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Susanty Theresia Mangkey
Post Graduate Program,
Manado State University,
Indonesia

Shelty Sumual
Post Graduate Program,
Manado State University,
Indonesia

Roos Tuerah
Post Graduate Program,
Manado State University,
Indonesia

Victory Rotty
Post Graduate Program,
Manado State University,
Indonesia

Corresponding Author:
Susanty Theresia Mangkey
Post Graduate Program,
Manado State University,
Indonesia

Principal's leadership in improving the quality of education at Tompasobaru District, South Minahasa regency

Susanty Theresia Mangkey, Shelty Sumual, Roos Tuerah and Victory Rotty

Abstract

This study Aims: (1) To find out how the implementation of the principal's leadership in improving the quality of education in SMK N 1 Tompasobaru, (2) To find out the factors that influence the principal's leadership, (3) To identify the inhibiting factors in the principal's leadership, (4) To find out the efforts that can be taken to overcome obstacles in carrying out the leadership duties of the principal. On that basis, this research raises the formulation of the problem: (1) How is the implementation of the principal's leadership in improving the quality of education?, (2) What factors support or influence the principal's leadership?, (3) What are the factors that hinder the leadership of the principal? principals in carrying out their duties and functions?, (4) What efforts can be taken to face obstacles in carrying out leadership duties as school principals?. This research is a qualitative research. Data collection techniques that begin with in-depth interviews (In depth interviewing), direct observation and record documents. The analysis technique used is data reduction, data display and conclusion drawing. The next step is data exposure, research findings and discussion and drawing conclusions. From the results of the study, it was concluded that the leadership of the principal of SMK N 1 Tompasobaru was more democratic leadership oriented, supported by several factors including personality, educational background, support from the community even though in the course of leadership faced obstacles such as the discipline factor of teachers and students, and parents who were more apathy in monitoring child development. As the principal of the school, he has taken various efforts to deal with these obstacles by holding regular teacher and staff council meetings, always being on time at school to be an example for teachers and students who like to be late, increasing security and discipline with the presence of school security personnel, and being more open in dealing with problems reports on the use of BOS funds as a form of accountability for the implementation of academic and non-academic programs.

Keywords: principal leadership, education quality

1. Introduction

In line with the goals of national education, there are three essences of education, especially vocational education, namely:

1. **Education for employment:** (education for work) students attend education targeted to become individuals who are ready to work, and to know and understand what is happening in their environment. Students are introduced to new problems and trained to solve them. Students are able to develop abilities, look for alternatives to continue education or work, solve problems and dare to make decisions in the educational environment as their work.
2. **Education for employability:** students attending education are targeted to become professional, dedicated, skilled workers who know and understand and respond quickly to what is happening in their environment. Students are introduced to new problems and trained to solve them, are also able to develop their own abilities, look for alternative jobs, and solve them to dare to make decisions quickly.
3. **Education for self-employment:** students attending education are targeted to become entrepreneurs, and to know, understand and read about business opportunities that exist in their environment.

Students are introduced to the types of business, problems that may arise and are trained to solve them. Students are able to develop abilities, look for alternatives, continue to develop their business, solve them and dare to make decisions.

President Joko Widodo (source: <https://edukasi.kompas.com>) on several occasions often mentions the importance of vocational schools for Indonesia. Vocational schools are as important as infrastructure. The world has now changed, if the quality of Indonesia's human resources (HR) is not well prepared, Indonesia will be left behind in this changing world. He added that changes are very fast, from the internet to mobile internet, then from mobile to artificial intelligence, robotics, tesla hyperloop. Basically education is more oriented to the application of knowledge. Graduates must be competent and skilled at work. Likewise, the teachers must have professional certification.

SMK Negeri 1 Tompasobaru is the only vocational school located in Tompasobaru sub-district. Located in Tompasobaru Dua Village, the school is strategically located because it is far from the crowds, and the environment is still beautiful, making the learning atmosphere comfortable for students. From sources I got that for the academic year 2021-2022 the number of students enrolled at the state vocational high school 1 Tompasobaru is 459 students with 18 study groups. Consists of 6 majors or expertise programs. There are 36 educators and education staff, and equipped with adequate facilities and infrastructure, attracting the author's attention to further examine how the leadership of school principals regulates the course of the education process.

The objectives to be achieved in this research are

1. To find out the implementation of the principal's leadership in improving the quality of education.
2. To find out the factors that support the principal's leadership.
3. To identify the inhibiting factors in the principal's leadership.
4. To find out the efforts taken to overcome obstacles in carrying out the principal's leadership duties.

2. Literature Review

2.1 Principal leadership concept

The selection process for school principals goes through 3 stages of the process that must be passed, namely 1). the nomination of prospective principals; 2). selection of prospective school principals; and 3). School Principal Candidate Education and Training. Although there is no guarantee to be appointed as principal, it does not mean that the government is not preparing for the regeneration of school principals. The government through the ministry of education and culture (Kemendikbud) as well as the Provincial and City District Education Offices always budget for the training of prospective school principals (saucy). The purpose of holding this handsome training in addition to regeneration is to anticipate the number of civil servants including teachers who will retire mass by 2022. If the government does not prepare everything from now on, there is a tendency that there will be vacancies in several government agencies including the position of school principals.

In developments that are adapted to the needs of the community and the times, school principals must also be able to act as leaders, innovators, motivators and entrepreneurs in their schools. Thus, in the new paradigm of education management, principals must at least be able to function as educators, managers, administrators, supervisors, leaders, innovators, motivators (EMASLIM).

1. Principal as Educator

The principal as an educator means a process of character building based on the values of the essence of education.

2. Principal as Manager (Management)

The principal as a manager means the ability to manage resources to achieve the goals of educational institutions.

3. Principal as Administrator (Administrative).

The principal as an administrator means the principal as a person who regulates the management of the administrative system.

4. Principal as Supervisor (Supervisor)

This supervision and control is a control so that educational activities in schools are directed at the goals that have been set.

5. Principal as a Leader (Leader)

The principal as a leader is an effort to influence others to work together to achieve goals, by being task-oriented and relationship-oriented.

6. Principal as Innovator (Innovation).

The principal as an innovator is a dynamic and creative person, who is not stuck in a routine.

7. Principal as Motivator (Encouragement)

The principal acting as a motivator is the ability to provide encouragement so that all components of education can develop professionally. As a motivator, the principal must have the right strategy to motivate education staff in carrying out various tasks and functions. This motivation can be grown through setting the physical environment, setting the work atmosphere, applying principles, rewards and punishments.

8. Principal as Creator of Work Climate

A conducive culture and work climate will enable every teacher to be more motivated to show superior performance, which is accompanied by efforts to improve their competence.

9. Principal as an entrepreneur

A school principal who has an entrepreneurial spirit must have the will and ability to find various opportunities in every school development activity, towards an effective, efficient, productive, independent and accountable school.

2.2 The concept of principal leadership in improving the quality of education

School quality as an indicator to see productivity and is closely related to management problems or management in schools. This can be related to the statement "quality failure

in an organization is caused by management weakness". (Gaffar, 1994:3 in Rohiat). Schools as institutions of an organization in improving quality must look at all aspects of school components. So that all components of the school are responsible for their respective duties and functions. Mclaugklin (1995:31-32) in Rohiat explains "Total quality is total in three senses: it covers every process, every job, and every person." Quality national education is directed at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Quality is based on Government Regulation Number 19 of 2005 concerning National Education Standards Chapter I General Provisions as follows:

- a. Article 1 paragraph (18) "Education evaluation is the activity of controlling, guaranteeing, and determining the quality of education for various components of education at every path, level, and type of education as a form of accountability for education".
- b. Article 3 "The National Education Standard functions as a basis for planning, implementing, and supervising education in the context of realizing quality national education".
- c. Article 4 "The National Education Standard aims to guarantee the quality of national education in the context of educating the nation's life and shaping the character and civilization of a dignified nation".

The duties and responsibilities of a school principal cannot be separated from a very important role, namely influencing and directing all existing school personnel so that they can work together in efforts to achieve the school's vision, mission, and goals. Acting as a driver to control all teacher activities (in order to improve teaching professionalism), staff, and students as well as to examine problems that arise in the school environment. To improve the quality of education is not taking advantage of the ability of teachers, and how the principal can include all the potential that exists in his group as much as possible. Involving and taking advantage of the members of the group cannot be done in an authoritarian way because in this way he will have an 'more' attitude so that he cannot create the best sense of responsibility. A school principal also has the function of regulating and mobilizing a number of people who have various attitudes and behaviors as well as different backgrounds with high performance meaning that the principal can really function as an appropriate educator in accordance with the goals to be achieved by the school continuously improve the quality of service so that the focus is directed to the customer in this case the students.

3. Research Method

Researchers use this qualitative research method because with this method researchers can obtain information and actual conditions that occur in the field related to the leadership of the principal. With qualitative research methods, researchers find many new things, both informational and experiential and not in the form of statistical figures. Through this in-depth information, researchers may find out what is the purpose of carrying out this research. The presence of researchers in this study is absolute because as research actors in collecting data in the

field. In this study, the researcher was repeatedly present at the research location to obtain the information and data needed and to establish relationships with the principal, teachers and anyone they met for the smooth running of this research. This research was conducted at the State 1 Vocational High School (SMK) Tompasobaru District, South Minahasa Regency.

The most important data or information to be collected and studied in research that is processed is in the form of qualitative data. This information will be extracted from various data sources that will be utilized in this research, including:

1. Informants or resource persons, consisting of school principals, vice principals for curriculum affairs (WKS-UK), vice principals for infrastructure affairs, homeroom teachers, Heads of Administration students, parents and the head of the school committee.
2. Places and events/activities consist of the implementation of the principal's leadership and school community activities.
3. Archives and official documents of academic and non-academic achievements as well as other supports.

The type of sampling technique used in this qualitative research uses a selective sampling technique using considerations based on theoretical concepts used by the researcher's personal curiosity, empirical characteristics, and others. Therefore, the sample that will be used in this study is more of a "purposive sampling" (Goetz & Le Compte in Sutopo, 2002:58). In this case, the researcher chooses the informant who is considered to know best, so that the possibility of the choice of the informant can develop according to the needs and stability of the researcher in obtaining data. This kind of snippet is more likely to be "internal sampling" (Bogdan & Biklen in Sutopo, 2002:55). In order to guarantee and develop the validation of the data to be collected in the research, a data validity development technique commonly used in qualitative research, namely the triangulation technique, will be developed. Of the four existing triangulation techniques (Patton in Sutopo, 2002:78), only the following will be used:

1. Triangulation of sources, namely collecting similar data from several different data sources, for example regarding program activities extracted from data sources in the form of informants, archives and events, as well as data on involvement activities.
2. Method triangulation is done by digging up the same data with different methods, such as the results of interviews that are synchronized with the results of observations. In addition, the data base will be developed and stored so that it can be traced back at any time if verification is desired.

To analyze the data in the early stages of research, interactive analysis techniques are used, namely there are three components of analysis: data reduction, data display and conclusion drawing that interact with each other. In the verification process, we often go back to the data reduction stage, so triangulation is always inherent in the research process

4. Result and Discussion

4.1 Description of the research site

The type of school selected and designated as the research location is a Vocational High School, with State status, and is located in Tompasobaru District, South Minahasa Regency. This school was founded in 2006. In the 2006-2007 school year the department that was successfully opened at that time was the accounting department. The number of ASN teachers at that time was only 1 teacher and was assisted by several honorary teachers. In 2008 SMK N 1 Tompasobaru had added several teachers with the status of civil servants and in 2010 several other teachers joined. And now SMK N 1 Tompasobaru has opened 6 majors namely, Accounting, Marketing, Multimedia, Light Vehicle Engineering, Nursing and Drawing and Building Engineering.

The vision and ideals of SMK Negeri 1 Tompasobaru are formulated as follows: "Making SMK Negeri 1 Tompasobaru as an education and training center that is able to produce graduates who are morally noble, skilled, productive, independent, and professional in their fields and can take advantage of regional potential for personal, family and community needs." b. Mission:

In order to achieve the above vision, SMK Negeri 1 Tompasobaru formulates a mission as follows:

1. Prepare students with noble morals, think rationally, communicate well, be able to adapt and be able to compete healthily following science and technology.
2. Prepare graduates who are able to take advantage of entrepreneurial potential in the region to improve their standard of living, families and communities.

In order to achieve the school's vision and mission, SMK Negeri 1 Tompasobaru uses the K13 curriculum. By supervising 6 majors or expertise programs namely Accounting, Marketing, Multimedia, Light Vehicle Engineering, Nursing and Building Drawing Engineering. Each Skills program has its own curriculum structure.

4.2 Research Findings

The research findings presented in this section are based on the results of the data analysis resulting in research findings in the form of certain meanings related to the main research problem, namely how the leadership of the head of SMK Negeri 1 Tompasobaru. Therefore, the following research findings obtained through analysis of research data can be presented as follows.

1. Implementation of Principal Leadership in Improving Education Quality

Basically, the development of principals' leadership in leading schools cannot be separated from the dynamics of circumstances and situations that occur in schools. That is, the dynamics of the leadership of the head of SMK Negeri 1 Tompasobaru is very dependent on the situation that develops in the school. Based on the results of the data analysis that has been presented, it is obtained several meanings that can be presented by researchers. The research findings obtained are that the leadership of the head of SMK Negeri 1 Tompasobaru is more oriented towards democratic leadership and also serves. Acting as an educator, manager, administrator, supervisor, leader, innovator and also a motivator, to be a driving force for the leadership of a school principal. A democratic leader considers himself part of his group and together with his group try to be

responsible for the implementation of common goals. In order that each member is responsible for, for example, involving a deputy principal to prepare school academic programs as well as analysis of school facilities and infrastructure, all members participate in all activities, planning, organizing, supervising the performance of educators and educational staff, and continuing to supervise and evaluation for teachers related to the preparation of subject teachers in teaching and education personnel in their performance. Each member is considered a valuable potential in achieving goals, by encouraging teachers to continue their studies to a higher level in the context of sustainable development. The principal as well as education leader upholds deliberation and consensus in every decision-making related to school programs by also involving the school committee and parents of students.

2. Factors that Support Principal Leadership

Becoming a leader must be ready in various aspects or factors. Because this readiness is the basis for the sustainability of his leadership. Based on the results of interviews and data analysis that the author did, several factors were found to support the leadership of the current principal of SMK N 1 Tompasobaru, namely the leadership of the principal based on the Decree of the Governor of North Sulawesi who appointed her as the principal. Educational background up to Strata Two (S2) Public Administration Management, which is also equipped with an educator certificate, as well as career tracks that have been passed before, namely having served as deputy principal at SMA N 1 Maesaan and as principal at SMK N 1 Maesaan. Provision of strengthening and training obtained during the Principal Candidate Training, so that he passed the Saucy Certificate. The things above are very important to be owned by a school principal as a factor that supports his work assignments. However, what is no less important is the behavior, authority and service shown by the principal as an educational leader, being an important factor in leadership. The collaboration that exists between school principals, teachers, students and parents greatly supports the success of leadership while improving the quality of education.

3. Factors That Inhibit Principal Leadership

From the results of interviews with several informants as well as data analysis, it is generally found that the factors that hinder the leadership of the principal at SMK N 1 Tompasobaru, include the discipline factor of teachers and students. There are still teachers who come late, so that almost every early lesson, there is always an empty class. The picket teacher who is indifferent to his duties. Students who often come late cause their study time to be taken up because they have to receive sanctions. Parents who are often principled do not want to know about their child's development or take the attitude of fully surrendering education only to schools or teachers. There are still needs for school facilities and infrastructure that have not been met in order to develop quality learning.

4. Efforts to Overcome Barriers to Principal Leadership

Based on the results of data analysis on the factors that hinder the leadership of the head of SMK Negeri 1 Tompasobaru, there have been efforts taken to overcome the obstacles mentioned above, including by giving sanctions to

teachers and students who often arrive late. Starting from verbal reprimands for undisciplined teachers, sanctions for cleaning the yard and toilets for students who are late, sending summons to people whose children have been absent from school for several days without news, instructing teachers to make a statement if they are found to have frequently violated the rules schools and who also give awards for outstanding teachers as a form of example and role model for other teachers so as not to violate the rules or compete positively in order to develop existing talents and potentials. In order to complete the maximum learning facilities and infrastructure, the principal also always confirms what the school needs are either through the District Office Branch, the Provincial Office and up to the center.

4.3 Discussion

In this section are adjusted to the research findings based on the main research problem, namely the implementation of the leadership of the head of SMK Negeri 1 Tompasobaru, the supporting and inhibiting factors of the principal's leadership and the efforts taken in dealing with the obstacles to the leadership of the head of SMK N 1 Tompasobaru.

1. Implementation of Principal Leadership in Improving Education Quality

Based on the results of data analysis, researchers found that the leadership of the Head of SMK Negeri 1 Tompasobaru applied democratic leadership. The indicators can be understood from the principal being democratic, motivated and committed, providing opportunities for vice principals, homeroom teachers, and teachers to participate and play an active role in the decision-making process regarding academic programs and learning improvement, as well as providing opportunities for school committees and other people parents/guardians of students participate and play an active role in the decision-making process regarding non-academic programs.

Research findings that show that the principal of SMK Negeri 1 Tompasobaru applies democratic leadership and serves in improving the quality of education with various indicators in leading the school is something rational or reasonable because theoretically it can be explained through a behavioral approach or behavior in leadership studies acting as an educator, manager. According to E.Mulyasah (2007:115) one's leadership is also related to the personality and personality of the principal as a leader will be reflected in the traits that are honest, trusting self, responsibility, dare to take risks and decisions, big hearted, stable emotions, and role models. Democratic leadership considers itself as part of the group and together with the group try to be responsible for the implementation of the vision, mission, and goals to be achieved so that each member participates in every activity, planning, organizing, monitoring, and evaluating. Each member is considered a valuable potential in an effort to achieve the desired goals (Kurt Lewin quoted by Maman Ukas).

From the results of the study it was found that the leadership of the principal at SMK Negeri 1 Tompasobaru was dominantly democratic by paying attention to the duties as educator, manager, administrator, supervisor, leader, innovator, and motivator. This type of leadership is not something that has just been researched or discovered, but in the past there have also been experts in the field of leadership who found the application of democratic

leadership by school principals. Although it is no longer a new finding, one thing that needs to be understood is that the Principal of SMK Negeri 1 Tompasobaru has been able to display the quality of educational leadership expected in the era of decentralization which is more inclined to require democratization in leading organizations, including schools as a formal education organization.

2. Factors that Support Principal Leadership

The findings of the study which show that the Principal of SMK Negeri 1 Tompasobaru implements democratic leadership in leading the school basically does not just appear without cause. In other words, the application of a democratic leadership style by the head of SMK Negeri 1 Tompasobaru is influenced by several factors. The findings of factors such as personal background, district government support, and community support that influence the application of the democratic leadership style of the Principal of SMK Negeri 1 Tompasobaru actually cannot be separated from the existence of the principal as an individual who does not live in isolation. This means that the dynamics of the principal's leadership as a democratic leader does not just appear, but appears as a result of his interaction with various factors that influence him.

In the theory of school leadership described by Sergiovanni (1987:24) shows that the principal's leadership is influenced by antecedent characteristics which are grouped into three factors, namely personal factors which include assumptions, beliefs, goals and objectives, technical competence, ability, drive and commitment, and interpersonal skills; factors or districts or districts which include staff competence and assistance, expectations and demands, school district culture, and level of support; and external factors which include the characteristics and culture of the community, funding, mandate, and legal context.

When reviewing the principal's leadership theory described by Sergiovanni, it is actually relevant to the findings of this study, especially related to the factors that influence the leadership of the Principal of SMK Negeri 1 Tompasobaru. Personal background factors which include S2 formal education background, good education and training experience with the acquisition of a set of principal competencies, teaching experience as a teacher as evidenced by a professional teacher certificate, and the requirements for the appointment of the principal, namely the rank of Group IVA can be explained through personal factors, friendliness His decency and obligations also influenced his leadership attitude.

The district government's support factors include, either through the Regent, the Governor through a decree on the appointment as a school principal, coaching support from the ranks of the education office, both from the head of the secondary education sector, the head of the district education office branch and school supervisors.

Supporting factors for the community which include school committee administrators, especially the head of the school committee, parents or guardians of students, alumni of SMK Negeri 1 Tompasobaru, the business world and industry, NGOs, and the press or journalists with news coverage through mass media (newspapers) about the existence of the school can be explained through external factors.

Based on this study, it can be illustrated that the research findings on the factors that influence the leadership of the Principal of SMK Negeri 1 Tompasobaru are supported by

the principal's leadership theory and can make a significant contribution to the development of the principal's leadership theory, especially in the Vocational High School background.

3. Factors That Inhibit Principal Leadership

The principal as an educational component must know the tasks carried out. According to Wahjosumidjo (2022: 97) there are several duties of the principal including, the principal is responsible and accountable for all actions taken by subordinates. For example, actions committed by teachers, students, staff, and parents of students cannot be separated from responsibility headmaster. A teacher who often arrives late or does not come without notification becomes an obstacle to the leadership of the principal, because it will have a negative impact on teaching and learning activities. Meanwhile, parents who are less concerned with their children's education will be pessimistic in their joint efforts with schools to educate their students. According to Husnawati (2013:10) the inhibiting factor for the principal's leadership is also because there is jealousy between fellow teachers and staff. Time management is not well organized by teachers and staff, there are still some teachers who are not confident in carrying out their duties, it is difficult to eliminate the distance or boundaries between senior and junior teachers, as well as school principals who are still reluctant to directly order teachers or staff even though there are activities which suddenly must be resolved immediately wait for the time to be resolved together.

4. Efforts to Face the Headmaster's Leadership Barriers

Education is a conscious effort made to achieve a goal. The importance of education is to improve the quality of individual life, through individual education it is required to be able to determine the direction, purpose, and meaning of life. Law of the Republic of Indonesia number 20 of 2003 Article 1 Paragraph 1 concerning the National Education System, namely education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state. School is a place where individuals gain knowledge and education.

The principal as a leader has a significant contribution to the development and progress of the school. Efforts made by school principals to face obstacles related to leadership in improving the quality of education in schools through school program implementation activities. Starting with observing the input, process, and the resulting output. Make an ongoing educational evaluation of the performance of principals as education leaders, teachers, and students as the so-called customer focus, in order to prevent problems that arise with a commitment to work right from the start. The school has a strategy to achieve good quality at the leadership, academic and administrative levels. Encouraging every element to have creativity to improve service quality further. In an effort to improve the quality of education, a school principal must learn continuously and work together with colleagues to realize the school's vision, mission, and goals.

5. Conclusion

From Based on the research findings and discussion, the following conclusions can be drawn:

1. The leadership of the Principal of SMK Negeri 1 Tompasobaru is more oriented towards democratic leadership and service in the tasks carried out as educators, managers, administrators, supervisors, leaders, innovators and motivators with the characteristics of being democratic, motivated and committed, providing opportunities for vice principals, guardians classrooms, and teachers participate and play an active role in the decision-making process regarding academic programs and learning improvement as well as providing opportunities for school committees and parents/guardians of students to participate and play an active role in the decision-making process regarding programs designed by the school.
2. Factors that support the leadership of the principal of SMK Negeri 1 Tompasobaru include personal background factors, education, work history, harmonious relationships with teachers, staff, parents and students as well as factors of support from the district and provincial governments as well as community support factors.
3. Factors that hinder the leadership of the principal of SMK Negeri 1 Tompasobaru, among others: The discipline factor of teachers and students. There are still teachers who are not on time so there are always empty classes in every lesson, at the beginning of school hours. Students who often arrive late cause their study time to be taken up because they have to receive sanctions, the lack of teacher preparation in teaching is marked by the absence of learning tools. As well as the dominant principle of parents who are often apathetic to the development of their children by taking the attitude of fully surrendering education only to schools or teachers, and reporting on the use of student operational assistance funds that are not open to teachers and education personnel by the student operational assistance team.
4. Efforts are being made to deal with obstacles to the principal's leadership in improving the quality of education at SMK Negeri 1 Tompasobaru, among others: Conducting regular teacher council meetings with administrative staff at the beginning of every month. Make a program of supervision or evaluation of education on the performance of teachers and education personnel. Improve discipline, security, and order in the school environment with the presence of security or personal personnel. As well as setting an example for teachers and students by arriving early according to the time stipulated in the school rules, and being more open to the use of student operational assistance (BOS) funds for teachers, staff, school committees and parents, especially in the realization of each school program and infrastructure assistance provided. enter schools at both the provincial and central levels.

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