

Head of Schools as The End of The School Spear

Basyaruddin Daulay

Faculty of Sports Science, State University of Medan
Indonesia



Abstract— This study aims to reveal the main roles and tasks of the principal's leadership as the spearhead of the school. The research method used is the library method. Data collection techniques are carried out by reviewing several books, journals, and other relevant documents. The results obtained in this study are the disclosure of the main tasks of the principal and how to form good leadership for schools. The main task of the principal is to manage, supervise, and lead entrepreneurship. The way the principal leads a school is a determinant of the success of the realization of educational goals in schools. In addition to being a leader in the school, the principal is also a teacher, but teachers are given additional tasks in managing and leading the school. Therefore, the principal must also know the main task of a school principal so that he can take real action in leading and advancing schools and advancing education in Indonesia. Because of the important role of the principal in the school, the principal can be called the spearhead of the success of the progress of a school he leads.

Keywords— *principal, main task, leadership*

I. INTRODUCTION

The principal is a functional teacher who has been given the task of leading a school, where the teaching and learning process will be held or a place where there is interaction between teachers and students (Wahyosumidjo, 2002). It can be said that the principal is the spearhead who can determine the progress of a school. The principal is one of the important components in education that has the most role in improving the quality of education. This is because there is a relationship between the success of improving the quality of education in schools with the quality of school principals.

The principal in carrying out his duties and functions as a leader and school manager must have a vision and mission as well as a comprehensive and quality-oriented education management strategy. This strategy is a systematic and coordinated effort to continuously improve service quality, so that the focus is directed to customers in this case are students, parents, graduate users, teachers, employees, government and society as stakeholders.

Effective principals must be able to establish a clear focus on the goals of developing student achievement, have a priority scale in implementing program activities, be able to evaluate and develop their learning achievements, be able to improve performance at the school level, especially in the learning process, and have the ability to develop an instrument to measure the process and results of learning and the achievement of school programs.

The principal as a leader should show good performance in mastering science and technology, act as an administrator who takes care of the budget, carry out planned activities, monitor the process and results of activities, measure the results achieved and make quality improvements so that the goals to be achieved are realized. well. Therefore, effective principal leadership can have a

major impact in increasing the morale of teachers and employees, improving teacher and employee performance, increasing the effectiveness of teacher and employee teamwork and finally being able to improve student learning achievement.

In managing a school, a principal can choose the theory and apply the right leadership style from several existing leadership styles according to his personal character, and the conditions of the school organization he leads. Regarding the principal's leadership role, Sergiovanni (1991:56) suggests six principal leadership roles, namely formal leadership, administrative leadership, supervisory leadership, organizational leadership, and team leadership. Formal leadership refers to the principal's duty to formulate the vision, mission and goals of the organization in accordance with the applicable laws and regulations. Administrative leadership, refers to the task of the principal to foster the administration of all staff and members of the school organization. Leadership refers to the principal's duty to assist and guide members to be able to carry out their duties well. Organizational leadership refers to the principal's duty to create a conducive work climate, so that members can work enthusiastically and productively. Team leadership refers to the principal's task to build good cooperation among all members in order to optimally realize the goals of the school organization.

Talking about the principal's leadership aspect, the most important aspect to put forward is the effectiveness of the principal's leadership. Several theories and results of scientific studies reveal that leadership effectiveness is influenced by several things such as the characteristics of subordinates, tasks, functions and the environment, but the most important is the aspect that comes from the principal himself, which includes leadership style, motivation, interpersonal communication, orientation, background and level of education and understanding of their duties.

Hodgetts states that effective leaders are leaders who have high achievement motivation who in completing their work are very interested in satisfying higher-order needs. Opportunities to gain power or mastery of situations and self-actualization by becoming the best person he can be are things that are considered very important.

Based on data in the field, it shows that high school principals in Medan City are classified as ineffective. Some of the indicators of the conditions above are marked by the principal not having a clear focus on developing student learning achievement, not having a priority scale in solving school problems, not being able to improve teacher performance in learning even though most of the teachers are certified at the school, some principals schools have not been able to develop instruments to measure learning processes and outcomes properly. In addition, in managing the budget, it is also not transparent and accountable so that it affects the performance of all school components.

In terms of learning achievement where the average student exam results that are in the public's spotlight for high school/madrasah are low, brawls are still common everywhere, moral degradation is also still hitting some high school students where several students who become prostitutes are arrested in the city of Medan. Parents' attention is low in controlling their children's learning activities at home and in the community. On the other hand, it can also be seen that the level of attendance of teachers, students and staff is sometimes unstable, often fluctuates, lacks community and parent participation in the school environment, the principal is still relatively low in respect for teachers and students and does not provide service support for students with special needs.

On the other hand, it is also observed that the success or failure of education and learning in schools is strongly influenced by the ability of the principal in managing every component of the school (who is behind the school), the principal's ability is related to his main duties and functions, but the portrait in the field shows that there is no It is rare for the principal who does not understand the main tasks and functions that must be carried out. There are also many principals who do not make good school planning, lack of understanding of the principal on the tasks assigned to him, rarely supervise learning in class, and coordinate all tasks carried out by school residents.

Another fact can also be revealed that there are some principals who are not good at communicating with school residents, where the principal is busy with tasks so that there is no good communication with fellow school members, lack of dynamic quality interactions between principals, teachers, staff administration and students, especially in adjusting various school activities to the demands of globalization.

The principal's achievement motivation is still relatively low, this can be seen by the principal being less flexible in leadership, not having a positive attitude, in developing himself is still relatively low, the principal carrying out the main tasks and

functions as it is, not keeping up with the current developments. , so that it is reflected that the principal's motivation for achievement is still low, especially in his leadership, low achievement motivation causes less effective leadership in leading all school members.

Based on the description above, this research describes the main tasks of the principal and the principal's leadership as the spearhead of the success of a school's progress.

II. RESEARCH METHODS

The research method used in this research is library research method. Library research is an activity of collecting data from various reading sources (Harahap, 2014). The data used in revealing the completion of this research are sourced from books, journals and articles and documents that are appropriate or relevant to this discussion.

III. RESULTS

A. Principal Duties

The principal in carrying out his duties at school is not only a leader, more than that the principal is an administrator or manager. Therefore, it does not only carry out the function of controlling (controlling), but instead carries out administrative functions such as the functions of planning (planning), organizing (organizing), actuating, coordinating (coordinating), and directing (directing). applied in educational managerial activities in schools.

As a leader, the principal has very strategic tasks in achieving educational goals. The principal's duties are related to: (1) planning makers, (2) developing and empowering staff, (3) managing school financial administration and, (4) developing school facilities and infrastructure. (Herabudin, 2009) The functions of the principal are: (1) formulating work procedures and making policies (policy), (2) regulating school work (organizing), (3) supervising school activities.

The understanding of the principal's duties is the possession of insight or deep understanding of each dimension of his duties which is marked by the knowledge and ability to interpret/operate his experience of the reality inherent in each dimension of his duties as manager, educator and supervisor. The indicators of understanding variables on the tasks measured in this study are: (1) planning makers, (2) development and empowerment of personnel, (3) management of school financial administration and, (4) development of school facilities and infrastructure, and (5) formulating work procedures and making policies (policy), (6) regulating school work procedures (organizing), and (7) supervising school activities.

1. Principal Leadership

Philosophical Foundation

Leadership is a very important aspect for organizational success. An organization will not succeed if it is not based on and implemented with effective leadership. Theories and research reveal several ways to improve leadership in schools, there are several steps that must be passed (1) education, (2) certification, (3) selection, (4) replacement, (5) situation engineering, and (6) change.

Leadership is the ability to influence a group towards certain achievements. There are several definitions of leadership put forward by experts, including saying leadership is individual behavior that directs group activities to achieve common goals. Meanwhile, Kahn, as quoted by Harris, states that leadership is an additional influence that exceeds and is above the mechanical needs of directing the organization on a regular basis.

Leadership is exercised when a person mobilizes institutional, political, psychological, and other resources to arouse, engage and fulfill the motivation of followers. Leadership is the process of influencing the activities of an organized group to achieve goals. Jacobs mentions leadership is the process of providing purpose (meaningful direction) towards collective effort, which causes efforts to be made to achieve goals. Leadership can also be defined as an ability to act outside of culture to initiate a process of evolutionary change to become more adaptive so that people understand the benefits of working with others, so that they understand and are willing to do so, and become a way of articulating visions, realizing values, and creating an environment. in order to achieve the goals set.

Yukl defines: *“Leadership is the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objective”*.

Yukl's definition emphasizes the key word leadership on influence.

The conclusions from the experts above about leadership can be interpreted that leadership is an ability to move, influence, motivate, invite, direct, advise, foster, guide, train, order, command, prohibit, and even punish (if necessary) with the intention of so that humans as part of the organization, want to work in order to achieve their own goals and the organization's goals effectively and efficiently. This understanding shows that in leadership there are three elements, namely leaders, members, and situations.

Authority is the advantage, advantage or influence possessed by a leader. The authority of the leader can influence subordinates, even move, empower all school resources to achieve school goals in accordance with the wishes of the principal. Based on the authoritative influence approach, it is possible for a leader to use the influence he has in fostering, empowering, and setting an example for teachers as subordinates. Legitimate and coercive power allows leaders to provide guidance to subordinates, because with power in commanding and giving punishment, coaching for teachers will be easier to do. Meanwhile, reward power allows the leader to optimally empower subordinates, because a proper award from the leader is a valuable motivation for subordinates to show their best performance. Furthermore, with referent and expert power, the expertise and behavior of the leader which is implemented in the form of work routines, is expected to increase the work motivation of subordinates.

The leadership function is part of the main tasks that must be carried out, namely: helping to create an atmosphere of brotherhood and cooperation with a sense of freedom, helping groups to organize themselves, namely participating in providing stimulation and assistance to groups in setting goals, helping groups in determining work processes, being responsible make decisions together with the group, and finally is responsible for developing and maintaining the existence of the organization.

Nawawi and Martini explain that effective leadership will be realized if it is carried out in accordance with its functions, namely: (1) instructive function, (2) consultative function, (3) participatory function, (4) delegation function, and (5) control function. The instructive function is the ability to move to move and motivate others to want to carry out orders well. The consultative function is intended to obtain input in the form of feedback that can be used to improve and refine the decisions that have been determined. The function of participation is the leader's effort to activate the people he leads, both participating in decisions and implementing them. The function of delegation is to delegate authority to make or determine decisions, either through approval or without approval from the leadership. The control function can be realized through the activities of guidance, direction, coordination and supervision.

Wahjosumidjo suggested the functions of leadership, namely: generating trust and loyalty from subordinates, communicating ideas to others, influencing others in various ways, creating effective changes in group performance, and moving others so that the other person consciously wants to do what he or she wants to do. desired.

When associated with the principal as a leader in the institution, then the principal functions of the school are seven kinds known as EMASLIM, namely: (1) the principal as an educator (educator), (2) the principal as a manager, (3) the principal as an educator. administrator, (4) principal as supervisor, (5) principal as leader, (6) principal as innovator, and (7) principal as motivator.

Qualified principals are principals who have basic abilities, personal qualifications, and professional knowledge and skills. According to Tracey, basic skills or abilities, namely a group of abilities that must be possessed by any level of leader, include: conceptual skills, human skills and technical skills.

- Conceptual skills, namely the ability of a leader to see the organization as a whole.
- Human skills, namely: the ability of a leader to work effectively as a member of a group and to create cooperative efforts within the group he leads.
- Technical skills, namely: specific skills about processes, procedures or techniques, or are special skills in analyzing specific matters and using specific facilities, equipment, and knowledge techniques.

Personal qualifications are a series of traits or characteristics that must be possessed by every leader, including the principal. In other words, a leader who is expected to succeed in carrying out leadership tasks must be supported by good mental, physical, emotional, social character, attitude, ethics, and personality.

- A leader must also have professional knowledge and skills. Professional knowledge includes: knowledge of the task, where a leader or principal must be able to thoroughly know a lot about the organizational or school environment in which the organization or school is located,
- a leader or principal must understand the working relationship between various units, the delegation of authority, the attitude of

subordinates, as well as the talents and shortcomings of subordinates,

- a leader must know organizational insights and specific policies, legislation and procedures,
- a leader must have a feeling for the spirit and atmosphere of the activities of others and staff to deal with,
- a leader must know the physical layout of the building, operational conditions, various kinds of anomalies and problems that usually occur, and
- a leader must know the services available to himself and his subordinates, as well as the controls used by higher level management.

Meanwhile, professional skills include: (1) being able to function as an educator, (2) being able to display high analysis to collect, record and describe work assignments, (3) being able to develop a syllabus for a series of subjects and teaching programs, (4) being able to be a source of asking questions from various kinds of teaching techniques needed by teachers, (5) able to plan and carry out research in education and use research findings, (6) able to conduct supervision and evaluation of teaching, facilities, completeness, and subject matter, (7) know events outside of school related to educational packages and services, and (8) able to be a good leader and an effective communicator.

Characteristics of effective principal leadership

Effective principals must know the following important questions: (a) why a good education is needed in schools, (b) what is needed to improve school quality, and (c) how to manage schools to achieve the best performance. The ability to master the answers to these three questions will be used as a standard of eligibility whether someone can become an effective principal or not.

In general, the characteristics and behavior of effective principals can be seen from three main points, namely: (a) their ability to adhere to the image or vision of the institution in carrying out their duties; (b) make the school's vision a guide in managing and leading the school; and (c) focusing its activities on teacher learning and performance in the classroom (Greenfield, 1987; Manasse, 1985). In more detail, a description of the quality and behavior of effective principals can be drawn from research experiences in superior and successful schools in developed countries.

Based on some of the results of these studies, the characteristics of effective school principals can be explained as follows:

- a. An effective principal has a strong vision of the future of his school, and he encourages all staff to make that vision a reality.
- b. Effective principals have high expectations of student achievement and staff performance.
- c. Effective principals diligently observe teachers in the classroom and provide positive and constructive feedback in order to solve problems and improve learning.
- d. Effective principals encourage efficient use of time and design measures to minimize clutter.
- e. Effective principals are able to utilize material and personnel resources creatively.
- f. Effective principals monitor student achievement individually and collectively and utilize information to direct instructional planning.

On the other hand, the characteristics of an ineffective principal are usually characterized by: (a) limiting his role as school and budget manager, (b) maintaining documents, being very disciplined, (c) communicating with everyone so that it wastes time and effort, (d) letting teachers teach in the classroom without any guidance or supervision, (e) use little time for curriculum and learning matters (Martin & Millower, 1981; Willower & Kmetz, 1982). The reality shows that very few principals are prepared as instructional leaders (Goodlad, 1983).

Based on the above, it can be concluded that the effectiveness of effective leadership is leadership that is able to produce activities within the framework of the best long-term interests of the group. The indicators measured in this study are: (1) visionary, (2) authoritative appearance, (3) intelligent, (4) confident, (5) decisive, (6) integrity, and (5) social spirit.

Each leader has a task to do and also has subordinates who will help him to complete the task. Various theories reveal that leaders are very often faced with the dilemma of whether he will place more emphasis on completing tasks than paying attention to pleasing subordinates (task oriented) or whether he will pay greater attention to efforts to please subordinates even though task achievement must be sacrificed (relationship). oriented).

It has also been argued that leadership effectiveness is largely determined by the meeting between task orientation and relationship orientation at the ideal point in contingency or the right situation. One of the important factors to be able to get the ideal point of effectiveness orientation is an understanding of the task area. It is impossible for a person to manage the ideal balance between task achievement and pleasant treatment of subordinates without knowing in depth their field of work.

In relation to the duties of the principal, there are several research results that indicate that the principal's leadership cannot be effective without an understanding of the main tasks and other supporting tasks. With this description, it can be concluded that the principal has an important role in the progress of the school. Principals must understand that understanding the main tasks in their leadership is very important. In other words, the greater the understanding of the principal's duties, the greater the opportunity for the school he leads to progress and develop and can also play an active role in building Indonesian education. Therefore, the important role of the principal's position in the school, the principal can be called the spearhead of the success of the progress of a school he leads.

IV. CONCLUSION

Based on the discussion above, conclusions have been obtained regarding the duties and leadership of the principal. The principal duties of the principal are controlling, planning, organizing, actuating, coordinating and directing which are applied to educational managerial activities in schools. While effective leadership is leadership that is able to produce activities within the framework of the best long-term interests of the group, namely visionary, authoritative, intelligent, confident, decisive, with integrity, and social spirit.

REFERENCES

- [1] Adair, John. *Mengambil Keputusan Efektif (terjemahan)*. Cetakan Pertama. Jakarta: Bumi Aksara, 1994.
- [2] Ahmad, S. *Kebijakan dan Keputusan Pendidikan*. Jakarta: P2LPTK, 2001 page. 41.
- [3] Ary, L.C. Jacobs & A. Razaviceh. *Introductiional to Reserch In Education*. New York: Holt, Renhart and Winston. 1992 page 2.
- [4] Edgar H. Schein. (1977). *Organizational Psychology*. New Delhi: Prentice Hall of India Private Limited. hlm. 34.
- [5] FitrianiKew. *Makalah Pengawasan*. (<http://fitrianiKew.wordpress.com/2013/04/23/makalah-pengawasan>) diakses tanggal 3 April 2021. 2013.
- [6] Guterres, Luis Aparicio & Wayan Gede Supartha. *Pengaruh Gaya Kepemimpinan dan Motivasi Kerja Terhadap Kinerja Guru*. E-Jurnal Ekonomi dan Bisnis Universitas Udayana. Bali: Universitas Udayana Volume 5 Nomor 3 2016 page 429-454.
- [7] Harris, A *Effective. Leadership in Challenging Schools, in The International Encyclopedia of Education, 3rd Edition, edited by Barry McGaw, Penelope Peterson and Eva Baker, Elsevier, 2009 page 13.*
- [8] Herabudin. *Administrasi dan Supervisi Pendidikan*. Cetakan Pertama. Bandung: Pustakahlm. 2009 page 202.
- [9] Hodgetts, R.M. *Effective Supervision: A Practical Approach*, New York: Rienhart and Winstons, 1988.
- [10] Katz, Daniel & Robert L. Kahn. *The Social Psychology of Organizations*. New York: John Wiley & Sons. 1978 page 192.
- [11] Nawawi, H. dan Martini. *Kepemimpinan Yang Efektif*. Yogyakarta: UGM Press. 2003 page 60.
- [12] Podsakoff. Philip M., Scott B Mackenzie *at.al. Meta Analysis of The Relationship Between Ker and Jermir's Subtitutes for Leadership and Employee Job Attitudes, Role Perseptions and Productivity*. Indiana University: Journal of Management. Volume 26 Nomor 3. 2000 page. 513-563.
- [13] Scotiana, Roslena. *Pengaruh Kepemimpinan Kepala Sekolah dan Motivasi Kerja Terhadap Kinerja Guru SMP Negeri 1 Wonosari Semarang*. Semarang: Jurnal Penelitian UNS Volume 2 Nomor 1 2013 page 107-118.
- [14] Steers, Richard M. *Efektivitas Organisasi*, diterjemahkan ke dalam bahasa Indonesia oleh Magdalena Jamin. Jakarta: Penerbit Erlangga. 1980 page 4.
- [15] Stephen P. Robbins. *Organization Behavior, Tenth Edition*. New Jersey: Pearson Education Inc. 2008 page 432.

- [16] Tracey, W. R. *Managing Training and Development System*. USA: AMACOM, 1975 page 55.
- [17] Uno, Hamzah R. & Nina Lamatenggo. *Teknologi Komunikasi dan Informasi Pembelajaran*. Jakarta: Bumi Aksara. 2010 page 78.
- [18] Wahyosumidjo, Kepemimpinan Kepala Sekolah. Jakarta : Grafindo Persada, 2002 page 21.
- [19] Wardani, Listiana Kesuma. *Pengaruh Kepemimpinan, Motivasi Kerja dan Komitmen Organisasi terhadap Kepuasan Kerja dalam Meningkatkan Kinerja Guru SMP Negeri Kota Tegal*. Semarang: PPS Universitas Dian Nuswantoro. 2012 page 213.
- [20] Yukl, Gary A. *Leadership in Organization*. London: Prentice-Hall International, 2001 page 7.