not fair, the existing formal authority is not sufficient, work methods and procedures are weakly regulated, the division of tasks is not clear and there are overlapping tasks.

4. Efforts Taken by the Principal's Leadership at SMA Negeri 1 Airmadidi?

Based on interviews and observations, the principal's leadership can revive the enthusiasm of students in the school as the principal is to create a comfortable learning environment for everyone in the school. Give prizes to students who are diligent, achievers and obey the rules. The principal's strategy in improving the quality of education is based on the planning carried out by the principal, namely planning school programs that refer to 8 educational standards, increasing teacher professionalism in schools, conducting special coaching activities for outstanding students send teachers to attend training, principals also motivate teachers to continue their education to a higher level, so that teachers can meet academic qualifications, gain new knowledge, experience, skills and innovations in learning and provide motivation for teachers to attend training to improve teacher competence. According to Urwanti, Murniati and Yusrizal (2014:396) ^[5], wrote that the trainings that teachers must follow are:

- (1) Career development in job training centers;
- (2) curriculum development and socialization;
- (3) Education and training for teacher improvement in the field of study;
- (4) PAK training;
- (5) Computer training;
- (6) KTSP training;
- (7) training in making teaching materials and teaching aids;
- (8) PGRI seminars;
- (9) seminars on teacher welfare and about the world of education;
- (10) subject teacher training workshops.

5. Conclusion

1. The success of a school is of course centered on who and how the leadership is in school management and controls well on the guidance of teachers, staff, TU, and ranks within the scope of the organization or school. The leader is said to be successful if he is responsible for his position in the school he leads. A school principal is required to have a leadership spirit that can be trusted to build a rhythm in the school, related to leaders who are comprehensive or open to colleagues at school.
2. In implementing education, of course, requires several ways or aspects in order to obtain efforts or to achieve goals. Some of the things contained in it are the efforts of a school principal, teachers related to the subjects that the researcher focuses on at SMA Negeri 1 Airmadidi need attention both to a teacher who is responsible for it and the role of the principal, obstacles that are centered on inadequate educators, facilities and infrastructure. Need a lot of attention on English teacher, math teacher. and good communication interaction patterns between students and students, students with teachers, students with principals, teachers with teachers, and teachers with principals, parents and students. If the pattern of interaction is well established within the scope of the school, the school will bring small changes into big changes.

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