

Principal's Leadership Style of SDN 3 Ujung Tanjung Banyuasin III Sub-District, Banyuasin Regency

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Abstract: The purpose of this study is to describe the leadership style of the Principal of SDN 3 Ujung Tanjung, Banyuasin III District, Banyuasin Regency, from 2015 until now. The research method that researchers use is a qualitative descriptive research method with case study research procedures. Case study research is a form of qualitative research that examines human behavior or objects at a certain time to reveal their behavior or actions. The behavior, actions, and events he did were obtained from the opinions of others based on his behavior and understanding, and he had collaborated with the perpetrator on an object. The results of this study show that during the period 2015–now the principal's leadership style applied by the principal of SDN 3 Ujung Tanjung, Banyuasin III District, Banyuasin Regency is a democratic leadership style.

Keywords: Leadership, Principal, School Organization

A. Introduction

The principal is the highest leader in the school; the development of a school is very dependent on his leadership. Therefore, it can be said that the principal is the spearhead of the development and progress of the school. In carrying out their duties as educational leaders, school principals have several styles of leadership (Setiyati, 2014). The style of leadership applied by the principal in leading his school will have a huge impact on the development and progress of the school he leads (Mattayang, 2019). According to Mulyasa, (2022) leadership is defined as a superior who can influence and influence others (sub-ordinates) in order to achieve the desired organizational goals. As a leader who has the highest position in the school, the principal cannot work alone to advance and develop the educational institution he leads; he needs to collaborate with stakeholders in the school, in this case, educators, education staff, and students. The cooperation that is built between several elements is very supportive of the principal in realizing that the school he leads is a developed and developing school.

Therefore, as an educational leader, the principal must be able to embrace and collaborate with his stakeholders by applying the style of leadership that is preferred

by educators, education staff, and students in the school he leads. Susanto, (2016) said that the principal is actually a teacher who is given the task of leading an educational institution where he is assigned to support the smooth administration of the school in the process of teaching and learning activities, managing school management, and interacting and working together with educators, education staff, and students in the school he leads to achieve the desired educational goals. In line with Susanto's opinion, according to Wahjosumidjo, (2003) the principal is actually a functional person whose duty it is to lead a school where the school he leads involves teaching and learning activities, communication, and interaction with teachers and students. Saiful, (2010) suggests that school principals are educational leaders who are mandated to process school management, organize and organize teaching and learning processes in schools, mobilize educators and education staff and process and utilize, as well as mobilize all school potential optimally to achieve the desired goals.

Based on some of the expert opinions above, it can be concluded that the principal is a functional person who is given the task of leading the school to process education management activities such as planning, mobilizing, and managing teaching activities by collaborating and communicating with educators and education staff to achieve the desired goals (Darma and Julkifli, 2021). The results of interviews that researchers conducted with several teachers who served and became dormants of this study show that in this school since its establishment in 1998 until now, the principal of SD Negeri 3 Banyuasin III District Banyuasin Regency has been led by several principals, including Mr. Paryono (1998-2001), then replaced by Mr. A. Gani (2001-2004), then continued by Mr. Drs. Asril (2004-2005). He only served 1 year as principal of SDN 3 Ujung Tanjung District Banyuasin III Banyuasin Regency, then continued by Ibu Nurani, S. Pd. (2005-2013), then replaced by Mr. Solehan, S. Pd., M. Si, and currently SDN 3 Ujung Tanjung is led by Mrs. Aminah, S. Pd. (2015-present).

From the results of the researchers' interviews with teachers at SDN 3 Ujung Tanjung, researchers can conclude that the style or principal's leadership style at Ujung Tanjung from time to time is not the same. According to Mrs. Susilawati, S. Pd., who is a teacher in charge of SDN 3 Ujung Tanjung, on the leadership of the current principal (during the leadership of Mr. Solehan, S. Pd., M. Si), who used to be the principal who led SDN 3 Ujung Tanjung in carrying out his duties as leader, he was very dictatorial and authoritarian. The teacher who taught at SDN 3 Ujung Tanjung was reluctant to communicate with him. The school principal, who became the education leader in 2011-2015, did not want to accept contributions and suggestions from teachers at SD Negeri 3 Ujung Tanjung.

The decision to determine the work program is made by him himself as a leader without cooperating with or involving the teachers who teach at this school. From what was conveyed by Ibu Susilawati, it can be concluded that the principal who led SDN 3 Ujung Tanjung in 2011-2015 applied an authoritarian leadership style. This is

contrary to what was conveyed by Mr. Ficry, S. Pd., that the principal who led the school starting in 2015 until now has a different character from the leadership of the principal afterwards. The current principal greatly appreciates and respects the teachers and education personnel at this school. The headmaster always communicates and collaborates with teachers and education staff in developing and advancing the school. The headmaster always involves teachers and education personnel in determining the school program.

The principal always asks for opinions, suggestions, and input from teachers and education staff in designing and implementing school program policies. This condition makes teachers and education staff feel valued and involved in the construction and progress of this school. From the results of the researcher's brief interview with Mr. Ficry, S. Pd., the researcher can conclude that the style of leadership applied by the current principal is the style of democratic leadership. To find out what style of leadership is actually used by the current principal, researchers are interested in conducting further research by titling this study the principal's leadership style of SDN 3 Ujung Tanjung, Banyuasin III District, Banyuasin Regency.

B. Methods

This research uses qualitative descriptive research methods with case study research procedures. This study tried to extract information from the informant style or leadership behavior of the principal of SDN 3 Ujung Tanjung, who leads the current (2015 until now). Case study research tries to explore information about the current principal through information from teachers who teach at the school he leads today.

C. Results and Discussion

The principal is a functional person who is given additional duties to lead the school in the implementation of education to run according to the desired expectations. In its implementation as the highest leader in the school, there are several leadership styles applied by the principal in guiding, fostering, mobilizing educators, education staff, even students (Ariyani, 2017). Talking about the style of leadership, according to Rivai, (2014) the style of leadership is a characteristic of the leadership spirit applied by a leader to lead an organization or institution, where the style of leadership he has aims to influence his subordinates to carry out tasks in achieving organizational or institutional goals. From this statement, it is very clear that the purpose of a leadership style is to influence subordinates. On the other hand, the application of leadership style is sometimes positively received by subordinates, but sometimes leadership style is not liked by subordinates. Therefore, a leader must be able to place and implement the style of leadership that is liked by his subordinates so that the relationship between leaders and subordinates can be realized and the goals of the organization or institution can be achieved properly.

Furthermore, Rivai, (2014) (in Sudaryono, 2014) suggests that actually, the style of leadership is an action can be seen with the eyes and cannot be seen with the eyes, which is manifested in the form of behavior that describes the characteristics of the soul of a leader in order to influence his subordinates to want to fulfill his will as the highest leader in an institution or organization. Based on some of the understandings that the author has stated above, it can be concluded that the style of leadership is a characteristic of the character and behavior of a leader that he shows to his subordinates in the form of tangible and intangible behavior in order to influence his subordinates in order to achieve organizational or institutional goals.

There are five styles of leadership commonly applied by a leader in leading an organization or institution. The five types, or styles, of leadership can be described as follows:

1. Autocratizing and dictatorial leadership styles: This style of leadership is characterized by a leader's full mastery of the institution or organization he leads. The characteristic of this style of leadership is that the leader does not want to accept criticism and suggestions from his subordinates; all work programs and decisions on the implementation of work programs are absolutely the result of his own decisions without involving other parties. Regulations in institutions or organizations must be absolutely obeyed, and in the process of determination, they do not involve their subordinates. All units of institutions or organizations are required to comply with the rules they have set, even though sometimes they are contrary to the expectations and desires of their subordinates (Jumiyati and Harumi, 2018).
2. Militarist style of leadership: This leadership style is characterized by the attitude of a leader who is in command of an institution or organization he leads. Leaders who apply a militarist style have a harsh nature and never want to accept suggestions or criticism from their subordinates. Leaders who have a militaristic spirit want that their decisions must be made. This condition sometimes makes their subordinates feel pressured and uncomfortable carrying out tasks in the institution or organization where they work. Leaders who have a militaristic spirit often disagree and fuss with their subordinates (Marlina, 2013).
3. Paternalistic leadership style: A leader who has a paternalistic leadership type or style has the attitude of protecting all stakeholders in the institution or organization he leads. Paternalistic leaders assume that their subordinates (staff) are members of a family. If there are problems experienced by their subordinates, paternalistic leaders will be at the forefront of solving problems faced by their subordinates or stakeholders in the institution or organization they lead (Aprilia *et al.*, 2021).
4. Laissez faire leadership style: Leaders who apply this type of leadership style are vulgar, meaning that as a leader he allows subordinates to do or act as his subordinates want. The implementation of duties and responsibilities for achieving the goals of the institution or organization is fully handed over to its subordinates in the achievement of the desired goals of the institution or

organization. Leaders with laissez-faire styles types trust their subordinates too much, so they rarely exercise control over the performance of their subordinates. Leaders with laissez-faire leadership styles consider their subordinates to have good abilities in carrying out their duties, so there is no need for corrective work based on the performance of their subordinates (Rahayu *et al.*, 2022).

5. Democratic leadership style : Leaders who have a democratic leadership style , in carrying out their duties in an institution or organization,, do not work alone; all activities related to achieving the goals of the institution or organization they lead are always deliberated in their decision-making. His relationship with his subordinates is manifested in the form of human relationships based on mutual respect (Mulyono, 2018).

In carrying out their duties as a leader, leaders with democratic styles always ask for and expect opinions and suggestions from their subordinates regarding the policies they set. Constructive criticism from their subordinates will be accepted as feedback for consideration in achieving the goals of the institution or organization.

Based on the results of the researcher's interview with Mr. Bagja Waluyo Jaya, S. Pd who became the informant of this study, regarding the principal's leadership style the principal during the 2015 leadership period until now, information was obtained that the principal, in carrying out his duties as a principal, did not work alone; all activities related to the world of education at SDN 3 Ujung Tanjung, The principal always involves educators and education staff in the school he leads. In preparing the school work plan program, both in the nature of a medium work program and the annual work program of SDN 3 Ujung Tanjung, the principal always involves us teachers who teach at this school.

According to the results of the researcher's interview with Mrs. Nur, S. Pd. and Wiyati, S.Pd. regarding the style or principal's leadership style of SDN 3 Ujung Tanjung, the researcher obtained information that her duties as a school principal, Mrs. Aminah was very familiar with the teachers and education staff at this school, even though she was the highest leader at SDN 3 Ujung Tanjung, Banyuasin III sub-district. He has great all the people at this school. Educators, education staff, and students of SDN 3 Ujung Tanjung are considered as her own family therefore in carrying out her duties as principal, Mrs. Aminah does not hesitate to motivate teachers and education staff in this school. If there are teachers or education staff who make mistakes in carrying out their duties, Mrs. Aminah also does not hesitate to give her advice to all school residents. Mrs. Aminah really appreciates the performance of her subordinates in this school. If he educators and education staff and even students at SDN 3 Ujung Tanjung make achievements or work well, Mrs. Aminah does not hesitate to give awards and praise, but if the educators and education staff are even students at SDN Ujung Tanjung, Not optimal in carrying out her duties and responsibilities, Mrs. Aminah also did not hesitate to provide guidance to educators and education staff on duty at SDN 3 Ujung Tanjung.

If we look at the results of the researchers' interviews with two informants of this study (Mr. Bagja Waluyo Jaya, S. Pd., and Mrs. Nurniwiyati, S. Pd.), the researcher can conclude that the principal's leadership style applied by Mrs. Aminah in leading SDN 3 Ujung Tanjung is a combination of two types or leadership styles, namely democratic leadership type or style and paternalistic leadership style. Democratic leadership style is a leadership style applied by a leader to an institution or organization that always prioritizes deliberation and consensus by involving his subordinates in making work programs for institutions or organizations and determining the realization whatever goal of the institution or organization is making decisions together with his subordinates. Therefore, all members of institutions or organizations are always invited to sit together, discuss together, and determine together the steps to be taken. While the paternalistic leadership style, in Nawawi, (2015) is a leadership style where a leader puts himself as the head of the family, while his subordinates are considered family members who need to be cared for, fostered, guided, and protected. Leaders with this style consider the problems they face to be the problems of their subordinates as well, so that cooperation and mutual help become the main task for unifying the solutions to the problems faced, the challenges faced, and the goals to be achieved together.

D. Conclusions

From the results of data collection through interviews and observations conducted by researchers at SDN 3 Ujung Tanjung, it can be concluded that the leadership style applied by the principal for the period 2015 until now is a democratic leadership style and a paternalistic leadership style or style.

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