
Analysis of the Leadership Role of the School Principle in the Framework of Quality Improvement Technological and Vocational Education

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ABSTRACT

The principal's leadership role as an administrator is more prominent when compared to his role as a teaching leader. In order to become an effective school principal, five administrative skills and competencies are required as follows: (a) technical skills, including specific knowledge and expertise in a specific activity related to facilities, namely in how to use tools and techniques for carrying out activities; (b) human relations skills, related to cooperation with others. Ability to provide assistance and work together with other people, as well as groups to achieve organizational goals (more efficient and effective schools); (c) conceptual skills, the ability to summarize into one in the form of ideas or ideas to see the organization as a whole situation that is relevant to that organization; (d) educational and teaching leadership, including mastery of knowledge about teaching and learning ; (e) cognitive skills, including intellectual abilities and knowledge . Therefore, the principal as a person in charge of fostering his institution in order to succeed in achieving the predetermined quality educational goals must be able to direct and coordinate all activities. These tasks, among others, are the duties of a supervisor (supervisor), in addition to that it also contains the burden of management tasks. So the principal based on task analysis has two roles. The first emphasizes managerial administration, the second role emphasizes teaching leadership. Of these two roles, in the day-to - day activities the principal carries out more managerial administrative tasks. This role consumes more time than carrying out duties as a teacher. Therefore, the leadership role of the school principal is very significant as the key to success in improving the quality of technology and vocational education.

Keywords: *Principal Leadership, Education Quality Improvement.*

1. INTRODUCTION

The definition of education is based on RI Law Number 20 of 2003 concerning the National Education System, Article 1 paragraph (1), namely "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by himself, society, nation and state.

According to Muljani (1983) in Soetjipto, et al. (2017), the spearhead of the organizational implementation of the Ministry of Education and Culture is the school. School organization as a micro organization. Schools as micro-organizations are technical implementation units and organizations of the

Ministry of Education and Culture. The elements contained in the school organization are: (1) elements of leadership, (2) elements of administration, (3) elements of affairs, (4) elements of installation, (5) elements of executors, and (6) elements of students.

Soetjipto, et al. (2017), states that the leadership element in schools consists of the principal and his deputy. School leaders function as the person in charge of all educational administration activities in schools, therefore they have the highest position in the school organization. In addition, judging from the relationship with educational organizations as a whole, the school principal is a functional official from the Ministry of Education and Culture.

Law No. 20 of 2003 Article 35 paragraph 1, contains national education standards consisting of: content standards, processes, graduate competencies,

educational staff, infrastructure, management, financing, and educational evaluation which must be improved in a planned and periodic manner. Further explanation, especially process standards, is contained in PPRI No. 19 of 2005, namely what is meant by process standards are national education standards relating to the implementation of learning in an educational unit to achieve competency standards. Improving the quality of learning is the process of implementing learning to achieve predetermined competency standards.

Teachers as the spearhead of education will implement various educational innovations that have been developed by education administrators (principals), together with education experts. This is in accordance with the opinion of Wahjosumidjo, (2017), which states that one of the effective strengths in school management that plays a responsible role in dealing with change is the leadership of the school principal, namely the behavior of the principal who is able to initiate new thinking in the process of interaction in the school environment by carrying out changes or adjustments to the goals, objectives, configurations, procedures, inputs, processes or outputs of the school in accordance with developmental demands. No matter how great the design of an educational program is the result of an innovation effort, it will not give a picture of quality educational results if the concept in the design is not implemented by the teacher. For this reason, various efforts to improve the quality of education cannot be separated from the condition of the teacher.

Furthermore, Wahjosumidjo, (2017), states the essence of principalship is teaching leadership. A school principal is a person who is truly a leader, an innovator. Therefore, the leadership quality of the principal is significant as the key to school success. Knowledge of leadership theory is of great assistance in increasing school effectiveness. Realizing how important the role of the school principal is, the author chose the title: "The Role of the Principal's Leadership in Improving the Quality of Technology and Vocational Education".

2. RESEARCH METHOD

The method approach used is a qualitative approach. Moleong (2013) states that qualitative research is research whose analytical procedures do not use statistical or other quantitative analysis procedures. The qualitative method is used for several reasons: first, adjusting the qualitative method is easier when faced with multiple realities; second, the qualitative method presents directly the nature of the relationship between the researcher and the respondent; and third, qualitative methods are more sensitive and more able to adapt to the many influences of shared sharpening and to the patterns of values encountered.

Data collection techniques are only through interviews, recordings, photographs, field notes,

therefore the role of researchers is very important to get down to the field in the context of data collection. This is done because, if you use non-human tools and prepare them in advance as used in classical research, then it is very unlikely to make adjustments to the realities in the field. In addition, only humans as tools can relate to respondents or other objects, and only humans are able to understand the relationship between realities in the field.

Data analysis techniques are: organize, sort, classify, code, and categorize. Organizing and analyzing the data aims to find themes or working hypotheses which eventually become substantive theories.

3. DISCUSSION

3.1. Definition of Leadership

Leadership is an interesting topic to study. Therefore, until now it continues to be studied, practiced, and researched. Leadership cannot be separated from power, because without power, leaders do not have juridical power or other power to influence others to act as they wish.

Experts define "leadership" according to their personal views, as well as aspects of the phenomenon of the best interests or goals of the experts concerned. Gary, (1991), in Wahjosumidjo (2017) made one conclusion: "The are almost as many definitions of leadership as there are persons who have attempted to define the concept ". Leadership is translated into terms of traits, personal behavior, influence over others, patterns of interaction, cooperative relationships between roles, the position of an administrative position, and the perceptions of others about the legitimacy of influence. A definition contains a meaning or values that can be developed further, so that from a definition a clear and comprehensive understanding of something can be obtained.

The definition of leadership according to Stogdill (1994) in Usman (2011) is: (a) the focus of the group process, (b) acceptance of one's personality, (c) art influences behavior, (d) a tool to influence behavior, (e) an act of behavior, (f) forms of solicitation or persuasion, (g) forms of strong relationships, (h) means to achieve goals, (i) effects of interaction, (j) differential roles, and (k) structuring.

Based on these different definitions, there are general assumptions in common, such as: (a) in one group phenomenon involves interaction between two or more people; (b) in involving the influencing process, in which the intentional influence is used by the leader on the subordinates. In addition to the general similarities in the assumptions in the definition, there are also slight general differences, such as: (a) who uses influence; (b)

the purpose of the attempt to influence; and (c) how the influence is used, (Wahjosumidjo, 2017).

3.1.1 Leadership Function

Leadership theory functions for every leader to carry out his role as an educational leader. Roles as educational leaders include: personal, educator, manager, administrator, supervisor, social, leader, entrepreneur, and climator.

According to Stoner (2002), in order for a group to operate effectively, a leader has two functions, namely: (a) a task related or problem solving function, in this function the leader provides advice in solving problems and provides information and opinions; (b) group maintenance function or social function, includes the leader helping the group operate more smoothly the leader giving approval or complementing other group members, for example bridging groups who are having disagreements, paying attention to group discussions.

According to Wahjosumidjo, (2017), there are four main tasks of a leader, namely: (a) defining the mission and role of the organization (involving the definition of the institutional organizational mission and role); (b) the function of a leader is the embodiment of organizational goals (the institutional embodiment of purposes); (c) defend the organization's integration (to defend the organization's integration); (d) the final task of a leader is to control internal conflicts that occur within the organization (the ordering of internal conflict). Conflict occurs through a process of conditions that precede, conflict that can be felt, conflict that can be observed, conflict arises, resolution or pressure, and the result of resolution or pressure, and the result of conflict resolution.

3.1.2 Leadership Success

The concept of leadership success is the same as the concept of leadership, different from each expert. Leadership success is essentially related to the level of concern of a leader in both orientations, namely: (a) what has been achieved by the organization (organizational achievement), this includes: production, funding, adaptability with innovative programs, and so on, (b) organizational maintenance (organizational maintenance), related to the variables of subordinate satisfaction, motivation and morale.

Thus, the level of change in organizational achievement and the level of organizational maintenance are indicators that can be used to assess the success of a leadership.

3.1. Principal Leadership Role

3.2.1 The Principal as A Formal Official

In an organization, leadership occurs in two forms, namely formal leadership and informal leadership. Formal leadership occurs when in an organizational environment, positions of formal authority in the organization are filled by people who are appointed or selected through a selection process. While informal leadership occurs, where leadership positions in an organization are filled by people who appear and influence other people because of their special skills or various sources that are felt to be able to solve organizational problems and meet the needs of the members of the organization concerned (Schermerhorn, 2002).

Based on this formulation, the notion of people who are appointed or selected through a process means that to fill formal leadership positions it must be carried out through a process based on certain criteria that are taken into consideration, such as experience or educational background, rank, age, and integrity or self-esteem. In formal leadership, duties and responsibilities, term of office, career development and so on can be clearly seen.

The principal is a leadership position that cannot be filled by people without being based on considerations. Anyone who will be appointed as a school principal must be determined through certain procedures and requirements, such as: educational background, experience, age, rank and integrity (Wahjosumidjo, 2017). Therefore, principals are essentially formal officials, because their appointments are through a process and procedure based on regulations that are appropriate for that purpose. In terms of the position of the school principal as a formal official or leader, it can be described through various approaches: appointment, coaching and responsibility.

As a formal official, the school principal has duties and responsibilities towards: (1) Superiors. A school principal has a superior, namely a direct superior and a higher superior, because of his position related to superiors or as a subordinate, a school principal must: (a) be loyal and carry out what is outlined by superiors, (b) consult or provide reports regarding the implementation of tasks for which they are responsible, (c) always maintain a hierarchical relationship between the principal and superiors. (2) Fellow school principals or related agencies are required to: (a) maintain good cooperative relations with other school principals, (b) maintain the best cooperative relations with the environment, both with related agencies and figures community and school committees. (3) Subordinates. The principal is obliged to create the best possible relationship with teachers, staff and students, because the essence of leadership is participation (Wahjosumidjo, 2017).

3.2.2 Principal as Manager

Management is the process of planning, organizing, leading and controlling the efforts of members of the organization and the utilization of all organizational resources in order to achieve the goals set. Wahjosumidjo, (2017), states that there are three important things that need to be considered from this definition, namely: (1) process, is a systematic way of doing something. Management as a process, because all managers, however, with special dexterity and skills, strive for various interrelated activities that can be utilized to achieve the goals that have been planned. These activities include: (a) planning, in the sense that the principal must really think about and formulate a program of goals and actions to be taken; (b) organizing, means that the principal must be able to collect and coordinate human resources and school material resources, because school success is very dependent on skills in organizing and utilizing various sources in achieving goals; (c) lead, in the sense that the principal is able to direct and influence all human resources to carry out their essential tasks. By creating the right atmosphere principal helps human resources to do the best things; (d) controlling, in the sense that the principal obtains assurance that the school is running towards its goals. If there is an error between the existing parts of the school, the principal must provide instructions and straighten it out; (2) school resources include: (a) funds; (b) equipment; (d) information; (d) human resources, each of which functions as a thinker, planner, actor, and supporter to achieve goals. Achieve predetermined organizational goals

Based on this description Stoner, (2002), suggests management as a process. It is clear that a manager or principal is essentially a planner, organizer, leader and controller. The existence of a manager in an organization is very necessary, because the organization as a means of achieving organizational goals in which various kinds of knowledge develop, as well as an organization that is a place to foster and develop human resource careers, requires managers who are able to plan, organize, lead, and control so that the organization can achieve the goals set.

Stoner (2002) further stated that there are eight kinds of functions of a manager that need to be carried out in an organization, namely that managers: (1) work with, and through other people (work with and through other people); (2) responsible and accountable ; (3) with limited time and resources able to deal with various problems (managers balance competing goals and set priorities); (4) think realistically and conceptually (must think analytically and conceptually); (5) are mediators ; (6) is a politician (politicians); (7) is a diplomat; and (8) make difficult decisions.

3.2.3 Principal Leadership Function

Koonts, et.al., (2018), provides a definition of the function of leadership as follows: The function of leadership, therefore, is to induce or persuade all subordinates of followers to contribute willingly to organizational goals in accordance with their maximum capability. Referring to this definition, so that subordinates are willing and in accordance with their abilities to the maximum succeed in achieving organizational goals, leaders must be able to persuade (to induce) and persuade (persuade) subordinates.

This means, if a school principal wants to be successful in motivating teachers, staff and students to behave in achieving school goals, the school principal must: (1) Avoid attitudes and actions that are coercive or act hard against teachers, staff and students; (2) It is better if the school principal should be able to perform actions that generate a willingness to work enthusiastically and confidently towards teachers, staff and students, by: (a) persuading (persuade), trying to make teachers, staff and students believe that what is being done is correct, (b) persuading (inducing), trying to convince teachers, staff and students that what is being done is correct.

Integral parts of the principal's leadership are clear such as duties and functions: the appearance of the principal's leadership; specification of the position of the principal of the school; quality; prospective school principals; school principal profile; and the problems faced by school principals. From the description of each section that is related to each other to provide one information, it is as follows: (a) the principal is a leadership position that is complex and unique; (b) the success of the principal as a leader will be determined by the fundamental leadership factors he has; (c) the position of head of a school principal is complex and unique according to certain requirements, in addition to requirements such as leadership requirements in general, it also requires special requirements, namely the competency of the school principal; (d) general requirements and special qualifications (competence of school principals) give rise to the profile of school principals, namely the ideal figure of school principals who meet the qualifications according to the desired position specifications for school principals; (e) if there is a gap, discrepancy or discrepancy between the desired profile of the principal and the actual profile of the principal, problems or problems occur; (f) problems that occur can only be solved if it is necessary to look for the causative factors first; (g) to further explore the causal factors, it is important to first understand the cycles or stages of managing school principal leadership positions, which include: identification, recruitment, selection, training, appointment and placement, orientation and outreach, coaching and development, evaluation and career.

3.2.4 The Principal As an Educator

Understanding the meaning of educators is not enough to hold on to the connotations contained in the definition of educators, but must be studied in relation to the meaning of education, educational goals, how educational strategies are implemented. The meaning or definition of educators lexically can be explored from various sources, including: (1) Educators, are people who educate, while educating is defined as providing training (teaching, leadership) regarding morals and intelligence, so that education can be interpreted as a process of changing attitudes and procedures the behavior of a person or group of people in an effort to mature humans through teaching and training efforts, (Depdikbud, 1998, in Wahjosumadjo, 2017). (2) Educator, a person whose work is to educate others; teacher or a specialist in the science of education; authority on educational problems, theories and methods . Meanwhile, the word educate is synonymous with the words: instruct, discipline, train, develop. Furthermore, educating also means training or developing the knowledge, skills, mind or character, especially by formal schooling or study (to teach, instruct). Therefore, education implies the process of training and developing the knowledge, skills, mind, character, CTC, especially by formal schooling teaching.

How heavy and noble is the role of a school principal as an educator when it is associated with these various sources. As an educator he must be able to instill, advance and improve at least four kinds of values, namely: (1) mental, matters relating to the inner attitude and human nature; (2) morals, matters related to good and bad teachings regarding actions, attitudes and obligations or morals which are interpreted as morals, ethics and decency; (3) physical, matters relating to the condition of the body or body, health and appearance of human beings outwardly; (4) artistic, matters relating to human sensitivity to art and beauty.

In addition to the three main targets for implementing the role of the school principal as an educator, there are also other target groups, which are no less important for their contribution to fostering school life, namely parents' organizations, student organizations, and teachers' organizations. The success of these three organizations in carrying out their functions is of course inseparable from the role of the school principal, especially the role of the principal as an educator. Mental attitude, morals, healthy and energetic physical condition, as well as positive appreciation and persuasion of various artistic creations. The principal plays a very important role and is a strong source of motivation for the success of the three organizations. In short, the existence of these three organizations is considered important and necessary in the framework of school development.

3.2.5 Principal

One of the principal's roles is as a formal official, or as a formal leader, therefore his formal position, appointment, coaching and responsibilities are bound by a series of various provisions and procedures. Likewise, in carrying out principalship duties, one must always pay attention to various factors, such as legislation, policies and regulations, internal and external variables; interaction between human resources, and existing material resources, effectiveness, strengths and weaknesses as well as integrity and experience. As a formal official, the principal has responsibilities towards superiors, namely: (1) must be loyal and carry out what has been decided by superiors; (2) is obliged to consult or provide reports regarding the implementation of tasks that are his responsibility; (3) must always maintain a hierarchical relationship between the principal and superiors; (4) obliged to maintain and secure confidential matters relating to the position of superiors and the organization (Wahjosumidjo, 2017).

Furthermore, Wahjosumidjo (2017), besides his role as a formal official who has authority in making decisions and giving instructions or orders, the principal also plays a role as a staff member. Act as staff, because the existence of the principal within the wider organizational environment or outside the school is under the leadership of another official, either directly or indirectly (subordinated), who acts as superior to the principal.

Therefore, as a subordinate, a school principal also performs staff duties, meaning someone who is in charge of assisting superiors in the process of managing an organization. The definition of helping superiors, implies providing advice, opinions, considerations and advice in: (a) planning and controlling activities, (b) decision making and other management activities, (c) solving problems encountered, (d) coordinating operational activities, and (e) conduct an assessment.

In order for the principal's duties as staff in assisting superiors to be carried out as well as possible, the principal always: (1) sees, pays attention to and looks for new ways to move forward, (2) provides the necessary information about the causes - the cause and effect of an action, (3) having a feeling of priority, a timely way of thinking, strategic, perspective, and other considerations, (4) being aware of its position as a thinker (braintrust), or brain (brainpower), of a leader , not as a decision maker and giver of orders (Wahjosumidjo, 2017).

Paying attention to the staff's duties, gives an indication that the nature of staff work is: (a) is an integral part of activities that must be carried out in an organizational environment, (b) supports management activities and plays a role in helping superiors or leaders to be more effective, (c) improve work capabilities and realize the necessary improvements, and (d) increase the productivity of the organization as a whole.

4. CONCLUSION

- 4.1 Leadership is the behavior of an individual who leads the activities of a group to a goal to be achieved together for the common good or the interests of the people.
- 4.2 The role of the principal as a formal official has clear duties and responsibilities as well as rights and sanctions that need to be implemented and obeyed. As a formal official the school principal is obliged and responsible for the success of the school in achieving its goals and vision and mission. The principal is obliged to create the best possible relationship with teachers, staff and students, because the essence of leadership is following.
- a. The role of the principal as a decision maker can be divided into four, namely as: Entrepreneur, in this role the principal always tries to improve the appearance of the school through various kinds of new program ideas, as well as conducting surveys to study various problems that arise in the school environment.
 - b. People who pay attention to disturbances (disturbance handlers), disturbances that arise in a school are not only caused by the principal who does not pay attention to the situation, but can also be caused by the principal who is unable to anticipate all the consequences of the decisions that have been made.
 - (c) The person who provides all resources (a resource allocator), the principal is responsible for determining who will obtain or receive the resources provided. The sources in question include human resources, funds, equipment and various other school assets. A principal must continually research and determine how these resources can be procured and distributed.
 - (d) A negotiator role, in this role the principal must be able to hold talks and deliberations with outsiders. To establish and meet the needs of both schools and the business world. This collaboration includes placement of graduates, adjustments to the curriculum, places for teaching staff practice, and so on. The role of negotiator will mostly be carried out by vocational schools, especially with the business and industrial world.

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