

A superior Leadership style in Schools

(Case study at SMA Negeri 1 Medan)

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ABSTRACT

Principal's leadership is a major factor in success of school. This explains that the importance of leadership as a key to the success of schools in developing their schools. The purpose of this research study was to obtain information about the superior leadership style of high school principals in Medan. The population was 35 teachers and 30 samples. Data collection tool is through questionnaire that has been tested for validity and reliability. Data analysis uses the average formula. The results of this study indicate that the Principal of SMA Negeri 1 Medan tends to apply the transformational leadership style (4.66) compared to the transactional leadership style (4.32) and the laissez-faire leadership style (2.69).

Keywords: *leadership, superior, transactional, transformational*

1. INTRODUCTION

The superiority of a nation no longer rests on natural resources, but on the superiority of human resources (HR), namely skilled workers who are able to answer the challenges faced today. With the implementation of superior schools, it is hoped that superior human resources will be born, so that they will be able to compete in the national and even international scope. The goal of establishing a superior school is in line with the demands of society for the quality of education in Indonesia, recently there have been many ideas for modern schooling with various names, such as: Superior schools, Integrated Schools, Pilot Schools, and so on. In some developed countries this movement is called the idea of a Superior School. The main characteristics of a superior school, based on various researches include: (a) strong instructional leadership, (b) high expectations of student achievement, (c) an orderly and comfortable learning environment, (d) emphasizing basic skills, (e) continuous monitoring of student progress, and (f) clearly formulated school goals [1]. SMA Negeri 1 Medan is a superior school based on the Decree of the Education and Culture Service. The vision is "Realizing

Excellent Graduates in Character-based Science and Technology and IMTAQ".

SMA Negeri 1 Medan is not only superior in the academic field, such as 1st place in the English debate competition, SMA Negeri 1 Medan also excels in the activities of fostering faith and devotion. All of this is inseparable from the efforts made by the principal as a leader who is the driving force for the implementation or achievement of school goals. The effectiveness of the principal of SMA Negeri 1 Medan can be seen from the innovation and development and changes made by managing teacher resources, improving teacher competency standards, managing and developing curriculum, creating cooperation and enforcing a partnership system between principals and teachers, directing teachers to develop ability in teacher professionalism and apply a leadership style that is appropriate to the circumstances or conditions at a certain time. So, that the principal is expected to have leadership abilities that are integrated in the entire coaching system in the school. According to [2], as the leader of the principal has the responsibility to mobilize all resources in the school, so that work ethic and high productivity is born in achieving goals. As educational

leaders too, superior principals are able to demonstrate their ability to develop the potential of schools, teachers and students to achieve maximum achievement. To become an effective leader, a person must carry out his duties and functions as a leader, by making various efforts that can support the implementation of these tasks.

Seeing how important the role of a leader is, a leader must develop his leadership style so that he can lead his subordinates well so that organizational goals can be achieved effectively and efficiently. The purpose of this study is to obtain information about (1) whether the Head of SMA Negeri 1 Medan applies the Laissez Faire leadership style. (2) Whether the Principal of SMA Negeri I Medan applies the Transactional leadership style. (3) Whether the Principal of SMA Negeri 1 Medan applies a transformational leadership style.

2. METHODOLOGY

This research is descriptive research. The population in this study were all teachers of State Senior High School 1 Medan as many as 35 people. The sample size is 30 teachers using the Krejcie table. The type of data in this study is primary data. The technique of analysing the research data used the formula mean and the level of achievement of the [3] classification.

3. RESULT AND DUSCUSSION

3.1. Result

The results of data processing are described based on the sub-variables of the leadership style of the head of SMA Negeri 1 Medan, namely (1) laissez faire leadership style, (2) transactional leadership style, (3) transformational leadership style. In accordance with the data collection technique, the results are in the following table.

Table 1.Recapitulation of Principals Leadership Style in Superior Schools

No	Leadership Style	Average	Ex
1	Laissez Faire	2.69	Enough
2	Transactional	3.35	Enough
3	Transformational	3.63	High
Average		2.22	Enough

From Table 1 above, it can be seen that the average score of laissez faire leadership style, transactional leadership style and transformational leadership style. Laissez faire leadership style and leadership style sufficiently applied by the head of SMA Negeri 1 Medan with an average score of laissez faire leadership style (2.69) and transactional leadership style (3.35). Meanwhile, the transformational leadership style is

included in the high category, meaning that it is often applied by the head of SMA Negeri 1 Medan with an average score (3.63). By using predetermined criteria, the results of this study indicate that the principal of SMA Negeri 1 Medan is sufficient (3.22) to apply Full Range Leadership [6]. Principals tend to apply transformational leadership style (3.63) compared to laissez faire leadership style (2.69) and transactional leadership style (3.35).

3.2. Discussion

Based on the results of the above research, it can be said that the head of SMA Negeri 1 Medan tends to apply a transformational leadership style compared to the laissez-faire leadership style and the transactional leadership style. For more details, the discussion of the results of this study will be described based on sub variables, namely laissez faire, transactional and transformational.

3.2.1. Leadership Style Laissez Faire Principal of SMA Negeri 1 Medan

Leadership Style Laissez faire head The results showed that the principal of SMA Negeri 1 Medan sometimes applied the laissez faire leadership style with an average score (2.69). The factors that show such results can be seen from the aspect of complete freedom for group decisions, the role of leaders is very few in group activities, policies are mostly made by teachers and there is almost no supervision of attitudes, behavior or activities carried out by teachers.

In the aspect of complete freedom for the decisions of the principal groups sometimes apply it, the statement supporting that this aspect is sometimes applied is seen from the teacher's statement stating that the principal sometimes gives full freedom to the teacher to determine his own work team, make decisions against a problem and take relevant decisions to achieve school goals that are considered suitable teachers.

In the aspect of the role of the leader in group activities, the principal rarely applies it. This can be seen from the statement that the principal is quite involved in teacher activities, participates in determining teacher assignments and frequently communicates with teachers.

From the aspect of policy, it is mostly made by teachers, the principal sometimes applies it. This can be seen from the principal determining the general policy and goals regarding assignments to the teacher. The principal rarely gives the teacher the freedom to make his own policies, but if the teacher makes his own policy the principal sometimes accepts the policy made by the teacher.

In this aspect there is almost no supervision of the attitudes, behaviour or activities carried out by the teacher, which is rarely applied by the principal. From the teacher's statement the principal provides direction, supervises the attitudes, behaviour and activities carried out by the teacher at school.

In general, the laissez faire leadership style is sometimes applied by the principal of SMA Negeri 1 Medan. But if the division of tasks and cooperation is fully left to subordinates without guidance or suggestions from the leader, chaos and clashes will easily occur [4].

3.2.2. Transactional Leadership Style for the principal of SMA Negeri 1 Medan

The results showed that the principal of SMA Negeri 1 North Sumatra sometimes applied a transactional leadership style with an average score (3.32). The factors that show such results can be seen from the aspects of active management by exception, passive management by exception and contingent reward.

An active leader looks for or catches mistakes that occur in his division, to be corrected continuously [5]. In the aspect of active management by exception, the principal often applies it, the statement that supports that this aspect is often applied can be seen from the teacher's statement stating that the principal is actively designing devices to monitor deviations from standards, mistakes made by the teacher for further corrective steps. The principal is active in supervising the teacher's work, whether it is in accordance with the existing rules and regulations or not.

In the aspect of passive management by exception, the principal sometimes applies it, the statement that supports that this aspect is sometimes applied can be seen from the teacher's statement stating that sometimes the principal waits for reporting problems from the teacher, and takes corrective steps if problems arise. Principals rarely wait for fraud and mistakes to occur at school. Because a boss only provides certain work standards that must be achieved by the executor or his subordinates [5].

3.2.3. The Transformational Leadership Style of the Principal of SMA Negeri 1 Medan

The results showed that the principal of SMA Negeri 1 Medan often applied a transformational leadership style with an average score (3.66). The factors that show such results can be seen from the aspects of idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

Transformational leaders behave as models for their subordinates. Such leaders are usually respected and trusted [6]. In the aspect of idealized influence, the principal sometimes applies it, the statement that supports that this aspect is sufficiently applied can be seen from the teacher's statement stating that the principal identifies himself as an agent of change in school and is a figure that the teacher is proud of, and trusts the teacher enough so that there is an emotional bond between the principal and the teacher.

Transformational leaders behave with the aim of motivating and inspiring those around them [7]. In the aspect of inspirational motivation, principals often apply

it, the statement that supports that this aspect is often applied can be seen from the teacher's statement that the principal as a motivator is eager to continue to generate teacher enthusiasm and optimism, often challenging teachers to meet higher standards. , always communicate optimism about the achievement of future goals and divide meaningful tasks and often provide motivation to teachers so that teachers can work to achieve predetermined targets.

In the aspect of individualized consideration, the principal often applies it, the statement that supports that this aspect is often applied can be seen from the teacher's statement which states that they often conduct training, consult each teacher individually, and are often present when the teacher needs them. Furthermore, this aspect is often applied; it can be seen from the principal treating each teacher with respect and listening to what the teachers concern and need. Transformational leaders have special attention to individual needs in achieving and the growth they expect by behaving as coaches or mentors [6]. In general, transformational leadership styles are often applied by the principal of SMA Negeri 1 Medan. The head of SMA Negeri 1 Medan is considered to have a better ability to know the big picture of the organization than his followers. Success in leadership is determined by the leader's ability to transfer his abilities to his followers, so that followers have better abilities [8].

4. CONCLUSION

Based on the research results that have been stated in the previous chapter, regarding the leadership style of the principal in superior schools at SMA Negeri 1 Medan, the following conclusions can be concluded:

- The leadership style of the headmaster of SMA Negeri 1 Medan seen from the Laissez faire aspect is quite applied (2.69).
- The leadership style of the head of SMA Negeri 1 Medan from the transactional aspect is quite applied (3.35).
- The leadership style of the head of SMA Negeri 1 Medan, seen from the Transformational aspect, is in the high category (3.63) which means it is often applied by the principal.
- The full range leadership style at SMA Negeri 1 Medan is sufficiently applied (3.22) by the principal. Principals tend to apply transformational leadership styles than laissez faire leadership styles and transactional leadership styles.

And based on the conclusions that have been stated above, some suggestions can be made as follows:

- For the head of SMA Negeri 1 Medan to be able to improve the quality of the school again and is expected to be able to apply his leadership style properly in carrying out tasks to achieve school goals.
- In carrying out their supervisory duties, the leader must listen more to the input from the teacher so that the decision making process is more open and transparent to all teachers. Leadership styles and transactional leadership styles.
- The principal should give a little freedom to the teacher so that the teacher can develop his abilities, his creative power to think and solve and develop a sense of responsibility.

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