

Principal Leadership Model at Muhammadiyah Junior High School of Surakarta City

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Abstract. In the city of Surakarta, there are many schools under the auspices of Muhammadiyah. However, even though they are both under Persyarikatan Muhammadiyah, there are gaps in terms of quality and quantity between one school and another. This is possible because of the differences in the leadership model used by each school principal. The aim of this study is to analyze the leadership model in Muhammadiyah Junior High School of Surakarta and describe the result of the application of the model, so get the result of the description model of leadership principals in Muhammadiyah Junior High School of Surakarta City and achievement of results.

The subjects of this study were all Muhammadiyah Junior High School in Surakarta, which amounts to 9 schools, based on observations beginning of each school has different qualities though under the auspices of the same organization. This study uses qualitative methods with data collection techniques in observation, interviews, and documentation. The data analysis technique uses the Miles and Huberman model, consisting of data reduction, data presentation, and conclusions. The validity of the data using source triangulation and technical triangulation.

The results showed that almost all Muhammadiyah junior high school principals in Surakarta City used the Fiedler contingency model, the Vroom and Yetton model, and the Path-Goal Theory model. The difference lies in style used in each of these models. Then the results of the application of these models are the results in the development of human resources, maintaining the number of students, the achievement of family relations and the welfare of subordinates, development of infrastructure, development of innovation, and improvement of achievement.

Key words: leadership model; principal; muhammadiyah surakarta city.

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INTRODUCTION

In an institution or organization, there must be a leader who is a role model for each member. These leaders usually apply the leadership model that is considered most suitable for the existing organization. Between models to one leader with another leader may apply the same leadership model and can also apply a different leadership model. This also applies to the leadership of school principals in every educational institution.

The principal, as a leader at the education unit level, has responsibility for the progress of the school he leads, and must have a strong leadership base (Mulyasa, 2013: 16) . This is because the principal plays an important role in mobilizing and directing his subordinates to achieve the vision, mission, and goals of the school that has been set together.

Leadership is defined as the ability or power to move people and influence people (Nurkholis, 2003: 153). Leadership in education is all activities in an effort to influence individuals in the educational environment in certain situations so that they go through cooperative efforts and want to work with full responsibility and sincerity in order to achieve the educational goals that have

been set (Amara, 1985: 118) .

Leadership by many experts, researchers, observers and practitioners remains a mystery. Research, discussion, observation and reflection continue to be carried out to find an explanation of the true essence of leadership. Interest in leadership increased during the early part of the twentieth century. The many branches of science that are involved in "leadership science" make leadership something interesting to be the focus of research and discussion (Danim, 2012: 7) . In line with that, leadership models continue to emerge in every practice of educational leadership in schools.

Almost all research on leadership is situational, studying the relationship between the behavior or characteristics of leaders and subordinates and the situation in which both parties are in. Leadership in an organization is a mysterious but vital process. That is why the study of leadership still attracts the attention of experts to study and research it continuously.

As research conducted by Asnal Mala, revealed that the transformational leadership of the principal of National Junior High School 4 Yogyakarta includes five main components,

namely (1) *Idealized Influence*, is leadership that involves school committees, teachers, employees, supervisors, and community leaders in preparation of the vision, mission, goals and program of school activities. (2) *Inspirational motivation*, namely the type of leadership according to the conditions. The values that are instilled include smiling, greeting, greeting each other. (3) *Intellectual Stimulation*, namely planting the completion of work in a timely manner, nimble and not patronizing each other. (4) *Individualized Consideration*, which is always following up on the needs of teachers, employees and students. Always hold workshops, internal and external MGMP training and comparative studies. (5) Charisma, which is always being positive, involving teachers and employees in problem-solving, and protecting all

school members (Mala, 2016: 11) .

In the city of Surakarta, there are nine junior high schools operating under the auspices of the Muhammadiyah organization. The nine schools are Muhammadiyah Junior High School 1 Surakarta, Muhammadiyah Junior High School 2 Surakarta, Muhammadiyah Junior High School 4 Surakarta, Muhammadiyah Junior High School 5 Surakarta, Muhammadiyah Junior High School 6 Surakarta, Muhammadiyah Junior High School 7 Surakarta, Muhammadiyah Junior High School 8 Surakarta, Muhammadiyah Junior High School 10 Surakarta, and Muhammadiyah Junior High School Program Khusus Kottabarat Surakarta.

Although the nine schools are both labeled Muhammadiyah, each school has different advantages. As shown in the following table:

Table 1. Average National Examination and Number of Students of Muhammadiyah Junior High School in Surakarta

No	School name	Total students TP 2020/2021	UN Average Score		
			2017	2018	2019
1	Muhammadiyah JHS 1 Ska	486	54.28	55.14	61.09
2	Muhammadiyah JHS 2 Ska	370	50.07	50.59	51.08
3	Muhammadiyah JHS 4 Ska	181	50.15	51.61	52.33
4	Muhammadiyah JHS 5 Ska	281	47.18	50.67	52.51
5	Muhammadiyah JHS 6 Ska	179	46.57	48.9	50.87
6	Muhammadiyah JHS 7 Ska	362	49.93	51.39	54.03
7	Muhammadiyah JHS 8 Ska	348	49.42	52.96	53.93
8	Muhammadiyah JHS 10 Ska	129	51.75	51.18	51.03
9	Muhammadiyah JHS PK	268	89.13	86.86	90.93

Based on the above table, visible when the case the gaps of the number of participants learners and achievement academic .

This gap occurs because the quality-oriented management of each education unit has not been evenly distributed. Low- cost schools or schools that are close to home are not always indicators that the school is in demand. The community paradigm to send their children to good quality schools is also starting to appear even though the cost of education is higher than other schools.

In the city of Surakarta, there are nine junior high The differences happen in every school, as the data in the above indicates there are some issues of which is about a model of leadership that is applied and the orientation of the leader's own. The similarity of educational problems may not necessarily also be overcome with the same leadership model, and this is because each school has different leaders, subordinates, and environmental situations, so leaders apply the

method that they think is the most effective for developing schools and overcoming problems. In the institutions, they lead.

This study is to analyze how the leadership model in Muhammadiyah junior high schools in Surakarta City and the results of the application of the leadership model.

Based on the background described above, the researcher formulates the problem as follows:

1. What is the leadership model of the Muhammadiyah Junior High School in Surakarta City?
2. What are the results of the application of the leadership model of the Muhammadiyah Junior High School in Surakarta City?

Based on the background and problem formulation that has been described by the researcher, the objectives of this research are:

1. To describe the principal leadership model of the Muhammadiyah Junior High School Surakarta City.

2. To describe the results of the principal leadership model of the Muhammadiyah Junior High School Surakarta City.

LITERATURE REVIEW

A model is a pattern (eg, reference, variety, and so on) of something that will be made or produced (KBBI, 2002: 584) . So the leadership model is a set of patterns or traits used by leaders to move subordinates in achieving goals.

While leadership is etymologically derived from the basic word "leader". In English, leadership is called *leadership* , derived from the word *leader*. The word *leader* itself has a root word *to lead* which has an interrelated meaning, namely walking at the beginning, doing first, moving early, pioneering, guiding, guiding, and moving others through their influence (Mangunhardjana, 2004: 1) .

Leadership is a series of abilities and personality traits within the leader himself such as authority, skills, knowledge, and competence to serve as a means of convincing the people he leads to be willing and able to carry out the tasks assigned to him willingly, enthusiastically, there is inner joy and feel not forced (Sagala, 2018: 51) .

Syaiful Sagala in his book entitled "Leadership Approaches and Models" writes various types of leadership models from various studies, each model formulated by different figures. From these various leadership models, the author will choose three types of leadership models which are models of situational leadership theory. The three situational leadership models are:

1. Fiedler's Contingency Leadership Model

This model was formulated by Fred Edward Fiedler (1964), a lecturer at the University of Illinois and a professor at the University of Washington. Fiedler founded the Organizational Research Group and leads the Group Effectiveness Research Laboratory. Fiedler and his friends from the University of Illinois have proposed a contingency theory in leadership regarding the relationship between leadership effectiveness and a productive work atmosphere (Sagala, 2018: 122) .

Luthans revealed that Fiedler's research confirms that the situation will provide support to the leader if these three dimensions are high, namely:

- a) *Leader Member Relationship* , ie if the leader is generally accepted and respected by his

followers.

- b) *Degree of Task Structure*, ie if the task is very structured and everything is clearly explained.
- c) *Leader Position Power*, namely if authority and authority are formally linked to the leader position (Sagala, 2018: 124) .

The results of the Fiedler study postulate two leadership styles, namely *task oriented* and the achievement of good interpersonal *relations* and efforts to achieve a prominent personal position (Sagala, 2018: 125) .

Ifatun Zulaihah (2017) reveals that leaders who have work motivation generally show the best performance in the best conditions, both in conditions where power, control and influence are very high, or in uncertain conditions, where control, power and influence are low. . Leaders who have relationship motivation tend to show the best conditions when they have good power, control, and influence. This means that task-oriented leaders tend to excel in both favorable and unfavorable group situations.

Fiedler pays attention to the measurement of the leadership orientation of an individual. He developed the *Least Preferred Co-Worker (LPC) Scale* to measure two leadership styles (Syarifudin, 2004) :

- a) Task-oriented style, which is task-oriented or authoritative.
- b) Relationship-oriented style, which emphasizes human relations.

According to Fiedler , the most appropriate leadership style for an organization depends on the situation in which the leader works.

2. Vroom and Yetton Leadership Model

This leadership model was developed by Victor Harold Vroom and Philip Yetton. Vroom is Professor of Psychology and Industrial Administration at Carnegie University. Meanwhile Yetton is a professor at the University of New South Wales and a *specialist consulting organization* (Syarifudin, 2004) . Vroom and Yetton's model is based on an analysis of how leader's decision behavior affects decision quality and decision acceptance by subordinates, which in turn together influence the performance of subordinates' work.

According to the Vroom and Yetton model, decisions made by leaders are influenced by three working factors:

- a) *Quality* : This factor is influenced by the quality of the decision and the importance of

making the best choice. It also considers the future decision consequences of the decisions taken. The higher the quality of the decision, the more time and team members should be involved in the decision-making process.

- b) *Commitment* : Is this a unitary decision that the leader can make without consulting the team or does it require collaboration and consultation from the team involved in the project? Involving team members in the decision-making process improves the quality of the output as well as the time it takes to make a decision.
- c) *Time Limit* : What is the time limit for making a decision? The more time available to the leader, the better the quality of decisions that can be reached and the more team members he can consult (Vignesh, 2020) .

There are five types of leadership styles in decision making according to the Vroom and Yetton model, namely:

- a) *Autocratic (AI)* : Leaders make their own decisions using available information without communicating with the team.
- b) *Autocratic (AII)* : The leader consults with team members for information, but makes his own decisions without telling the group.
- c) *Consultative (CI)* : the leader consults with team members to get their opinion on the situation, but he makes decisions for themselves.
- d) *Consultative (CII)* : The leader consults with team members for opinions and suggestions, but he makes decisions for himself. In this type of leadership style, the leader is open to suggestions and ideas.
- e) *Collaborative (GII)* : The leader shares the decision-making process with team members. He supports the team in making decisions and finding answers that everyone agrees on (Vignesh, 2020) .

Waleed A Aziz and Shaju George (2020) revealed that the gaya autocratic important if there is a greater expertise on any subject than others, the team would accept the decision of the leader, and the time available to work just a little bit. Also, consultative and collaborative are very important also applied by the leader to add the point of view needed by the group in decision making.

3. Model Path Goal Theory of Leadership

Path goal theory of leadership explains how leader behavior affects the motivation of

subordinates and their performance in different work situations. This theory was developed by Robert House which essentially explains the impact of leader behavior on subordinate motivation, satisfaction and performance. (Sagala, 2018: 139)

The basis of this theory is that it is the leader's job to assist members in achieving their goals and providing the direction and support or both needed to ensure their goals are in line with the group's goals or organization as a whole. The term path-goal comes from the belief that influential leaders clarify the path to help their members from the beginning to achieve their goals (Darmaji, 2013: 20) . Therefore, the path-goal model suggests that leadership consists of two essential functions, namely:

- 1) The first function is to provide clarity of flow. A leader must be able to assist his subordinates in understanding how the work is needed to complete their tasks.
- 2) The second function is to increase the number of results (reward) subordinates by giving support and attention to their personal needs.

The version of Robert House's theory by Luthans combines four main types or styles of leadership, namely (Darmaji, 2013: 143) :

- a) Leadership Direction (*Leader Directiveness*)
Leaders tell subordinates what is expected of them, provide work schedules that must be adjusted and work standards, and provide specific guidance/direction on how to complete these tasks, including aspects of planning, organization, coordination and supervision.
- b) *Leader directiveness* tends to (1) establish the implementation of group goals; (2) assign responsibilities for implementation; (3) establish a definite channel of command; (4) train guards to carry out their duties (5) provide necessary information and instructions; (6) using rewards and punishments to control the behavior of subordinates; and (7) establish a performance-reward relationship.
- c) Supporting Leadership (*Leader Supportiveness*)

The leader is friendly and shows concern for the needs of subordinates. He also treats all subordinates as equals and points out their existence, status, and personal needs, in an effort to develop pleasant interpersonal relationships among group members. Supportive leadership has a great influence on the performance of

subordinates when they are experiencing frustration and disappointment.

d) *Supportiveness leaders* tend to (1) show concern for subordinates; (2) friendly and easy to find; (3) constantly hold personal consultations; (4) encourage subordinates to show their feelings and concerns; (5) trying to make harmony in the working group; (6) using rewards as a means of obtaining support; and (7) use more positive rewards than negative sanctions

e) *Participative Leadership (Participative Leadership)*

The participative leader consults with subordinates and uses their suggestions and ideas before making a decision. Participatory leadership can increase the work motivation of subordinates.

f) *Participative leadership* tends to (1) allow groups to set the execution of their own goals; (2) allow group members to organize their own work; (3) overcoming differences or difficulties with subordinates; (4) using the participation of subordinates as a means of communication; (5) allow group members to exercise control over performance progress; (6) more use of reward systems based on groups than individuals; and (7) share the success and failure of the group with their subordinates.

g) *Leadership Oriented Achievement (Achievement Oriented Leadership)*

A leadership style in which the leader sets challenging goals and expects subordinates to excel as much as possible and continuously seeks achievement development in the process of achieving these goals. Achievement-oriented leadership challenges subordinates to goals and trusts them to achieve them.

Principals are teachers who are given the task of leading and managing academic units, which include kindergartens (TK), extraordinary kindergartens (TKLB), elementary schools (SD), extraordinary elementary schools (SDLB), junior high schools. (SMP), an extraordinary junior high school (SMPLB), a high school (SMA), a vocational high school (SMK), an extraordinary high school (SMALB), or Indonesian schools abroad. (Permendikbud No. 6 Th. 2018) .

The principal's workload is entirely to carry out the main managerial tasks, entrepreneurship development, and supervision of teachers and education staff. The principal's workload aims to develop schools and improve school quality

based on 8 national education standards. (Permendikbud No. 6 of 2018)

Based on the regulation of the Minister of Education and Culture Number 6 of 2018 concerning Assignment of Teachers as Principals, we can know that there are 3 main duties of school principals, namely managerial, entrepreneurship development and supervision.

Human resource development can be defined as a set of systematic and planned activities designed by an organization to give its members the opportunity to learn the skills necessary to meet the demands of current and future jobs. In a broader sense, human resource development seeks to develop knowledge, experience, expertise, productivity, and employee satisfaction (Werner and Desimon, 2011: 4) .

Human resource development is an activity that must be carried out by organizations, so that their knowledge, abilities, and skills are in accordance with the demands of the work they do (Kadarisman 2013:5).

So based on the opinions above, it can be concluded that human resource development is an activity carried out by organizations in order to improve the skills of their employees, in order to meet the demands of changes and environmental developments that occur in the organization.

The purpose of development is to improve the level of effectiveness of employee performance in achieving the specified results. The nature of development is knowledge development, skill development, and attitude change. In addition, HR development also aims to improve the quality of professionalism and skills of employees in carrying out their duties and functions optimally. By developing employee skills, it is intended as every effort from the leadership to increase the work skills of each employee so that in carrying out their duties they can be more efficient and productive (Mathis and Jackson, 2002: 67) .

METHODS

This research is a field research (*Field Research*). In field research, researchers go directly to schools to review how the actual situation is happening in the schools being studied. The schools studied in this study were all Muhammadiyah junior high schools in Surakarta, which included Muhammadiyah 1 Surakarta Junior High School, Muhammadiyah 2 Junior High School Surakarta, Muhammadiyah 4 Junior High School Surakarta, Muhammadiyah 5 Junior High School Surakarta, Muhammadiyah 6 Junior

High School Surakarta, Muhammadiyah 7 Junior High School Surakarta, Muhammadiyah 8 Junior High School Surakarta, Muhammadiyah 10 Junior High School Surakarta, and Muhammadiyah Special Program Junior High School of Kottabarat Surakarta.

The approach used by researchers is a phenomenological approach. That is, researchers see the phenomenon of the implementation of the leadership model applied by the principal and the results of the application of the leadership model.

The main subject in this research is the principal. Because the principal is the actor of the educational leadership model that exists in every school. Then the supporting subjects are representatives of several vice principals and teachers who teach in their respective schools. Because the vice principals and teachers are the ones who receive treatment from this school principal's leadership model.

Data collection methods used are observation, interviews and documentation. While the data analysis method used is data reduction, data presentation, and verification.

RESULTS AND DISCUSSION

Leadership Model used Headmaster of Muhammadiyah Junior High School in Surakarta city is a model of Contingency Fiedler, Vroom models and Yetton, and the model of *Path Goal Theory*.

In the Fiedler contingency model, the situation will provide support to leaders if the leader is generally accepted and respected by his followers, tasks are highly structured and everything is clearly explained, and authority and authority are formally linked to the leader's position (Sagala, 2018: 124). Fiedler pays attention to the measurement of the leadership orientation of an individual. He developed the *Least Preferred Co-Worker (LPC) Scale* to measure two leadership styles (Syarifudin, 2004):

- a) Task-oriented style, which is task-oriented or authoritative.
- b) Relationship-oriented style, which emphasizes human relations.

Ifatun Zulaihah (2017) reveals that leaders who have work motivation generally show the best performance in the best conditions, both in conditions where power, control and influence are very high, or in uncertain conditions, where control, power and influence are low. Leaders who have relationship motivation tend to show

the best conditions when they have good power, control, and influence. This means that task-oriented leaders tend to excel in both favorable and unfavorable group situations.

Schools that use the Fiedler contingency model with task orientation style and achievement of interpersonal relationships are Muhammadiyah Junior High School 1 Surakarta, Muhammadiyah Junior High School 2 Surakarta, Muhammadiyah Junior High School 8 Surakarta and Muhammadiyah Junior High School PK Kottabarat Surakarta. The four principals have a good task structure, innovations, continue to strive to achieve the maximum possible results, and succeed in maintaining or improving school quality and achievement. In addition, the four principals also maintain good relations with their subordinates by creating a comfortable working atmosphere, paying attention to their welfare, and providing programs that can increase brotherhood between them and their respective families.

The schools that use the Fiedler contingency model with task orientation style are Muhammadiyah Junior High School 6 and Muhammadiyah Junior High School 7. Both schools have good task structures, innovations, continue to strive to achieve maximum results, and succeed in maintaining or improving school quality and achievement.

Meanwhile, schools that use the Fiedler contingency model with the style of achieving interpersonal relationships are Muhammadiyah Junior High School 5 and Muhammadiyah Junior High School 10. The two principals are able to maintain good relations with their subordinates by creating a comfortable working atmosphere, paying attention to their welfare, and providing programs that can increase brotherhood between them and their respective families.

So in the Fiedler contingency model, it can be concluded that there are 8 schools that use this model, with each description there are 4 schools that use a combination of task orientation style and interpersonal achievement style, 2 schools use task oriented style and 2 other schools use achievement style interpersonal relationships.

Next up are the Vroom and Yetton models. According to the Vroom and Yetton model, the decisions made by leaders are influenced by three cooperating factors, namely quality, commitment, and time constraints (Vignesh, 2020). Thus, all decision-making styles are good to do according to the urgency of each decision itself.

If the problem faced is not a common problem

with the teachers or the principal's knowledge is qualified in these problems, the principal can use an autocratic style. This is legitimate because the principal is the sole person in charge who has the veto power to make his own decisions.

But even so, the principal can still ask for input and criticism from *stakeholders* if the problems faced involve the interests of many parties or require the involvement of teachers and students in implementing the results of the decision. Then the principal can use a consultative style.

Furthermore, the principal can also discuss all problems with teachers and education staff if the decision has a big influence. The principal can together with the teachers discuss and make decisions according to the common will.

Waleed A Aziz and Shaju George (2020) revealed that the leadership model important if there is a greater expertise on any subject than others, the team would accept the decision of the leader, and the time available to work just a little bit. Also, consultative and collaborative are very important also applied by the leader to add the point of view needed by the group in decision making.

All Muhammadiyah Junior High Schools in Surakarta City use this model in their decision making in a consultative (CII) and collaborative (GII) style. There are also schools that use the consultative style (CI), namely Muhammadiyah Junior High School 4. There are also schools that use the autocratic style (AI), namely Muhammadiyah Junior High School 10 and Muhammadiyah Junior High School PK Kottabarat Surakarta.

Then the last is the *path goal theory* model. This leadership model explains how the leader's behavior affects the motivation of subordinates and the implementation of their work in different situations (Sagala, 2018: 139). The basis of this theory is that it is the leader's job to assist members in achieving their goals and to provide the direction and support or both needed to ensure their goals are in line with the goals of the group or organization as a whole.

The term *path goal* comes from the belief that effective leaders clarify the path to help their members from the beginning to the achievement of their goals (Darmaji, 2013: 20). Therefore, the path goal model suggests that leadership consists of two basic functions, namely:

a) The first function is to provide clarity of flow. That is, a leader must be able to assist his subordinates in understanding how the work needed to complete their tasks.

b) The second function is to increase the number of results (reward) subordinates by giving support and attention to their personal needs.

All Muhammadiyah junior high schools in Surakarta use this model, it's just that there are some differences in the style used. The *leader directiveness* style is used by all Muhammadiyah junior high schools in Surakarta. In this style, all principals provide guidance and direction to their subordinates, the principal also does planning, organizing, coordinating and supervising well.

The *supportiveness leader* style is used by Muhammadiyah Junior High School 1, Muhammadiyah Junior High School 2, Muhammadiyah Junior High School 5, Muhammadiyah Junior High School 8, Muhammadiyah Junior High School 10 and Muhammadiyah Junior High School PK Kottabarat Surakarta. In this style, the principal is friendly and shows concern for the needs of subordinates. Principals pay attention to their welfare and comfort at work.

Furthermore, the *participative leadership* style was used by Muhammadiyah Junior High School 1, Muhammadiyah Junior High School 2, Muhammadiyah Junior High School 6, Muhammadiyah 7 Junior High School, Muhammadiyah Junior High School 8 and Muhammadiyah Junior High School PK Kottabarat Surakarta. In this style the principal consults with subordinates and uses their suggestions and ideas before making a decision.

The last one is the *achievement oriented leadership* style used by Muhammadiyah 7 Junior High School, Muhammadiyah Junior High School 8 and Muhammadiyah Junior High School PK Kottabarat Surakarta. In this style, the principal gives a goal challenge to subordinates so that subordinates can achieve it. The principal encourages subordinates to continue to excel and develop themselves to be even better.

Based on the explanation above, the researcher sees that the leadership of the Muhammadiyah junior high school principal in Surakarta City is more dominant in using the three models above with a style that is each adapted to the conditions of the school. Because indeed these leadership models are situational models that can be used by school principals according to the school situation at that time.

The following are the results of the application of the leadership model of the Head of Muhammadiyah Middle School in

Surakarta, namely as follows:

a. Human Resources Development

Human resource development is an activity carried out by an organization in order to improve the skills of its employees, in order to meet the demands of environmental changes and developments that occur in the organization. Basically, the development of human resources is carried out in all Muhammadiyah Junior High Schools in Surakarta City, it's just that some of these developments were carried out because of the demands of the environmental conditions that were in a pandemic, and there was also the development of human resources that was deliberately carried out by the principal because he wanted to improve the quality of school services to students.

In the condition of human resource development due to this pandemic, inevitably all teachers must be able to do online learning, so that trainings are held to improve the ability of teachers in terms of IT. This development was carried out in all Muhammadiyah Junior High

Schools in Surakarta. Whereas in human resource development because it is a program from the principal, teachers are given programs, activities, training, and motivation by the principal to create quality teachers. Human resource development, which is indeed the principal's program, is carried out at Muhammadiyah Junior High School 5 Surakarta, Muhammadiyah Junior High School 8 Surakarta and Muhammadiyah Junior High School Special Program for Kotatabarat Surakarta.

b. Maintaining the Number of Students

There are times when the number of students in each school increases or decreases along with the internal and external factors that influence it. However, there are also schools that have managed to maintain or even increase the number of students from year to year, namely Muhammadiyah Junior High School 1, Muhammadiyah Junior High School 8 and Muhammadiyah Junior High School PK Kottabarat Surakarta. As shown in the following table:

Table 1. Schools that can maintain the number of students

School	Total students			Total Number of Year 2020/2021
	Class VII	Class VIII	Class XI	
Muh 1 Ska Middle School	149	191	146	486
Muh 8 Ska Middle School	104	104	112	348
Muh PK Middle School	88	91	89	268

c. Achievement of Family Relations and Welfare of Subordinates

Family relations are indeed established between principals and teachers and education staff in all Muhammadiyah Junior High Schools in Surakarta City, but apart from official relations at schools, there are also school principals who make special programs to establish close relationships not only with teachers and education staff, but also with their families at home. Among them are Muhammadiyah Junior High School 1 which has a sakinah family program, there is Muhammadiyah Junior High School 5 which has a grand recitation by inviting the whole family at home, there is also Muhammadiyah Junior High School 8 which has a sakinah family program, khataman al-Qur'an, and fasting Monday-Thursday and breaking the fast together, Muhammadiyah Junior High School 2 who pays attention to their subordinates with good behavior without any barriers between each other. Even the subordinates of the principal said that one of the successes of the Muhammadiyah Junior High

School 2 principal was to create a very close family relationship. In addition, there is also Muhammadiyah Junior High School 10 which often provides spiritual injections to its subordinates with Islamic studies to strengthen their faith and increase their salaries appropriately. Then there is Muhammadiyah Junior High School PK which mingles with all of its subordinates without likes and dislikes and pays attention to their welfare by giving appropriate salary increases.

d. Development of Facilities and Infrastructure

The development of this sarpras is carried out by almost all Muhammadiyah junior high schools in Surakarta. For example, Muhammadiyah Junior High School 1 has a Muhammadiyah Boarding School, Muhammadiyah Junior High School 4 has added a new building, Muhammadiyah Junior High School 6 has a new building and a computer laboratories, Muhammadiyah Junior High School 7 also has a new building, a modern canteen, Muhammadiyah

Junior High School 8 also has a new building, Muhammadiyah Junior High School 10 has the provision of a computer laboratories, and then Muhammadiyah Junior High School PK also has the construction and procurement of many infrastructures.

e. Innovation Development

Throughout the Muhammadiyah junior high schools in Surakarta during the leadership of the principal there were innovations made, but the level of innovation was different. There are innovations that are only at the level of the teaching and learning process/method, or some even come to special program innovations.

Due to the current pandemic condition, all Muhammadiyah Junior High Schools in Surakarta are innovating learning with an online system. The online innovation is also different for each school, some use standard applications such as google classroom, zoom, whatsapp, google

meet, google form, and there are also other innovations such as what was done at Muhammadiyah Junior High School PK called *PK Learning*, a production studio. learning videos, and *e-libraries*.

In addition, there are special program innovations that are also carried out by almost all Muhammadiyah junior high schools in Surakarta. At Muhammadiyah Junior High School 1 there is a Special Program class, at Muhammadiyah Junior High School 2 there is a Muhammadiyah Integrated Public School, tahfidz program and English. At Muhammadiyah Junior High School 4 there is also a special program. Muhammadiyah Junior High School 7 has global classes, and Muhammadiyah Junior High School 8 has IT class programs and tahfidz classes.

f. Performance Improvement

1) Academic Achievement

Table 2. Schools that can improve academic achievement

School	Performance
Muh 8 Ska Middle School	Once in one year of principal's leadership, Muhammadiyah Junior High School 8 Ska managed to win 112 trophies both in academic and non-academic terms.
Muh PK Middle School	There were 180 championships during 2020/2021 including the English POSI gold medal, POSI mathematics gold medal, Singapore mathematics SASMO gold medal, etc.

2) Non-Academic Achievements

Table 3. Schools that can improve non-academic achievement

School	Performance
Muh 1 Ska Middle School	Holy site international championship with 4 medals, national level water rocket, etc.
Muh 8 Ska Middle School	Once in one year of Pak Rusmanto's leadership, Muhammadiyah Junior High School 8 Ska managed to win 112 trophies both in academic and non-academic terms.
Muh PK Middle School	There were 180 championships during 2020/2021 including the 3rd winner of the Monaco esports PUBG Mobile branch, the second winner of the Surakarta City acoustic music festival, the 3rd winner of JHSQ online recitations, etc.

Based on the results above, the success of the school is influenced by the model developed by the principal. The more models and leadership styles used, the more achievements or improvements the school can achieve.

CONCLUSION

The leadership model of the Surakarta City Muhammadiyah Junior High School principal is as follows:

- a) Model Fiedler contingency, there are four schools that use the style of task orientation

and the achievement of personal relationships, in Muhammadiyah Junior High School 1, Muhammadiyah Junior High School 2, Muhammadiyah Junior High School 8 and Muhammadiyah Junior High School PK. Two schools use a task orientation style, namely Muhammadiyah Junior High School 6 and Muhammadiyah Junior High School 7. Furthermore, in the style of achieving interpersonal relationships, there are also two schools, namely Muhammadiyah Junior High School

- 5 and Muhammadiyah Junior High School 10.
- b) In the Vroom and Yetton model, there are two schools that use the autocratic style (AI), namely Muhammadiyah Junior High School 10 and Muhammadiyah Junior High School PK. One school uses the consultative style (CI), namely Muhammadiyah Junior High School 4, and all nine schools use the consultative (CII) and collaborative (GII) style.
- c) In the Path Goal Theory of Leadership model, all schools use leader directiveness style, six schools use leader supportiveness style, six schools use participatory leadership style, and three schools use achievement oriented leadership style.

Meanwhile, the results of the application of the leadership model of the Muhammadiyah Junior High School in Surakarta City are in developing human resources, maintaining the number of students, achieving family relations and the welfare of subordinates, developing infrastructure, developing innovation, and increasing achievement.

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