Elementary School Principals' Learning Leadership and Innovative Behavior in Using School-Based Management

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ABSTRACT

The study aimed to determine the effect of principals' learning leadership and innovative behaviour in implementing School-Based Management in SD Negeri Dolok Pardamean District, Simalungun Regency in 2021. This type of research was explanatory, so the appropriate method used was the survey method of 15 school principals as research respondents. The research instrument is a questionnaire containing 25 positive and negative statements with five answer choices located on a continuum line according to the Likert scale model and in the form of a closed questionnaire. Before being used, the questionnaire has been tested, and the results can be used as a research instrument. Data analysis techniques include descriptive analysis, requirements analysis tests, and hypothesis testing. Descriptive analysis was conducted to obtain an overview of the data from each research variable which was shown through the mean, median, mode, frequency distribution, and graphs. To identify the trend of each research variable, the average ideal score (Mi) and the ideal standard deviation (SDi) were used. Supported by the very strong learning leadership and innovative behaviour of the primary school principal; (3) Based on hypothesis testing, the results of the calculation of the value of th > tt at a significance level of 0.05 are 5.96 > 2.02. The conclusion that there is a significant influence on learning leadership and innovative behaviour of elementary school principals in implementing School-Based Management is accepted as true.

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1. INTRODUCTION

Nationally, Indonesia faces three significant education agendas issues: issues of quality and relevance of education, education management, and issues of educational equity. The problem of the low quality of education is still an influential agenda. The low quality of education is considered as one of the causes of national decline, both moral, social, economic, political and cultural decline Mulyana, (2018); Neolaka, (2019). Furthermore, (2018); Kairys (2018) mapped four national education problems: education equity, management and efficiency, education management and autonomy, and educational relevance. At the ideal level of education, there is a paradigm shift that initially saw educational institutions as social institutions. It is now seen as a wet business field that indicates the need for management changes. Management changes must be in tune with the demands of the times (Jumpa Ukur, 2019).

One of the educational problems described above is the management and efficiency at every level and unit of education, especially the management of elementary schools which are studied in the research. Various efforts have been made by the government to improve the quality of school management, specifically fostering the professional ability of school principals school management through further study of the principal. However, various indicators of the quality of school management have not shown significant improvement. Admittedly, some schools, especially those in urban areas, have begun to show improvement in the quality of management, which is quite encouraging. However, some others, for example, those in the regions, are still concerned. To the extreme, Novianty (2016), Djafri (2017), Firdianti (2018) said that decentralized education emphasizes school-based management, and principals have a high degree of autonomy in advancing and developing their schools. However, few school principals are confused because they do not understand their vision and mission, especially if the local government, the little king in the region, often intervenes in school affairs. Not a few regents and mayors interfered in moving school principals for their political interests, which disrupted the performance of school principals and school productivity as a whole. In regional autonomy, the fate of education in regencies and cities rests on the shoulders of regents/mayors, DPRD, heads of services and their staff. So, if they do not understand education, let alone the level of concern for education is not good, their commitment will also not support realizing quality education. Therefore, in the context of regional autonomy and decentralization of education, it is necessary to have leaders who understand and understand education as a whole and comprehensively and have deep concern and commitment to realize quality education in their regions (Sirait, 2020).

School-based management training helps elementary school principals develop their leadership skills and creative thinking. Furthermore, Frauenberger et al. (2019) explain that smart people know that transforming their organizations from conventional to truly innovative building organizations that build on old knowledge doesn't happen overnight. It takes time, energy, and leadership. This statement shows that innovation is not just discovering new ideas but also the willingness to throw away old ideas. Thus, it can be said that innovative behaviour is related to leadership to innovate ideas or ideas. These methods are perceived or observed as new for a person or society used to achieve educational goals or solve educational problems. Furthermore, Palamarchuk et al. (2020); Morley & Clarke (2020) classify innovations, including innovations in the field of education, into two groups, namely: 1). social or organizational innovation, where the object is not an object but more in the form of policies, work procedures, regulations or other new orders that are believed to bring positive changes to society, 2). Technological innovation is the result of technological engineering, whose products are more of new objects or products due to recent discoveries.

Simorangkir et al., (2018); Sumarwinati & Ratnasari, (2019) research on educational institutions, the leader's innovative behaviour as a whole will colour his actions in carrying out his duties as a leader. Thus, concerning his task of coordinating innovative ideas in education, a leader is expected to communicate information about innovations so that lecturers can obtain adequate information and knowledge for the success of these educational innovations. On the other hand, institutional leaders are expected to create a climate that allows lecturers to be willing to participate in every effort to accept

and implement every form of innovation deemed appropriate and overcome various educational problems, such as the teaching and learning process. The leadership's ability to coordinate innovation in the sense of being able to recognize innovation ideas from himself and his teaching staff or bottom-up innovation as well as innovative ideas that come from the super system in this case, top-down innovation, then arrange it so that mutual understanding occurs, complements each other, helps each other, is directed. There is no overlap or deviation to achieve the goals of the innovation itself. Implementing in terms of the ability to implement and apply the concept of innovation to the real world. Thus, a leader in educational institutions is expected to have innovative behaviour that shows a creative attitude in the sense of having the ability to create and develop innovative ideas from himself so that he has a mature personality, dares to take risks from all his actions and has the ability to coordinate ideas: good innovative top-down model innovation and bottom-up model innovation.

Elementary school as an organization consists of several components, namely: (1) human resources, which include principals, teachers, employees, and students, (2) material resources, which include equipment, materials, funds, other facilities and infrastructure, (3) organizational attributes, which include objectives, size, task structure, level of position, formalization, and organizational regulations, (4) internal organizational climate, and (5) school organizational environment Sholeh, (2016); Sebalo & Teslenko, (2020). From these human resources, the most dominant person in determining the quality of the school service process is the principal, although many other factors also affect the quality of education services in schools Winarsih, (2016); Yulina, (2017). The term School-Based Management (SBM) is a translation of "school-based management" first appeared in the United States Boko & Sibua, (2021); Seriyanti et al., (2020). This emerged when American society began to question the relevance of education to the demands and developments of local communities. Firdianti (2018); Ismail (2018) stated, School-Based Management is an offer of a new paradigm in the scope of education, which provides broad autonomy at the school level (community involvement) within the framework of National Education policy. Autonomy is given to managing resources and funding sources according to priority needs and being more responsive to local needs. The granting of broad autonomy to schools is the government's concern for the fluctuating social dynamics in society and efforts to improve the quality of education by the school context. This effort encourages schools with their tips for organizing effective, efficient, and productive learning and education by accommodating various resources for the benefit of students. Community involvement is intended to better understand, assist, and control education management. In this case, the national policy is a priority for the government. Schools must also carry it out (Widyastuti et al., 2020).

In the School-Based Management (SBM) system, schools are required to independently explore, allocate, determine priorities, control, and account for the empowerment of resources, both to the community and the government (Helmi, 2015). This means that in the SBM system, schools are given the authority to seek independently, explore, allocate, prioritize, control, and be accountable for the empowerment of local resources, both from the community and the government. Thus, the essence of SBM is that school authority has a high level of effectiveness and provides several school benefits, namely: (1) School policies and authorities have a direct influence on students, parents, and educators, (2) Aiming at how to utilize local resources, (3) Effective in coaching students such as attendance, learning outcomes, repetition rate, dropout rate, educator morale, and school climate (Sari et al., 2018). The application of School-Based Management has not been effective.

According to previous research by of et al., (2014); Rohma et al. (2020); Amon & Bustami (2021); Arar & Nasra (2020), the factors causing the implementation of School-Based Management (SBM) has not been effective are management and leadership, where so far management in schools is too dominated by intellectual intelligence abilities, centralized, top-down, instructive, position dominance power and task oriented which resulted in powerless school management. In addition, the principal has not carried out his leadership effectively, especially towards the courage to make changes. Some of the principals persist with patterns traditional Based on the above phenomenon, it is certainly necessary to make efforts to improve the quality of education, starting from the lowest level to the highest level, especially in the field of education management. Efforts are needed to improve schooling, especially

the principal's commitment to managing his school and the factors that influence it. This is by the goals of national education development, various efforts designed to educate the nation's life based on moral values, and the personality of the Indonesian nation. This goal is realized through the empowerment of schools as formal institutions with components of teachers, students, and school administration staff, each of which has a specific task in implementing school programs.

2. METHOD

The type of research is an explanatory survey (Rajab & Eydgahi, 2019). The research method is a survey in the field by distributing questionnaires to respondents through positive and negative statement items consisting of five answer choices that are on a continuum line according to the Likert scale model in the form of a closed questionnaire Pakpahan, (2014); Sumarwinati & Ratnasari, (2019). The Likert scale model guides the provisions developed by Nemoto & Beglar, (2014) which include achievement figures, categories, and scores as follows: Score 0% - 20% = Very Weak for a score of 1; Score 21% - 40% = Weak for a score of 2; Figures 41% - 60% = Enough for a score of 3; Score 61% - 80% = Strong for a score of 4; Score 81% - 100% = Very Strong for a score of 5.

The study was conducted on 15 respondents to examine, analyze, and measure learning leadership and innovative behaviour in implementing SBM principles in SD Negeri Dolok Pardamean District, Simalungun Regency. Data analysis techniques include descriptive analysis, test requirements analysis, and hypothesis testing. Descriptive analysis was conducted to obtain an overview of the data from each research variable which was shown through the mean, median, mode, frequency distribution, and graphs. To identify the tendency of each research variable, the mean ideal score (Mi) and the ideal standard deviation (SDi) were used.

3. FINDINGS AND DISCUSSION

Findings

Table 1. Summary of Descriptive Statistical Calculations of Research Data

	Descriptive Statistics		
	Learning Leadership (X1)	Innovative Behavior (X2)	School-Based Management (SBM) Implementation (Y)
Mean	99,4666666666667	107,066666666667	93,8
Standard Error	2,82820263749438	2,7123468430172	3,17160016695793
Median	98	105	96
Mode	88	102	81
Standard Deviation	10,9535817147156	10,5048741521439	12,2835546274567
Sample Variance	119,980952380953	110,352380952381	150,885714285714
Kurtosis	-0,71788579832403	0,125105869406369	-1,06875980014513
Skewness	0,506829797039339	-0,389607369688988	0,233926630220234
Range	34	39	40
Minimum	84	84	76
Maximum	118	123	116
Sum	1492	1606	1407
Count	15	15	15
Largest(1)	118	123	116
Smallest(1)	84	84	76
Confidence Level 95,0%)	6,06589136763197	5,81740540191918	6,80240581748926

The summary of the descriptive statistical calculations of the research data above can be simplified in Table 2.

Table 2. Research Statistics Data

		Learning Leadership (X1)	Innovative Behavior (X2)	School-Based Management (SBM) Implementation (Y)
N	Valid	15	15	15
	Missing	0	0	0
Mean		99,47	107,07	93,80
Std. Error of Mean		2,828	2,712	3,172
Median		98,00	105,00	96,00
Mode		88	102	81
Std. Deviation		10,954	10,505	12,284
Variance		119,981	110,352	150,886
Range		34	39	40
Minimum		84	84	76
Maximum		118	123	116
Sum		1492	1606	1407

The statistical research data contained in table 2 above can be simplified in Table 3.

Table 3. Descriptive Statistics

Research variable	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Learning Leadership (X1)	15	34	84	118	1492	99,47	2,828	10,954	119,981
Innovative Behavior (X2)	15	39	84	123	1606	107,07	2,712	10,505	110,352
School-Based Management (SBM) Implementation (Y)	15	40	76	116	1407	93,80	3,172	12,284	150,886
Valid N (listwise)	15								

Based on the data on the learning leadership research variables (X1), innovative behaviour (X2), and the implementation of SBM (Y) in the table above, it can be depicted in a graphic form as follows.
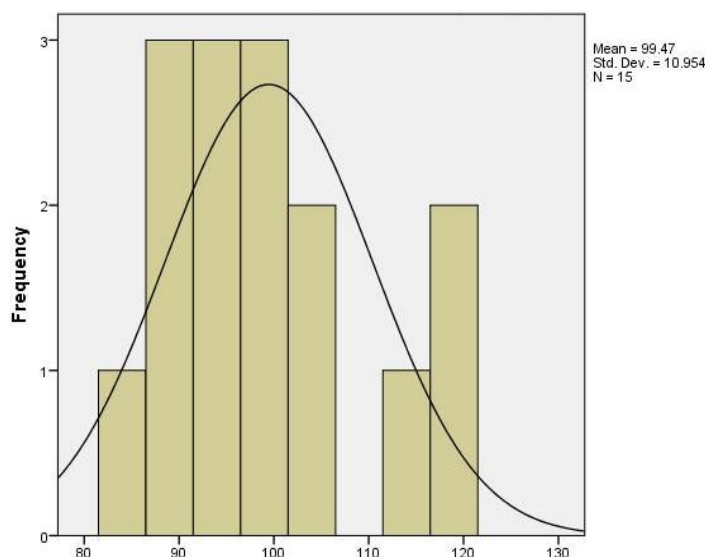
Graph 1. Learning Leadership

Based on the data from graph 1 above, it can be seen that the highest score for the learning leadership variable (X_1) is 118, the lowest score is 84, the mean is 99.47, and the standard deviation is 10.954. So, as many as 7 people (46.67%) of primary school principals had a score above the average, and 8 people (53.33%) had a score below the average. With the same explanation on statistical data, the highest ideal score is 118, the ideal lowest score is 84, the ideal average score is 84, and the ideal standard deviation is 10,954.
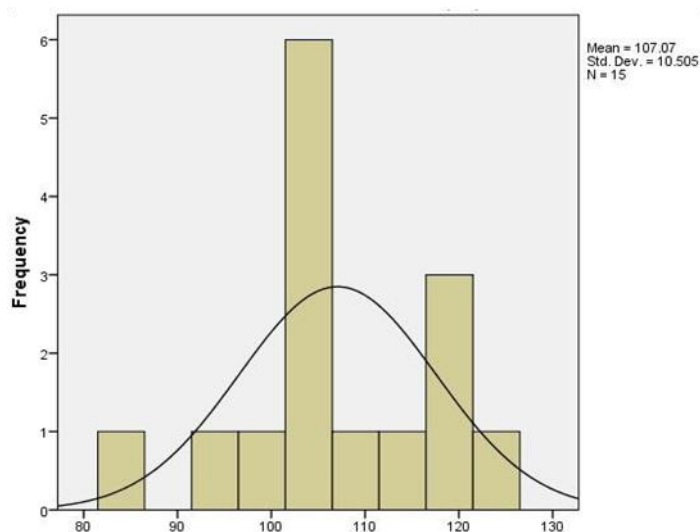
Graph 2. Innovative Behavior

Based on the data in graph 2 above, it can be seen that the highest score for the innovative behavior variable (X_2) is 123, the lowest score is 84, the mean is 107.07, and the standard deviation is 10.505. So, as many as 6 people (40%) of primary school principals had scores above the average, and 9 people (60%) had scores below the average. With the same explanation on statistical data, the ideal highest score is 123, the ideal lowest score is 84, the ideal average score is 107.07 and the ideal standard deviation is 10.505.
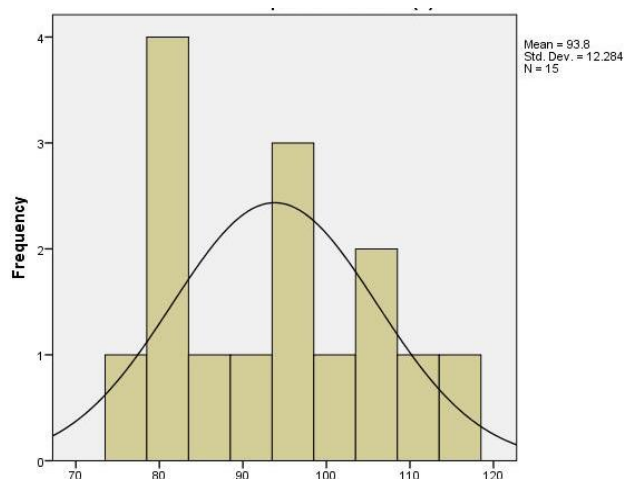
Graph 3. Implementation of MBS

Based on the data from graph 3 above, it can be seen that the highest score for the SBM implementation variable (X_3) is 116, the lowest score is 76, the mean is 93.8, and the standard deviation is 12.284. So, as many as 8 people (53.33%) primary school principals had a score above the average, and 7 people (46.66%) had a score below the average. With the same explanation on statistical data, the ideal highest score is 116, the ideal lowest score is 76, the ideal average score is 93.8, and the ideal standard deviation is 12,284.

Test Requirements

1.   Homogeneity Test
   The homogeneity test was carried out with: $f_h < f_t$, namely: 1.49 < 1.96 because the value of $f_h < f_t$ with a level of 5% (0.05), then the data had a homogeneous variance.
2.   Normality test
   Testing for normality using the One-Sample Kolmogorov Smirnov Test for each variable is determined from the value of asymp sig (2-tailed) 0.05. The results of the data normality test are in table 4 below.

Table 4. Data Normality Test Results

Research variable	*Sig (2-Tailed) > Alpha (α)*		Conclusion
Learning Leadership (X1)	0, 417	0,05	Normal
Principal Innovation Behavior (X2)	0, 983	0,05	Normal
Implementation of School-Based Management (Y)	0, 564	0,05	Normal

Based on the data above, the normality test for the learning leadership variable for elementary school principals is normally distributed with the formula $l_h < l_t$, it is obtained 0.05 < 0.417. The normality test for the innovative behaviour of elementary school principals is $l_h < l_t$, i.e. 0.05 < 0.983, and the normality test for the implementation of SBM the principal of the elementary school is $l_h < l_t$, i.e. 0.05 < 0.564.
3.   Hypothesis testing
   The results of the t-test at a significance level of 0.05 obtained the value of th > tt (0.05), namely 5.96 > 2.02.

Discussion

The principal's role in implementing School-Based Management includes educator, manager, administrator, supervisor, leader, innovator and motivator. The principal at Dolok Pardamean District Public Elementary School, Simalungun Regency, has carried out this role in order to achieve the expected implementation of School-Based Management. SBM has four principles, namely the principle

of equity, decentralization, the principle of self-management systems, and the principle of human resource initiatives. This principle runs as a unit cannot run separately. First, in terms of management, the school community can manage the school independently, led by the principal. This principle is called the principle of equifinality. In this management, they were adjusting the background of the school situation and conditions. At the Dolok Pardamean District Public Elementary School, the principal and his residents hold a meeting at the beginning of the semester or when the student report cards are taken so that all things that become plans for the progress of the Dolok Pardamean District Public Elementary School will be agreed upon and approved by all school parties and their parents and guardians. Second, the principle of decentralization aims to find problems and determine problem solutions for the teaching and learning process. This is where the role of the principal as an educator can be implemented in accordance with this decentralization principle.

Problems that occur in Dolok Pardamean District Public Elementary School include the weak mastery of technology for teachers in making learning media so that school principals provide training to teachers, namely IT training such as making power points as learning media that will be used in the learning process. From time to time, the principal advised all teachers to attend training or workshops held in the sub-district every month. It is intended that teachers are able to follow developments and improve the quality of education. The third principle is the principle of an independent management system so that the managerial ability of the principal as a leader in the school is very important. The fourth principle is the principle of human initiative. By recognizing the potential of the self, the potential of human resources owned by the school, the principal, as a good leader must manage and empower the potential that the school has. So it can be concluded that the role of the principal is closely related to the principles of School-Based Management, including all the roles of principals in implementing School-Based Management (SBM) according to educational standards and goals in each school (Ghani et al., 2020). The seven pillars of School-Based Management can be a reference for school principals in implementing SBM. By the study results, the principal has implemented the 7 components of School-Based Management by involving teachers, school staff and employees, the community and parents of students to be directly involved in the decision-making process that can contribute to achieving school goals. Yulina, (2017); Sari et al., (2018) With the seven pillars of School-Based Management, it can be a reference for school principals in implementing School-Based Management (SBM). By the study results, the principal has implemented the 7 components of School-Based Management by involving teachers, school staff and employees, the community and parents of students to be directly involved in the decision-making process can contribute to the achievement of school goals.

CONCLUSION

This study found a very strong learning leadership and innovative behaviour of principals in implementing school-based management at SDN Dolok Pardamean, Simalungun Regency, in 2021. This is evidenced by the results of the t-test data analysis at a significance level of 0.05, the value of t > tt (0.05), which is 5.96 > 2.02. This means that the formulation of the hypothesis states that there is a significant influence on principals' learning leadership and innovative behaviour in the application of School-Based Management at SD Negeri Dolok Pardamean, Simalungun Regency in 2021 is accepted as true. The average value of the learning leadership variable for elementary school principals is 99.47, and the innovative behaviour of elementary school principals is 107.07. The implementation of School-Based Management for elementary school principals is 93.8. This shows that overall, the principals of Public Elementary Schools in Dolok Pardamean District, Simalungun Regency in 2021 have very strong competencies in SD management according to the three research variables. Schools can provide learning media facilities to make the learning process easier and more enjoyable, especially in boring learning for students.

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