

PRINCIPAL'S LEADERSHIP STYLE IN INCREASING EDUCATIONAL WORK PRODUCTIVITY AND EDUCATION PERSONNEL OF SDN SUKADAMAI ACEH BESAR

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ABSTRACT

This research aims to determine the leadership style of the school principal in increasing the work productivity of teaching and education staff at SDN Sukadamai as well as the supporting and inhibiting factors for the principal's leadership. The research method is qualitative with a descriptive type. Research informants consisted of school principals, deputy principals, curriculum representatives, teachers and administration. Data collection uses interviews, observation and documentation and qualitative descriptive analysis. The research results show that the principal's leadership style in increasing the work productivity of teaching staff at SDN Sukadamai consists of a democratic leadership style and an authoritarian style, while the principal's leadership style in increasing the work productivity of teaching staff at SMAN 1 Suka Makmur also tends to be a democratic and participative style. Supporting factors for the principal's leadership in the work productivity of teaching and education staff at SDN Sukadamai are ability and patience, the unity of the teachers, adequate school facilities, and support from parents. Meanwhile, inhibiting factors include a lack of socialization, control and evaluation from school principals, the function of school principals is still not carried out optimally, learning facilities are underutilized and some teachers still lack discipline and are less committed to carrying out their duties.

Keywords: Principal Leadership Style, Work Productivity, Educators Education, Education Personnel

INTRODUCTION

Leadership style is a characteristic of a person to influence others or organizations, so that others are willing and able to move and emulate their personal attitudes and dispositions towards achieving goals. This is as stated by Ashlan and Akmaluddin (2021: 17) that leadership style is one of the ways used by a leader in influencing, directing and controlling the behavior of others to achieve a goal. In line with that, Ashlan and Akmaluddin (2021: 17) also mention leadership style as a certain way, pattern and ability used by a leader in behaving, communicating and interacting to influence, direct, encourage and control others or subordinates in order to be able to do a job so as to achieve a goal.

The measurement of the principal's leadership style can refer to the theory put forward by Sagala in Ashlan and Akmaluddin (2021: 85) that there are three indicators of leadership style demonstrated by Bill Woods, namely the autocratic style, where the principal makes his own decisions, because power is concentrated in one person, he bears full responsibility and authority. Democratic (participatory) style, where the principal consults the group on issues that interest them where they can contribute something, free control style where the leader gives power to subordinates, the group can develop its own goals and solve its own problems, no or little direction.

The importance of the leadership style possessed by school principals in increasing the work productivity of educators and education at the elementary level has been proven by several previous studies, such as Sunanto's (2019) research showing that the leadership style of the head is democratic, school principals are quite successful in increasing the productivity of educators and education personnel which is marked by the development of adequate libraries, school accreditation A, fullday school system, good school management, a curriculum for relationships with parents, the existence of a logistics kitchen, the development of educators, education staff and students, POMG forums, and school programs adopted by other schools. Rakhmawati's research (2023) shows that the leadership style of school principals in improving the quality of education by implementing democratic leadership strategies. In dealing with teachers, school principals often exchange ideas with teachers, so as to find an effective way to improve their performance in the development of the learning process.

The importance of the leadership style of school principals at the elementary level in increasing the productivity of educators and education staff is also very important to know at SDN Sukadamai Aceh Besar. Based on the results of initial observations by interviewing the school, it is known that SDN Sukadamai already has a government-owned status. Currently, SDN Sukadamai has achieved A accreditation to date.

SDN Sukadamai currently has a total of 18 teachers and 5 school employees who work as administrators and library staff. The results of the

initial observation of the researcher also obtained information that SDN Sukadamai already has adequate learning facilities such as the availability of study rooms, libraries, rugu rooms, administration, principal's rooms and other public facilities that support the implementation of teaching and learning activities at SDN Sukadamai.

The various potentials above, both education personnel and adequate learning facilities, make the principal of SDN Sukadamai not to waste his opportunity to continue fostering and leading SDN Sukadamai with his various knowledge and leadership styles. Even during its leadership, SDN Sukadamai has experienced development in various aspects, one of which is the increasing interest of the community to send their children to school at SDN Sukadamai. This is marked by an increase in the number of students before and during the current principal's leadership.

METHODS

The research method is qualitative with a descriptive type. Siyoto and Sodik (2015:28) define a qualitative approach as a research procedure that produces descriptive data in the form of words or words from observable people and behaviors. This type of research is descriptive. Mariana (2023:3) defines descriptive research as a method of researching the status of a group of people, an object, a set of conditions, a thought system or a class of events in the present. The purpose of descriptive research is to make a systematic, factual and accurate description, description or painting regarding the facts, properties and relationships between the phenomena being investigated.

The research informants consisted of school principals, education staff and teachers. Data collection using interviews, observation and documentation and qualitative descriptive analysis. The data analysis technique is carried out in the first way of data reduction, namely summarizing, selecting the main things, focusing on important things related to the research object. Second, presenting data by organizing information systematically to make it easier to combine and string the entanglements between data in compiling research results, third, drawing conclusions.

RESULTS AND DISCUSSION

The Principal's Leadership Style in Increasing the Productivity of Educators and Education Personnel at SDN Sukadamai

The leadership of the principal plays an important role in the progress of SDN Sukadamai Aceh Besar. The principal must be able to improve the quality of the institution he leads, one of the efforts that can be made is to increase the work productivity of educators and education personnel. Teachers

are one of the most important elements to support the implementation of quality education.

Based on the results of the research conducted, it can be known that the leadership style of the principal in increasing the productivity of educators and education staff at SDN Sukadamai includes the motivation of teachers. In the context of the head's leadership in increasing the productivity of education staff at SDN Sukadamai, the principal always gives words of praise, motivation, support, and provides solutions if there are problems, and gives gifts to outstanding education staff.

In addition, motivating is a very important thing that a leader must have. To stakeholders, especially education staff, the motivation provided by the principal to the education staff at SDN Sukadamai aims to improve their performance so that it is even better. Because the motivation given by the principal is very closely related to the work productivity of teachers and education staff at SDN Sukadamai.

The more often the principal motivates educators and education staff, the better the work productivity of education staff. Motivation is a combination of a person's desire and energy directed to achieve goals and influence employee behavior and performance. So with the motivation given, it is hoped that it can encourage education personnel to have good performance.

The democratic leadership style of the principal of SDN Sukadamai is also seen in terms of training. Where in order to develop human resources in schools, especially educators and education staff at SDN Sukadamai. Education personnel also have an important role in the running of a school. If a school, education staff is not competent, then the school will not be good. For this reason, the principal at SDN Sukadamai always involves education staff to participate in education and training events or training so that education staff add more insight and are able to improve their skills in carrying out their work. That way, the performance of education staff at SDN Sukadamai will increase.

This is reinforced by the theory that training can improve the skills needed to perform the job well. The purpose of the principal is to include education personnel to participate in training so that education personnel have more competence, ability, and proficiency in carrying out their duties. This is reinforced by Malayu, in his book *enceng suryana* by stating that the purpose of employee training is to increase employee work productivity.

The leadership style of the principal of SDN Sukadamai also sometimes looks authoritarian, especially in terms of supervision. Where in carrying out his leadership, the principal at SDN Sukadamai has supervised the existing education staff well. The principal always supervises the education staff every day. The principal at SDN Sukadamai always goes around and checks the tasks given to the education staff. This aims to increase the productivity of teachers and education staff at SDN Sukadamai.

That the supervision carried out by the principal is in line with the theory put forward by Suryana (2018) that supervision is an action taken by a person in an organization. Supervision is a process of observation or monitoring of the implementation of organizational activities to ensure that all the work of education personnel that is being carried out runs in accordance with a predetermined plan. With supervision, it is hoped that deviations in various things can be avoided so that the goal can be achieved. What is planned to be carried out correctly according to the results of deliberation and utilization of material resources will support the realization of organizational goals.

Supervision can be said to be the last process carried out by education personnel by conducting a process of observation or monitoring of the implementation of organizational activities to ensure that the work being carried out runs in accordance with the plan that has been determined previously. The leadership style of the Principal at SDN Sukadamai always provides motivation, training and supervision which aims to improve the performance of the education staff at SDN Sukadamai Thus with the leadership of the principal, it is hoped that the work productivity of teachers and education staff at SDN Sukadamai will be better.

The leadership style of the principal at SDN Sukadamai leads to a democratic leadership style. This can be seen when the principal in chairing the meeting, making a decision and carrying out the task together, motivating the teacher, providing the opportunity for the teacher to continue school and assisting the teacher in finding a solution to the problem.

The principal is very good at assigning assignments and arranging teacher picket schedules. The principal not only gives tasks but also provides input and direction when teachers have difficulty carrying out their duties. For example, in the creation of semester programs, syllabi and lesson plans. The picket schedule is enforced every day with each day there is a teacher who pickets by starting at 06.30 WIB and returning home at 12.20 WIB.

The obstacles for school principals in improving teacher performance at SDN Sukadamai are that teachers are still carried away with their personal problems, difficulties with their tasks, such as making semester programs and syllabi and preparing administration when they are assessing accreditation even when they first served as principals, teacher discipline is not good and teaching is only guided by books. In addition, motivation and direction to take part in seminar training are very lacking.

The principal's solution in increasing the productivity of education staff and teachers at SDN Sukadamai is to motivate teachers and arouse teachers' teaching enthusiasm. Direct

teachers to continue their schooling, assist teachers in their duties, such as preparing administration during accreditation assessments, creating semester programs and syllabi and including teachers in the KKG (Teacher Working Group) in making Learning Implementation Plans (RPP) with fellow

teachers in Kartasura District. In addition, the principal very well maintains good communication with the teachers. This is done to further increase teachers' trust in the principal. In every decision-making, the principal always deliberates with the teachers.

Supporting and Inhibiting Factors for School Principals in Increasing the Work Productivity of Educators and Education Personnel at SDN Sukadamai

Based on the results of the analysis of the findings of the above research, the principal's leadership in increasing teacher work productivity and education management at SDN Sukadamai is supported by various factors, both internal and external. Internal factors are in the form of the school's ability to manage all school planning, and patience in dealing with teachers with various characters. Meanwhile, external factors are in the form of cohesiveness from teachers, adequate facilities in the school, and support from parents.

These various supporting factors are supported by previous research such as the study by Basri and Tambunan (2023) which stated that the supporting factors for increasing teacher work productivity and education management can be supported by the factor of the principal's ability to manage all school planning, and patience in dealing with teachers with various characters. The principal as one of the leaders must be able to create a quality school where the school can be used as a means that must be managed properly and believe in the benefits for the surrounding community, therefore the principal as a manager must be able to collaborate with various parties on the factors that support the success of the principal's leadership can improve quality. Not only that, the availability of adequate school facilities, and support from students' parents can also support the principal in improving teacher performance and educator management.

The leadership of the principal in increasing teacher work productivity and education management at SDN Sukadamai not only receives support from the various factors above, but there are also inhibiting factors both internally and externally. Internal factors lack socialization, control and evaluation from the principal on the implementation of school planning programs, especially those related to curriculum and learning, rotation of teachers does not apply to all, and when dealing with teachers who have a strong character, the principal is less firm and prefers to protect.

Meanwhile, external factors such as the principal's function are not carried out optimally, learning facilities are underutilized, teachers are less disciplined and less committed in carrying out the duties entrusted by the principal of SDN Sukadamai. This is supported by research by Ilham (2020) which states that the supporting factors in schools are in the form of awards, namely rewards for teachers who excel or perform well. Meanwhile, the

inhibiting factor is that there are still teachers who lack discipline, such as there are still those who arrive late. Some teachers have a less social character so that it is difficult to communicate and divide time. Seeing the declining performance of teachers, the principal as a stakeholder will provide motivation and guidance. Meanwhile, more senior teachers embrace and motivate young teachers, so that they can be re-energized.

CONCLUSION

The leadership style of the principal in increasing the work productivity of educators and education at SDN Sukadamai consists of a democratic leadership style which is marked by the openness of the principal to teachers and is good in terms of providing teacher motivation, support, solutions if there are problems, appreciation and training. Meanwhile, in terms of supervision, school principals tend to choose an authoritarian style, especially in terms of assigning assignments and arranging teacher picket schedules.

The supporting factors for the leadership of the principal in increasing the work productivity of educators and education staff at SDN Sukadamai are the ability of the principal to manage all school planning, and patience in dealing with teachers with various characters as well as cohesiveness from teachers, adequate school facilities, and support from parents. Meanwhile, the inhibiting factors are still lacking socialization, control and evaluation from the principal, the principal's function is still not carried out optimally, learning facilities are underutilized, some teachers are still less disciplined and less committed in carrying out the tasks entrusted to them.

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