



ISSN Print: 2394-7500  
ISSN Online: 2394-5869  
Impact Factor: 8.4  
IJAR 2022; 8(6): 463-469  
[www.allresearchjournal.com](http://www.allresearchjournal.com)  
Received: 08-03-2022  
Accepted: 15-04-2022

**Jefrison Lajame**  
Post Graduate Program,  
Manado State University,  
Indonesia

**Roos MS Tuerah**  
Post Graduate Program,  
Manado State University,  
Indonesia

**Marien Pinontoan**  
Post Graduate Program,  
Manado State University,  
Indonesia

**Corresponding Author:**  
**Jefrison Lajame**  
Post Graduate Program,  
Manado State University,  
Indonesia

## Implementation of the principal's leadership at junior high school 9 South Halmahera

**Jefrison Lajame, Roos MS Tuerah and Marien Pinontoan**

DOI: <https://doi.org/10.22271/allresearch.2022.v8.i6g.9910>

### Abstract

The objectives to be achieved in this research are to know, analyze and describe: 1. Implementation of principal leadership at Junior high school 9 South Halmahera. 2. Factors that support and hinder the leadership of the principal at Junior high school 9 South Halmahera. 3. Alternatives/efforts to be made to the factors that hinder the leadership of the principal at Junior high school 9 South Halmahera. This type of research uses a qualitative descriptive approach. Research place was carried out and took place at Junior high school 9 South Halmahera. Research subjects are researchers whose role is to collect and process data. Furthermore, the collected data is made in the form of reports. This is done so that the validity of data and information collection is more accurate. In the interview, the key informants were the Principal himself (1 person), Deputy Principal (1 person), teachers (1 person), Homeroom (1 person), Administration (1 person), School Committee (Chairman of the Committee). The data collection techniques in this study refer to the procedures proposed by Nasution (1996:33), namely: First, the Orientation Stage. In this stage, the researcher's activities include: observing the state of Junior high school 9 South Halmahera, identifying problems as the focus of the problem, looking for literature that is relevant to the problem being studied. Furthermore, in carrying out these stages, the researcher will use several data collection techniques, namely interviews, observation, and documentation. In this study, the data analysis technique used by the researcher used the Miles and Huberman model. Data analysis in qualitative research is carried out at the time of data collection, data reduction and data verification (Conclusions) From the overall results of this study, the following conclusions can be drawn: The implementation of the principal's leadership at Junior high school 9 South Halmahera is shown in several roles, namely as educators, managers, administrator, supervisors, leaders, entrepreneurs, and climate creators. The factors that support the implementation of the leadership of the principal of Junior high school 9 South Halmahera are: a) There is a school program planning, b) The existence of a small number of students will make it easier for teachers to manage the class effectively, c) Most of the teachers are young and have high enthusiasm, d) The principal also meets the criteria as a leader in the school. The inhibiting factors for the implementation of the principal's leadership of Junior high school 9 South Halmahera are: a) Limited number of teachers. b) Accommodating teachers who do not match the diploma. c) The wages of honorary teachers are limited and the distribution takes a long time. d) Long span of control to district city e) The lack of facilities and infrastructure, so that students have difficulty in learning. f) Some of the budget has been diverted to other development programs, namely the provision of school wifi. Efforts to overcome the factors inhibiting the implementation of the leadership of the principal of Junior high school 9 South Halmahera, namely: a. Overcome the shortage of teachers by finding additional teachers. b. Procurement of school facilities and infrastructure.

**Keywords:** Implementation, principal's, leadership, junior high school

### 1. Introduction

Education is the main resource in the progress of a nation, so education needs to be built and developed in order to be able to produce quality and superior human resources. Therefore, the new educational paradigm implies the importance of building the quality of education in schools, because schools are a form of modern civilization in building and developing a complete human character. In the context of the Indonesian nation, improving the quality of education is a development goal in the field of national education and is an integral part of efforts to improve the quality of Indonesian people as a whole (Mulyasa, 2005: 31). The application of national education standards is a series of processes to meet the demands of the quality of national education.

The implementation is arranged in stages, planned, directed, and sustainable in accordance with the demands of changes in local, national and global life.

The dynamics of national education management continues to develop, so the government continues to organize and improve the mechanism for assigning teachers as principals. Permendikbud Number 6 of 2018 is considered no longer relevant to the dynamics of educational development so that Permendikbudristek Number 40 of 2021 is issued as a substitute for the assignment of teachers as principals. It is said that teachers can be given the task of leading and managing schools in an effort to improve the quality of education in accordance with learning transformations that favor students. It is further explained in Article 1 paragraph 1 that the principal is a teacher who is given the task to lead learning and manage educational units. Here the ability of the principal as a learning leader and manager of an educational unit is tested. How the implementation of the principal's leadership can be carried out depends on how the principal's role is in carrying out his main duties as learning leaders and managing the education unit. The principal duties of the principal continue to change along with the dynamic demands of education from time to time. The principal's leadership in carrying out his main duties currently focuses on managerial activities and entrepreneurship development in meeting educational standards as well as supervising activities for teachers and education staff. If we examine further, we will find various important problems that cause the quality of education in Indonesia to be low, such as limited facilities and infrastructure, many schools experience a shortage of teachers, especially in rural areas, so schools recruit teachers who are not in accordance with their academic qualifications, also the low welfare of teachers, especially honorary teachers, the lack of student achievement in both academic and non-academic fields, and many other factors that also affect the quality of education. Various policy breakthroughs have been made by the government as a form of attention to the process of improving the quality of education in an effort to realize the constitutional mandate.

The description of educational problems above occurs at all levels of our education, without exception this is also experienced by Junior high school 9 South Halmahera. Starting from the inadequate facilities and infrastructure, some of them were damaged and needed repairs, as well as the distribution of problematic teachers so that schools experienced a shortage of teachers so that many teachers in remote areas concurrently served as teaching, there were also teachers who taught not according to their educational background, even the principal often not being in school for a long time so that the principal's control function on the given task is not optimally carried out. From some of the problems described above are a small part of the problems that occur in Junior high school 9 South Halmahera. This indicates that there is a gap in the principal's leadership function in managing the school he leads.

The objectives to be achieved in this research are to know, analyze and describe:

1. Implementation of principal leadership at Junior high school 9 South Halmahera.
2. Factors that support and hinder the leadership of the principal at Junior high school 9 South Halmahera.
3. Alternatives/efforts to be made to the factors that hinder the leadership of the principal at Junior high school 9 South Halmahera.

## 2. Literature Review

### 2.1 Basic Concepts of Educational Management

George R. Terry (in Karwati E & Priansa J. Donni, 2013:143-145), suggests the basic functions of management are planning (planning), organizing (organizing), moving (actuating), and controlling (controlling). The following is a description of the principal's managerial functions:

1. Planning Function. The principal must be able to carry out the planning. Planning can be defined as determining in advance what to do, when to do it, and who does it. In planning involved decision making by the principal.
2. Organizing Function. Organizing by the principal is aimed at grouping human resource activities and other resources owned by the school so that the implementation of a plan can be achieved effectively and efficiently. Organizing functions need to be created to realize an effective and efficient school organizational structure, job descriptions for each field in the school, clear authority and responsibility, and determination of human resources and other resources needed.
3. Mobilizing Function (Leadership). This function is sometimes referred to as the principal's leadership function. Principal leadership is a process to influence the activities of teachers, staff, and other employees by the school.
4. Control Function. Implementing activities that are incompetent and careless at work will have fatal consequences, especially if it is related to financial problems. In cases like this, the quality of human resources is very important in terms of the organization.

In addition, the classification of work programs is also needed to determine the priority scale. For example, which programs are urgently carried out and which programs can be postponed because they are not too urgent. Third, implementation. High commitment is the key to success. Commitment is born from an organizational culture that loves learning. Without a learning culture, it is difficult to grow individual commitment to an organization. The highest key to organizational commitment is its top leader. A top leader must set an example of virtue in working by prioritizing the principle of starting from oneself without any strings attached. All of these affect the implementation of an organization's program. Meanwhile, the implementation of a program depends on the standard operating work (SOP). SOP determines the smoothness of a program. Therefore, every time a program is born, an operational standard must be made immediately, from the beginning to the end. SOPs should be short, concise, and clear. SOPs describe who is working on a program, what is done, the duration of the work, and what documents are produced. Fourth, supervision. The organization's supervisory system is expected to be as strict as possible and comprehensive in nature. In addition to control by system, a leader must warn his subordinates of work situations that are not as planned. A good supervisory function is to ensure that a job is carried out and completed properly and "saved" from errors. Effective supervision requires two things: the leader knows the duties and functions of subordinates and functional units in the organization, and the leader carries out routine supervision.

Ambarita, (2010:44) <sup>[1]</sup>, A leader is someone who influences others through the communication process, causing others to act to achieve goals. True leaders will not hesitate to face failure and never give up. Leader activities usually include: 1). make decisions, 2) communicate, 3) provide motivation, 4) resolve the people who will be needed, and 5) develop those people. Stogdill (in Usman, 2013:308) defines leadership as: 1). The focal point of the group process, 2). Personality and influence, 3). Art so that persuasion is fulfilled, 4). Exercise affects, 5). Action or behavior, 6). The form of persuading, 7). Relationship strength, 8). Instruments achieve goals, 9). An interaction effect, 10). A role difference, and 11). Initiation of structure".

In addition, "Leadership is an ability and activity to try to influence other people around him to carry out his duties and responsibilities as members of the organization by successfully achieving educational goals. The role of leaders in educational institutions as figures is indispensable in making policies and decisions so that various problems can be overcome even in the most complicated circumstances.

Important things that need to be noted regarding the components of educational leadership are: 1) the process of a series of actions in the education system, 2) influencing and setting an example, 3) giving orders in a persuasive and humane way but still upholding the discipline and rules that are guided, 4) followers obey orders according to their respective authorities and responsibilities, 5) use authority and power within the justified limits, and 6) mobilize or mobilize all personnel in the institution to complete tasks so that goals are achieved, improve working relationships among personnel, foster work together, mobilize organizational resources, and provide work motivation.

According to Reinhartz and Beach (in Usman, 2013: 324), the characteristics of leadership in the 21st century, among others: 1) Leadership that is honest, defends the truth, and has core values, 2) leadership that is willing and able to listen. voices of teachers, education personnel, students, parents, and school committee members, 3) leadership that creates a realistic vision as a common property, 4) leadership that believes based on reliable data, 5) leadership that begins with introspection and self-reflection first, 6) leadership that empowers itself and its nature and is willing to share information, and 7) leadership that involves all human resources in the school, overcoming obstacles to change both personally and organizationally.

## 2.2 Implementation of Principal Leadership.

The term "implementation," (in the thesis of Bernadette E. Pontoh) comes from the Latin "impletus" which means "full" or "fulfilled", and "manus" means "hand". The word implementum is finally understood as "fulfilling". In the Big Indonesian Dictionary, it is defined as a form of "implementation" or "implementation" of something (Depdiknas, 2000). Webster (2021:672) states that implementation (to implement) has two meanings. First, to provide the means for carrying out (providing the means to do something), and second, to give practical effect to (to have an impact/effect on something).

Guntur Setiawan (2004:39) argues, implementation is the expansion of activities that adjust the interaction process between goals and actions to achieve them and requires an effective network of bureaucratic implementers. From the explanation above, it can be concluded that implementation implies fulfilling or carrying out a planned activity to

achieve the goal. The principal is composed of two words, namely principal and school. While the school is a building or institution for learning and teaching as well as a place to receive and give lessons. So the principal is defined as the person (teacher) who leads a school; head teacher.

The context of the implementation of leadership, means the implementation of the principal's leadership. The progress and decline of an educational institution in schools is very dependent on the role of the principal in implementing his leadership function. The results of Roos M.S Tuerah's research (2019) <sup>[28]</sup> who conducted research on teachers in Tomohon City found that an increase in learning performance was influenced by an increase in teaching management. That means, increasing performance depends on how the principal's leadership role is in carrying out the principal managerial duties of the principal.

The nine intelligences of educational leadership are (1) Ethical intelligence: fair, respectful to others, upholding the truth, and being responsible, (2) Spiritual intelligence: seeking the meaning of life, having morals (faith and piety), (3) Intelligence contextual: understanding the local, regional, national and global environment, (4) Operational intelligence: strategic thinking, developing plans, managing management, and distributing leadership, (5) Emotional intelligence: knowing oneself, knowing others, able to control emotions, and develop personality, (6) Collegial intelligence: commitment to common goals, knowing creation, multilevel learning, and building trust, (7) Reflective intelligence: providing time for reflection, self-evaluation, in-depth study, and receiving feedback for improvement, (8) Pedagogic intelligence: develop new visions and learning objectives, improve teaching competence, openness attitude open class, and being educative, (9) Systematic intelligence: giving examples of mental models, thinking systematically, self-organizing, and making networks effective.

## 3. Research Method

This type of research uses a qualitative descriptive approach. Ethnographic research work primarily describes a culture. Ethnography is an effort to pay attention to cultural research to understand the way people/people interact and work together through phenomena that can be observed in everyday life. In addition to observing daily life, researchers also conduct in-depth interviews, observations and document reviews. The essence of ethnography is an attempt to pay attention to the meaning of the actions of the events that befell the people we want to understand. Some of these meanings are expressed directly in language (Spradley, 2007: 7) <sup>[23]</sup>.

This research was conducted in a natural situation on various matters related to the research focus. Gay and Airsian (2000:10). Research place was carried out and took place at Junior high school 9 South Halmahera. Research subjects are researchers whose role is to collect and process data. Furthermore, the collected data is made in the form of reports. This is done so that the validity of data and information collection is more accurate. In the interview, the key informants were the Principal himself (1 person), Deputy Principal (1 person), teachers (1 person), Homeroom (1 person), Administration (1 person), School Committee (Chairman of the Committee).

These interview data are given special codes. The code is preceded by the symbol "W" which means "Interview" and

is followed by the positions of the resource persons: “ks” for the Principal, “wks” for the deputy principal, “Wwk” for the homeroom teacher, and “tu” for Administration. Meanwhile, teachers and school committees are given initial codes. After the codes for positions and initials, numbers are given for easy reference in the analysis section. The data collection techniques in this study refer to the procedures proposed by Nasution (1996:33), namely: First, the Orientation Stage. In this stage, the researcher's activities include: observing the state of Junior high school 9 South Halmahera, identifying problems as the focus of the problem, looking for literature that is relevant to the problem being studied.

Furthermore, in carrying out these stages, the researcher will use several data collection techniques, namely interviews, observation, and documentation. In this study, the data analysis technique used by the researcher used the Miles and Huberman model. Data analysis in qualitative research is carried out at the time of data collection, data reduction and data verification (Conclusions)

## 4. Result and discussion

### 4.1 Description of the research site

Junior high school 9 South Halmahera is one of the public schools located in South Halmahera district, North Maluku province, located far from the capital of South Halmahera district, precisely in the Obi islands. Junior high school 9 South Halmahera was founded in 1988 under the name SMP Semar Wayaloar. The school's vision is to create school citizens who excel in mastering science and technology based on faith and piety and with environmental insight. In supporting the smooth teaching and learning activities need to be supported by adequate teaching staff as needed. Junior high school 9 South Halmahera has a total of 13 teachers, consisting of 8 undergraduates, 3 diplomas and 2 high school equivalents.

The school's mission is : Increase insight into religious knowledge based on faith and devotion to God Almighty. To Implement intensive, scheduled, effective, and efficient learning for teachers and students. To Establish cooperation between schools, parents, school committees, and stakeholders on a regular basis. Improving achievements in sports and the arts. School Goals: Improving the practice of religious teachings that are adhered to correctly. Implement school rules and regulations in accordance with applicable regulations. Give birth to a generation of high achievers who are able to compete at the district, provincial and national levels Optimizing the existing school facilities in accordance with the progress and development of education.

### 4.2 Research Findings

Description The implementation of the principal's leadership is based on observations, interviews, and documentation carried out by researchers related to the principal duties of the principal, which can be conveyed as follows:

1. Implementation of principal leadership at Junior high school 9 South Halmahera.

Based on the results of interviews with respondents and observations and documentation of the implementation of the leadership of the principal at Junior high school 9 South Halmahera, several things were found that were explained into several roles carried out by the principal as follows:

- a) Principal as Educator.
- b) Principal as Manager.

- c) The principal as the administrator. The principal as a supervisor. In the results of interviews, observations and documentation that the researchers met, the principal tried to carry out his leadership.
- d) Principal as Leader.
- e) Principal as Entrepreneur.
- f) Principals as climate creators. In the results of interviews, observations and documentation that the researchers met, the principal tried to carry out his leadership

2. Factors that support and hinder the implementation of principal leadership at Junior high school 9 South Halmahera.

Based on the results of interviews, documentation and observations made by researchers on the implementation of the principal's leadership, several supporting factors were found, namely as follows:

- a) Internet service in the form of school wifi which is already available in schools so that teachers and staff and even students are diligent in going to school.
- b) The principal has some experience or competence in the field of information technology so that he can pass it on to his subordinates by providing training in the use of chromebooks for learning purposes.
- c) Personal support, namely the principal has professional ability, which is considered the principal has met the requirements as a principal, namely the principal is professionally certified, has an undergraduate degree and has fulfilled the requirements as a principal.

3. Factors that hinder the Implementation of Principal Leadership at Junior high school 9 South Halmahera

Based on the results of interviews, documentation and observations, it was revealed that the factors that hindered the implementation of the principal's leadership were:

- a) The factor of teachers and education staff is that there is a shortage of teachers so that some educational staff are functioned in teaching and learning activities.
- b) Teachers who teach do not match their educational background.
- c) Low teacher welfare.
- d) The span of control and communication difficulties to the top level due to the lack of available transportation access so that many programs are not controlled.
- e) Limited facilities and infrastructure in learning activities in the form of textbooks, limited number of chrome books so that students have difficulty in learning, especially in using the internet, because most students do not have Android to use in learning.
- f) Some school programs do not run optimally, as a result of which the budget has been transferred to other development programs, namely the provision of school wifi.

### 4.3 Research Result

#### 1. Implementation of Principal Leadership at Junior high school 9 South Halmahera

Based on the results of the interviews, it is also known that the principal has carried out his role as an educator by providing advice to teachers to carry out their duties properly and responsibly so that students can learn well. Not to forget the principal also gave advice to students to study harder, be disciplined and obey school rules. In addition, the

principal carries out his leadership by trying to establish good communication with teachers and education staff, school committees in order to build intensive support. Also trying to build work motivation with activities are accepting criticism and suggestions from teachers and education staff, dividing tasks and job descriptions of each, trying to establish good relations with teachers, and giving awards in the form of giving incentives for teachers to perform well, trying to evaluate the description tasks while providing input or solutions.

The results of the interview found that the principal of Junior high school 9 South Halmahera had tried to implement the leadership function as an Administrative Actor (Administrator), by making several school administrative documents, both related to curriculum and learning documents, as well as other documents. For example, the KTSP document and the learning syllabus, the administration of facilities and infrastructure in the form of a list of inventory items, as well as financial administration in the form of RKAS and a general cash book.

As stated by Makawimbang, (2012:81-87)<sup>[15]</sup>, the Principal as Administrator has an important task, namely "Managing KMB and BK administration, managing student administration, managing personnel administration, managing financial administration, managing facilities and infrastructure administration, and managing administration. correspondence.

The results of the interview found that the principal of Junior high school 9 South Halmahera tried to implement the leadership function as a Supervisor (Supervisor), by supervising teachers and education staff, but only limited to monitoring the class to ensure the teaching and learning process went well, there was no supervision program. carried out in a planned and systematic manner. As stated by Makawimbang, (2012: 81-87)<sup>[15]</sup>, that as a supervisor the principal's task is to develop a supervision program, carry out a supervision program, and utilize the results of supervision. Also in accordance with what was conveyed by Sagala (2009)<sup>[22]</sup> as quoted in Karwati E & Priansa J. Donni (2013:126) said that the principal must have the ability to supervise and audit the performance of teachers, staff, and other employees in the school environment. In addition, in line with the research results of Manueke T. *et al.* (2021)<sup>[17]</sup>, showing the ability of school principals in planning, implementing, evaluating, assessing, and conducting, improvement and teacher development from the results of supervision has a positive impact on improving teacher performance which is indicated by increasing teacher abilities. in planning, implementing, evaluating, assessing, and making improvements and enrichment of student learning outcomes.

Thus the results of the interview show that the principal of Junior high school 9 South Halmahera has carried out his leadership function as a supervisor quite well, but it is not carried out professionally as the supervision instructions should do. Principals need to plan supervision properly so that they can map the potential of teachers, so that the quality of learning can continue to be improved.

The results of the interview found that the principal of Junior high school 9 South Halmahera had attempted to implement the leadership function as a Leader, by providing directions by giving orders to teachers and staff to carry out

the tasks given properly according to their respective job descriptions. Therefore, the principal provides incentives for teachers who work well, to encourage increased morale, and tries to enforce discipline for school members by making rules for teachers and students.

In addition, the principal also seeks to establish communication to create intensive support from teachers, education staff, school committees, besides that the principal also makes decisions by involving teachers, staff and school committees. This is in accordance with Makawimbang (2012:81-87)<sup>[15]</sup>, the principal as a leader must have a strong personality: such as understanding the conditions of teachers, employees, and students well, having a vision and understanding the school's mission, decision-making abilities, and communication skills. Also in line with what was conveyed in Ambarita, (2010:44)<sup>[1]</sup>, by saying that a leader is someone who influences others through the communication process, causing others to act to achieve goals.

## **2. Factors that support and hinder the Implementation of Principal Leadership at Junior high school 9 South Halmahera**

In the results of the interview, revealed the factors supporting the implementation of the Principal Leadership of Junior high school 9 South Halmahera where the existence of a school planning program makes it easier for school principals to implement the program by involving teachers and education staff. The principal as a manager in the school, has planned the school program well, namely by compiling the school's vision, mission, and goals. As revealed by Makawimbang, J. (2012: 81-87)<sup>[15]</sup>, said that the principal as the principal manager has an important task, namely compiling school programs, compiling staffing organizations in schools, mobilizing staff (teachers and employees), and optimizing school resources. Likewise, it is emphasized in the School Principal's Workbook (2011: 7), then the presence of a small number of students will also make it easier for teachers to manage classrooms effectively so that learning objectives can be carried out properly. This is also in line with what was conveyed by Mingkid, A. S. M. F. *et al.*, (2022:24)<sup>[18]</sup>, namely one of the activities that need to be developed by teachers in education is the learning process.

The results of the interview also show that the principal also meets the criteria as a leader in the school by having academic qualifications, as well as professional qualifications. His professional abilities are expected to be able to manage schools in order to achieve successful school programs. This is in accordance with Permendikbudristek Number 40 of 2021 which explains in detail the requirements for assigning teachers as principals, namely related to academic qualifications of S1 or equivalent, having an educator certificate and other requirements.

Based on this discussion, it can be concluded that the factors that can support the implementation of the leadership of the principal of Junior high school 9 South Halmahera are the existence of a planned and systematic school program, and the small number of students will also make it easier for teachers to manage classrooms effectively. , and most of the teachers are young so they are young to be directed and still enthusiastic.

### 3. Factors that hinder the Implementation of Principal Leadership at Junior high school 9 South Halmahera.

The results of the interview revealed that the factors that hindered the implementation of the principal's leadership were the limited number of teachers, so that the principal took a policy to function several civil servant staff in the teaching and learning process. Another obstacle found from the interviews was the limited wages of honorary teachers and the distribution that took a long time so that the effect on teacher work motivation was less than optimal. As it was revealed that the honorary staff here receive a salary every 4 months which is adjusted based on the realization of the distribution of BOS funds with a stage system, so that sometimes honorary teachers work to find other sources of income to meet the needs of their families. Likewise, school principals sometimes have to go into debt to the shops to finance school needs, without having to wait for student operational assistance funds.

This finding is in accordance with Hasibuan's theory (2014:119) <sup>[11]</sup> which states that wages are defined as fair and proper remuneration given to workers for their services in achieving organizational goals. In line with that, the results of research by Freida Masoko, *et al.* (2001) show that leadership behavior and compensation have an influence on teacher performance. The higher the behavior and compensation provided by the school, the teacher's performance will also increase. In addition, it was also revealed that the obstacles encountered in the implementation of school principals were the long span of control to district cities, causing the principal to deal with the education office or in order to collect BOS funds, it took approximately 2 weeks to return. So that when the principal is not in place, many programs are not well controlled so that they do not run optimally. This is in accordance with Karwati E & Priansa J. Donni (2013:26) to ensure that all educational activities have been and are being carried out as planned, then each educational component needs to carry out supervision or control activities. It can be concluded that the principal of Junior high school 9 South Halmahera in carrying out leadership, encountered a number of factors that were considered to hinder his leadership, namely the limited number of teachers, teachers who teach not according to their academic qualifications, limited communication with related agencies due to the long span of control, and the lack of facilities and infrastructure.

### 4. What alternatives or efforts are being made to the factors that hinder the Implementation of

Principal Leadership at Junior high school 9 South Halmahera.

Based on the results of the interview, it was revealed that the principal of Junior high school 9 South Halmahera made efforts to overcome the problems in the school that caused the implementation of the principal's leadership to be hampered. The data collected by researchers, the principal of Junior high school 9 South Halmahera has tried to overcome the shortage of teachers by looking for additional teachers who prioritize teachers who live in the village. This is in line with the opinion conveyed in Government Regulation Number 74 of 2008 concerning Teachers, namely Teachers who are appointed by the Government, Regional Government, education providers, or education

units for a minimum period of 2 years continuously, and are recorded at the base administration unit in the education unit that has an establishment permit from the Government or Regional Government and carries out main duties as a teacher.

In addition, the principal has also tried to overcome the problem of the lack of supporting facilities in learning activities by purchasing textbooks, which are allocated through BOS funds, also to overcome the limited number of chromebooks, students are given the opportunity to bring Android to class for those who have it, so that students no longer have difficulty in learning, especially in using the internet. From this discussion, it can be concluded that the principal has tried to overcome the factors that hinder the implementation of his leadership, namely by carrying out a policy of procuring additional teachers, as well as several facilities that support the learning process to run well.

### 5. Conclusion

From the overall results of this study, the following conclusions can be drawn:

- 1) The implementation of the principal's leadership at Junior high school 9 South Halmahera is shown in several roles, namely as educators, managers, administrator, supervisors, leaders, entrepreneurs, and climate creators.
- 2) The factors that support the implementation of the leadership of the principal of Junior high school 9 South Halmahera are: a) There is a school program planning, b) The existence of a small number of students will make it easier for teachers to manage the class effectively, c) Most of the teachers are young and have high enthusiasm, d) The principal also meets the criteria as a leader in the school.
- 3) The inhibiting factors for the implementation of the principal's leadership of Junior high school 9 South Halmahera are: a) Limited number of teachers. b) Accommodating teachers who do not match the diploma. c) The wages of honorary teachers are limited and the distribution takes a long time. d) Long span of control to district city e) The lack of facilities and infrastructure, so that students have difficulty in learning. f) Some of the budget has been diverted to other development programs, namely the provision of school wifi.
- 4) Efforts to overcome the factors inhibiting the implementation of the leadership of the principal of Junior high school 9 South Halmahera, namely: a. Overcome the shortage of teachers by finding additional teachers. b. Procurement of school facilities and infrastructure.

### 6. References

1. Ambarita Biner. Manajemen dalam Gamitan Pendidikan. Medan: USU Press, 2010.
2. Arifin Syamsul. Leadership: Ilmu dan Seni Kepemimpinan. Jakarta: Mitra Wacana Media, 2012.
3. Arikunto Suharsini. Prosedur Penelitian: Suatu Pendekatan Praktik. Jakarta: Rineka Cipta, 2010.
4. Budiwibowo, Satrijo dan Sudarmiani. Manajemen Pendidikan. Yogyakarta: Andi, 2018.
5. Clemmer Jim. Sang Pemimpin: Prinsip Abadi untuk Keberhasilan Tim dan Organisasi. Yogyakarta: Kanisius, 2003.

6. Departemen Pendidikan Nasional. Kamus Besar Bahasa Indonesia. Jakarta: Gramedia Pustaka Utama, 2000.
7. Duncan Jack W. Methodological Orientations and Management Theory: An Analysis of Academic Opinion. *Academy of Management Journal* (13), hlm, 1970, 337-348.
8. Epiritropaki Olga. What is Transformational Leadership? Inggris: Institute of Work Psychology University of Sheffield, 2001.
9. Guba EG, dan YS Lincoln. *Effective Evaluation*. San Fransisco: Jossey Bass Publisher, 1981.
10. Harsono. *Etnografi Pendidikan sebagai Desain Penelitian Kualitatif*. Surakarta: Universitas Muhammadiyah Surakarta, 2011.
11. Hasibuan, Malayu SP. *Manajemen Sumber Daya Manusia, Cetakan Kedua Puluh. Edisi Revisi*. Jakarta: Penerbit Bumi Aksara, 2014.
12. Jasmani dan Syaiful Mustofa. *Supervisi Pendidikan*. Yogyakarta: Arr-Ruzz Media, 2013.
13. Terhadap Kinerja K, Di Minahasa Utara GSA. *Jurnal Bahana Manajemen Pendidikan*,.
14. Kamars Dachnel H. *Administrasi Pendidikan: Teori dan Praktik*. Edisi. Kedua. Padang: Erlangga, 2005.
15. Makawimbang JH. *Kepemimpinan pendidikan yang bermutu*. Bandung: Alfabeta, 2012.
16. Maleong, Lexi J. *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya, 2000.
17. Manueke T, Rawis JA, Wullur MM, Rotty VN. Pengaruh Supervisi Kepala Sekolah Terhadap Peningkatan Kinerja Guru. *Jurnal Bahana Manajemen Pendidikan*. 2021;10(2):70-76.
18. Mingkid ASMF, Tuerah RM, Pinontoan M, Mangantung J, Tiwa TM. Peran Guru Dalam Pembelajaran Pada Sekolah Dasar Negeri 70 Manado. *Jurnal Ilmiah Wahana Pendidikan*. 2022;8(7):22-28.
19. Marshall C, dan Rossman GB. *Designing Qualitative Research*. London Sage Publications, 1995.
20. Miles Mathew B, dan Michael Huberman A. *Qualitative Data Analysis a Sourcebook of New Method*. London: Sage Publications, 1984.
21. Mulyono. *Manajemen Administrasi dan Organisasi Pendidikan*. Yogyakarta: Arr Ruzz Media, 2008.
22. Sagala Syaiful. *Administrasi Pendidikan Kontemporer*. Bandung: Alfabeta, 2009.
23. Spradley James P. *Metode Etnografi*. Yogyakarta: Tiara Wacana, 2007.
24. Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta, 2007.
25. Sutopo HB. *Metodologi Penelitian Kualitatif: Dasar Teori dan Terapannya dalam Penelitian*. Surakarta: Universitas Sebelas Maret, 2006.
26. Susanto Ahmad. *Teori Belajar dan Pembelajaran*. Jakarta: Prenada Media Group, 2016.
27. Syafie Inu Kencana. *Sistem Administrasi Negara Republik Indonesia*. Jakarta: PT Bumi Aksara, 2003.
28. Tuerah Roos MS. Penguasaan Materi Pembelajaran, Manajemen, dan Komitmen Menjalankan Tugas Berkorelasi pada Kinerja Guru SD di Kota Tomohon dalam *Jurnal Inovasi dan Teknologi Pembelajaran*, [April], hlm. 2015;1(2):137-154.