

LEADERSHIP COMPETENCY OF SCHOOL PRINCIPALS

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A. LEADERSHIP OF THE PRINCIPAL

Leadership is a process of influencing a group of people to do every wish, every program and every activity to do it. As for its very specific and special nature, according to what is required by the group to carry out all activities that have a specific purpose. Leaders with certain characteristics need to perform the functions of that leadership. Competence as the basic ability needed to do and carry out work based on knowledge, skills and work attitudes. The principal is a teacher who is given an additional task to lead a school institution, in which a learning process is held, or a place for interaction between teachers who give lessons and students who receive lessons.

Leadership According to: George R. Terry (1972: 458): Namely: All activities to influence people to be directed to achieve organizational goals. Meanwhile, according to: Stoner that leadership is a process regarding direction and efforts to influence activities related to group members.



Figure 1. Principal Leadership
(Source: ainamulyana.blogspot.com)

1. Leadership Style

Leadership is an attempt to move and motivate others to take actions that are directed and focus on achieving goals. The leader in his actions takes several ways and steps that are carried out, which is a reflection of the attitude and a picture of a form of leadership that is carried out. The main leadership style consists of leadership styles, namely as follows:

a. Authoritarian Leadership Style

Authoritarian leadership is a form of leadership that acts as a dictator towards the members of the group it leads. How to lead by moving and directing the group according to his wishes. Whatever is ordered must be carried out in its entirety, authoritarian leadership acts as a ruler and cannot be denied so that all members must submit and obey the orders and powers. Authoritarian leadership uses threats and sanctions and punishments to enforce its leadership. Authoritarian leadership will only cause dissatisfaction among its members.

b. Laissez Faire Leadership Style

The laissez faire leadership form is the opposite of authoritarian leadership, in which leadership emphasizes the freedom of subordinates to carry out their duties and responsibilities. Laissez faire leadership gives freedom to each member to choose and determine actions and policies in carrying out

their duties, loosens supervision and always provides direction to its members. However, laissez faire leadership cannot be formally applied to educational institutions, because it can result in activities being carried out to be unfocused, confusion of authority, unclear responsibilities, it is feared that educational goals will not be achieved.

c. Democratic Leadership Style

A democratic form of leadership can place its members as the main and very important factor. The relationship between the leader and the members they lead is manifested in the form of human relationships based on the principles of mutual respect and mutual respect. In its implementation, democratic leadership is willing to accept suggestions and ideas and even expects opinions and criticism from its members, as feedback and material for consideration in taking decisions to make policies. Democratic leadership is an active, dynamic, directed leadership that seeks to seize opportunities and take advantage of each of its members for the progress and development of educational institutions.

2.Educational Leadership Function

The function of leadership in education is a process to mobilize, direct, influence, motivate all people in educational institutions to achieve the goals that have been set together. In realizing this, we must cooperate with its members. The leader must understand the main duties and functions as a leader. The main tasks and functions of educational leadership to be achieved are as follows:

- a) The leader functions to think and formulate educational goals and explain to members to be able to work together in achieving goals.
- b) The leader serves to encourage each member to analyze the situation and environmental conditions to formulate a plan and activities that can develop education.
- c) The function of the leader is to assist each member in providing good and correct information so that they can carry out all their tasks.
- d) The function of the leader is to take the opportunity to be used to be of benefit to be followed up by its members.

The main duties and functions of educational leadership relating to a safe, comfortable and pleasant environment are as follows:

- a) The leader functions to foster and maintain togetherness in an educational environment.
- b) The function of the leader is to strive for a conducive, safe, comfortable and pleasant environment so that he can carry out his duties properly.
- c) Leaders can instill feelings in each member as part of the component of their environment.

a. Definition of Principal

The principal is a functional teacher who is assigned the task of leading a school institution in which a learning and teaching process is held, or where there is an interaction between the teacher who gives learning and the students who receive the lesson. Principals who have functional positions are appointed and asked to occupy structural positions to become school principals in school institutions.

Based on Permendiknas no. 28 th. 2010. Regarding the assignment of teachers as principal of school or madrasah article 1 paragraph (1). The principal of a school or madrasah is a teacher who is given the additional task of leading a kindergarten or raudhotul athfal, special kindergarten, primary school or madrasah ibtidaiah, special elementary school, junior high school or madrasah tsanawiyah, special junior high school , senior secondary schools or madrasah aliyah, vocational high schools or vocational madrasah aliyahs, or special high schools, which are not international standard schools or which have not been developed into international standard schools.

The principal is a teacher who has the ability and competence to lead all resources in a school so that they can be maximally empowered to achieve common goals.

b. Principal requirements

General requirements for teachers who are given additional duties as principals of schools or madrasahs if they meet general requirements and special requirements. According to Permendiknas no. 28 th. 201. Regarding the assignment of teachers as school or madrasah principals, article 2 paragraph (2), is as follows:

- a) Have faith and devotion to God Almighty
- b) Have a minimum academic qualification of undergraduate (S1), or an accredited diploma of four (D-IV) in education or non-education
- c) Maximum age 56 (fifty six) years old at the time of appointment as principal of a school or madrasah
- d) Physically and mentally healthy, evidenced by a certificate from an approved doctor

- e) Have never been subject to moderate or severe disciplinary penalties in accordance with applicable regulations
- f) Have an educator certificate
- g) Teaching experience of at least 5 (five) years according to the type and level of each school or madrasah, except in kindergarten / raudhatul athfal having 3 (three) years of teaching experience
- h) Having class III / c for civil servant teachers and for teachers is not equivalent to foreign ranks
- i) Received very good scores for the element of loyalty and good scores for other assessment elements as a teacher in the employee achievement assessment list
- j) Obtained good grades for performance appraisal as a teacher in the last 2 (two) years.

Specific requirements for teachers who are given additional assignments as school or madrasah principals which include:

- a) Having status as a teacher at the school or madrasah level in accordance with the school or madrasah in which the school or madrasah is concerned will be given additional assignments as the principal of the school or madrasah
- b) Has a school or madrasah principal certificate at the type and level according to his or her experience as an educator issued by an institution appointed and stipulated by the directorate general of education.

Especially for teachers who are given additional tasks as school principals or madrasah principals, apart from meeting the requirements as referred to in paragraph (3) points a and b, they must also fulfill additional special requirements as follows:

- a) Have at least 3 (three) years experience as principal of a school or madrasah
- b) Able to communicate well in Indonesian and English where the person concerned is on duty
- c) Having insight and knowledge about art and culture so that it can introduce and elevate Indonesia's image in the midst of global and international interactions.

c. Principal Competency Standards

Based on Permendiknas no. 28 th. 2010. Regarding the assignment of teachers as principals of schools or madrasahs, article 11 paragraph (1). It is stated that sustainable professional development includes the development of knowledge, skills, attitudes on the dimensions of personality, managerial, entrepreneurial, supervisory and social competences. Permendiknas no. 13 th. 2007. Concerning the standards of the principal or madrasah, and the qualifications of the principal or madrasah principal, which consists of general qualifications and special qualifications.

The general requirements and qualifications to become school principals and madrasah principals are as follows:

- a) Have an undergraduate (S1) or diploma four (DIV) academic qualification
- b) Education or non-education at an accredited tertiary institution;
- c) When appointed as principal, the maximum age is 56 years
- d) Having teaching experience for at least 5 (five) years according to school level, except kindergarten or Raudhatul Athfal who have teaching experience for at least 3 (three) years
- e) Have a minimum rank of III / c for civil servants and for non-civil servants it is equal to the rank issued by the competent institution.

The specific qualifications for principals of elementary schools or madrasahs for primary school or madrasah Ibtidaiyah (SD / MI) principals are as follows:

- a) Status as an SD / MI teacher
- b) Has an educator certificate as an SD / MI teacher
- c) Have a certificate for the principal of SD / MI from an institution established by the Government.

d. Principles of Leadership in Education

- a) The principle of providing service is that school leadership must implement service elements in learning activities and school operations.
- b) The principle of persuasiveness, leaders in carrying out their main duties and functions must pay attention to the situation and conditions of the school environment in the implementation of education for the success and development of the school.
- c) The principle of providing guidance is that educational leaders should guide students according to their development towards the goals they want to achieve.
- d) The principle for efficiency is that leaders should direct an economical and economical lifestyle and behavior without being extravagant, with financing according to needs.

- e) The continuous principle that education leaders are applied and implemented continuously and continuously.

Competencies of school principals or madrasah principals as contained in Permendiknas no. 13 th. 2007. Regarding the standards of school principals or madrasah principals. These regulations include five competency dimensions such as personality, managerial, entrepreneurship, supervision, and social. All components are interrelated in school based management which requires active participation from the community. Each competency dimension has basic competencies that a school principal or madrasah head must have. The basic competencies in detail are as follows.

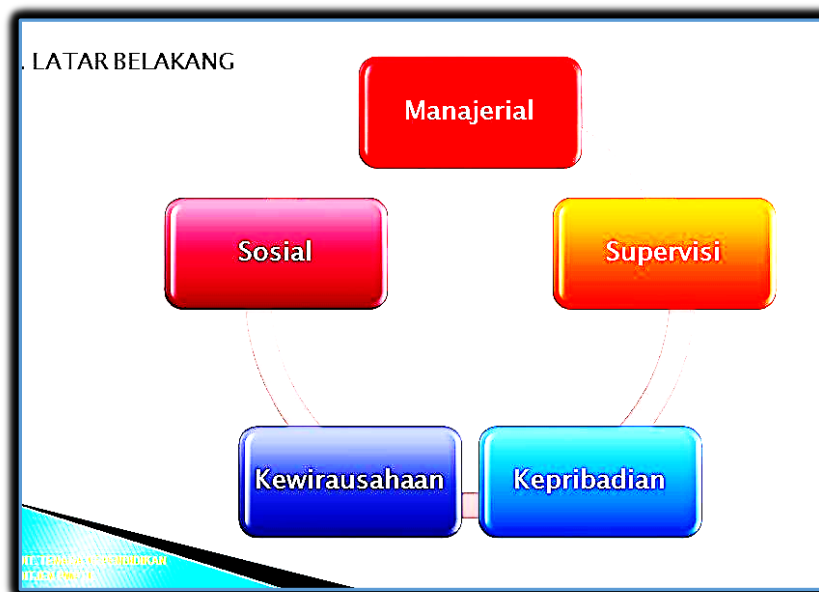


Figure 2. Competence of Principals
(Source: Permendiknas No.13 of 2007)

e. Principal Personality Competencies

- Have a noble character, develop a culture and tradition of noble morals, and become a role model for members of schools or madrasahs.
- Have personal integrity as a leader.
- Have a strong desire for self-development as a principal or head of a madrasah
- Be open in carrying out main duties and functions.
- Self-control in dealing with work problems as a school principal or madrasah principal.
- Have talent and interest in the position of headmaster.

f. Principal's Social Competence

- Have knowledge of religious knowledge, social and customary culture
- Able to cooperate with other parties for the benefit of schools or madrasahs
- Having loyalty to work related to the dignity of the institution
- Have social sensitivity to problems that arise in their environment.
- Have a good and right attitude towards the profession and job

g. Principal Managerial Competencies

- Arranging school or madrasah plans in various planning levels.
- Developing school or madrasah organizations as needed.
- Leading schools or madrasahs in optimal utilization of resources.
- Manage the development of schools or madrasahs towards effective learning institutions.
- Creating a culture and climate for schools or madrasahs that are conducive and innovative for student learning.
- Manage teachers and staff in order to optimize human resource utilization.
- Manage school or madrasah facilities and infrastructure in order to optimize utilization.
- Manage school or madrasah relationships and the community in order to seek support for ideas, learning resources, and school or madrasah funding.
- Managing students in the context of admitting new students, and placing and developing the capacity of students.

- j) Manage curriculum development and learning activities in accordance with the direction and goals of national education.
- k) Manage school or madrasah finances in accordance with the principles of accountable, transparent and efficient management.
- l) Managing school or madrasah administration in support of achieving school / madrasah goals.
- m) Managing school / madrasah special service units in supporting learning activities and student activities in schools or madrasahs.
- n) Manage school or madrasah information systems to support programming and decision making.
- o) Take advantage of advances in information technology for improving learning and management of schools or madrasahs.
- p) Monitoring, evaluating, and reporting the implementation of school or madrasah activity programs with appropriate procedures, and planning follow-up actions.

h. Principal Supervision Competencies

- a) Planning academic supervision programs in order to increase teacher professionalism.
- b) Carry out academic supervision of teachers using appropriate approaches and supervision techniques.
- c) Follow up on the results of academic supervision of teachers in order to increase teacher professionalism

i. Principal's Entrepreneurial Competence

- a) Creating innovations that are useful for school or madrasah development.
- b) Work hard to achieve the success of the school or madrasah as an effective learning organization.
- c) Have a strong motivation to succeed in carrying out their main duties and functions as a school or madrasah leader.
- d) Never give up and always look for the best solution in facing the obstacles faced by schools or madrasahs.
- e) Having entrepreneurial instincts in managing production activities or services at schools or madrasahs as a learning resource for students.

j. Duties and Roles of the Principal

The principal is one of the components of education which plays a very important role in managing and improving the quality of education. For this reason, the principal must know the main tasks and functions that must be carried out. The duties of the principal are as follows:

- a) Principals work with and through making use of the abilities of others.
- b) The school principal behaves in establishing communication with school residents.
- c) The principal is responsible for school development and assistance.
- d) The head of the school is responsible for all actions, actions carried out by subordinates such as teachers, students, education staff, and parents of students
- e) The principal must be able to face various problems with all the limitations of time and other resources
- f) The principal must be able to organize tasks quickly and precisely and resolve conflicts between subordinates and the school.
- g) The principal must think analytically and conceptually.
- h) The principal must be able to solve problems through a feasible analysis on each task as an interrelated system.
- i) The principal as a mediator becomes a unit consisting of several components with different backgrounds that can cause conflict, for that the principal must be able to do so.
- j) The principal is an administrator who can build cooperative relationships through approaches and agreements.
- k) The principal can effectively develop the following: (1). Building principles and mutual understanding of rights and obligations (2.) Forming student professional organizations, OSIS, BP3, and so on (3). Establish cooperation with various parties, so that programs and activities can be carried out.
- l) The school principal as an ambassador in various meetings becomes the official representative of the school he leads.
- m) The principal as a decision maker in a school institution that is running well, overcomes all problems and difficulties experienced.

The principal as a teacher who is given additional assignments is appointed as an official leader, to carry out the main tasks and all of its functions, achievements and abilities as school leaders who have been given duties and responsibilities. Leadership in education is the ability to mobilize, motivate and influence school students and all of its components so that they are willing to take actions that are directed at the achievement and goal of education.

k. Principal Leadership Competencies in The Revolutionary Era 4.0

Leadership plays an important role in the development of educational institutions. Changes in global conditions in the era of the Industrial Revolution 4.0, such as the need for more intensive efficiency, an urgent need to follow up on learning and deepening knowledge of advanced digital information technology as an approach to the leadership of educational institutions. Knowledge in school development leadership has moved forward towards identifying leadership competencies that help achieve the goals of educational institutions.

In general, the leadership competence of the principal is seen as a society that has the knowledge, skills, abilities and behavior that has shown good performance. The elements that differentiate between leaders and non-leaders in education, as the leadership role of school principals has changed along with shifting expectations of educational excellence. The leadership of the principal needs to respond to the needs of Education 4.0 with sufficient competence of school principals so that they can become effective school leaders who can bring schools to excel. Because the leadership of the principal is effective as the main goal in the school system.

It is important for the leadership of the principal to play an active role in implementing the leadership of the principal in meeting the needs and satisfaction of students, stakeholders and the school system in the education era 4.0. Striving to increase excellence in the field of education, school leaders become effective leaders who are able to acquire knowledge, skills, effective professional development programs systematically and sustainably. In an effort to identify effective principal leadership competencies in the era in relation to education 4.0, there are aspects that need to be considered (a). The special features of the school, especially regarding the achievement goals and professional education personnel (b). Key trends identified in the area of principal leadership (c). The leadership qualities of an effective principal and can be identified by education

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