

# How to Improve Principal Leadership Effectivity

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**Abstract**—The aim of this research is to study the correlation between knowledge-based management and emotional intelligence with the Public Junior Secondary School Principals Leaderships. The research was conducted in the Public Junior Secondary School in Jakarta. This research used survey method. 30 The Public Junior Secondary School Principals selected randomly. The data were analyzed by descriptive statistics and path analysis. The research shows that there are positive correlations between: (1) knowledge of school-based management with the Public Junior Secondary School Principals' Leaderships; (2) emotional intelligence with the Public Junior Secondary School Principals Leaderships; (3) knowledge of school-based management and emotional intelligence with the Public Junior Secondary School Principals Leaderships. The conclusions of this research are to improve the School Principals Leaderships, then knowledge of school-based management and emotional intelligence must be improved.

**Keywords:** *correlation, principal leadership, knowledge of school-based management, emotional intelligence*

## I. INTRODUCTION

Principal leadership is an important and strategic task of a teacher who is given the task of leading the school in an effort to bring the school to achieve the educational and teaching goals as planned. School leadership is a central point that becomes a central force in an effort to move all school resources to achieve goals. The success of the school in achieving its goal is the success of the principal's leadership and conversely school failure to achieve its goal is the failure of the principal's leadership.

The success of principals lead the school to achieve its objectives of course does not come with its own its success, the will but the success of the principals that should be supported by a variety of internal factors that exist and owned self-principals, such as knowledge management and emotional intelligence owned by the principal. Knowledge management and emotional intelligence are two factors originating from two internal sides that control humans, namely the mind of the brain and feeling of the heart.

Principal leadership greatly determines success in coordinating all school resources to achieve school education goals. Principals as leaders in schools are required to be able to

carry out their duties and understand the responsibility to be role models that will be emulated and followed by their subordinates, so that they are formed in a school environment that will support the achievement of school goals and will achieve the achievement of quality education goals in school.

School is a complex organization in which there are various elements and dimensions that are interrelated and mutually support each other, the implementation of education and teaching activities in schools requires regulation, direction, mobilization, coordination of the principal to synergize all elements that support the education process and teaching in the school environment. The principal will be able to lead a school organization that has a complex nature and complex if the principal is able to carry out his role as a leader to be able to bring towards achieving educational goals as determined by the school.

Head leadership greatly determines success in coordinating all school resources to achieve school education goals. The success of the school principal leads all school people to achieve educational goals is inseparable from the support of two internal factors that control the headmaster even these two factors that control humans themselves, namely, the brain that contains knowledge and a heart that contains intelligent emotions.

But unfortunately, so far the improvements in schools have focused on the external factors of school leadership such as improving the curriculum that is considered to be everything, while the leadership of principals who precisely determine all the processes of education and learning in schools tends to be ignored.

The leadership of the principal who will succeed is inseparable from the support of the knowledge factor possessed by the principal about School-Based Management. The School-Based Management concept provides a broad authority and great responsibility to the principal to develop his leadership ability to be able to encourage all school members in their efforts to achieve educational goals.

The School-Based Management concept is based on a goal to empower schools, so that each school principal is motivated to find solutions to the problems faced by each school by empowering all school resources both human resources and

other resources. Human resources in the school include all school members, namely, the principal, the board of teachers, staffing staff, students, parents of students and the community around the school to support and participate in efforts to achieve quality educational goals that are in line with expectations and goals. We are all school people.

Factors others suspected of having links with the school leadership is emotional factors are derived from the feelings of the heart. The emotional dimensions of the leader determine whether what is done by a leader such as the principal will be able to succeed properly or vice versa can make the leader too sensitive so that it can disrupt the effectiveness of his leadership.

The concept of school leadership can be extracted from the following definitions, according to Robbins "Leadership is the ability to influence a group toward the achievement of goal" [1]. Leadership is the ability to influence a group of people to achieve goals. Brassor define leadership as a process of direct the other to achieve the goal of "Leadership is an executive process by directs, guides, or influence the work of others in choosing and Attaining particular goals or objectives" [2]. Leadership is the process of giving someone direction, guiding or influencing the work of others in order to achieve and achieve certain goals. According to Gibson leadership as the mobilization of subordinates to achieve goals "Leadership is an attempt to use influence to move individuals to accomplish some goals" [3]. Leadership is an effort to use influence to move people to achieve goals. According to Yukl the leadership is organizing and motivating "Leadership is processes to interpret the events for followers" [4]. Leadership as a process influences the interpretation of things to followers. According to Gardner, "Leadership is the process of persuasion or example" [5]. Leadership is the process of persuasion or giving of example. The definition of principals' leadership can be defined as the ability of principals to influence school citizens to achieve school goals with indicators directing, mobilizing, organizing, motivating, and giving examples of work.

The concept of school-based management knowledge can be elaborated from the following definitions, according to Brubacher "Knowledge is such a familiar every day sophisticated people ever stop to ask questions" [6]. Knowledge that happens every day that few people never stop asking questions. According to Wolfoolk "knowledge is the result of learning activities" [7]. According to Yekovich "there are three types of knowledge namely, (1) Conceptual understanding, (2) automated basic skills, (3) domain specific strategies" [8]. The first concept relates to professional knowledge and the second concept deals with procedural knowledge. The concept of School-Based Management according to Lori Jo Oswald is "School based management is defined as the decentralization of decision-making authority to the school reform to the school site, is one of the most popular strategies that come out of the 1980s school reform movement" [9]. School-based management means decentralization of authority in making decisions for school improvement at the school level. According to Wohlstetter, "School-based

management is a strategy to improve education by transferring significant decision-making authority from the state and district offices to individual schools" [10]. School-based management is a strategy to improve the quality of education by giving important decision-making authority from central and regional government offices to each school. Based on some of these concepts it can be hypothesized that, school-based management knowledge is all information and facts about the basic concepts, school resources in managing schools independently to improve school quality which includes memory and understanding.

The concept of emotional intelligence can be explained as follows, according to Goleman that, emotional intelligence is "the ability to motivate yourself and survive facing frustration, controlling impulses and not exaggerating pleasure, regulating moods and keeping stress burden from paralyzing the ability to think, empathize, and pray" [11]. According to Cooper and Sawaf that, "emotional intelligence is the ability to feel, understand and effectively apply the power of emotions as a source of energy, information, connection, and human influence" [12]. According to Peter Salovey, the creator of the term emotional intelligence defines "the ability to recognize feelings, gain and evoke feelings to help the mind, understand feelings, and their meanings, and control feelings deeply so as to help develop emotional and intellectual" [13]. Based on some of these definitions the notion of emotional intelligence can be synthesized as recognizing one's own feelings and those of others and acting according to feelings with indicators recognizing one's emotions, recognizing other people's emotions, managing emotions, motivating themselves and empathizing.

## II. METHODS

The research method was quantitative with a survey in a correlation approach with two free variables, namely, the knowledge of school-based management and emotional intelligence, and one dependent variable, specifically the leadership of the head of a state junior high school that implements school-based management.

## III. RESULTS AND DISCUSSION

The research result is based upon statistical analysis and all data analysis requirements, including normality test, homogeneity test, linearity test, and regression significance test. There is a clear relationship between school-based management knowledge and the leadership at the state junior high school head. This means that the taller the knowledge of school-based management, the higher the knowledge of the leadership from the principal. There is a positive relationship between emotional intelligence and the leadership at the head of a state junior high school. This means that the higher emotional intelligence, the higher the leadership from the principal. There is a positive relationship between school-based management knowledge and emotional intelligence together with the principal's leadership. This means that the higher the knowledge of school-based management and emotional intelligence together, the higher the headmaster's leadership.

The implications of the results of the study show that the knowledge of school-based management and emotional intelligence has a positive and significant relationship to the leadership of the principal. Therefore, to improve the leadership of school principals, there must be an effort to increase the knowledge of school-based management continuously through books, seminars, workshops, and increasing emotional intelligence with continuous efforts by principals to recognize their own feelings and other people's feelings, manages self-emotion, self- motivation and empathy and important to include emotional intelligence material as one of the materials in the training held for school principals.

#### IV. CONCLUSION

The research shows that there are positive correlations between: knowledge of school-based management with the Public Junior Secondary School Principals' Leaderships; emotional intelligence with the Public Junior Secondary School Principals Leaderships; knowledge of school-based management and emotional intelligence with the Public Junior Secondary School Principals Leaderships. The conclusions from this research are to improve the School Principals Leaderships, than knowledge of school-based management and emotional intelligence must be improved.

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