Principal Leadership Models: A Multi-Site Study at SDN Pasar Lama 1 and SDN Seberang Mesjid 1 Banjarmasin

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ABSTRACT: This study aims to describe the principal's leadership strategy, the empowerment of teachers, and the leadership model applied. The approach used is qualitative with a multi-site type of study. Data were collected through observation techniques, in-depth interviews, and documentation. Data is analyzed with individual site data analysis techniques and cross-site data analysis. The validity of the data is carried out by checking credibility, transferability, dependability, and confirmability. The results of this study are: (1) leadership strategies are applied by applying: forming a vision and mission in a deliberative manner, building joint commitment, and implementing an open system in leadership; (2) empowering teachers by: the principal provides a dicussion forum, provides examples and motivations for its members, is fair and asks for performance evaluations, provides attention, encouragement, appreciation and mentoring to members, and strives for conducive working conditions; (3) The leadership model applied can be seen from: the ability of forward-looking leaders, the ability to empower members, implement leadership approaches, attitudes that show exemplary, and memberi impact on the progress of the school. The conclusion of this study is that the principal has implemented a leadership model that refers to instructional and transformational leadership.

KEYWORDS: Leadership Models, Principal, Instructional, Transformational

I. INTRODUCTION

The condition of the world that increasingly demands changes in bringing people to the era of society 5.0 trend of education in Indonesia today is online learning (Nastiti, 2019). This learning uses the internet as an intermediary for teaching and learning activities carried out between teachers and students. This situation is a challenge for the community to adapt to new circumstances, and it is a challenge for schools to be able to improve the quality of education. Therefore, a leader with a leadership model capable of meeting these problems is required.

Leadership is one of the keys to this adaptation endeavor; leadership with foresight will affect the followers' or organization's attitudes, opinions, values, and norms, among other things (Sagala 2011). According to Bush and Marianne in Wulandari et al (2019), leadership in the field of education is based on the understanding that leaders must have skills in influencing, encouraging, guiding, directing, and motivating others involved in the implementation and development of education and teaching so that activities can run effectively and efficiently and achieve the set goals of education and teaching. Leadership is directly related to policies, the process of developing a vision and mission for an organization that influences its members' attitudes, behaviors, opinions, beliefs, and so on, as well as schools (Sagala, 2011). It is known that all acts performed by leaders will have an effect on the organization they manage since the role of leadership in schools influences the school atmosphere.

Leadership strategies can be understood as demands for leaders to be flexible in overcoming something that is not expected, even if the leadership strategy is: (1) have a clear vision; (2) effective communication; (3) able to judge; (4) can take into account risks; and (5) can create future leaders. Meanwhile, the indicators and competencies of the principal according to Hamalik (2013) are constructive, creative, participatory, cooperative, delegative, integrative, rational and objective, pragmatic, not imposing themselves, exemplary, adaptable and flexible. Several models of leadership can be used in the world of education, including: (1) transform leadershipasional, menurut theory Bass and avolio in Usman (2011) put forward the modification of leadership indicators in some simpler variables, namely Idealized influence (ideal influence), Inspirational motivation, Intellectual stimulation, and Individualized consideration; (2) transactional leadership, Siagian in Suprihatin (2021) suggests that the trans-axial leadership emphasizes that the leader needs to determine what his subordinates do to achieve organizational goals, influential leadership and the performance of subordinates to obtain rewards that are in accordance with the results of their work, as well as to obtain awards so that subordinates are encouraged to work better. Heru (2004) posits four characteristics of transactional leaders, namely: contingent rewards, exception-based management (active), exception-based management (passive), and Laissez-Faire i.e. pemimpin gives full confidence to its members; (3) Instructional leadership, i.e. effective institutional leadership indicators include

formulating constituencies and implementation strategies, establishing strategies, establishing target to be achieved; and consistently strive to improve the quality of student learning processes and outcomes continuously.

The leadership strategy outlined by Carrol and Tosi in Purwanto (2010) is comprised of the nature approach, behavioral approaches, and situational approach. These three techniques can serve as a foundation for mutually supporting the leadership style of the principle in pushing his success.

SDN Pasar lama 1 and SDN Seberang Mesjid 1 are schools with excellence in both academic and nonacademic fields, with principals who possess qualities such as the ability to involve every school resident in achieving school goals, having a personality that can be used as an example, and having ideas that make the school distinguished by distinctive habits with cultured habits. Based on this background, the researchers aimed to perform study titled Principal Leadership Model: A Multi-Site Study at SDN Pasar Lama 1 and SDN Seberang Mesjid 1 Banjarmasin.

II. RESEARCH METHODS

The study of the Principal Leadership Models at SDN Pasar Lama 1 and SDN Seberang Mesjid 1 Banjarmasin used a qualitative approach that aimed to describe the nature of something that is currently taking place at the time of study. This qualitative approach provided up-to-date information so that it is useful for the development of science and is more applied to various problems. Bogdan in Sonhadji, (2009) defines qualitative research as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behaviors. This study used a multi-site study design, where researchers understand and live the implementation of programs and responses to achieve progress in characteristics at the two research sites that have similarities. According to Afifudin and Saebani (2012) in a qualitative approach, there are several terms used to designate research projects. The subjects of the study were carried out with a sample purposive approach. According to Patton dalam Afifudin and Saebani (2012) purposive samples are that the qualitative approach does not use random samples, does not use samples or large populations. The research was conducted at SDN Pasar Lama 1 and SDN Seberang Mesjid 1 Banjarmasin withresearchers aiming to obtain data that actually occurred so that the information obtained was more accurate. According to Lofland in Moleong (2013), the main data sources in qualitative research are words, and actions, the rest are additions such as documents and others. The data sources used in this study were extracted from three data sources, namely (1) school documents that reviewed this study; (2) facilities and infrastructure contained in the research site; and (3) persons (informants) who can provide information. In this study, the informants of the study were the principal, teachers, staff and school committee. The data collection method carried out in this study was an observation method supported by interview and documentation methods.

Data analysis in the study was carried out in two types, namely: individual data analysis and cross-site data analysis, data validity testing was carried out with four criteria as stated by Sugiyono (2019), namely credibility known as internal validity, transferability known as external validity, dependability   known as reliability, and Confirmability is also known as objectivity. Usman (2011) explained that checking the validity of data in qualitative research is carried out to obtain objective, reliable, valid, and accountable data. This research has certain stages / steps that must be carried out by researchers in collecting the necessary data / information. According to Usman & Akbar (2009:81) the steps of each study include: 1) preliminary studies, 2) making research pre-designs, 3) pre-design seminars, 4) entering the field, 5) data collection, and 6) data analysis (preparation of reports).

III. RESULTS AND DISCUSSION

A. Principal Leadership Strategy

The principal as the leader of an educational institution is required to be able to influence school residents to take part in realizing the school's vision and mission. The determination of the vision and mission of the school is inseparable from the principal's ability to lead. Leadership is very important in running an organization. Aslamiah (2022) suggests that leadership factors (especially transformational) will affect teacher performance and communication. According to Miftah (2012), there are two things that leaders usually do towards subordinates and followers, namely directing behavior and supportive behavior. In this case, the main actor that must be present in a leadership is the leader's ability to manage existing resources, especially human resources.

The findings of the study suggest that a climate of cooperation can be created well between the principal and the school residents because school residents are really involved in compiling, implementing, and evaluating the vision and mission. In line with this, instructional leadership and the work environment is influenced by the actions taken by the leader, so that in accordance with previous research by Karyadi, Wahyu & Metroyadi (2022) that there are direct and indirect influences of instructional leadership, work climate and work motivation on behavior.   member of the teacher organization. Supporting research by Firdaus, Aslamiah & Sulaiman (2022) found that there is a direct relationship between principals, communication and job satisfaction; organizational climate and job satisfaction; teacher work motivation and job satisfaction; communication of the subject matter and motivation of work; organizational climate and work motivation; and the indirect relationship between principal communication and teacher job satisfaction through work motivation; organizational climate and teacher job satisfaction through work motivation.

In addition, the principal also builds trust in the form of meeting involvement and assignment in everything that supports the realization of the school program. Thus, the vision and mission of the school can be realized by the management and empowerment of

existing resources, namely teachers, staff, and all stakeholders to participate in implementing the school's vision and mission. One of the models of educational leadership that is able to encourage the creation of the effectiveness of educational institutions is transformational leadership (Rizalie, 2016).

This research strengthens Muspawi's research (2014) with analysis showing that the principal's ability to formulate a leadership vision varies according to his ability and understanding, the principal's strategy in developing effective schools, depending on the ability and understanding of the principal in understanding effective schools, the managerial capacity of the principal varies according to his/ her skill level.

B. Empowerment of Teachers by Principals

Principals must implement varied strategies in influencing school members to take part and contribute according to their abilities in order to improve the quality of education. The role of the leader not only pays attention to the needs of self-actualization and appreciation but also fosters awareness for both leaders and members to do their best by paying more attention to human factors, performance, and organizational growth (Aslamiah, 2022).

The principal's ability to empower teachers uses several methods such as providing opportunities to open discussion forums and providing opportunities for members to express opinions. The principal's efforts in organizing its members are in line with instructional leadership and aim to implement democratic values and can develop the motivation of its members, thus supporting previous research by Birhasani, Sulaiman & Metroyadi (2022) which found that there is a direct and indirect relationship between the principal's learning leadership, motivation for achievement, and teacher performance through job satisfaction. To get the same results and thoughts, it is in line with the need for an honest and straightforward attitude so that democratic values can be implemented. Encouragement can be given in both verbal and non-verbal ways. Verbally it can be given in the form of advice, guidance, and congratulations. Meanwhile, non-verbally it can be done by giving gifts that are appreciative in nature or are considered to be able to carry out behaviors that are able to provide enthusiasm for improving achievements or better achievements.

This research strengthens Sukmawati's research (2011) with analysis showing that the characteristics of the principal's leadership style are to give high morale to subordinates with high moral examples, maintain others according to their respective traits and view people as important work friends, be able to establish good relationships with new people and view conflicts as natural. In addition, research by Muis (2019) which found that the leadership of the superior-subordinate interaction model applied by the Ministry of Religious Affairs of Pinrang Regency can improve the work performance of its employees, as evidenced by the awards obtained in the form of charters and trophies as well as the satisfaction felt by the community who carry out management in the office.

C. Applied Principal Leadership Model

The principal in leading requires the support of each member, so it is necessary to have the ability to plan the vision and mission, organize the ability and manage the members. In this case the principal approaches and uses the existing resource management in his school. The principal's efforts certainly cannot be done instantly, because school conditions cannot always be forced. In addition, it is also seen the changes or impacts that the principal has on the education unit so that the school has its own characteristics.

The results of this study reinforce previous research by Aslamiah & Ahmad Suriansyah (2017) which found that there was a significant difference between transformational leadership between excellent and non-outstanding public elementary schools in Banjarmasin and there was no significant difference between transformational leadership in outstanding public elementary schools and non-outstanding in urban and suburban elementary schools in Banjarmasin. Another study by Normaini, Aslamiah, & Sulaiman (2022) found that there was a significant direct influence on the transformational leadership of school principals, job satisfaction and work motivation on teacher performance. In addition, there is a significant indirect influence of the principal's transformational leadership through job satisfaction on teacher performance and there is an indirect influence of the principal's transformational leadership through work motivation on teacher performance.

IV. CONCLUSION

Through the behavior of the principal in the preparation of the vision and mission based on deliberation, mutual agreement, by assembling a team of implementing activities, involving various stakeholders, as well as the formation of school teams and committees, and implementing open leadership shows that the principal has implemented a leadership strategy. Then, the principal empowers teachers by providing discussion forums as a means of exploring the ideas of school members. Different perspectives are always sought for solutions in dealing with every problem, become an example for school residents, strive for equal treatment so as not to discriminate, respect the opinions of others, conduct self-evaluation, foster harmonious relationships with all school residents by paying attention, encouragement, provide opportunities to become school representatives for activities outside the school, create conducive working conditions, respond to mistakes made in a polite, ethical manner, and provide guidance as a follow-up, respect the opinions of school residents, reward teachers and workers, and by giving positive responses to complaints encountered in schools. The principal's leadership model that is applied is known from the ability of forward-looking leaders, the ability to empower members, implement leadership strategies, and characters that show exemplary, and what the principal does so that it becomes a culture or habit that has a good impact on the school.

Principal Leadership Models: A Multi-Site Study at SDN Pasar Lama 1 and SDN Seberang Mesjid 1 Banjarmasin

The characteristics of instructional leadership models and transformational leadership have been illustrated in the principal's leadership actions. Thus, overall, it was concluded that all the forms of principal leadership contained in the three research focuses on the two sites have collaborated between instructional and transformational leadership models.

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