

SCHOOL PRINCIPALS EDUCATIONAL LEADERSHIP IN IMPROVING SCHOOL PERFORMANCE

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ABSTRACT

School performance is essentially the productivity of the performance of all school members and is an indicator of the quality of education, therefore failure in school performance is part of the failure of the school principal's educational leadership. Because the educational leadership of the school principal plays a role in influencing, developing, directing and controlling people as school members to work actively, effectively, innovatively and productively according to their respective duties. This research is qualitative research, which focuses on the educational leadership of school principals in improving school performance. Resulting in the following studies: (1) The process of educational leadership, oriented towards moving the school community by upholding educational and normative principles; (2) Educational leadership strategies implemented, through strategies: mentoring strategy, directing strategy, coaching strategy, empowerment strategy, delegation strategy, partnership and cooperation strategy and ethical and normative action strategies. (3) The 8 strategies are developed sustainably through 5 strategies: Indirect Educational Strategy, Partnership Strategy, Strategy To Build Passion For Work, Rewarding Strategy, and Spiritual Motivation Strategies.

Keywords : Educational Leadership; Principal Leadership; School Performance

I. INTRODUCTION

The school principal is one of the educational components that plays the most role in improving the quality of education. The principal is responsible for running the school organization. The function of the school principal in the new paradigm of educational management, the principal must at least be able to function as an educator, manager, administrator, supervisor, leader, innovator and motivator (EMASLIM) (Mulyasa, 2006: 98-120). Thus, one of the functions of the school principal is as a leader, where the principal's role is to provide guidance and supervision, increase expectations and goals, open two-way communication and coordination, and delegate tasks as well as control and influence all the elements he leads to carry out their obligations in accordance with their respective obligations and authorities, duties and functions optimally.

Leadership is essentially the ability to influence and mobilize other people who are led to work optimally with their awareness or follow the program, direction and demands of their leader accompanied by high loyalty and dedication. Therefore, the indicator of a leader's success is shown by how much loyalty and dedication the object of leadership has to its leader. (Rivai, 2003: 3).

Because the school principal's performance and leadership environment is within the scope of education which demands very high educational value aspects, it is appropriate that the leadership strategy implemented is educational leadership. Educational leadership is the ability to drive the implementation of education and school performance, the performance of educators and education personnel, so that the educational goals that have been set can be achieved effectively and efficiently (Makawimbang, 2012: 29). Soetopo and

Soemanto (1991) explain that educational leadership is the ability to influence and mobilize other people to achieve educational goals professionally. Apart from that, Dacholfany, M. I. (2015: 98), said that the phenomenon of leadership in educational and administrative organizations is related to leadership applied in people's activities, in their position as decision makers at various levels of educational organizations.

As explained above, educational leadership leads to achieving the optimization of educational goals. Where one of the goals of education is to increase the productivity of the quality of education realized by educational institutions or schools. The resulting educational quality productivity is a manifestation of the quality of school performance or the productivity of school performance. Thus, educational leadership in its technical setting is how to influence and mobilize all school members to work, create and excel in carrying out their respective duties, principals, functions, obligations and authorities. Thus, it is clear that the task of a leader is to move, influence, motivate, and direct people in an organization or educational institution to achieve predetermined goals (Crockett, Billingsley, & Boscardin, 2012; Irfan, 2021).

Indonesian education management in the context of regional autonomy (decentralization) must be taken seriously. There are six problems to be anticipated in the decentralized education management paradigm, namely (1) national interests; (2) quality of education; (3) management efficiency; (4) expansion and equalization; (5) community participation; and (6) accountability (Mulyasa, 2006). Apart from that, education problems in Indonesia are also related to the lack of efficiency in [education] management both at the local government level and at the school level (Sofa, Fitzgerald, & Jawas, 2012). The emergence of these problems cannot be separated from the lack of understanding of education leaders and stakeholders regarding the field of education management.

The failure of the quality of education in educational institutions is clearly caused by the failure of school performance, both in the aspects of school organizational management, administrative management, financial management, management of educators and educational staff, management of infrastructure, management of students, management of curriculum and learning, environmental management, culture. and climate, and management of educational stakeholder participation, or failure of one or some of these performances. Where the management system is

carried out by the entire team within the school environment. Next, how does the principal apply his leadership so that everyone moves to work and create on the management elements above. This is where the role of the principal in educational leadership is to be able to play himself.

The leadership process contains five elements including: (1) the leader is the person who directs the followers, giving birth to performance/activity, (2) the follower is the person who works under the influence of the leader, (3) the context is the situation (formal or informal, social or work, dynamic or static, emergency or routine, complicated or simple according to the relationship between leader and follower, (4) process is the act of leadership, a combination of leading, following, guidance towards achieving goals, exchange, building relationships and (5) results are those that emerge from the leader relationship, followers and situations of respect, satisfaction and product quality (Syafaruddin and Asrul, 2013: 57).

Based on the description above, this research seeks to examine the educational leadership of school principals in improving school performance, therefore it is necessary to study the educational leadership strategies of school principals, the educational leadership process of school principals in improving school performance, as well as the development of educational leadership of school principals in improve school performance.

II. RESEARCH METHOD

This research uses a qualitative approach and analytical description method as explained by Sugiyono (2017), qualitative research must fulfill the following steps: (1) focus on potential and problems; (2) data collection; (3) data reduction and analysis; (4) product design; (4) design validation; (5) design improvements. Meanwhile, data sources were obtained from primary and secondary sources. According to Sugiyono (2017: 63): in qualitative research data collection is usually carried out in natural settings, the data sources are primary and secondary data, and data collection techniques mostly use participant observation, in-depth interviews (in-depth research). depth interview) and documentation.

Processing and analyzing qualitative research data is a process carried out by researchers to organize, interpret, and present the qualitative data that has been collected. Processing and analyzing qualitative research data is accompanied by the skills and creativity of researchers, because

qualitative data is complex, varied and unstructured. Processing and analysis of qualitative research data includes several stages, namely data collection, data reduction, data display, and conclusion drawing (Maleong, 2018: 335).

The main thing in data management is the data reduction process, which is the process of selecting, filtering, simplifying, abstracting, or transforming qualitative data originating from field notes, interview transcripts, documents, or other sources. Data reduction aims to focus attention on data that is relevant to the research objectives, eliminate unimportant or repetitive data, and organize the data into a format that is easy to analyze

Meanwhile, the pattern of discussing research data is through induction, typology, conceptualization and interpretation. Validity or validity of data findings obtained in the field is carried out by: (a) extending the researcher's presence; (b) Deeper observations; and (c) Triangulation. The data sources in this research are all competent and related elements, which were taken by purposive sampling, in order to find optimal information about the expected target or data source.

III. RESULTS AND DISCUSSION

Results

Based on the results of a study of the principal's views, educational leadership is an ability and process of influencing, coordinating and mobilizing related people who are related to the development of educational science and the implementation of education and teaching in order to achieve goals effectively and efficiently. The direction of the principal's movement, coordination and influence on all school members is to lead, guide, direct and collaborate with all school members towards achieving the same goal. Based on these principles and views, the principal realizes that educational leadership in the school environment must pay attention to the following things:

- (1) Educational leadership in schools must be based on education, namely providing learning and being educational and maintaining the code of ethics for educators;
- (2) Educational leadership in schools, has multi-strategies that can be applied according to conditions and needs;
- (3) Educational leadership in schools tends to be more democratic and builds cooperation among all school members;

- (4) Educational leadership in schools, focusing on the overall goals of school governance or components of school performance;
- (5) Educational leadership in schools, oriented towards achieving educational goals which are realized by the productivity of educational quality and the quality of graduates;

The five principles of school principals are the basic capital for the success of school principals as educational leaders.

1. Principal's Educational Leadership Strategy,

The main basis for building a leadership strategy is the foundation of the leadership function itself, where the leadership function is: (a). Leaders help create an atmosphere of brotherhood, cooperation with a full sense of freedom; (b). The leader helps the group to organize itself, namely participating in providing stimulation and assistance to the group in setting and explaining goals; (c) The leader assists the group in establishing work procedures, namely assisting the group in analyzing the situation to then determine which procedures are the most effective and efficient; (d). The leader is responsible for making decisions together with the group; (e). Leaders are responsible for developing and maintaining the existence and quality of the school.

Based on an understanding of the role of educational leadership in schools, namely moving, influencing and controlling all school members to work in accordance with the productivity demands of school performance, then in essence educational leadership strategies tend to be more insightful into how all educators and educational staff in the school environment work. optimally, work effectively, and work productively in accordance with their respective main duties, functions, responsibilities and authorities. Based on these demands and concepts, educational leadership strategies in schools tend to implement the following leadership strategies:

(1) Mentoring strategy

It is intended that the principal's educational leadership, for all school members, is implemented in a guidance and monitoring system for the performance improvement process. This requires the principal to have more ability and competence than those he leads;

(2) Directing strategy

This means that the school principal's educational leadership is through directing strategies, and not instructions, namely through efforts to direct, explain, provide

understanding and stimulate the awareness of educators and educational staff to carry out their duties as they should.

- (3) Coaching strategies
This strategy means that the principal's educational leadership is realized through providing classical training, either through job training, workshops or In House Training (IHT).
- (4) Empowerment Strategy
This strategy means that the principal's educational leadership is realized in a strategy of empowering existing resources, both educators and educational staff, to support all components of school performance. In this case, school principals are required to have an understanding of the work quality of personnel, habits and abilities of educators and educational staff in the school environment.
- (5) Delegation strategy
This strategy means that the school principal's educational leadership is realized in the process of delegating the principal's authority to several school personnel, with the aim of not only being leadership tricks, but also as a form of building trust and job training for the target parties.
- (6) Partnership and cooperation strategy
The cooperation and partnership strategy implemented in the principal's leadership is a strategy that is persuasive and family friendly. So that the person being led will not feel like a person who receives orders or instructions, but rather an invitation for mutually beneficial cooperation, mutual respect and mutual trust.
- (7) Ethical and normative action strategies
Ethical strategies and normative actions in realizing the principal's educational leadership in the school environment, which is full of educational values, the application of normative values, ethical values and religious law, is a strategy to maintain the authority and self-respect of the principal which must be valued, respected and followed.

The seven school principal educational leadership strategies above are essentially an invitation, mobilization and control of the school community to work optimally as if without any coercion, but through conditioning strategies by maintaining harmonious, ethical and normative social relations. Apart from that, the seven strategies are still directed at school performance productivity, namely: administrative management, organizational management, infrastructure management, school

financial management, student management, curriculum development and learning management, teacher and education staff management, environmental, cultural and climate management. , as well as managing community participation.

2. Principal's Educational Leadership Process in Improving School Performance,

What kind of school principal's leadership style can foster creativity and at the same time encourage increased teacher competence? In leadership theory, we recognize at least two leadership styles, namely task-oriented leadership and people-oriented leadership. In order to improve teacher competence, a school principal can apply these two leadership styles appropriately and flexibly, adjusted to existing conditions and needs. A person's leadership is closely related to personality, and the principal's personality as a leader will be reflected in the following traits: (1) honest; (2) self-confidence; (3) responsibility; (4) dare to take risks and decisions; (5) have a big heart; (6) stable emotions, and (7) exemplary.

There are two educational leadership styles of school principals that are able to support increased activity and response from the school community, including: (1) Charismatic style, which emphasizes two things, namely the leader tries to ensure that tasks can be carried out as well as possible and gives the impression that the relationship with Subordination is based on relationality, not power. A charismatic leader has extraordinary strength and attractiveness so that he has many followers and bodyguards who can be trusted, especially in carrying out the leader's mandate and interests and can also be enjoyed by subordinates; and (2) Democratic style, this type is considered the most ideal. In the decision-making process, leaders include subordinates. Leaders tend to treat subordinates as colleagues, maintain a balance between formal and informal relationships, and also maintain a balance between task completion orientation and relational relationship orientation.

The orientation of the educational leadership process according to the school principal in an effort to improve the quality of education and optimize school performance, means that it is not the principal's leadership that regulates the process of managing the school's performance, but that educational leadership is oriented towards the process of influencing, developing, guiding, moving and controlling the people involved, work actively, effectively, creatively, innovatively and productively, in the management system and school

performance in accordance with the main tasks, roles and functions and authority of each.

Based on the nature of leadership, leadership style and orientation of the educational leadership process in schools as explained above, the provisions for several school principal educational leadership processes should be carried out as follows:

- (1) The leadership of the school principal must know, recognize and understand correctly the personal characteristics of all the school members he leads, such as: work ability, educational qualifications, academic ability, work motivation, responsibility, personality, character, morals, honesty, ego and emotional and other characteristics;
- (2) The approach taken in the leadership process of school principal education, is mostly through a persuasive approach, an understanding approach, proactive in work (not instructions or orders), ethical and charismatic based to maintain ethics and authority, democratic in nature as if the decision making process is within the authority together and others;
- (3) Educational leadership techniques, applied in the process of dividing work tasks, controlling work assignments, and learning work processes, are packaged in the concept of empowerment and involvement of school residents according to their abilities, educational qualifications, experience and ability in carrying out tasks;
- (4) Educational leadership methods in schools tend to use total delegation of performance, namely that the school principal distributes all task units to the school community proportionally but does not delegate responsibility to other parties. This method is carried out with the aim of: empowering the school community, delegate recipients feel appreciated for their involvement, delegate recipients feel trusted to work, delegate recipients receive direction and guidance, and delegate recipients feel protected from shortcomings and mistakes.
- (5) Indicators of success in implementing educational leadership in schools are not shown by the quality and types of strategies, methods, techniques and leadership approaches, but are determined by the responses, assessments, trust, loyalty, dedication and work actions of the people they lead.

- (6) The goal of educational leadership in schools is directed at moving school members towards a smooth process of managing all elements of school performance, including: administrative management, organizational management, infrastructure management, school financial management, student management, curriculum and learning development management, educator management. and educational staff, environmental, cultural and climate management, and management of community participation.
- (7) Evaluation of the success of the principal's leadership in the school environment, not on the quality of leadership, but more focused on optimizing the achievement of school performance in accordance with National Education Standards and Minimum Education Service Standards.

The seven points above are not actually procedures for the educational leadership process, but rather guidelines and references for school principals in the process of implementing educational leadership in schools.

3. Development of Principal Educational Leadership in Improving School Performance.

Based on the results of the analysis of all reduction data in this research, there are 3 elements that require sustainable development, including:

- (1) Elements of school principal educational leadership competency, including:
 - (a) hard skills aspect, namely: hard skills can be said to be the main skills needed in a particular job. The expertise in question is a specific ability about something. To be able to have hard skills, you must undergo formal education, training programs and so on to be able to get certification or recognition for the skills you have mastered. Hard skills can be evaluated, measured and learned. Hard Skills or what are often called technical skills are a type of skill or ability that has the nature of being immediately visible and also practiced. This ability usually takes the form of mastering a skill, which can be in the form of science, technology, or even technical skills that are appropriate to the field being pursued. Hard Skills themselves are more oriented towards developing IQ or Intelligence Quotient, where based on this it can be concluded that this ability is a mastery of science, technology or technical

skills in developing IQ or Intelligence Quotient related to the field in which one is working;

- (b) Soft skills aspect, namely: Soft skills are an aspect that is no less important in supporting a person's success. Soft skills can be said to be innate skills of a person's nature and cannot be learned formally. Soft skills are defined as attributes and personality traits of a person that can influence interpersonal relationships in the work environment. Soft skills cannot be learned by studying material in depth because they are closely related to empathy and emotional intelligence. Soft skills abilities are related to personality, mentality, emotional stability, character, morals, behavior, lifestyle, maturity of thinking and behaving and others.

(2) Elements of developing strategies for implementing educational leadership

Development of educational leadership implementation strategies for school principals based on analysis of data reduction studies conducted by school principals, categorized into 5 types of educational leadership implementation development strategies, including:

- (a) Indirect Educational Strategy
This strategy is implemented with the aim of maintaining ego and emotional and harmonious social relations between the leader and those he leads, that is, whatever the principal does as a leader is a lesson for those he leads.
- (b) Partnership Strategy
This strategy shows that for the implementation of one of the elements or as an element of school performance, the driving system carried out by the school principal is not instruction, even avoiding the impression of instruction, but through a partnership strategy that generates benefits that can be understood by all.
- (c) Strategy To Build Passion For Work
This leadership strategy shows that to avoid aspects of boredom, exhaustion, debate and dissatisfaction, the principal's leadership is pursued in a positive, comfortable and secure atmosphere of work enthusiasm.
- (d) Rewarding Strategy
In order to maintain social relations between leaders and those they lead, in

working collaboration between the principal and the school community, the principal is pleased to give awards and rewards to anyone who shows their work achievements.

- (e) Spiritual Motivation Strategies
Educational leadership, within the scope of an educational environment and culture, is not financial in nature, therefore educational leadership strategies are more appropriate to use spiritual motivation strategies, namely encouraging work systems towards worship, shodaqoh and charity.

(3) Elements of technical development for the implementation of educational leadership:

The technical development of the implementation of school principal educational leadership in improving school performance, includes:

- (a) Visible Direct Influence
Visible Direct Influence educational leadership technique, where the influence, movements, actions and leadership goals of the school principal are clearly visible to the school community.
- (b) Visible Undirected Influence
Meanwhile, technically Visible Undirected Influence, where the influence, movements, actions and goals of the school principal's leadership, are not clearly visible to the school community.

This leadership technique can be used by school principals under certain conditions and needs and with the aim that the leadership technique applied does not have a negative influence on the school community.

Discussion

Based on the description of the research data, as described above, the principal's educational leadership is essentially influencing, developing, moving, controlling and directing the people he leads in the school environment (school residents) to work optimally, effectively, creatively, innovatively and productively in accordance with the main tasks, functions and roles, obligations and authority to collaborate with the school principal in achieving optimal achievement of educational goals.

The above is in accordance with the view of Overton (2002: 3), that leadership is the ability to obtain work actions with full trust and cooperation.

In carrying out his leadership, a leader has his own styles. Overton's opinion emphasizes the focus of leadership on a person's ability to obtain action from others. Marsey and Blanchard (1996: 1000), argue that: "leadership is the process of influencing the activities of a person or group to achieve goals in certain situations". Marsey and Blanchard's opinion emphasizes the meaning of leadership as a process of influencing other people to achieve goals in a situation. Leadership can also take place anywhere.

So that school goals can be achieved effectively and efficiently, effective school principal educational leadership is needed. Indicators of effective school principal leadership are (1) having a clear vision and being able to encourage all school members to make it happen; (2) have high expectations for student achievement and the performance of all school members; (3) programming and providing positive and constructive feedback; (4) encouraging efficient use of time; (5) utilize various learning resources; (6), monitoring student progress both individually and in groups; and (7), carry out continuous evaluation and improvement. Wahyudin Nur Nasution. (2015)

M. Rio Harits Ikhsandi1, Zaka Hadikusuma Ramadan. (2021) stated that: a leadership style used by school principals is such as using a democratic leadership style which can be seen in the process carried out by school principals in meeting activities, making decisions, and acting in determining a solution or problem that arises. In principal leadership, the principal is a reflection, motivator and director for teachers, students and people involved in the school environment. According to Goetsch and Stanley, leadership is the ability to inspire people to create a total, desired and voluntary commitment to achieving organizational goals or exceeding these achievements. (David .2002: 169)

Leadership is an important thing that a school principal must have. Many school principals do not carry out their leadership duties and functions optimally, thus becoming an obstacle in improving school quality. The school principal is a benchmark for the success of school quality because the principal is a person who can organize and influence school members to carry out their duties well, so the principal must have a good and appropriate strategy in order to improve the quality of the school in accordance with national education standards according to current developments. Masduki (2023). This statement was reinforced by Aisya Rahma Fadhillah. (2020), which states that: Leadership in education is the key to implementing

effective education. Choosing the right leadership style by the school principal will be able to lead the school towards improving quality and service.

The development of implementation strategies carried out by school principals, in this research, was through strategies for increasing hard skill and soft skill competencies, Indirect Educational Strategy, Partnership Strategy, Strategy To Build Passion For Work, Rewarding Strategy and Spiritual Motivation Strategies. These strategies are in accordance with the results of Zulkhairi's research. (2021). Which states that: in the world of education there is a need for spiritual leadership and religious teachings, and carrying out theoretical transposition of the components of the spiritual leadership model into a leadership model that is more suitable for educational institutions. Pitaloka, AF, & Ivanna, J. (2020). A leader has characteristics or a leadership spirit that can influence the success or failure of the work he or she carries out. Apart from that, leaders are responsible for developing and maintaining the existence of the organization (Afriansyah: 2017)

The need for developing leadership strategies for school principals, where leadership is not just a process of passing on traits/talent from parents to their children, but is more determined by all aspects of personality, so that they can carry out effective leadership, according to Veithzal and Deddy (2013: 95), including are: Sufficiently high intelligence; Ability to conduct situation analysis in making decisions; and the ability to apply effective human relations so that decisions can be communicated. This is also confirmed by the results of research by Iwan Asmadi et al. (2022), regarding educational leadership, that the way leaders manage change amidst the complexity of change is influenced by the environment and style of leading an organization that requires adaptation. Today, collaborative leadership is needed to address rapid change.

IV. CONCLUSION

1. Educational leadership is essentially a leader's ability in the process of influencing, moving, developing, directing and controlling the people he leads to work effectively, creatively, innovatively and productively focused on achieving educational goals.
2. In implementing educational leadership carried out by school principals in improving school performance, including using the following strategies: Mentoring strategy, Directing strategy, Coaching strategy, Empowerment

Strategy, Delegation strategy, Partnership and cooperation strategy and Ethical and normative action strategies.

3. Elements used as a reference by school principals in implementing the educational leadership process to improve school performance include: (1) recognizing the characteristics and abilities of the school community they lead; (2) being big-headed as if using a persuasive approach; (3) Educational leadership techniques, applied in the process of distributing, controlling work assignments, and learning work processes, according to each individual's abilities; (4) The educational leadership method uses total delegation of performance, but does not delegate responsibility to other parties; (5) Indicators of success in implementing educational leadership in schools are not shown by the quality and types of strategies, methods, techniques and leadership approaches, but are determined by the response, assessment, trust, loyalty, dedication and work action of the people they lead; (6) The target of educational leadership in schools is directed at mobilizing the school community in the smooth management process of all elements of school performance; (7) Evaluation of the success of the school principal's leadership is measured by optimizing the achievement of school performance in accordance with the National Education Standards (SNP) and Minimum Education Service Standards (SPMP).
4. Development of school principal leadership strategies in improving school performance, with regard to the following developments: (1) Elements of principal educational leadership competency, including: hardskill and softskill aspects; (2) Development of educational leadership implementation strategies, with 5 strategies: Indirect Educational Strategy, Partnership Strategy, Strategy to Build Passion For Work, Rewarding Strategy, and Spiritual Motivation Strategies; and (3) Technical development of educational leadership implementation: (1) Visible Direct Influence; (2) Visible Undirected Influence.

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