

# The Principals' Policy From The Perspective of Transformational Leadership

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**Abstract**—The purpose of this research was to describe the policy of high school principals viewed from the perspective of transformational leadership. Elaborating policy with decision making in establishing a leader's policy was necessary. The type of this research was descriptive qualitative research. This method was intended to examine and analyze the principals' education policy. The main instrument in this study was the researchers themselves. The reason the researchers rely on themselves as the main instrument, was to know the policy of the principals. The results showed that transformational leadership of principals were in designing, processing, and evaluating the performance of teachers who have competence and high commitment.

**Keywords**—policy, leadership, transformational, principals

## I. INTRODUCTION

Elaborating policy making with decision making in establishing a leader's policy is necessary. A leader can influence subordinates by maximizing the competence and expertise in deciding policy. The aspirations of the subordinates are accommodated by deliberating all stakeholders as part of the outcome of the decisions taken by the leader. Connectivity and networking of a leader are helpful in deciding a common decision as part of a leader's determination. In this case, a leader should give a freedom to subordinate with a good coordination system that will positively be impacting the policy.

Organizational determinants are very important for an organization to establish a policy of decision making. It can lead to the success or failure of any organization. Therefore, it is necessary to realize the strategy or management input, process, and output an organization's policies. On the other hand, the teacher management is an important component in both the national and regional levels to implement an organization. Implementation of teacher management

is the last phase to determine how the existence of an organization in the future [1].

Critical thinking is one of the management that required by the teachers. Critical thinking is defined as the ability to integrate many different ideas to come up with unique solutions to solve real-life problems [2]. Therefore, it is important to maintain professional development for updated teachers in different dimensions of human development [3]. Organizational determinants

are essential for an organization to establish a policy to make decision making. It can lead to the success or failure of any organization. Therefore, it takes strategy or management to realize the input, process, and output of an organization's policy. On the other hand, teacher management is an important component both at the national and regional levels to implement an organizational wheel. Implementation of teacher management is the last phase to determine how an organization exists in the future [4].

The foundation that needs to be improved by the real teacher is on the aspect of learning in the classroom. Class is an enthusiastic barometer of students in developing students' creativity and innovation. Students are given the freedom and freedom to think high-level in the capacity of each student to develop student identity. The classroom is a way of giving students the opportunity to participate in decision-making and to develop creative of life skills, such as work teams, problem-solving, communication, negotiation, and citizenship, which alter good beliefs and self-beliefs [5].

Human resource management (educators) covers several aspects, including planning, procurement, development, performance appraisal, and compensation or awards. Human resource management (educators) in effective schools requires professional school managers to empower educators and education in schools to achieve school goals and improve school performance [6].

Problems that often occur in the field is when a leader is not able to elaborate a common interest into a power to make a decision, it will be turbulence in the field. The attitude of tranquility between subordinates with superiors will occur the gap that separates the common interest. This is a need to create a management that is based on input from the stakeholder in an organization or job.

Education policy is the whole process and the results of the formulation of strategic education steps outlined in the vision, mission of education, in order to achieve the achievement of educational goals in a society for a certain period of time. The aspects covered in education policy include education policy is a whole deliberation about the nature of human beings as beings who become human beings in a human environment; education policy is born from the science of education as a praxis, namely the unity between the theory and practice of education; education policy must have validity in personal

development as well as people who have education; openness; education policy is supported by research and development; policy analysis; education policy is aimed first at the needs of students; education policy directed at the formation of a democratic society; education policy related to the elaboration of the mission of education in achieving certain goals; education policies must be based on efficiency; education policy is not based on power but on the needs of students; education policy is not based on intuition or irrational wisdom; clarity of purpose will give birth to the right education policy; education policy is directed towards meeting the needs of students and not bureaucrat satisfaction [7].

This problem was found in the high school, the existence of management inequality made by the principal in making decisions. The results of the observations indicate the lack of principal management in terms of educator resources management. The principal accepts the teachers without any deliberation with the stakeholders, resulting in the authoritative headmaster's decision. This is evidenced by the presence of teachers who build their career based on the relationship with the headmaster becomes a doubt in management.

Based on the above problems, it is necessary to find a solution that is able to overcome these problems by changing the pattern of school leadership with transformational leadership. Transformational leadership is believed to be able to design a policy that emphasizes the collective interest and ultimately promote in high school.

## II. RESEARCH METHODS

This type of research was a descriptive qualitative research. This method was intended to examine and analyze the principals' education policy in recruiting teachers. In order to expose the problem clearly, researchers conducted observations of phenomena related to education policy in high school Padang Bolak Alternating, especially principals, teachers, staff (TU) and students.

In qualitative research, the instrument or tool was the researcher's self [8]. The main instrument in this research was the researchers themselves. Qualitative research has several characteristics, including having a natural setting, humans as a tool (instrument), using qualitative methods, conducting inductive data analysis, having a basic theory (grounded theory), obtaining descriptive data, prioritizing the process rather than results, the existence of limits determined through focus, the existence of specific criteria for testing the validity of the data, making temporary designs, and the results of the study were negotiated and agreed with colleagues.

The reason the researchers rely on ourselves as the main instrument, because they want to know the principals' policy of recruiting temporary teacher with the participants involved in the research. Through observation, researchers found the data relating to the policy of the school principals and through interviews to

ask things that are associated with the school principal policies.

The data collected mainly in the form of words, phrases or images more real understanding rather than just the grain number or frequency. The research emphasizes the note with a detailed description of the sentence, complete, and deep, which describe the actual situation in order to support the presentation of data. Qualitative methods give attention to the nature of data, ie data in relation to the context of its existence. This method involves a large number of relevant social phenomena. In connection with the research of literature, the description method performed by describing the facts which are then followed by analysis [9].

## III. RESULT AND DISCUSSION

### The Principals' Policy in Recruiting Teachers

The policy orientation of the principal high school in Padang Bolak, North Padang Lawas Regency, North Sumatra can be categorized still speculative to concerned the personal interest in the admission of teachers. That was, the principal received a temporary teacher, though not linear with the needs of teachers competence. The school principal said a few considerations in hiring temporary teachers do not necessarily have to be based on instructions from the head of the government of North Padang Lawas Regency. This makes the teachers were not free to express aspirations because of personal affair and political interests in the recruitment of teachers. The result of interview with a teacher at SMA N 1 Padang Bolak, North Padang Lawas Regency, North Sumatra, is the following:

TABLE 1 TEACHER PROBLEM

| No | Problem Investigation   |
|----|---|
| 1  | The lack of transparency in the acceptance of temporary teachers affected the ability of the teachers to be accepted. Although there was a reception committee, still the people closeness / family relationship influenced the decision.                                   |
| 2  | The principal still attaches importance to his own interests, resulting in civil servant teachers being shackled by unilateral decisions. Therefore, teachers are less eager to teach due to the many decisions and policy directions that do not attach common interests". |
| 3  | The inability of the principal to influence the teachers by inviting together to design and discuss how the school needs in the future. This can be seen from decisions issued based on their will or called authoritarian.   |

Based on the above interview, the teacher was already pessimistic to obtain good results. The results are only ceremonial recruitment, not the impact of openness to obtain a qualified and competent temporary teacher. The leadership turns vision into reality and motivates people to overcome their personal interests for the good of the group or organization [4]. Based on these opinions, high school principals leadership in Padang Bolak, North Padang Lawas Regency, North Sumatra, do not prioritize

the quality or competence of the teacher, but more on kindship. The condition increases the transactional leadership that prioritizes the transactions recruitment of the teacher.

### **Lack of Interests in Principals' Policy**

The policies were decided by the high school principals more concerned unilaterally. The teachers who were close to the principal can get benefit from its policies. For example, the policy in the school budget is often fluctuating and raises suspicions of teachers to the principal. The obligation of a teacher was limited to teaching in the classroom, and not allowed to know the budget flow. In the end, the programs of teachers in improving students' learning can not be implemented, due to the lack of budget spending on schools.

The challenges of this era actually deal with the aspect of competence development of students in learning. In line with the opinion Spadaro, that competence refers to the need to include all areas of human development in terms of social, family, personal, and in the case of higher education, and the workplace [3]. Therefore, in addition to the read-write and logical-mathematical, skills such as critical thinking, creativity, collaboration, thinking computers, and solve urgent problems.

The implications of the policy of the principal caused a disharmony of teachers in the school. In addition, the teacher only focuses on filling in the attendance list and teaching hours. The quality of learning has never been discussed and held in the principal's office. It is as if teaching and learning activities are not prioritized, only about the loyalty of principals to their superiors.

Based on these opinions, the principal was only concerned with his personal interest in making school policy. If the policy in favor of himself and profitable, then he is expressing. In fact, the challenge in this era for the students is how students are able to establish itself to earn a decent living. The obstacles in the field, the principal is paying less attention to the impact of policy in reality.

### **The High School Principals' Policy Mapping**

One way of mapping in addressing the policy pursued by the principals of high school in Sumatra can be done. Changing patterns of transactional leadership to transformational pattern transactional leadership in resource management educator was not suitable, because it would be on how the synchronization between the measures taken because of the ruling. In this case, a transformational leadership pattern was required. Transformational leadership conceptualized as involving a series of behaviors that are designed to inspire, empower, and motivate others to overcome and achieve a higher level of purpose and mission [10].

Transformational leadership can be done by providing a clear and compelling purpose to show you as a role model and motivate followers to achieve the goal in particular. Transformational leadership comes to the

challenge of the age of change. The era that faced today was not the age when men accept everything that happened to him, but in which people can criticize and ask that worthy of what was given to humanity.

### **Principals Management Strategy**

Based on the results of this study, several strategies can be formulated to implement transformational leadership for principals of SMA Negeri 1 Padang Bolak in solving the problems of temporary and welfare teachers as follows. First is self-motivation. This self-motivation strategy aims to apply transformational leadership to principals by motivating themselves to be able to work professionally by the principal properly. This is due to the motivation of the principal to be able to work professionally so this will cause the work done by the principal to be carried out properly.

*Second* is motivating subordinates. The second strategy to implement transformational leadership for principals is to motivate teachers and staff to be able to work with professionals must be carried out by the principal properly. This is because if the teacher is able to work professionally, he will be able to teach his students well. If the teacher can teach his students professionally then all students will be able to have high knowledge about the lessons learned. By having high knowledge, students will be able to answer questions and tests given by the teacher. Then if the staff is successfully motivated by the principal to work professionally, all the work completed by the staff will have good and neat results. If this can happen then all administrative matters will be carried out properly by staff and all school affairs will be resolved properly.

*Third* is growing confidence. The third strategy for implementing transformational leadership for principals is to increase their confidence in carrying out tasks must be carried out by the principal well. This is due to the confidence that the principal will succeed in carrying out each task. Then with confidence, it will motivate the teachers to have confidence in carrying out the work. With the confidence of the principal will also make the teachers admire the principal so that the teacher will always have confidence in carrying out his work.

Fourth is maximizing the potential of teachers and staff. The fourth strategy for implementing transformational leadership for principals is to maximize the potential of the teacher and staff to be carried out by the principal properly. This is due to the maximum potential possessed by the teacher so the teacher will be able to carry out the learning process professionally. If the teacher can carry out the learning process professionally, students will be able to understand each lesson they have learned so that when there are tests and exams, students will be able to work on the tests and exams given by the teacher correctly. Then principals who want to implement transformational leadership need to maximize the potential of the staff. With the maximum potential possessed by the staff, the staff will be able to work with

professionals in the school so that every job they do will be successful.

Fifth is having a high commitment. The fifth strategy for implementing transformational leadership for principals, namely having a high commitment in advancing school must be carried out by the principal well. By having a high commitment to advancing school, the principal will be able to succeed in implementing transformational leadership. Then the school principal who has a high commitment in advancing the school will make the teachers and staff will also have a high commitment to advancing school. If the principal, teachers and staff can both have a high commitment in advancing school then the school will be able to advance so that it will become a superior school.

Sixth is increasing self-integrity. The sixth strategy to apply transformational leadership to principals is to improve self-integrity must be carried out by the principal properly. This is due to increasing self-integrity so the teachers and staff will have confidence in the principal. If the teachers and staff already have trust in the principal then they will want to carry out the orders delivered by the principal. Then the principal who has self-integrity will make the teachers and staff be amazed and will follow him to have self-integrity. With the integrity of the teachers and staff, this will make the teachers and staff be trusted by the principal. With this mutual trust, it will make the school climate even better and finally the schools will achieve excellence level.

Seventh is having high knowledge. The seventh strategy for implementing transformational leadership for school principals is that a lot of reading in order to have high knowledge must be carried out by the principal well. With so much reading, the principal will have high knowledge. With this knowledge, the principal will be able to solve the problems at school. In addition, principals who read a lot will also be able to help teachers and staff who have problems. For example, by reading a lot, new knowledge will be owned by the principal so that when the teachers do not know something, the teacher will be able to ask the principal. Then with a lot of reading, when there are administrative matters that are not understood by the staff, the principal will be able to explain it to the staff. By explaining administrative matters that are not understood by staff, the staff will be able to return to carry out their work.

Eighth is helping subordinates. The eighth strategy for implementing transformational leadership for principals is to help teachers and staff who are experiencing difficulties must be carried out by the principal well. This is due to the help of the teacher who is experiencing difficulties so that it will make the teacher very happy and will respect the headmaster very much, and will carry out the instructions delivered by the principal. Thus the principal and teacher will be able to jointly advance their school. Then the principal who helps staff who are experiencing difficulties will also make the staff thank the principal. Then the staff will also want to help the

principal later. In addition, the staff will carry out their work well at school. If the staff is willing to carry out their work properly, the school will be able to make progress.

Based on the strategies above, a strategic leader carefully chooses to take action or decision. This leadership style is dynamic with nature and requires a high level of commitment and work involvement. The ability to anticipate, imagine, maintain flexibility, think strategically, and work with others to initiate changes that will create a decent future for school.

### **Effects of Transformational Leadership in Learning**

The new role of teachers in the 21st century is the initiator and facilitator of learning in opening the common sense of students in understanding and interpreting the learning material. As a learning and research organization, teachers must provide strong leadership in knowledge management and develop access to resources and sharing strategies from print to electronic and digital resources in concert with the academic library mission. Management knowledge is defined as a discipline that promotes an integrated approach to identifying, capturing, evaluating, taking, and sharing all information assets of a company. Simple knowledge means understanding that comes from learning experiences that can be either willing or explicit; An individual's knowledge, specific context, which is very experience and difficult to document and communicate while explicit knowledge is more formal can be easily codified, documented, modified and delivered in a systematic way.

In management there are often obstacles related to the relationship between school administration and school employees including: frequent problems between high school administration and employees, some middle managers schools act bossy with employees and depend on making orders and prohibitions, some middle manager schools prefer individual work for teamwork and inability to coordinate subordinate efforts.

Heterogeneity of students' needs in learning, the diverse needs of teachers and other staff in their professional development, the different school environments from one another, and the expectation of parents / society of quality education for children and the demands of the business world to obtain quality personnel individuals, especially group leaders must be able to respond and appreciate these conditions in the decision making process. This gives confidence that in the decision making process to improve the quality of education may be used various theories, perspectives and frameworks by involving various groups of people, especially those who have concern for education. Because schools are at the forefront of the education process, this discussion has the consequence that schools must be a major part of the decision-making process in order to improve the quality of education. Meanwhile, the community is required to participate in order to better understand education, while



the central government acts as a supporter in determining the basic framework of education policy.

### Principals as Servant

First, the principle of service, that school leadership must apply the elements of service in the operational activities of the school. Second, the principle of persuasion, that the leader in carrying out his duties must have the ability to invite his subordinates to carry out their assigned tasks. Further persuasion is the invitation to someone by giving reasons and good prospects who convince him. Third, the guiding principle, that education leaders should guide teachers and guards towards the goals they want to achieve based on the development of their institutionalized teachers and guards. The principle of guidance can be carried out by the principal through supervision of teachers and securities in the school. Supervision is a coaching activity that is planned to help teachers and staffs in doing their work effectively. Based on this opinion, the school principal who has carried out the guidance in the form of supervision, the teacher and the security at the school will be able to carry out their duties well in school. Fourth, the principle of efficiency, leads to an economical way of life with little expenditure to get the maximum profit.

Based on the issues that raised in the introductory chapter that describes the lack of teacher management and welfare, it is very important to answer this challenge by implementing transformational leadership principals in designing, processing, and evaluating the performance of teachers who have the competence and high commitment. By implementing transformational leadership, some findings can be seen simply as follows.

- The discipline of teachers, especially temporary teachers in well implemented high school, proven teachers eager to teach.
- The grow of entrepreneur soul to the temporary teacher by allowing sales at school in order to increase the teacher's finance.
- The creation of a harmonious relationship between the principal and the community by conducting social activities to persuade people to send their children to school.
- Providing additional incentive to all temporary teachers by applying the Education Office to be realized as a part of the policy.

### IV. CONCLUSION

The transformational leadership is very suitably carried out by the principal in carrying out the management process in decision making. The principal does not necessarily embrace subordinates (teachers of

civil servants / temporary) and staff in one goal, namely improving the quality of schools. Transformational leadership is very different from transactional leadership, where transformational leadership is more concerned with togetherness and diversity, both thought and work. Transformational leadership gives significant influence to the principal, particularly, high school alternating as the research objects. Implementation of transformational leadership principals can create a deep commitment to advancing the school, improving the integrity, a lot of reading in order to have a high knowledge, and should help teachers and staff who are having difficulty.

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