

The Headmaster Leadership Style on Junior High School: A Qualitative Analysis

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Abstract: The purpose of this research is to describe the leadership style of Junior High School. This research focused on the leadership style of the headmaster, communication with the teachers, employees and the improved teachers' performance. This research was conducted at Junior High School and used qualitative data collection method with one headmaster of junior high school and 10 teachers. This research used observation, interview and documentation study. The result shows that the headmaster of Junior High School had done the leadership duty very well; by used democratic and transformational style, and authoritarian if needed. The subject always tried to improve teachers' maximum performance, communicated efficiently and interactively. Then, there are some major role in the school's improvement and achievements, either academic or non academic. It became the proof that there is a relationship between maximum teacher performance and student achievement at Junior High School. From this research results, there were suggested that headmaster need to maintain and improve the school's quality.

Keywords: headmaster's leadership style, quality of learning, improvement of education

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Introduction

Educational institution is an organization that consists of teachers, students, administrative staffs and school leaderships, as well as society elements, or "school committee." Each of these elements has its own duties and functions as well as the responsibilities it carries.

School is a very complex and unique institution. It is complex because the school is an organization that has various interconnected dimensions, and they influence each other. It is unique because it has features that are not owned by other organizations. These features have their own characters; this is where the process of teaching and learning, the nurturing of humanity, is carried out. Because of its complex and unique nature, the school is an organization that needs high level of coordination. The success of the school is the success of the headmaster.

The leader role of headmaster is very important to help teachers and employees improving education quality. A headmaster must be able to improve the performance of teachers or employees. They should be able to exert influences that can make teachers perform effectively, so their overall performance will be better. As an influential leader, he must make sure that his advices, suggestions and, if necessary, his orders, are obeyed by the teachers.

The success of the headmaster in carrying out his duties is largely determined by his leadership. Leadership is the most important factor in achieving school's organizational goals. If the principal is able to mobilize, guide, and direct the teacher appropriately, then all school activities will be effectively carried out.

State Junior High School 2 Sungai Penuh City not only excels in academic field (1st place in Cerdas Cermat competitions, junior high school science competition winner in Sungai Penuh City), but also in non academic activities (winning sport, music, and dance competitions). This is due to the effort and great teamwork between headmaster and teachers of State Junior High School 2 Sungai Penuh City. The headmaster improves the quality of her school by managing teacher resources and upgrading her teachers and employees' abilities. She has become a good example for the teachers both in terms of discipline and leadership.

As a leader, the headmaster has the responsibility to mobilize all existing resources in the school, so that the teachers and employees has a better performance (Wahjosumidjo, 2002: 90). Similarly, the headmaster is expected to demonstrate his ability to develop the potential of schools, teachers, and students to achieve maximum achievement. To be an effective leader, a person must perform his duties and functions as a leader, by making various efforts that can help him finishing his tasks. In achieving maximum school achievements, every headmaster has a distinctive leadership style. Leadership style is a behavioral norm used by someone when he tries to influence others' behavior. In this case, the attempt to harmonize the perception of the person who will make the influence with the person whose behavior will be influenced is very important (Thoah, in Moleong, 2011: 150). Leadership style is a way for a leader to influence the behavior of his subordinates, in order to work together productively and eventually achieve organizational goals (Malayu, 2000:167).

From the grand tour in July 2018, the author found that the headmaster of State Junior High School 2 Sungai Penuh City had performed his leadership duties and functions very well, proved by the increasing number of new students enrolling in State Junior High School 2 Sungai Penuh City and the many achievements achieved by students in both academic and non academic fields, as well as improvement in teachers' performance. The principal also succeeds in motivating teachers to carry out their duties and responsibilities, so that the school's goals are well achieved. The principal also cares about the needs of the teacher, works well together with the teacher and rewards the accomplished teacher.

Considering the importance of headmaster's role as a leader, he should develop a good leadership style in order to manage his employees appropriately, and eventually school goals can be achieved optimally.

The purpose of this research is to know the leadership style of headmaster of State Junior High School 2 Sungai Penuh City. (a) To explain about the headmaster's leadership style in managing the school (b) to find out the headmaster's leadership style in communicating with teachers and employees of State Junior High School 2 Sungai Penuh City. (c) to find out the headmaster's leadership style in improving State Junior High School 2 Sungai Penuh City teachers performance.

Method

This research used qualitative or naturalistic research method. The selection of this method was based on the consideration that this study aimed to describe the leadership style applied by the headmaster in mobilizing teachers and stakeholders in State Junior High School 2 Sungai Penuh City, as well as to find the underlying meaning or value that influenced the characteristics of the subject, because every human behavior is based on a certain value. According to Faisal (1990: 15), a) every man's behavior is based on the value of the purpose of things that he does, b) this value develops from or through the interaction between humans in everyday life; it means that these values has to be studied, revised, preserved, and given boundaries in the context of human interaction, and c) those values are held, acts as a guide and interpreted by a person when dealing with something he faced. Therefore, to study a human behavior, we must try and understand what that behavior means for the subject. Without this understanding, we will not understand social, cultural and human behavior phenomena properly and wholly.

In other words, in studying human behavior, we have to conduct deep, holistic research into "inner behavior" and seeing things from the point of view of the subject (Faisal, 1990: 13). Because of that, this research essentially tried to understand the meaning or value of some actions and events that occur on the social background of the research object

Results and Discussion

Based on observation, interview and documentation study, it can be concluded that the headmaster of State Junior High School 2 Sungai Penuh City used 3 (three) leadership styles, i.e. democratic, transformational, and authoritarian leadership style. Democratic leadership styles are more dominant and more flexible in dealing with teacher problems, because with democratic leadership style the headmaster considers teachers to be free in expressing opinions, so teachers, staffs and other employees have equal rights to contribute to their responsibilities as an educator.

Based on the results of the above research, it can be seen that the headmaster of State Junior High School 2 Sungai Penuh City is more dominant in applying democratic leadership style when compared with transformational leadership style and authoritarian style.

To highlight more details, this discussion of results will be explained based on interviews between researchers, headmaster, and teachers that work in State Junior High School 2 Sungai Penuh City.

1. State Junior High School 2 Sungai Penuh City Headmaster Leadership Style

This research found that the headmaster of State Junior High School 2 Sungai Penuh City used democratic, transformational, and authoritarian leadership style. In this case, she used democratic leadership style to be mutually open and creating better understanding between her and the teachers, as well as between fellow teachers and employees in the school environment. Democratic style is also used to support cooperation and mutual trust between the headmaster and teachers and the delegations of teachers and headmaster. She used this democracy style more than the other leadership styles. It aims to nurture mutual respect between individuals, as well as enabling them to give and take advice from each other for a greater good. Democratic type leaders interpret leadership not as dictatorship, but seeing themselves as leaders that stand in the middle of his group members or subordinates. The relationship between the leaders and the subordinates is not like the employer and boss, but more like between an older brother to his younger brothers that aims to nurture them. Democratic leaders always try to stimulate their members to work productively to achieve a common goal.

According to Sudarwo Danim (2004:75), democratic leadership departs from the assumption that only with the strength of the group that grand goals can be achieved. Mifta Thoha said that democratic leadership style is linked to the personal power and subordinate participation in problem solving and decision-making process.

From several expert opinions above, we concluded that the headmaster's democratic leadership style is appropriately used in leading State Junior High School 2 Sungai Penuh City, because with this style, a harmonious, comfortable atmosphere will appear and improvement in school and teacher quality will be achieved greatly.

2. Headmaster Leadership Style in Communicating with Teachers and Employees

Research revealed that the headmaster's leadership style in communicating with teachers and employees was an open, two-way, interactive and effective communication style. Thus, she created a conducive and fun atmosphere for teachers and employees. She also communicated with the older teacher politely. This is what motivates teachers to carry out their duties with passion and full of responsibility.

According to Louis Forsdale (1981), "communication is the process by which a system is established maintained and altered by main of shared signal that operate according to rules." Communication is a process of giving and receiving signals according to particular rules that enables us to establish, maintain, and alter a system.

On the other hand, according to Arni Muhammad (2009:5), communication is an exchange of verbal and non verbal messages between sender and recipient to change a behavior, whereas effective communication is when the meaning of messages intended by the sender is interpreted correctly by the recipient.

From the opinions above, it can be concluded that effective, open and two-way communication will make the teachers understand their duties and responsibilities better to achieve the expected goals, and good, fluid communication will make a comfortable, friendly and fun atmosphere.

3. Headmaster's leadership style in improving teacher performance.

Based on our findings, it is known that the headmaster's leadership style for improving her teachers' performance was using both democratic and authoritarian leadership style. However, democratic style is more dominant, whereas authoritarian style is only used for teachers who are rather lazy and neglectful in performing their duties as educators.

According to Miftah Thoha (2010: 49), authoritarian leadership style is a leadership style based on the power of position and use of authority. Authoritarian leadership is performed by a leader with selfish attitude, not listening to others' suggestions and has high ideals.

Based on several expert opinions above, the headmaster's leadership style can be harsh and less caring about the subordinates (i.e. teachers and employees); this is only appropriate for teachers who have low willingness, and teachers who neglect their duties and responsibilities as educators.

Conclusion

Based on our field findings, we conclude that:

1. Headmaster leadership style in State Junior High School 2 Sungai Penuh City is largely democratic and transformational, but in certain situations and in urgent decision making states, this leadership style may be changed to authoritarian style. The headmaster is always giving motivation to her teachers in implementing teaching and learning process, and always increasing their awareness about the importance of preparing learning tools.
2. The headmaster's leadership style in communicating with teachers and employees is an effective communication, open and two-way communication, thus creating a conducive atmosphere. This will increase the motivation of teachers and employees to work harder. Good communication is very influential on duties and responsibilities implementation; fluid communication will create a friendly atmosphere and harmonious relationship between principals and teachers, as well as the relationship between fellow teachers and employees.
3. The headmaster's leadership style in improving her teachers' performance is good, using democratic and authoritarian leadership style; there were supervisions of classes and learning tools before examinations learning process is carried out, so that the learning process has a clear direction.

The results revealed that the headmaster had done a good job in leading the school; there were improvements in teachers' performance; and the headmaster tried her best to communicate effectively, openly and to maintain two-way communication to create a harmonious relationship between her and her teachers. Therefore, our final conclusion is that "the leader must not only be able to influence other people or his subordinates, but must also be a good role model for them, open to them, and always trying to work together to create a harmonious relationship, so eventually the school goal can be achieved, and teachers' quality as well as students' achievement can be improved."

From this research, it can be concluded that the leadership style used by a leader is very important in determining teachers and employees work and motivation in school: using the right leadership style, we will be able to improve school and teacher quality, as well as improving his students' achievement.

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