Principal Leadership in Building Quality Schools: A Case Study in Elementary School

Jasiah[1], David Budi Irawan[2], Adrianus Dedy[3], Aldora Pratama[4], Reza Syahbani[5]
[1]IAIN Palangkaraya, [2,3,4,5]Universitas PGRI Palembang, Indonesia
E-mail: jasiah@iain-palangkaraya.ac.id, davidbudi.irawan@univpgri-palembang.ac.id,
dedyadrianus30@gmail.com, aldorapratama7271@gmail.com, syahbanireza77@gmail.com

Article Info	Abstract
	SD IT An Nafirah Palembang has educational method was influenced by the leadership of the principal. Leadership from the principal placed more emphasis on developing students' character than on their grades. This study aimed to describe the leadership style used and the function of principals as leaders in the development of high-quality schools. Research of this kind was qualitative. Phenomenology was the research methodology employed. In addition to using secondary data—documents received from the school—research also employed primary data—interviews and observations. An interactive model analysis with source triangulation and procedures was employed to analyze the data. The study's findings were as follows: First, the leadership style used by the principals was democratic-monarchic. This was based on the framework that was used to determine policies and carry out cooperative decision-making processes. Second, the principal's function encompassed a variety of responsibilities that were fulfilled, including those of an educator, manager, administrator, supervisor, leader, innovator, and highly effective motivator. The principal could serve as an illustration of how to perform their tasks. Therefore, it is important to correctly monitor and evaluate the leader's personality.
Artikel Info	Abstrak
	SD IT An Nafirah Palembang memiliki metode pendidikan yang dipengaruhi oleh kepemimpinan kepala sekolah. Kepemimpinan dari kepala sekolah lebih menekankan pada pengembangan karakter siswa daripada nilai mereka. Penelitian ini bertujuan untuk mendeskripsikan gaya kepemimpinan yang digunakan dan fungsi kepala sekolah sebagai pemimpin dalam pengembangan sekolah berkualitas. Penelitian semacam ini bersifat kualitatif. Fenomenologi adalah metodologi penelitian yang digunakan. Selain menggunakan data sekunder—dokumen yang diterima dari sekolah—penelitian juga menggunakan data primer—wawancara dan observasi. Analisis model interaktif dengan triangulasi sumber dan prosedur digunakan untuk menganalisis data. Temuan penelitian ini adalah sebagai berikut: Pertama, gaya kepemimpinan yang digunakan kepala sekolah adalah demokratik-monarkis. Hal ini didasarkan pada kerangka yang digunakan untuk menentukan kebijakan dan melakukan proses pengambilan keputusan secara kooperatif. Kedua, fungsi kepala sekolah mencakup berbagai tanggung jawab yang harus dipenuhi, antara lain sebagai pendidik, manajer, administrator, supervisor, pemimpin, inovator, dan motivator yang sangat efektif. Kepala sekolah dapat menjadi gambaran bagaimana melaksanakan tugas-tugasnya. Oleh karena itu, penting untuk memantau dan mengevaluasi kepribadian pemimpin dengan benar.

I. INTRODUCTION

A school is an educational institution that has various dimensions that are related to each other and support each other, in which there are teaching and learning activities to improve the quality and develop the potential of students. The principal has the highest position in the school. Because the principal has an important role in everything in school, school principals and teachers must work together, and coordination is needed to advance quality schools. Thus, the principal's leadership becomes a determining factor in the educational process in schools. According to (Donni, 2014, p. 49) school principals are professional officials in school organizations, whose job is to manage all school resources and work closely with teachers, staff, and other employees to educate students to achieve educational goals.

A professional school principal will make adjustments to the needs of the world of education and be able to develop according to the times in the era of globalization (Somad & Priansa, 2014; Siregar, 2018). A quality school is

not born by itself and is not born because of complete facilities. Quality schools must be formed, planned, and implemented properly. In its implementation, collaboration between dimensions is also needed, as are stakeholders, and the school community's commitment. (Sumidjo, 2002, p. 83) explains that the principal is a functional teacher who is given the additional task of leading an institution or school where the teaching and learning process is held, or a place where there is interaction between the teacher giving the lesson and the students receiving the lesson.

Leadership is an important factor that must be owned by the principal. According to (Priansa et al., 2014, p. 162) leadership is the ability to exert a constructive influence on others to make a cooperative effort to achieve the planned goals. Meanwhile, according (Syarifudin, 2011, p. 108), leadership is a process of interaction between leaders and others who are led in a group or organization. The leader, in carrying out his leadership, influences, directs and mobilizes all group members to empower the organizational resources they lead to achieve organizational goals.

Based on the results of initial interviews, it is known that in 2021 the principal at SD IT An Nafirah Palembang will change, and after the change of principal, the school will be able to enroll more than 150 students. The change in the principle of SD IT An Nafirah Palembang 's policies by adding the words special programs and integrated Islam turned out to have a significant influence on parents' considerations in sending their children to elementary school. The increase in the number of enthusiasts also used the strategy carried out by the school principal, namely carrying out promotions such as distributing brochures and calendars, placing billboards, and making creative and educational magazines. The various efforts made by the school principal were able to attract the attention of the parents of students because the school was able to compete with the old, superior schools.

A school is an institution that is complex and unique. It is complicated because the school as an organization contains various dimensions that are interrelated and mutually determine each other—being unique because the school has its own character, where the teaching and learning process occurs. Because of their complex and unique nature, schools, as organizations, require a high level of coordination. According to (Habegger, 2007) school success is the success of the school principal. According to (Mulyadi, 2016, p. 69) it is explained that quality is the level at which the design specifications of a product of goods and services are in accordance with their function and use, besides that, quality is the level at which a product of goods and services is in accordance with the design specifications. In this regard, the quality of education can be seen in two ways, namely, by referring to the educational process and educational outcomes. A quality educational process occurs when all components of education are involved in the educational process itself. From the point of view of a quality school, it is the same as a quality school (Purwanto et al., 2020), which refers to the extent to which schools can achieve the goals that have been planned or as expected.

SD IT An Nafirah Palembang emphasizes the formation of student character and not the results of student scores. The principal can manage school conditions well and make the school even more interesting SD IT An Nafirah Palembang. This does not select students so that children with various characters and abilities can be accepted. The parenting style of teachers at SD IT An Nafirah Palembang towards students is emphasized more by paying attention to students' needs and understanding their character. The school implements the same curriculum as the government's; the only difference lies in the addition of English, religion, and calligraphy subjects. Principals at SD IT An Nafirah Palembang also apply learning based on multiple intelligences. This school is an elementary school that has parallel classes, with three classes each for the lower classes and one class for the upper classes.

Every teacher at the school also makes learning fun and interesting. This can be seen from the existence of Alpha Zone activities. Alpha Zone is an activity that is similar to apperception, namely a series of activities carried out to prepare students to receive learning. There is leadership carried out by the principal in SD IT An Nafirah Palembang in building a quality school. It can be said to be successful because, with the existence of a school principal making programs that attract students' interest, the school is able to compete with developments. The formulations used in this study are: 1) What is the leadership style of the principal in SD IT An Nafirah Palembang? 2) What is the role of the principal in building quality schools in SD IT An Nafirah Palembang

II. METHOD

This study uses a qualitative approach to reveal events with a thorough explanation of what they are. The research design used is phenomenology. The main focus of phenomenology is real experience. According to (Sugiyono, 2019) phenomenological research explains or reveals the meaning of a concept or phenomenon of experience which is based on awareness that occurs in several individuals. Researchers focused on the principal's leadership in building quality schools at SD IT An Nafirah Palembang. The researcher as an instrument is to make observations about the leadership of the principal at SD IT An Nafirah Palembang. Furthermore, conducting in-depth interviews regarding various questions to the resource persons, namely the principal and teacher. Furthermore, the data obtained is processed and analyzed to obtain real information from the principal about the principal's leadership in building quality schools in SD IT An Nafirah Palembang. Data collection techniques are techniques or methods that can be used by researchers to collect data. Data collection techniques used in this study were interviews, observations and documentation. The validity of the data in this study uses triangulation. Triangulation is a technique for checking the validity of data based on something outside the data, for the purpose of checking or as a comparison with existing data. In qualitative research, two types of triangulations can be used, namely technical triangulation and source triangulation. Triangulation techniques are different data collection techniques to obtain data from the same source. (Moleong, 2007, p. 123) said qualitative data analysis is carried out by working with data, organizing data, sorting it into manageable units, synthesizing, searching and finding patterns, finding what is important and what is learned and deciding what can be told to others. There are 3 stages of analysis technique, namely as follows: reduction, display and verification.

III. RESULT AND DISCUSSIONS

A. Result

The principal's leadership is very influential on the progress of the school because this leadership style contributes as much as 75% to the progress of the school. Given the history of the development of SD IT An Nafirah Palembang 10 years earlier, it was still underdeveloped and had low-quality schools. This is as stated by Mr. Suhaidi, S.Pd:

"In the past, my idealism was that schools developed together, but after I held it for 8 years, the statement is true if the principal's leadership influences 75% of school progress. And that 25% includes teachers and school members. The principal's leadership is very important in determining how the school should be directed, its quality, design, and policies. If different leadership can change the policies in the school, it can become more developed, degenerate, or be the same with different innovations and programs.

The leadership style of the SD IT An Nafirah Palembang principal is democratic; this is in line with the statement of the class II teacher Abdurahman Musa, S.Pd.I, who stated: "We see that buying leadership is very democratic; this can be seen in the policies he takes, such as the process of making decisions must be by deliberation. As well as the various policies that he issued, they have gone through the deliberation stage.

This statement is in line with what was stated by Mr. Suhaidi, S.Pd: "There are two things to lead: there are things that can be discussed and there are things that cannot be discussed. So, there is a democracy and a monarchy. And I use those two things in general. For example, something that cannot be discussed is idealism, such as discipline."

Based on several interview statements, several conclusions can be drawn that the leadership style of the principal at SD IT An Nafirah Palembang applies a democratic leadership style. Although in some cases it applies a monarchical style, it is often identified with a monarchical democratic leadership style. From the interview excerpts and based on the documentation data and the observation process above, it can be concluded that the leadership system in SD IT An Nafirah Palembang principal has a democratic-monarchical leadership style. This statement is supported by some administrative evidence and excerpts from interviews with several teachers and school principals who spoke. This leadership is also closely related to the role of a manager, where managers often apply several things in managing and organizing an institution and school system formed in an organizational

structure, each of which has a coordinator as the person in charge. This is often referred to as management control. This control management is a source of strength for the leadership system at SD IT An Nafirah Palembang.

The leader's role as an administrator is to carry out the administrative system as well as possible and, in this case, make several programs and policies. Its implementation is based on the formation of the organization and the teams involved. Like every teacher, they must make an authentic RPP and submit it to the curriculum coordinator. The system of archives related to incoming and outgoing letters has been regulated by the SOP. Based on this, it can be proven by the interview excerpts as follows:

> *"You see, I as a leader also carry out administrative duties, supervisory duties, duties as a manager, and duties as a leader who must be able to influence my subordinates to be enthusiastic about carrying out their duties and obligations because this is the responsibility of each of us."*

This leadership is also closely related to the role of a manager, where managers often apply several things in managing and organizing an institution or a school system that is formed in an organizational structure, each of which has a coordinator as the person in charge. This is often referred to as management control. Control management is a source of strength for the leadership system at SD IT An Nafirah Palembang. This is in accordance with Suhaidi's S.Pd statement as follows:

> *"What I do is the same as implementing management control. Control management is one of the pillars of an advanced school. The role of the principal in control management is very important. In my opinion, this is a very difficult task, like the task of the state, the task of the foundation, and the task of Ortom. The many school programs are very difficult to control. So, my system forms an organizational structure. Like class supervision and class observation, I assigned them to the teacher. Control activities by holding weekly meetings, and it is mandatory."*

Besides that, the role of the principal as a leader requires good governance skills. As expressed by Mr. Suhaidi, S.Pd as follows:

> *"I divide the tasks among the team in the organizational structure. A successful leader is one who can delegate, meaning he can share his duties with his team. If the principal does everything himself, it means that the principal has bad leadership because he is unable to delegate his duties."*

B. Disscusion

The success of this leadership cannot be separated from several factors that influence it. Factors that contribute to success in leading are: first, learning, in this case, a leader must continue to learn to study and study, read a lot of books on leadership, study at schools with better quality (apprenticeships), and have discussions with several experts. Because if you don't have insight, you can't find a solution to the problem. Second, is communication, The principal's skill in communicating is very important because ordering, reminding, inviting, and controlling when using arbitrary language hurts the heart. There are leaders who are born, and there are those who learn. The third is support from the organizers, namely the foundation. That is a strength for me because when I was leading, I was the youngest when I was 25 years old, and the teachers at SD IT An Nafirah Palembang were 26 years old." The difficulties in this matter that must be anticipated are the two inhibiting factors in leadership, namely: first, the quality of human resources and financing. The quality of human resources includes school principals and teachers. Such as commitment, loyalty, creativity, and fighting spirit. I once expelled teachers and employees. The teachers because they lack loyalty and defame the school.

Meanwhile, the employee's contract period expired, and I did not renew it because the performance was not good. Second, financing, everything needs financing. Good promotion and publication require a lot of capital in order to attract the public. The role of the leader as a motivator must be clear, at SD IT An Nafirah Palembang, a program is held that will motivate human resources to have good and measurable quality. The learning teacher program is a form of appreciation to be proud of. The implementation of this workshop and training is held twice a month, namely the second and fourth weeks, that's when it gives motivation. In addition, every morning there are apples, and we send comparative study

teachers to more advanced schools, namely to provide motivation. The principal as a motivator does not have to be the one who has to provide motivation because he listens every day, but by sending teachers to compare and motivate him to be even better.

As an innovator, an effective 5-day school policy was made for students who previously attended school on Saturday. So, Monday, Tuesday, Wednesday, Thursday, and Friday are effective school days for students. On the first and third Saturdays, the extracurricular students are off, and on the second and fourth Saturdays, the students are off and replaced by the teachers studying together. So that teachers can learn fresh from the morning discussing the lessons that must be innovated. In the past, only SD IT An Nafirah Palembang implemented this in the Palembang sub-district, now many are implementing it. As supervisors, leaders give assignments to teachers and monitor and evaluate them.

The leadership of principal of the special program SD IT An Nafirah Palembang has a democratic-monarchical leadership style. This statement is supported by some adminis-trative evidence and excerpts from interviews with several teachers and school principals who spoke. The principal's leadership influences 75% of school progress, and 25% includes teachers and school members. Principal leadership is very important. If different leadership can change policies in the school, it can be more developed, it can degenerate, or it can be the same but with different innovations and programs. The principal must first be corrected so that it can determine the quality of the school. (Septiana & Ivada, 2013) suggests that improving the quality of quality schools can be done by involving five dominant factors, namely:

1. Principal Leadership: Principals must have and understand a clear vision of work, be able and willing to work hard, have high work motivation, be diligent, be steadfast at work, provide optimal service, and have strong work discipline.
2. Students: The approach that must be taken is "children as the center" so that the competence and abilities of students can be explored so that schools can take stock of the strengths that exist in students.
3. Teachers: Maximum involvement of teachers, by increasing the competence and professional work of teachers in seminars, MGMPs, workshops, and training so that the results of these activities are applied in schools.
4. Curriculum: The existence of a steady/fixed but dynamic curriculum can enable and facilitate the expected quality standards so that the goals can be achieved optimally.

Based on the quote from the theory, it can be concluded that this leadership is very decisive in the success of an institution/institution. Although there are many other determining factors that contribute to this success. The SD IT An Nafirah Palembang principal applies 2 things in his leadership, namely, there are things that must be discussed and there are things that must not be discussed. Things that do not have to be discussed are idealism and discipline. In accordance with the results of (Setiyati, 2014) that Principal Leadership has a significant effect of up to 46% on student achievement. This leadership is also closely related to the role of a manager, where managers often apply several things in managing and organizing an institution and institution, a school system that is formed in an organizational structure, each of which has a coordinator as the person in charge. This is often referred to as management control. This control management is a source of strength for the leadership system at SD IT An Nafirah Palembang. (Praire, 2015) suggests fourteen primary school principal roles, namely: (1) the principal as a business manager, (2) the principal as an office manager, (3) the principal as an administrator, (4) the principal schools as professional leaders, (5) principals as organizers, (6) principals as motivators or staff motivators, (7) principals as supervisors, (8) principals as curriculum consultants, (9) principals as educators, (10) the principal as a psychologist, (11) the principal as a school administrator, (12) the principal as a good executive, (13) the principal as a school relations officer with the community, and (14) the principal as a community leader.

The leader's role as administrator is to carry out the administrative system as well as possible, and, in this case, make several programs and policies. Its implementation is based on the formation of the organization and the teams involved. Like every teacher, they must make an authentic RPP and submit

it to the curriculum coordinator. And so is the archiving system regarding incoming and outgoing letters, and everything is regulated by the SOP. This is in line with (Suwardi & Samino, 2014, p. 56) which states fourteen roles of elementary school principals, including (1) the principal as a business manager, (2) the principal as an office manager, (3) the principal as an administrator, and others. This is also supported by the results of (Setiyati, 2014) that school principals seek to improve the ability and professionalism of teachers by providing the flexibility to attend further education, attend training, and provide directions to work according to demands. The role of the leader as a motivator must be clear, at SD IT An Nafirah Palembang a program is held that will motivate human resources to have good and measurable quality.

The learning teacher program is a form of appreciation to be proud of. The implementation of this workshop and training is held twice a month, namely the second and fourth weeks, that's when it gives motivation in addition, every morning there are apples, and we send comparative study teachers to more advanced schools, namely to provide motivation. As an innovator, an effective 5-day school policy was made for students who previously attended school on Saturday, Schoolchildren continued to attend on Saturday. So, Monday, Tuesday, Wednesday, Thursday, and Friday are effective school days for students. Especially on the first and third Saturdays for extracurricular students, and on the second and fourth Saturdays, the students are off and replaced by teachers studying together. So that teachers can learn fresh from the morning discussing the lessons that must be innovated. The perception of a principal as a good leader in SD IT An Nafirah Palembang is a leader who is able to realize good quality schools and is trusted by the community. A quality one is one that can serve all people/communities. Because there are still many excellent schools that are picky about the conditions of their children, there is a selection. If the school can serve all children, both smart and not smart. Actually, according to theory, no child is not smart, because all children have their own intelligence, In the application of school learning, the concept of multiple intelligences is applied.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research and discussion, it can be concluded that: 1) the leadership style of the principal of the SD IT An Nafirah Palembang is democratic-monarchical. This is based on the system that applies at SD IT An Nafirah Palembang, in which the process of determining policies and decision-making processes is carried out jointly, 2) The role of the principal includes several aspects that have been carried out, namely: as an educator, as a manager, as an administrator. as a supervisor, as a leader, as an innovator, and as a very good motivator, so that the principal can be an example in carrying out his duties. The strong character possessed by the leader will also have a positive influence on the style and success of his leadership. Therefore, in determining the type and character of a leader, they must be properly observed and assessed.

B. Suggestion

Discussion regarding this research is still very limited and requires a lot of input. Suggestions for future authors are to study more deeply and comprehensively about Principal Leadership in Building Quality Schools: A Case Study in Elementary School.

REFERENCES

Donni, J. P. (2014). *Kinerja dan Profesionalisme Guru*. Alfabeta.

Habegger, S. (2007). *The Principal's Role In Successful Schools*. (Publication No. AAT 3274103) [Doctoral dissertation, Kent State University]. ProQuest Dissertations and Theses Global.

Moleong, L. J. (2007). *Metode penelitian kualitatif*. Rosda Karya.

Mulyadi, M. (2016). *Metode penelitian praktis: Kuantitatif dan kualitatif*. Publica Institute.

Praire, P. (2015). *Kepemimpinan Pendidikan*. Alfabeta Press.

Priansa, D. J., Sentiana, S. S., & Kasmanah, A. (2014). *Kinerja dan Profesionalisme Guru: fokus pada peningkatan kualitas sekolah, guru, dan proses pembelajaran*. Perpustakaan IAIN Palangka Raya. IAIN Palangkaraya.

Purwanto, M. B., Devi, D., & Nuryani, N. (2020). Pembelajaran Era Distrutip Menuju Masyarakat 5.0. *Prosiding Seminar Nasional Program Pascasarjana Universitas Pgri Palembang*.

Septiana, R., & Ivada, E. (2013). Pengaruh kepemimpinan kepala sekolah dan motivasi kerja terhadap kinerja guru SMP Negeri Wonosari. *Jupe-Jurnal Pendidikan Ekonomi*, *2*(1).

Setiyati, S. (2014). Pengaruh kepemimpinan kepala sekolah, motivasi Kerja, dan budaya sekolah terhadap kinerja guru. *Jurnal Pendidikan Teknologi Dan Kejuruan*, *22*(2), 200–206. https://doi.org/10.21831/jptk.v22i2.8931

Siregar, E. (2018). Faktor-faktor yang mempengaruhi manajemen pendidikan dan pelatihan (Diklat) dalam upaya pengembangan sumber daya manusia (SDM). *Jurnal Dinamika Pendidikan*, *11*(2), 153–166. https://doi.org/10.51212/jdp.v11i2

Somad, R., & Priansa, D. J. (2014). *Manajemen Supervisi dan kepemimpinan kepala sekolah*. Alfabeta.

Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Alfabeta.

Sumidjo, W. (2002). *Kepemimpinan kepala sekolah*. Raja Grafindo Persada.

Suwardi, S., & Samino, S. (2014). Kepemimpinan kepala sekolah dalam pengembangan lembaga pendidikan islam sekolah kreatif sd muhammadiyah kota madiun. *Manajemen Pendidikan*, *9*(2), 186–195. https://doi.org/10.23917/jmp.v9i2.1700

Syarifudin, H. E. (2011). *Manajemen pendidikan (Vol. 109)*. Diadit Media.