

LITERATURE STUDY: LEADERSHIP STYLE PRINCIPALS

Amirudin¹, Ismail²

Universiti Sultan Zainal Abidin Malaysia, STKIP Yapis Dompu

Amirudinkinang1501@gmail.com

(Naskah Masuk : 12 Desember 2022, diterima untuk diterbitkan : 12 Desember 2022)

Abstrak: Penelitian ini bertujuan untuk melihat gaya kepemimpinan kepala sekolah. Penelitian ini menggunakan pendekatan penelitian yang berupa studi kepustakaan (*library research*) atau studi literatur. Kepemimpinan mencakup metode memerintah dalam memastikan niat organisasi, memotivasi sikap partisipan untuk mencapai maksud, memerintah untuk meningkatkan kelompok dan budayanya. perguruan tinggi merupakan civitas akademika yang membutuhkan garda terdepan untuk memanfaatkan potensi yang ada di lingkungan sekolah. Sikap demokratis dilihat dengan pola sikap kewajiban yang tinggi dan aturan sikap toleransi yang tinggi. Pemimpin menerapkan sifat sangat memperhatikan, baik dalam cara mendongkrak kesejahteraan guru maupun karyawannya. Dalam kepemimpinan demokratis, kepala sekolah memainkan peran yang kuat dalam memastikan kewajiban dan tanggung jawab setiap tenaga pendidik dan karyawan, dan terus melakukan pengamatan dalam proporsi yang memadai. Kepala sekolah sebagai pemimpin tertinggi yang sangat berpengaruh dan menentukan kemajuan sekolah, harus memiliki kemampuan administratif yang memiliki komitmen dan keluwesan yang tinggi dalam melaksanakan tugasnya. Kepemimpinan kepala sekolah yang baik harus berusaha untuk meningkatkan kinerja guru melalui program pelatihan kemampuan staf instruksional. Oleh karena itu kepala sekolah harus memiliki kepribadian atau sifat dan kapasitas serta keterampilan untuk memimpin suatu lembaga pendidikan.

Kata Kunci: Gaya, kepala sekolah, kepemimpinan, sekolah

Abstract: *This study aims to look at the Principal's leadership style. This study uses a research approach in the form of library research or literature study. Leadership includes a commanding method of ascertaining organizational intentions, motivating participant attitudes to achieve goals, and commanding to improve the group and its culture. Higher education is an academic community that needs the front line to take advantage of the potential in the school environment. The democratic attitude is seen with a pattern of high obligation attitudes and high tolerance rules. Leaders apply a very caring nature, both in how to improve the welfare of teachers and employees. In democratic leadership, the Principal plays a substantial role in ensuring the obligations and responsibilities of every educator and employee and continues to make observations in adequate proportions. The Principal is the highest leader who is very influential and determines the progress of the school and must have administrative abilities that have high commitment and flexibility in carrying out their duties. Good principal leadership should seek to improve teacher performance through instructional staff capability training programs. Therefore, the Principal must have the personality, nature, capacity, and skills to lead an educational institution.*

Keywords: *Style, Principal, leadership, school*

1. **Introduce**

Education is one of the most decisive efforts to build and improve the quality of human resources in the era of globalization, which is full of challenges. Therefore, it realized that education is fundamental for every individual because education is essential to ensure the development and survival of the nation's life. Science issues are fundamental in every corner of life. This is the basic effect that can change the direction of positive behavior. The progress of education is significant to determine the progress of a government or country.

Education is mandatory and must be obtained by every Indonesian citizen, both the rich and the poor and starting from early education, elementary, junior high, high school, and up to a higher level. The importance of education has also been stated in Law No. 20 of 2003, namely the Law on the National Education System, and also one of the points contained in the opening of the 1945 Constitution, paragraph 4, namely educating the nation's life (JDIH BPK RI, 2003). Knowledge learned from education is very useful for himself and others. Therefore, let us realize how important education or a sound education system is so that our country can have a high intellectual generation and be able to compete internationally and fight the challenges of the times in the future.

Achieving the quality of education is very dependent on the leadership style carried out by the Principal. Leadership is the activity of influencing people to achieve group goals. In order to achieve this goal, a leader needs to supervise to maintain whether the steps taken are in accordance with the regulations that have been set. (Yuliani & Kristiawan, 2017) The existence of a leader is needed in an organization. This is because the leader will determine the direction organization will be brought. However, at this time, the problem of educational leadership shows a very complex situation. This comes from several sides that trigger such things as education management or environmental conditions that can affect the sustainability of the existence of the world of education. In this case, there must be creative and dynamic interaction communication between the school leadership or, in this case, the Principal, educators, or teachers and students because problems in the world of education can arise spontaneously (accidentally) and do not rule out the possibility that things like that will happen again.

Educational leadership is basically almost the same as leadership in other fields, but what makes the difference is the field of work and goals (Gunawan, 2016). Principal leadership is the expertise of a functional teacher who is given the task of chairing a school so that he can mobilize all the resources available in the school so that they can be used optimally to achieve goals that have been jointly decided (Sauri et al., 2018).

In implementing it, implementing quality leadership in managing schools often does not materialize. This is caused by the lack of leadership competence of the Principal. In a research journal (Sari, 2013), it was revealed that the main problem faced by schools was the incompetence of the Principal in leading the school. However, there is another perspective expressed by (Purwanti, 2013) That the Principal's Leadership in triggering an increase in the work discipline of teachers and staff is one of the strategies used by school principals in influencing, guiding, and guiding teachers and employees to jointly carry out the work that has been done. Mutually agreed upon so that it can foster the spirit of discipline in the work of teachers and employees so that they can achieve school goals that have been determined jointly. Leadership can be interpreted as an individual skill. When serving as chairman or leader of certain groups and organizations but he is very skilled at influencing other people; this is specifically for his subordinates, the practice of influencing this so that employees or staff can work and think according to

what is directed to achieve it. Vision and mission efficiently (Gunawan, 2016)

The Principle is one component of education that is very important in improving the quality of education. The Principal is a functional teacher who is given the task of leading the school where the teaching and learning process takes place or where teacher interaction occurs in giving lessons and students receiving lessons (Purwanti, 2013). And the Principle is one of the components of education that has the most important role in improving the quality of education. The Principal is a functional teacher who is given the task of leading a school where the teaching and learning process is held or a place where teacher interaction occurs in giving lessons and students receiving lessons (Purwanti, 2013).

The Principal, as the highest leader who is very influential and determines the progress of the school, must have administrative abilities that have high commitment and flexibility in carrying out their duties. Good principal leadership should seek to improve teacher performance through instructional staff capacity training programs. Therefore, the Principal must have the personality or nature and the capacity and skills to lead an educational institution. With the explanation of the problems described above, the researcher is very interested in conducting a literature study on the leadership style of school principals.

2. Methodology

This research uses a research approach in the form of library research or literature study. Literature study is a research activity carried out using information and data collection techniques with the contribution of various supporting tools available in the library, such as reference books, results of similar research that have been carried out previously, articles, notes, and various journals related to the problem to be solved. . Research activities are carried out in a structured manner to the group, work on, and formulate data by applying certain program methods to find solutions to existing problems (Melinda & Zainil, 2020)

3. Discussion

In 2022 Adiyono researched the influence of the democratic leadership style of madrasa principals on teacher performance. Where this study aims to determine the general description of the leadership style of the Principal of the MA Al-Ihsan, Paser Regency, Teacher Performance, and its influence on the democratic leadership style of the madrasa leader on the performance of the MA Al-Ihsan teacher. The data analysis technique used is hypothesis testing and prerequisites. The results showed that: First, the democratic leadership style of the Madrasah Principal was very high, namely 88.88%. Second, teachers in the high category reached 55.56%, and the medium category reached 44.44%. Third, there is a positive and significant influence of the democratic leadership of the madrasah principal on the performance of MA Al-Ihsan teachers. (Adiyono, 2022)

Next researched by Akhmad Sirojuddin et al. in 2021 with the title of research on the role of school principals as education supervisors in improving teacher professionalism. Supervision is carried out with the aim of forming and improving abilities in the teaching and learning process. Supervision can help improve the professional abilities of teachers so that teachers are able to carry out the teaching and learning process they do in class well, besides that a teacher is also able to act as a professional educator in carrying out their duties and responsibilities in guiding and teaching, creating a comfortable learning atmosphere. , good communication. (Sirojuddin

et al., 2021)

The third, in 2018, by Akhmad Said, examined the leadership of school principals in preserving a school quality culture. The researcher concluded that leadership is an inherent trait of a leader, namely the ability to direct, motivate, provide comfort, service, loyalty, respect, guide, direct, the ability to communicate, interact, build relationships, be a father figure, and knowledgeable, in Islam the nature of shiddiq, Amanah, tabligh, fathanah that can influence and capable of influencing a group towards the achievement of specific goals. The Principal is a teacher who is given additional duties as Principal or madrasah to lead and manage schools or madrasahs in an effort to improve the quality of education. Quality culture is a system of shared meaning shared by members that distinguish an organization from other organizations. This system of shared meaning is a set of key characteristics that an organization or school upholds. School quality culture is a combination of values, beliefs, assumptions, understandings, and expectations that are believed by school members and are used as guidelines for behavior and solving internal and external problems they face. That the success of a quality culture lies in the ability of the leader or Principal to link it by utilizing complicated system tools such as strategies, structures, and systems with soft system tools, namely sharing values, staff, skills, and styles, which is also called The 7 S of McKenzie as described in the discussion above. On. Therefore, if the quality culture does not function with a common goal, the leader must intervene to overcome this. (Said, 2018)

Further research by Inge Kadarsih et al. in 2020 examined the roles and duties of primary school principals' leadership with the aim of the discussion in this research to identify and analyze the prominent roles and tasks of primary school principals' leadership. The library research method is used as a research methodology in this study. The data collection technique in this discussion is by reviewing or exploring several books, journals, and other documents that are considered relevant. This study discusses what is essential in education, namely how to form leadership and the main tasks of principals in elementary schools. (Kadarsih et al., 2020)

Then research by AS Sauri et al. in 2018 raised the title of the influence of principal leadership on teacher performance. One of the actions implemented in advancing education in Indonesia is by fostering school principals who are not only competent in one field but also competent in other fields. This research has the impact of the Principal's leadership on teacher performance. This study uses quantitative research and the type of functional correlation research. Data were collected through observation, interviews, and questionnaires. The data analysis technique was assisted by using SPSS 21. This study showed that there was an influence of leadership style for principals on teacher performance. Aspects that play a role in the leadership of the Principal and the way the teacher works are the desire and understanding of the teacher to improve their performance, and the teacher is ready to be guided in order to create a high-capacity educational weight. The Principal supports the teacher's participation in KKG activities. (Sauri et al., 2018)

In 2020, Shinta Novita Sari et al. researched the Principal's leadership style from a psychological perspective. The purpose of this study was to describe the leadership traits of principals, describe the psychological characteristics of principals' leadership, and design a model of principals' leadership from a psychological perspective. The research was conducted in Senior High School (SMA) Negeri 1 Malang. The research method used is qualitative research with a case study design. Data collection techniques through interviews, observation, and documentation. Analysis of the data used is an

interactive model analysis. The results showed that the leadership traits displayed by the Principal were objective, democratic, friendly, humorous, honest, disciplined, firm, able to control emotions, respect, motivator, having a family attitude toward all members, fair, strong opinion, and religious. Based on the psychological characteristics of the Principal's leadership, he is a leader who shows a calm personality, is relaxed, patient, thorough, not easily influenced, and has high self-awareness. The Principal's leadership model from a psychological perspective reflects leadership with sanguine and phlegmatic attributes (Sudharta, 2017)

In 2021, Wempi Saputra et al. conducted research on the democratic leadership of schools in SMK. This study aims to see the form of democratic leadership in SMK Muhammadiyah 1 Padang. This research is a quantitative descriptive approach. Data collection utilizes observational techniques (observations). The results show that the Principal can increase creativity and change among teachers and staff by increasing critical thinking and problem solving to make the school a better direction. Democratic leadership has an identity. Firstly the Principal gives the staff and teachers confidence in carrying out their duties. The two principals rewarded teachers who made changes and were creative in teaching. The three principals provide opportunities for staff and teachers who make mistakes to improve themselves. (Saputra et al., 2021)

The next research by Winda Fransiska et al. in 2020 examined the influence of the Principal's visionary leadership and teacher discipline on the performance of elementary school teachers. The purpose of this study was to reveal the effect of the Principal's visionary leadership and teacher discipline on teacher performance. Based on the results of this quantitative study using observation, documentation, and questionnaire techniques about the influence of the Principal's visionary leadership and teacher discipline on teacher performance at the State Elementary School, Rambang Kapak Tengah District, several conclusions can be drawn: 1) there is a significant influence between the variables of the head's visionary leadership school (X1) on teacher performance (Y); 2) there is a significant influence between teacher discipline variables (X2) on teacher performance (Y), and 3) the variables of Principal's visionary leadership and teacher discipline affect teacher performance. (Fransiska et al., 2020)

Furthermore, research by M. Rafiquddin Nasution in 2021 took the title of the Principal's Leadership Role in Improving Educational Facilities and Infrastructure at SDN 135564 Tanjungbalai City. This study aims to determine: 1) the Principal leadership of SDN 135564 Tanjungbalai City; 2) The role of the Principal in improving educational facilities and infrastructure at SDN 135564 Tanjungbalai City. The subject in this study was the Principal of SDN 135564 Tanjungbalai City. Data collection techniques using observation, interviews, and documentation. The data analysis technique used descriptive analysis of data reduction, data presentation, and drawing conclusions. The technique of checking the validity of the data in this study uses a credibility test with triangulation consisting of source triangulation and technical triangulation, dependability testing, and confirmability testing. The results of this study indicate: 1) The leadership of the Principal of SDN 135564 Tanjungbalai City is he is a charismatic person who has charm, he is a populist person who is able to build solidarity, he is an administrative person who is able to carry out tasks administratively effectively, and he is also a democratic person, namely he is a person who is willing to work together and wants to respect the potential of others by listening to input from other people. 2) the role of the Principal in improving educational facilities and infrastructure at SDN 135564 Tanjungbalai City, namely, the principal acts as a manager, an administrator, and a leader.

As a principal, the principal acts as a planner (skills in planning and managing resources) and as a mover (skills in carrying out activities), as a principal administrator carries out activities in compiling APBS reports, storing records, starting from planning, procurement, regulation, use and deletion, and as the head of the school principal is responsible for all reports made; and as a motivator, the Principal is present as a pleasant person and always gives an appreciation for the achievements of all school elements so as to be able to motivate all school elements in every activity that takes place at SDN 135564 Tanjungbalai City. (Nasution, 2021)

In 2018, Junaidi examined the influence of principal transformational leadership and teacher professionalism on the implementation of school-based management (SBM) at Islamic boarding schools in the Agam Regency. This research was conducted using a quantitative approach. The population of this study was all Islamic boarding school teachers in Agam Regency, totaling 896 people. The sample was selected by using area sampling and simple random sampling, with a total of 227 teachers. Data analysis used correlation and regression techniques with the help of the SPSS program. The results of the study indicate that the transformational leadership of the madrasah principal and the professionalism of the teacher, both individually and collectively, have an effect on the implementation of School-Based Management at Islamic boarding schools in Agam Regency. (Junaidi, 2018)

Then Heron Bernard Mbuik 2019 researched the Effect of Principal Leadership on the Implementation of School-Based Management in Elementary Schools. This study aims to determine the influence of the Principal's leadership on the implementation of school-based management at SDI Oebobo 2. This study uses quantitative methods to describe the effect of the Principal's leadership variable score on the SBM implementation variable. The technique in this study was obtained by using the Proportional Random Sampling technique, namely proportional random sampling. The number of up to as many as 113 students. The research instrument was in the form of a questionnaire, as many as 35 questionnaires. The questionnaire instrument that has been made before being given to the respondents, the instrument needs to be tested by measuring the level of validity and reliability. The results showed that there was a direct influence of the Principal's leadership on the implementation of SBM, indicated by the linear regression equation $X = 12.32 + 0.947$. This equation provides information that the average addition of one Principal's leadership score will be followed by an increase of 0.947 in the SBM implementation level score. The correlation coefficient (r) is 0.849, while the path coefficient (p) is $0.538 > 0.05$, which means that the Principal's leadership has a direct effect on the implementation of SBM. (Mbuik, 2019)

4. Conclusions and Recommendations

Leadership includes a commanding method of ascertaining organizational intentions, motivating participant attitudes to achieve goals, and commanding to improve the group and its culture. Higher education is an academic community that needs the front line to take advantage of the potential that exists in the school environment. The democratic attitude is seen with a pattern of high obligation and high tolerance rules. Leaders apply a very caring nature, both in how to improve the welfare of teachers and employees. In democratic leadership, the Principal plays a substantial role in ensuring the obligations and responsibilities of each educator and employee and continues to make observations in adequate proportions.

The Principal, as the highest leader who is very influential and determines the

progress of the school, must have administrative abilities that have high commitment and flexibility in carrying out their duties. Good principal leadership should seek to improve teacher performance through instructional staff capacity training programs. Therefore, the Principal must have the personality or nature and the capacity and skills to lead an educational institution.

Reference

- Adiyono, A. (2022). PENGARUH GAYA KEPEMIMPINAN DEMOKRATIS KEPALA MADRASAH TERHADAP KINERJA GURU. *FIKRUNA*, 4(1), 50–63. <https://doi.org/10.56489/fik.v4i1.56>
- Fransiska, W., Harapan, E., & Tahrun. (2020). Pengaruh Kepemimpinan Visioner Kepala Sekolah dan Disiplin Guru terhadap Kinerja Guru Sekolah Dasar. *Journal of Education Research*, 1(3).
- Gunawan, I. (2016). PENGARUH KEPEMIMPINAN TRANSFORMASIONAL DAN KEPUASAN KERJA TERHADAP PERILAKU KEWARGAAN ORGANISASI GURU SEKOLAH DASAR NEGERI KECAMATAN KRAS KABUPATEN KEDIRI. *Premiere Educandum : Jurnal Pendidikan Dasar Dan Pembelajaran*, 5(01). <https://doi.org/10.25273/pe.v5i01.325>
- Junaidi, Dr. (2018). PENGARUH KEPEMIMPINAN TRANSFORMASIONAL KEPALA SEKOLAH DAN PROFESIONALISME GURU TERHADAP IMPLEMENTASI MBS PADA PESANTREN DI KABUPATEN AGAM. *ISLAM TRANSFORMATIF : Journal of Islamic Studies*, 2(1). <https://doi.org/10.30983/it.v2i1.437>
- Kadarsih, I., Marsidin, S., Sabandi, A., & Febriani, E. A. (2020). Peran dan Tugas Kepemimpinan Kepala Sekolah di Sekolah Dasar. *EDUKATIF : JURNAL ILMU PENDIDIKAN*, 2(2). <https://doi.org/10.31004/edukatif.v2i2.138>
- Mbuik, H. B. (2019). Pengaruh Kepemimpinan Kepala Sekolah terhadap Penerapan Manajemen Berbasis Sekolah di SD. © 2019-*Indonesian Journal of Primary Education*, 3(2).
- Melinda, V., & Zainil, M. (2020). Penerapan Model Project Based Learning untuk Meningkatkan Kemampuan Komunikasi Matematis Siswa Sekolah Dasar (Studi Literatur). *Jurnal Pendidikan Tambusai*, 4.
- Nasution, M. R. (2021). Peran kepemimpinan kepala sekolah dalam meningkatkan sarana dan prasarana pendidikan di SDN 135564 Kota Tanjungbalai. *ALACRITY: Journal Of Education*.
- Purwanti, S. (2013). Peran Kepemimpinan Kepala Sekolah Dalam Meningkatkan Disiplin Kerja Guru Dan Pegawai Di SMA Bakti Sejahtera Kecamatan Kongbeng Kabupaten Kutai Timur. *EJournal Administrasi Negara*, 1(1).
- Said, A. (2018). Kepemimpinan Kepala Sekolah Dalam Melestarikan Budaya Mutu Sekolah. *Journal EVALUASI*, 2(1). <https://doi.org/10.32478/evaluasi.v2i1.77>
- Saputra, W., Rusdinal, R., & Gistituati, N. (2021). Kepemimpinan Demokratis Kepala Sekolah di Sekolah Menengah Kejuruan. *EDUKATIF : JURNAL ILMU PENDIDIKAN*, 3(5), 2905–2910. <https://doi.org/10.31004/edukatif.v3i5.996>
- Sari, D. P. (2013). KONTRIBUSI GAYA KEPEMIMPINAN KEPALA SEKOLAH DAN MOTIVASI BERPRESTASI GURU TERHADAP MUTU PENDIDIKAN DI GUGUS RAMA 2 UPT DISDIKPORA KECAMATAN KEMBANG KABUPATEN JEPARA. *JMP*, 2(April).
- Sauri, A. S., Widyasari, W., & Sesrita, A. (2018). PENGARUH KEPEMIMPINAN KEPALA SEKOLAH TERHADAP KINERJA GURU. *TADBIR MUWAHHID*, 2(1). <https://doi.org/10.30997/jtm.v2i1.1160>
- Sirojuddin, A., Aprilianto, A., & Zahari, N. E. (2021). Peran Kepala Sekolah Sebagai Supervisor Pendidikan dalam Meningkatkan Profesionalisme Guru. *Chalim Journal of Teaching and Learning*, 1(2).
- Sudharta, V. A. (2017). GAYA KEPEMIMPINAN KEPALA SEKOLAH DALAM PERSPEKTIF

PSIKOLOGI. *Jurnal Manajemen Dan Supervisi Pendidikan*.
<https://doi.org/10.17977/um025v1i32017p208>

Yuliani, T., & Kristiawan, M. (2017). PERAN KEPEMIMPINAN KEPALA SEKOLAH DALAM MEMBINA KOMPETENSI SOSIAL (PELAYANAN PRIMA) TENAGA ADMINISTRASI SEKOLAH. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 1(2).
<https://doi.org/10.31851/jmksp.v1i2.1013>