The Influence of Principal's Leadership Style on Educator Performance

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Abstract

Education in Indonesia plays a significant role in nation-building, especially human development. Complete human development cannot be separated from the participation of the community and various institutions in the field of education. The approach used in this research is a descriptive qualitative approach with a case study design. The data and data sources in this study were obtained from interviews with informants and other data in archival documentation that supports the primary data. Data collection techniques in this study used non-participant open observation, semi-structured interviews, and documentation studies. This qualitative data analysis technique was carried out interactively. Activities in data analysis in this study are data collection, data reduction, data presentation, and the last is the conclusion. From this study, it can be seen that the principal at Taruna Bangsa High School Jakarta shows considerate behavior, one of which is by lending a helmet, being open and not covering up about the principal’s activities, always having fun / cheerful, firm in acting, being disciplined by complying with the policies that have been made. And a commitment not to violate and accept the consequences if a violation is committed, prudent with not easily influenced by the environment and not easily angered, which shows the principal has stable emotions; b) Delegation of tasks given by the principal at Taruna Bangsa High School Jakarta is carried out fairly and provides prior direction regarding the clarity of jobs and how studies must be carried out to teachers/educational staff who are given the task.

Keywords: Influence, Leadership Style, Performance, Educators.

A. INTRODUCTION

School-Based Management (SBM) is part of the government’s strategy to improve the quality of education through education decentralization (Bulach, Boothe & Pickett, 2006). The implementation of SBM is expected to strengthen the life of democratization, decentralization of authority, resources, and funds at the school
level (Astuti, Fitria & Rohana, 2020). After more than a decade, since School-Based Management (SBM) was initiated and implemented, schools' achievement has varied dramatically. Many schools successfully implement SBM well, but there are still many less successful schools (Al-Safran, Brown & Wiesman, 2014).

The life of a leader is necessary in an organization, because the leader who determines the management of the organization is brought forward (Cheng, 1994). Leadership itself is the activity of a person to influence and move all members to achieve the set goals (Hadjithoma, 2011). The power to move and influence people is understood as leadership. The principal is the leader of educational establishments. All school members must be mobilized to meet academic objectives (Hardman, 2011).

Leadership also leads an organization to achieve the objectives (Hasanudin & Awaloedin, 2020). Education leadership in academic institutions is conducted to influence all members of the schools in order for them to fulfill their duties and work properly and properly, in accordance with their respective responsibilities (Hasanudin, 2021).

There is no best or most effective leadership style for each director, because all depends on each subordinate's situation and condition. A leader can achieve objectives in various ways that meet internal requirements and external challenges. Only certain aspects of the leader or the environmental conditions around him may be associated with effective leadership. Wahjosumidjo (2013), emphasized the following approaches: psychological approach; situational, comportemental, and contingency approach (Hui, Janetabadi, Binti & Wan, 2013).

Leadership in the psychological context means the psychological aspect of the principal in terms of leadership, where the principal's psychological observations motivate, decide and communicate (Lucas, Bii, Sulo & Koskey, 2012). Psychology itself is the self-known status of a person through visible activities, while certain activities are either implicit or visible. The source of the personality of the leader as man is a successful (effective) leader. This shows that the principal's personality influences the leadership the most (Hasanudin & Awaloedin, 2020).

When the principal interacts with others, including in private conversations with teachers, colleagues and students, the leadership of the principal will be established. Indonesian education plays an important role, particularly human development, in national building. Complete human development cannot be distinguished from community participation and different educational institutions (Maryati, Fitria & Rohana, 2020). The results of the PISA evaluation, which is based in Paris, France, indicate that the education quality is 69th out of 76 countries in Indonesia.” That is
why education quality ranks at the bottom 8 in Indonesia. This shows that in Indonesia, education quality is still poor compared to the first in neighboring Singapore. So these schools have to perform school management functions properly in order to overcome these problems, including good leadership from the principal (Nir & Hameiri, 2014).

Learning is a teacher's ability to perform learning tasks at school or madrasa and under his guidance is responsible for students by increasing student learning performance (Nurwulandari & Adnyana, 2019). Teacher performance can be interpreted as a condition that demonstrates a teacher's ability to perform his or her duties at a school or madrasa and that the teacher performs an act in the conduct of learning (Nurwulandari, Haanudin & Melati, 2021). Learning from the skills required can be demonstrated, namely pedagogy skills, personality, social and professional skills. Educators need to be skilled and qualified as learner agents, be physically and mentally healthy and be able to achieve national educational objectives (Onarato, 2013). The aforementioned academic qualification is the minimum level of education to be fulfilled by the educator as evidenced in a diploma and in accordance with the provisions of the law applicable (Park, 2012). Skills for primary and secondary education learning and early education include pedagogical competence, personality skills, social skills and skills (Wahyudi & Pangestuti, 2017).

The leadership pattern of the principal also affects the performance of professors (Wahyudi, Hasanudin & Pangestuti, 2020). Leadership in educational matters is a leader who needs the ability to influence, encourage, guide, guide, and mobilize others involved in implementing and developing education and training so that all actions can be carried out efficiently and effectively, in turn to achieve the aim of enhancing teacher performance and educational objectives.

B. METHOD

A qualitative descriptive approach with a case study design is the approach used in this research. Data and data sources in this study have been obtained in archival documents from the interviews with informants and other data supporting the primary data. In this study, data collection techniques used open observation by non-participants, semis-personalized interviews and documenting studies. This technique of qualitative data analysis was interactively carried out. Data collection, data reduction and presentation are the activities in the data analyzes of this study and the final conclusion.
C. RESULT AND DISCUSSION

The leadership style of Taruna Bangsa High School Jakarta’s principle shows that the principal is the task and subordinate-oriented by creating a good relationship pattern. Based on research findings at Taruna Bangsa High School Jakarta, it shows that: (1) the principal applies a leadership style identified from eight aspects, namely: (a) daily behavior shows that the principal has a caring attitude, discipline, initiative, openness, wisdom, has stable emotions. Team leadership is complex, Leaders must therefore learn to be open and objective to understand and diagnose team problems and to choose the most suitable course of action to help achieve team goals. While stable emotions refer to leadership styles, democratic leadership that respects people’s opinions, is ready to be different, and differences are not to be contested, but to be learned from; (b) the delegation of tasks is carried out fairly and with prior appreciation. The research findings are following several theories regarding leadership style. First, internal task leadership involves forming a structure for results by planning, estimating, explaining roles, and delegating tasks. Second, the situational leadership style in the form of delegation of leaders discusses problems with subordinates until an agreement is reached to delegate tasks to subordinates. Assistants have control to decide how to carry out tasks. Third, the contingency leadership style suggests that functions and all associated with them are clearly defined. (c) decision making is carried out jointly/deliberately by involving all school personnel and parents of students. This leadership style in making decisions emphasizes deliberation. Second, internal task leadership facilitates decision-making by coordinating, combining, focusing on goals by clarifying and gaining agreement in decision making. In contrast, leadership in internal relations is created by collaborating, involving, and including team members in decision-making. Third, transactional leadership explains that the leader is involved in the methodological and physical aspects of managerial procedural. This demonstrates that the leader is constantly engaged in every activity in the school that is procedural; (d) supervision is carried out by exercising control over the decisions taken by monitoring the progress of each task. These characteristics refer to the team/group leadership style, that internal task leadership actions always control the decisions that have been taken; (e) school development is carried out in stages and continuously with development components including the development of learning, extracurricular, facilities, and infrastructure, as well as the development of teachers and education personnel. The results of this study are following several theories regarding leadership style. First, the team/group leadership style; when the team leader sees after monitoring the performance of the team that the team Member does not have the necessary skills, the leader can select a response to educate or provide the team members with a presentation or professional development (training).
Simultaneously, internal relations leadership explains that the leader provides training to team members in interpersonal skills. Second, according to the visionary leadership style, the principal has a passion for developing the institution he leads. Third, transformational leadership style, in doing individual development, the leader provides support, encouragement, and training for followers. (f) open and two-way communication. The research findings are following several theories regarding leadership style. First, the democratic leadership style; this leadership style encourages groups to discuss and participate. Second, the leadership style of the team/group, in making decisions, the principal performs coordination and mediation; (g) motivation by providing encouragement and meeting the needs of teachers and education personnel. First, the democratic leadership style, the leader is active in mobilizing and motivating subordinates. The above explanation can be summarized in the following table:

**Table 1. Summary of Discussion**

| Characteristics                | Leadership Style                                                                 |
|-------------------------------|----------------------------------------------------------------------------------|
| **Field’s Findings**          | **Leadership style**                                                             |
| Daily behavior                | Attentive, open, cheerful, assertive, wise, disciplined, committed, and have stable emotions. | Group/team, Visionary Democracy |
| Delegation of tasks           | Delegation of tasks is carried out fairly, equitably, and adapted to the field of expertise, providing prior direction, assigning responsibility by involving and empowering all personnel. | Group/team Situational Contingency |
| Decision-making               | Together/consensus by inviting all school personnel, joint decision-making through meeting activities by providing information from the institution that oversees the school (education office and updated) to solve then/find a solution together, coordinate with the division of tasks, the principal is always involved in making decisions. Decision. | Group/team Transactional Democracy |
| Supervision                   | Teachers: administrative supervision and learning supervision (class visits), Educational staff (staff): carry out direct control/monitoring by asking the progress of the tasks that have been done. | Group/team |
| Communication                 | Open communication, two-way communication by accepting consultations, ideas and receiving and giving criticism and suggestions. | Group/team Democracy |
| Motivation                    | We meet the needs of teachers and education personnel such as eating and drinking. | Group/team Democracy |
providing a sense of security, providing comfort, respecting each individual by providing encouragement, meeting learning needs.

| Path goals |
|------------|

Source: Data processed

In choosing a leadership style, there will be components that influence it. (2) the components that contribute to influencing the leadership style of the principal include: (a) the principal who has experience in the world of education, namely in addition to having served as principal in several public schools in Jakarta, the principal has also served as school treasurer for several years. Five years and visited the country of Korea to make visits and learn the culture of education there. In his previous leadership, the principal prioritized relationships with subordinates.

If the leader has been successful by appreciating subordinates/employee-centered in the past, it is possible/tends to apply the same style, namely subordinate-oriented; (b) the superior characteristic, in this case, is the institution that oversees the school, namely the Jakarta City Education Office and the Regional Technical Implementation Unit which will directly monitor the development of the school so that the behavior of superiors shows a task-oriented emphasis on carrying out tasks so that principals throughout Jakarta are required and expected to carry out the national exam honestly.

Thus the principal at Taruna Bangsa High School Jakarta is also process-oriented by preparing teachers and students as well as possible to face the national exam. The expectations and behavior of superiors will be reflected in directors’ actions, for example when seniors give awards to the organization such as bonuses and promotions that will affect the managers below them, or task-oriented superiors will cause leaders also to use the same style.

The next factor is (c) the characteristics of the subordinates’ behavior show that they have not implemented the correct school management system; this is reflected in the actions of teachers and staff who are not disciplined regarding home hours. So it can be understood that all school personnel has not implemented and complied with applicable regulations. Subordinate behavior like this requires direction and self-modeling of the leader as a role model/example to change previous patterns/habits. Aspects of skills, training, and attitudes of subordinates also affect the choice of leadership style;

(d) The principal fairly and equitably are given task requirements that are adjusted to the skills/ability of teachers and staff. In general, school personnel prefers the existence of prior direction from the principal regarding the clarity of tasks.

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concerning how tasks are carried out; the nature and responsibilities of subordinates will affect the leadership style used by leaders. As the implementation of each subordinate’s job will affect the type of the leader; for example, associates who work on data processing prefer directions that are more task-oriented. The last one is (e) the principal’s organizational climate and policies are to try to meet the standards by disciplining the school administration. Giving praise as a form of appreciation and appreciation for employees’ work can encourage creating a conducive organizational climate.

Organizational climate and policies affect the expectations and behavior of subordinates; for example, the policy of awarding rewards with a salary scale supported by other incentives (pension funds, bonuses, leave) will affect the work motivation of subordinates. In this case, the principal does not provide rewards in the form of incentives but only in the form of words and praise. However, the award given by the principal is only in the form of recognition but has not provided a distinction in the form of leave/incentives.

D. CONCLUSION

From the results of the analysis, it can be concluded that the principal at Taruna Bangsa High School Jakarta shows considerate behavior, one of which is by lending a helmet, being open and not covering up about the principal’s activities, always having fun/cheerful, firm in acting, disciplined by complying with the policies that have been set. Made and a commitment not to violate and accept the consequences of a violation is made, wise with not easily influenced by the environment and not easily angered which shows the principal has stable emotions. Delegation of tasks given by the principal at Taruna Bangsa High School Jakarta is carried out fairly and provides prior direction regarding the clarity of jobs and how studies must be carried out to teachers/educational staff who are given the task. Decision-making is carried out by the principal at Taruna Bangsa High School Jakarta by involving all school personnel, including teachers, education staff, school guards, janitors, and security personnel, to reach a consensus/consensus decision. The principal is also constantly involved in every decision-making, both physically and using communication such as telephone and WhatsApp. School development carried out by the principal at Taruna Bangsa High School Jakarta covers several aspects, including the development of school facilities and infrastructure, learning development, extracurricular development, and teacher and education staff development which is carried out gradually and continuously.
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