Principal Leadership Management

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ABSTRACT

This research focuses on the leadership management of the principal of SMP Negeri 1 Sonder. The formulation of the problem in this study is How to Understand School Principals about Leadership Management in Country 1 Sonder. How school principals in Negeri 1 Sonder implement leadership management and how school principals strive to improve leadership management. This study uses a qualitative research method that is qualitative descriptive. Observations, documents and interviews are used as data collection techniques. Based on the formulation of the problem and the results of the field study, several conclusions were drawn, including: The leader, namely the principal, understands that leadership management is a very important thing that helps him in organizing, carrying out and assuming responsibilities as a leader or principal. The principal carries out or implements his leadership by fulfilling his leadership duties even though it has not been maximized and fostering good relationships with teachers, students, and parents. The principal also strives to improve leadership management at SMP Negeri 1 Sonder, so that the principal strives for educational conditions to run well by dividing tasks, creating an organizational structure, controlling all tasks given to teachers, fostering good relationships and communication between the school, the government, parents and the community, as well as approaching teachers and students and trying to be leaders for the progress of the school.

Keywords : tax management; BPKPD; regional finance; revenue management

INTRODUCTION

The term "management" comes from the English word "management" which means leading, regulating or controlling. The definition of management thus is the effort to manage an institution or institution by planning, organizing, implementing and controlling together to achieve the desired goals (Kambey, 2006).

Management is also an effort to cultivate a facility or institution by using human resources to achieve predetermined goals through a process, namely planning, organizing, activating and controlling (Mulyono, 2008). Management is very important in carrying out leadership. An organization or institution is said to be successful if its leaders understand and can implement management well.

Leadership is an important strength of a Leader in relation to managing an agency or institution. Basically, leadership exists when there is a leader or superior and a follower or subordinate who follows the leader's desire to achieve success. The success of an institution is essentially based on the effectiveness and efficiency of the management of its Leader or director. Therefore, to succeed in an institution or institution, in this case an educational institution, a school principal must have basic skills/abilities, namely technical, interpersonal and conceptual (Rohmat, 2010).

Leadership is a role that must be fulfilled by a person to achieve the desires or goals of an institution, body or other organization, both public and private, to achieve good work results in a timely and effective manner (effective and efficient). Leadership is not control. Leadership is the process of leading, not controlling. Leadership directs a person or group of people to work systematically and in a controlled manner. Leadership guides people to realize their true nature and potential. We must understand that everyone is a leader for themselves, their families, and maybe even other people or society (Suparman, 2019).

The Principal is the leader, not the ruler. Therefore, the expected policy is a leadership policy, not a rule/mastery. The principal is a source of motivation for teachers, staff and students. Therefore, the principal must instill confidence in teachers, staff and students so that they are enthusiastic about accepting and understanding the school's goals and working responsibly to achieve the school's goals.

The job of a school principal is not easy. The principal has a very strong role in coordinating, mobilizing and coordinating educational resources throughout the school. The leadership of the principal is one of the factors that can motivate the school to realize its vision, mission, goals and objectives through planned and progressive programs. Therefore, school principals are required to have adequate leadership and management skills to be proactive in improving school quality (Mulyasa, 2002).

The determining aspect of the success of a school or educational institution in achieving its goals is the principal. The failure and success of the school are largely determined by the principal, because the principal is the guide and determinant of the direction of the school that wants to go towards its goals (Mulyasa, 2002). Therefore, the principal must of course make a school success plan, because this is the main function of management and the foundation of other administrative functions. Organization, implementation and supervision are also very important in determining the success of a school principal's leadership in achieving goals. If some of these administrative structures are not implemented, then the school principal will certainly have difficulty achieving the goals in his government.

The researcher made initial observations at SMP Negeri 1 Sonder and the researcher found several interesting problems to be studied in leadership management, namely 1) Regarding planning: The principal still does not have a clear plan regarding the progress of the school he manages, in addition to the education plan. 2) it is still incomplete in terms of implementation and monitoring, because implementation and monitoring are still controlled and managed by several teachers, and 3) school principals still lack confidence in making decisions.

In the implementation process, management has specific tasks that must be performed. These special tasks are commonly called management functions. The following is an explanation of some of the opinions of management experts quoted by (Mulyono, 2008) as follows:

a. Terry G.R stated that the management function includes planning, organizing, mobilizing and controlling.
b. O'Donel K et al argue that management functions include planning, organizing, gathering resources and direction.
c. Newman said the management function is control, planning, organizing, delegating, allocating resources, directing and controlling.
d. Fayol H stated that the management function is planning, organizing, commanding, coordinating and controlling.

e. Hicks H.G., argues that the task of management is to create, plan, organize, motivate, communicate and control.
f. Culick L, stated that the management function includes planning, organizing, preparing employees, directing, coordinating, reporting and budgeting.
g. Stoner J.A.F argues that the task of management is to plan, organize, direct and control.
h. Koontz H stated that the management function is planning, organizing, directing, directing and controlling.
i. Siagian S.P. stated that the task of management is to plan, organize, motivate and evaluate.

From the management functions stated by the experts above, it can be concluded that in the process of implementing management, of course, leaders must manage their leadership management well, referring to tasks related to their management activities, namely planning, organizing, implementing and supervising. In relation to the management of an institution, the achievement of common goals is very important. Management principles are necessary in management work. Below, the researcher shows the management principles cited in (Tambunan, 2015).

a. Serve

The first and most important principle for a leader to know is to provide good service as the ultimate goal. In leadership, leaders must be able to serve the needs and desires that have been achieved to improve the welfare of the people they lead. According to the principle of service, a leader puts the interests of the people he leads (subordinates, followers, elders) above the interests of individuals or groups.

b. Making decisions

Making Decisions is a task that a leader must complete. The success of a leader is determined by the policies he implements. Improving progress and solving problems is one of the responsibilities of a Leader. A leader must be able to implement problem-solving and produce intelligent results to achieve a common goal.

c. Example

A leader is judged by what he has done or given to the organization and the people he leads. Leaders who prioritize good influence and communicate positive values to the organization and its followers can be an example for the people they lead. The leadership of a leader can be seen through an inspirational attitude, directives to subordinates and motivating, the ability to be conscientious, creative, work diligently and sincerely, as well as attention and care. Leaders must be consultants and the people they manage can influence their personalities.

d. Responsible

Being a leader is a great responsibility that must be shouldered with the trust, belief or belief of others who hope that a true leader can bring better progress than just the previous existence.

e. Cooperate

Effective leaders can create a good culture of teamwork between members of the organization, communicate effectively with subordinates and also create a good work environment. If good cooperation is established, all work is completed on time, the desired goals are achieved, and the members of the organization work happily.

f. Creating change

Leaders must be able to make new breakthroughs to make sweeping changes to the overall development of the organization, products and services, and the people they

manage. Leaders who are innovative and creative avoid routine (monotonous) work patterns, so they do not provide good development directions for those they manage. With creativity, leaders also dare to create challenges and face big challenges to achieve the desired goals.

In Indonesia, there is a concept of leader expressed by one of the fathers of education, namely Ki Hajar Dewantara. This study explains the concept of Indonesian leadership as quoted in (Tambunan, 2015).

a. *Ing Ngarsa Sung Tuladha* (In front of giving an example) which means that the attitude or behavior of the leader must be an example for the people he leads. Leaders must be able to determine the direction, goals or objectives of the organization they manage.

b. *Ing Madya Manguln Karsa* (In the midst of the development of welfare) which means that a leader must arouse enthusiasm, welfare and creativity in the community he leads. In other words, the leader plays the role of a motivator, which is to encourage his subordinates to be able to carry out their duties well.

c. *Tut Wuri Handayani* (Behind motivation) which means that a leader must be able to motivate the people he leads to be brave and able to shoulder responsibility to fulfill their responsibilities.

Based on the explanation above, it can be concluded that leaders must be at the front to provide role models or examples, in the middle to develop progress and behind to encourage the achievement of desired goals.

(Atmodiwirio, 2000) defines what is meant by a school principal. In his opinion, the Principal is a teacher (functional position) who is assigned to the position of the school for the structural (principal). He is the officer in charge of the school's leadership management. Permendiknas No. 28 of 2010 concerning the appointment of teachers as principals of schools/madrasas, Article 1 paragraph 1 states that school principals are teachers who are given additional duties to manage/lead schools.

(Makawimbang, 2012) states that the principal is a functional teacher who is given a final assignment to manage the school where the learning process takes place or where the interaction between students and teachers takes place in the lesson.

(Djafri, 2017) stated that school principals are one of the most influential learning components to improve the quality of education. According to article 12 paragraph 1 of Government Regulation Number 28 of 1990, school principals have the task of organizing educational activities, school management, development of other teaching staff, as well as general management and maintenance of facilities and infrastructure.

Therefore, the school head is a leader who plays a very important role in the management of the school. The main leader to ensure the success of the overall management of school learning is the principal. The principal as a leader shows leadership behavior in communication. Even personally, school leaders have the potential to act as supervisors, essentially facilitating extreme leadership because of their ability to lead themselves. Therefore, a leader must have criteria or characteristics that support his leadership.

(Danim, 2020) said that there are 8 duties and roles of school principals: principal, leader, administrator, supervisor, leader, reformer, encourager and formal official. More specifically, the 8 duties and roles of school principals are as follows:

a. Principal as Educator

According to (Danim, 2020) The role of the principal as an educator is to create a conducive school climate, advise school residents, encourage students in the field of

education and implement interesting learning models, including tutoring, transfer and acceleration programs for students who have above-normal intelligence.

The efforts of school leaders to improve teacher performance and student learning outcomes can be said as follows:

1. Involving students in education ultimately improves their prospects. Providing opportunities for students to improve their knowledge and skills by studying at a higher level of education.
2. Trying to form a group to evaluate student learning outcomes so that they are actively learning, which then the results are published in large quantities and displayed on the publication board. This is useful for encouraging students to study harder and improve their achievements.
3. Make effective use of learning time in school by encouraging students to start and finish lessons at a specific time.

b. Principal as a leader

(Danim, 2020) states that a leader is someone who has responsibility in the organization for the success of the organization to achieve the goals that have been set. As a leader, the principal wants and knows how to use the resources that the school has to realize the vision, mission and goals. A school principal can face various school problems, think analytically, conceptually, must always act, act as a mediator in solving various problems and make impulsive decisions that are beneficial to school stakeholders. The management of teaching staff helps to develop their profession comprehensively and wholeheartedly.

c. Principal as administrator

Administrators are a group of people who have the ability to handle administrative matters; planning, organizing, implementing and supervising. (Danim, 2020) stated that the principal as a system administrator has a close role in various functions of administrative management, registration, reporting and general management of school programs. Mainly, the Principal has excellent abilities in managing the curriculum, managing records and graduation. Functionally, the principal must be able to plan, organize, direct staff, implement, monitor, control, evaluate and carry out follow-up activities. Basically, the principal must be able to organize the curriculum, administration, student affairs, public relations, special services, archive management and financial management.

d. Principal as Supervisor

(Makawimbang, 2012) stated that visionary competence is the ability of school principals to provide training that leads to helping teachers to improve teacher professionalism. The ability to prepare tutoring programs must be realized in the development of classroom management programs, the development of tutoring programs for extracurricular activities, the development of tutoring programs for libraries, laboratories, and exams.

e. Principal as a leader

(Danim, 2020) said that the principal as a leader must be able to lead and direct, improve the success and ability of teaching staff, communicate and guide and complete tasks. The ability of the principal as a leader can be analyzed from the perspective of personality, knowledge of teaching staff, vision and mission of the school, decision-making and communication skills.

f. Principal as an innovator

   (Danim, 2020) states that to fulfill his role and act as an innovator, school principals must have the right strategies to create a harmonious relationship with the environment, seek new ideas, integrate all functions, provide teachers with the latest teaching models and develop innovative. As an innovator, school principals must be able to find, initiate, and implement various innovations in schools.

g. Principal as a motivator

   (Danim, 2020) said that the Principal as a motivator must have the right strategy to motivate the teaching staff in carrying out their various duties and responsibilities. This motivation can be developed by controlling the physical environment, work atmosphere, discipline, encouraging, selectively evaluating and providing different learning resources, developing ways of learning. One of the efforts to motivate is to give awards to teachers and education staff. This award encourages the growth of work professionalism in a positive and productive manner. Therefore, school principals must strive to distribute awards quickly, effectively and efficiently to avoid the negative impact it causes.

h. School Leaders as Official Officials

   (Danim, 2020) argues that the school leader is an official official because his appointment is carried out through several processes and procedures based on existing regulations. The academic requirements for teachers to be appointed as school principals include formal education and the latest training that teachers receive as prospective school principals.

   From the description above, it can be concluded that the principal is a leader who is considered responsible and has a formal appointment based on the conditions and qualities that qualify as a leader.

   The leadership of a school principal is needed in the world of education. In management, there are factors that affect it. This study examines the factors developed by Purwanto that affect management (Nengsih, Husin, & Nurrizalia, 2020), namely:

a) Knowledge and skills factor

   The knowledge and skills in question are the educational background of the Leader. The background is considered to be able to reflect the leader, namely: how he behaves and responds to his background and how he draws inspiration from his lessons and experiences.

b) Department Factors

   Each job and facility that he manages must have different goals. Therefore, a Leader must be able to carry out the final task to achieve the goals in accordance with his or her managing institution and the type of work or position.

c) Personality Factors of a Leader

   Everyone has different attitudes, dispositions and behaviors, so a leader must be able to control his attitude so that the whole becomes the most important attitude in achieving goals.

d) Follower's Personal Attitude Factor

   The attitude that affects not only the attitude of the leader but the attitude of the followers or members also affects the leadership because the attitude that is important for a group is cooperation.

   Leadership management needs to be improved. Therefore, the principal's efforts to improve leadership management are as follows:

a. Make a plan

(Hasibuan & Hasibuan, 2016) states that planning is the main function of management. Without planning, there are no implementation guidelines so that there is a lot of waste. Planning is the basis of control, because without a control plan, it is impossible to implement. Without design and planning, there is no planning and management process. Thus, implementation planning ultimately creates goals, policies, procedures, and programs as well as guidelines for effective implementation methods to achieve the goals.

b. Creating an Organization

(Hasibuan & Hasibuan, 2016)argues that organization is a management function and a dynamic process. Organizing can be interpreted as organizing the work that must be done, the grouping of tasks and the division of work.

c. Implementation/implementation

Terry (Hasibuan & Hasibuan, 2016) stated that implementation encourages all members of the group to be ready to cooperate and collaborate with the highest sincerity and enthusiasm to achieve the goals as a result of the organization's plans and activities being developed.

Implementation is a form of cooperation between school leaders and group members to achieve common goals. Therefore, what is planned and developed must be implemented by the principal and together.

d. Control

Terry (in Kambely, 2006:116) Control checks what has been achieved, evaluates it and if necessary, implements corrective actions to ensure that the results are in line with the plan.

The training is carried out by the principal to see and control what has been achieved, whether it is in accordance with the planned goals or vice versa if it is necessary to make improvements to achieve good results as planned.

Based on the explanation above, the principal should strive to improve management and leadership, plan goals that can be achieved together, improve the organization of tasks, understand responsibilities, always perform tasks together both individually and in groups, and must always look at what has been done and planned, or vice versa. What is made is a sign of success or failure.

RESEARCH METHOD

The type of research used in this study is descriptive research with a qualitative approach. Qualitative research focuses on the overall picture of the phenomenon being studied to understand social phenomena and symptoms. Qualitative research is research that seeks to determine the truth or justify the truth, but in determining the truth it is not necessarily obtained by looking at the existing reality, but by looking further at what actually happened.

This method is also used for several reasons. Qualitative methods are easy to deal with various realities, directly represent the nature of the researcher-informant relationship, can be adapted to the research environment and can reflect the values embraced by the researcher. (Ghony & Almanshur, 2012)

The most important sources of data in qualitative research are oral or written words, or in the form of interviews or actions. In the context of this study, the actions and remarks mentioned are the actions and remarks of the data source, namely the words spoken by

the principal and teachers of SMP Negeri 1 Sonder, especially if observed by the source if interviewed.

This study uses a non-probability sampling method or a snowball sampling model to select a data source. According to (Sugiyono, 2016), snowball sampling is a sampling technique for data sources that initially have a small amount but gradually increase in size. This is because the number of data sources is too small to provide satisfactory data, so we look for other sources that can be used as data sources. In this way, the number of data source samples grows like a rolling snowball and grows over time. The data that the researcher wants to get are opinions, insights, and actions.

In this study, the researcher used observation, interview, and documentation data collection techniques. In this data collection technique, it is assisted by research instruments. In this study, the main instrument is the researcher himself.

Nasution (1988) stated that observation is the basis of all science. Scientists can only work based on data, namely facts about the real world obtained through observation (Sugiyono, 2021).

In observation, the researcher makes direct observations and observes as well as records as far as possible about everything needed in the research process. What will be observed is the actions of the principal and teachers as well as employees related to the management of the principal's leadership. Research that utilizes observation methods needs tools because human observation is inherently very limited. So the necessary tools are a shooting device (camera) or a mobile phone.

An interview is a meeting of two people to exchange information and ideas through questions and answers, so that meaning can be constructed in a certain topic. Interviews are often also called *interviews* , which is the process of obtaining information for research purposes by means of in-depth questions and answers while face-to-face and communicating directly related to the problem being researched. Interviews are used as a data collection technique if the researcher wants to conduct a preliminary study to find out the problems that must be researched, but also if the researcher wants to know more in-depth things from the respondents.

For this reason, the main information in the research is the management of the principal's leadership. And for data collection techniques through interviews. The researcher conducts a question and answer with the informant about the questions to be asked using interview guidelines that have been prepared in such a way that the data that will later be obtained is more accurate and satisfactory.

Nasution (Sugiyono, 2021), stated that conducting analysis is a difficult job, requiring hard work. Analysis requires creativity and high intellectual ability. There is no specific way to conduct an analysis, so each researcher must find a method that he or she feels is suitable for the nature of the researcher. The same material can be classified differently by different researchers.

The data analysis techniques used in this qualitative research are analysis before in the field, data analysis in the field and data analysis after in the field.

a. Analysis Before in the Field

Data analysis before entering the field is carried out on the data from the results of preliminary studies or secondary data used to determine the focus of the research. At this stage, the focus of the research is still temporary, and will develop after the researcher enters and while in the field. So, before going to the field, researchers already have a provisional guess about the focus to be studied in this study.

b. Data Analysis in the Field

Data analysis in qualitative research is carried out during data collection and after the completion of data collection in a certain period. At the time of the interview, the researcher had analyzed the answers interviewed. Miles and Huberman (in Sugiyono 2009:246-247), stated that the activities in data analysis are *data reduction, data display,* and *conclusion drawing/verification.*

The validity of the data is made to measure or check the extent to which the existing data is really accurate, original and can be trusted and accepted scientifically as true. And in this study, the researcher will try to make a check on the validity of the data. The validity test of the data that will be made by the researcher includes:

a. Credibility Test

(Sugiyono, 2021) said that the test of data credibility or confidence in research data is by extending observations, increasing diligence in triangulation research, and negative case analysis.

1. Extended Observation

The extension of observation is intended for researchers to return to the field, make observations, and interview again with data sources that have been encountered or new.

2. Increasing perseverance

Researchers can describe accurate and systematic data about what is observed and need to read reference books or related documents.

3. Triangulation

Triangulation is understood as checking data from various sources in various ways and at various times. Thus there is source triangulation, technique triangulation and time triangulation.

 1) Source Triangulation

Triangulation of sources to test the credibility of data is carried out by checking data that has been obtained through different sources.

 2) Triangulation Techniques

Triangulation techniques are carried out to test the credibility of the data by checking the data to the same source with different techniques. For example, data is obtained by interviews, then checked by observation.

 3) Triangulation Time

Time also affects the credibility of the data. If the test results produce different data, it is carried out repeatedly at different times until data certainty is found.

b. Transferability Test

The researcher makes a report by providing a detailed, clear, systematic and reliable description. So the reader becomes clear about the results of the research so that it can be applied to other places (Sugiyono, 2009:276).

c. Dependability *Test*

This test is carried out by auditing the entire activity of the researcher in conducting research with the supervisor auditor so that this research is really in accordance with the reality in the field.

RESULT AND DISCUSSION
Principal's Understanding of Leadership Management

Kambey (2006: 16) stated: To succeed in the school he leads, the principal needs to know and understand the management function itself so that the management process is

successful. The four management functions are planning, organizing, implementing, and controlling/monitoring. In addition, based on research, the definition of school principal leadership management is a task that must be carried out, implemented, evaluated, and accounted for by the leaders of educational institutions and schools, namely school principals. Therefore, the progress of the school is highly dependent on the leadership of the principal, and the role of the principal is very important.

The above discussion shows that the lack of understanding of school leaders about leadership management creates a gap between existing theories and research findings. This shows that the principal has not understood the importance of the principal's leadership management. In carrying out their leadership duties, the principal must understand and understand management. This leadership management is achieved if the principal is able to prepare a plan for the common goals of the school's progress, implement the plan, be actively involved in its implementation, and always play an active role in school management. That is, the common goal is in accordance with the plan or not.

Therefore, it is very important for all school principals to know, understand, and even understand leadership management in order to successfully carry out their duties as school leaders to achieve common goals.

Implementation of Leadership Management

(Hasibuan, 2018) states that leadership management can basically only be carried out if: there is a formal and well-organized relationship by a group of people who have the same goals and interests to achieve it; There are permanent jobs, duties and responsibilities, formal relations and regular working relationships, there are groups of people and tasks that must be completed, there is an organization (container) of cooperation, the authority of each member and responsibilities, there is coordination, integration and synchronization of the management process, there are leaders/managers and subordinates who are managed, there are human relations and members in the organization, there is humanity and organization, On the other hand, based on the results of the study, the researcher found that school principals are still trying to carry out leadership according to leadership management because of its many shortcomings and weaknesses. The principal does not have a plan regarding other matters related to the progress of the school other than what is planned by the school. The principal was also hesitant. However, the principal strives to successfully demonstrate his leadership qualities by managing the school well, developing the school, paying attention to student education, and fostering good relationships with teachers, students, and parents. The principal has his own way of showing his leadership, although it is not ideal.

Research findings and theoretical principles show that there is a gap in the application or implementation of leadership management. This is due to the lack of optimal implementation of leadership management and the lack of understanding of leadership management itself among school leaders and teachers. When managing, leaders must pursue the same goals and interests. In it, collaboration must be organized and there must be an orderly division of labor, duties and responsibilities, coordinated by senior leadership. And all of that requires good relationships and communication.

School principals who practice leadership management well also have good success because they work closely with teachers, school staff, and all school members to achieve the goals they want to achieve.

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Principal's Efforts in Improving Leadership Management.

(Hasibuan, 2018) identified the efforts of school leaders to improve leadership management: decision-making, planning, organizing, directing, controlling, evaluating, and reporting. Trying to motivate their subordinates, trying to respond to needs, trying to create conditions that help subordinates, trying to make subordinates responsible in carrying out their work well, trying to develop subordinates. Trying to be able to work effectively and efficiently; must strive to improve the basic functions of good management; must strive to represent and promote harmonious relations with external parties; must strive to ensure the safety of subordinates at work, and those in charge; The implementation of work must try to separate the tasks in the work and the coordination tasks so that they are integrated in the desired goals, must be willing to bear the ultimate responsibility for the results achieved in the management process. Meanwhile, the researcher conducted a survey to find out what efforts school principals made to improve their leadership management. The principal ensures good educational conditions, regulates the division of duties, confirms all tasks assigned to teachers, and maintains relationships between schools, governments, parents, and the community. Trying to be a good leader for the advancement of the school.

Based on the efforts presented, the researcher believes that school principals want to change the school environment they lead for the better, even though it is not perfect, and try to implement leadership based on leadership management. This means that the teaching method is not based on leadership management, so there is still a gap in his ability to show leadership as a school principal. Although there are still many gaps in leadership management, school leaders still strive to do their best for their beloved school to achieve academic success.

In order for a school to succeed, the principal must continue to strive to do the best for the school he leads. One of them has leadership based on leadership management.

CONCLUSION

Principals, as managers or leaders, understand that leadership management is essential in organizing, implementing, implementing, and taking leadership responsibilities in schools, including teachers, staff, and students. And the principal leads or implements leadership management, although not optimally, by fulfilling his leadership responsibilities and fostering positive relationships with teachers, students, and parents. Therefore, the principal seeks to improve leadership management at SMP Negri 1 Sonder, strives to ensure that teaching conditions function properly, divide tasks, create organizational structures, and ensure that every task given to teachers is checked and good relationships and communication are established between teachers. Schools, the government, parents and the community should encourage teachers and students to become good leaders for the progress of their schools.

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