

**QUALITY-BASED PRINCIPAL'S LEADERSHIP A SITE STUDY AT SDN  
PETOMPON 2 SEMARANG, EDUCATIONAL OFFICIAL TECHNICAL  
IMPLEMENTATION UNIT GAJAHMUNGKUR SEMARANG**

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**Abstract**

There are three objectives of this research. They are describing the characteristic of the quality-based Principal leadership, the characteristic of the implementation of the quality-based Principal leadership, and classifying the characteristic of the quality-based principal leadership result in *SDN Petompon 2 Semarang*. It is a qualitative study and ethnography design that was conducted at *SDN Petompon 2 Semarang*. The main subject was principal and teachers. The data are people, event, document, and artifact. Data collection technique uses observation, interview, and documentation. The steps of analyzing data are data collection, data reduction, data display, and conclusion. Data validity included triangulation of data sources and method of data collection. Based on the analyzed data, the writer finds three results. Firstly, the characteristics of of the quality-based Principal leadership are indicated by the qualified principal leadership that can be seen from his success in (1) managing the academic and non academic activities; determining the school programs, (2) formulating the school policies, (3) creating the school program and formulation of the steps to do those programs; (4) organizing activities, (5) motivating teachers in the implementation of school programs; (6) controlling his activities that is to evaluate the implementation of school programs, (7) evaluating the performance of teachers and other personnel. Secondly, the characteristics of the implementation of the quality-based Principal leadership is shown (1) implementing the internal supervision in learning activity, (2) giving an additional time for the fifth and sixth grade students, (3) doing a preparation for students that join a subject competition and achievement student, (4) holding an extracurricular to improve students' ability in Sport and Art, (5) conducting an administrative supervision and learning administration, (6) motivating his subordinates, and (7) supervising all school members regularly every month. Finnaly, the characteristics of the quality-based principal leadership result can be seen from several strudents' achievement in district level, regency, provincial, and national level of sport, art, and skills. In addition, the teacher can increase their discipline and improve their teaching activity.

Keywords: *principal leadership, implementation, and result*

## INTRODUCTION

To improve the quality, the Law no. 22 of 1999 on the Regional Government then followed by the guideline of its implementation in the form of Government Regulation and the Provincial Authority as the autonomous Region, then there was a change in many areas of life, including education. When the previous educational management is a central authority (centralization), with the enactment of the legislation, the authority is transferred to the municipal and provincial government then to the school (decentralization), such as it has known that the center-based management has hampered the creativity of school and eliminated the sense of ownership of community toward the school.

Gorton in Sagala (2006: 53), school is an organizational system in which there are a number of people who work together to achieve the school's goals known as the instructional purposes. To realize the vision and mission of education in improving the quality of education needs to be supported by the ability of the principal that is reliable in carrying out the functions and roles.

The ability of the principal leadership is a major determining factor of teachers' empowerment and improving the quality of learning process and product. The principal is the person who has a responsibility of teachers and school staff can work optimally. The school and learning culture are also built by the principal's leadership style in interacting with the community (Principal, teacher, staff).

The principal has a key role in the school's success (Danim, 2005: 211). The ability, expertise, and skill become a necessity for the principal to operate the institution. Therefore, it needs to improve the ability and skill of the educational implementers. The good leadership is an expectation for each organization because it is able to make the implementation of the organization programs and realization of the organization goals run effectively and efficiently.

As a formal leader, the principal is responsible to the achievement of the educational goal through the improvement of the professionalism of teachers towards the improvement of the students' learning outcome (Mulyasa, 2007: 84). Therefore, the principal has a role to carry out the leadership functions, either

related to the achievement of the educational goal or creating a conducive school condition to the implementation of the educational process effectively and efficiently.

Leadership is not located on the person but rather on how the process of the person to influence another person either individually or in group in a certain situation, so the person who is influenced can do anything desired by the person who influence (Permadi and Arifin, 2007: 43). The principal is one of the education components that have the most important role in improving the education quality. Supardi (as cited by Mulyasa, 2004: 24) described that it is a close relationship between the quality of the principal with various aspects of the school's life such as school discipline, school climate culture, and the decrease of the bad behavior of students.

In the meantime, the principal has responsibility on the micro education management, which is directly related to the learning process in school. As stated in Government Regulation number 28 of 1990, Article 12, paragraph 1, that the principal is responsible for organizing the education activity, school administration, supervision of other educational personnel, utilization and maintenance of infrastructure.

The principal needs to have vision and mission, and the whole educational management strategy and oriented on the quality. This strategy is known as the Integrated Quality Management, which is more popular in the world of business and industry as the Total Quality Management (TQM).

The principal of Public Elementary School of Petompon 2, Semarang is a principal who has achievement in managing and leading the school. This is seen from his success in motivating and supporting the school's community in improving the performance, developing potential and sincerity in carrying out their duties being oriented to the progress together. With dedication, experience, competence, loyalty and hard work, the principal gets support from teachers, students, and community.

Leadership is one factor which is very important in an organization because a big success and failure of an organization is determined by the

leadership in the organization. Indrafachrudi (2006: 2) defined “Leadership is an activity to guide a group so can achieve the goals. Leadership is the ability owned by a leader in influencing, persuading, and guiding other people to act in accordance to his order to achieve the expected goals. According to Handoko, there are several leadership approaches which are classified as the character approach, behavioral, and situational (Handoko, 2005: 295). The first approach views the leadership as a combination of the appear character. The second approach aims to identify the personal behavior related to the effective leadership. The third approach is a situational view on the leadership.

The principal leadership in directing and using all available resources determine the success of learning process in school (Permadi and Arifin, 2007: 64). To realize the responsibility, the principal is very contributed in controlling the success of education activity, improve the implementation of administration. The principal’s leadership means a form of commitment of the members of a profession to always improve and develop their competence in order to make their professionalism quality in operating and leading all available resources of a school want to cooperate in achieving the goals.

There are several duties and functions of the principal, namely as the educator, administrator, supervisor, leader, innovator, motivator, and manager. The concept of quality is often considered as a reliability measure of a product of service that consists of the quality of design and the suitability. Even Stephen Uselac (as cited by Diana and Tjiptono, 2003: 2-3) confirmed that quality is not only included the product and service, but it also includes the process, environment and human. Quality is an ever changing condition (e.g. what is considered a quality now may less qualified for the future) (Diana and Tjiptono, 2003: 3-4). The qualified principal leadership can be seen from the activities done (Anonim, 2011: 4), such as planning, organizing, mobilization, and controlling.

Jacobs (2006) *An Assessment of Secondary Principals’ Leadership Behaviors and Skills in Retaining and Renewing Science Educators in Urban Schools*. It is a qualitative research. The purpose of this research is to discuss the premise for assessing secondary principals’ behaviors and skills in retaining and

recruiting science educators in urban schools. The result of this research is that the schools in United States conduct assessment to the principal leadership to know the enhancement of the quality owned by the schools. The schools' members do assessment to the principal leadership whether it runs well or not.

Weinstein (2009) in his research entitled *New Schools, New Leaders: A Study of Principal Turnover and Academic Achievement at New High Schools in New York City*. This research focuses on how principal turnover at new high schools affects school culture and student performance and how principals manage the transition to new leadership to minimize this impact. Using both quantitative and qualitative data on high schools in New York City, the researcher examine the organizational structures that allow a sustained focus on student learning while the leadership is undergoing a transition. The result of this study stated that as a leader, the principal must be able to manage all components in school whether teachers, administrative officers, and students. Each principal must be able to manage school. In the school management, all school members must help the principal to improve the quality of the school.

Johnson and Cynthia (2011) in their research entitled *Expert Noticing And Principals Of High-Performing Urban Schools*. It is a qualitative study. The researcher applied the concept of expert noticing to instructional leadership in high-performing urban schools that attained both excellent and equitable results for the various diverse populations they served. The result of this study stated that to know each school members' ability, the principal can make an evaluation of the activities done by the members. The evaluation is used to know whether the management of school is relevant with the plan or not.

Cravens, Goldring, and Peñaloza (2006) in their research entitled *Leadership Practices and School Choice*. It is a qualitative research. The purpose of this research is to study the role of principal leadership in the context of school choice reform. The result of this study is that the principal should control all activities to be done by the school. And in the controlling activity, the principal continue to make improvement of school component.

Davis, Hammond, and Meyerson (2005) in their research entitled *School Leadership Study Developing Successful Principals* School. It is a qualitative study. The result of this study stated that the principal has an important role to determine the purpose of the school success, but the knowledge of the best way to prepare and develop the qualified candidate is very rare. However, to get a maximum result needs a principal who has an ability to manage the school.

Based on the above description, the writer is interested in observing the principal's leadership entitled principal's leadership Based Quality (A Site Study at *SDN Petompon 2 Semarang*), Educational Official, Technical Implementation Unit Gajah Mungkur, Semarang. Based on the above description, the focus of this research is "What are characteristic of Principal's Leadership based Quality at *SDN Petompon 2 Semarang*". The focus is elaborated into three sub focus. (a) What are characteristics of the quality-based Principal leadership at *SDN Petompon 2 Semarang?*, (b) What are characteristics of the implementation of the quality-based Principal leadership at *SDN Petompon 2 Semarang?*, and (c) What are characteristics of the quality-based principal leadership result in *SDN Petompon 2 Semarang?*

## **RESEARCH METHOD**

Based on the focus, the appropriate type of research is qualitative or naturalistic. The research design used was ethnography research. This research used ethnography approach. The ethnography research involved the learning activity of the people that have learned to see, listen, speak, think, and act with different ways. So, ethnography is not only learn the community.

The role of researcher was as the observer and data taker. Data found from observation are considered as thesis material. In this case, the researcher acted as the instrument and data taker. Therefore, the attendance of the researcher was known as the researcher by the subject or informant. Then the observation was done in a scheduled time with the guideline of the interview and analyzing some research documents.

Data collected in this research were data related to the research focus, namely the principal leadership at SDN Petompon 2 Semarang. Type of data was divided into two, namely: (1) primary data, and (2) secondary data. Source of data in this research was data about the principal leadership at SDN Petompon 2 Semarang.

There are three technique used to collect data, namely: (1) interview, (2) observation, and (3) documentation. Method of data analysis in this research used analysis in a site that presented a group of strength to change and detect a process and output as the consequence of change. The validity of data is done through triangulation of data source and method of collecting the data. In analyzing data, the writer are studying, understanding, making a summary of the research result, and reducing unnecessary data, cassifying, analyzing and drawing conclusion.

## **RESEARCH FINDING**

### **1. Characteristic of Quality-Based Principal Leadership at *SDN Petompon 2 Semarang*.**

- a. The qualified principal leadership can be seen from the activities conducted in school, among others, is the ability to manage the school.
- b. The management aims to make the vision and mission of school can be achieved and all school members are active participate in all school activities.
- c. The successful management of the principal can be seen from the increasing quality of the school both academic and non-academic.
- d. The management consists of planning, organizing, motivating and controlling.

- e. In planning, the principal must have the ability to determine the school programs, formulate the school policies, evolve the school working program and formulate the program implementation phases.
- f. For non-academic program includes the facilities and infrastructure, and the development of talent and interest, while for the academic program includes the provision of education service and educational staff.
- g. In organizing the school management, the principal must have the ability to position teachers based on their potential and skill owned in teaching.
- h. The principal must be able to regulate the use of facilities and infrastructure based on the need of school members.
- i. The principal should be able to establish the cooperation with other parties to succeed the school programs.
- j. In motivating capability, the principal can motivate teachers in the implementation of school program.
- k. The Principal's ability as a controller, among others, is the ability in conducting evaluation toward the school program implementation, teachers' performance and other personnel.
- l. The principal can correct mistake or weakness from the school members.

## **2. Characteristic of the Implementation of Quality-Based Principal Leadership at SDN Petompon 02 Semarang**



- a. The work programs that have been carried out by the principal of Public Elementary School of Petompon 02 Semarang in academic field are the implementation of supervision in learning activity, give additional time for the fifth and sixth grade students, do preparation for students to face the competition of subject and students' achievement, and much more.
- b. While for non-academic, among others, the principal performs the extracurricular activity to enhance the students' ability in the field of sport and art.
- c. In developing the school curriculum, the school revises it periodically tailored with the need of community.
- d. The principal, teachers and school committee also evolve the school working program.
- e. In the implementation of organizing, the principal selects the candidates of educator and educational staffs that will become part of Public Elementary School of Petompon 02 Semarang.
- f. The principal supervise teachers both administrative supervision and learning supervision.
- g. The principal will give the additional time of learning to improve the students' competence.
- h. The principal make an agreement to the students' parents to give additional time for the fifth and sixth grade students.

- i. As the leader, the principal should have the ability to motivate the subordinates.
- j. Providing motivation can help teachers to develop their professionalism.
- k. As the motivator, the principal should have the ability to lead and direct teachers in the school well.
- l. The principal should be able to be a role model for the other school members.
- m. The principal always supervises all school members periodically.
- n. Supervision shall be incorporated in the activities of meetings held regularly every month.
- o. The supervision is held in the meeting every month.
- p. With the meeting, the principal can evaluate the school programs that have been planned, whether that has been implemented or not.

**3. Characteristic of the Result of Quality-Based Principal Leadership at *SDN Petompon 2 Semarang***

- a. Implementation of curriculum in the public elementary school of Petompon 2 Semarang is included on the development of the students' interest and talent which consist of sport, art, and skill.
- b. With the development of students' talent and interest, there are many achievements found by students from the district, regency, provincial and national level.

- c. The additional time is held to improve the students' understanding of the material especially the subjects tested in the national final test.
- d. The learners' score of national final test includes in the top ten ranking in the district level.
- e. The principal conduct administrative and learning activity supervision.
- f. The motivation of principal is as one effort to develop the professionalism of teacher.
- g. The motivation is in the form of reward to the school members who have achievement.
- h. The discipline owned by the principal of *SDN Petompon 2 Semarang* become the model for teachers in the school.
- i. Teachers of *SDN Petompon 2 Semarang* always come before 7 a.m. and come back to home after 2 p.m.
- j. The principal holds meeting each month to evaluate the performance of all school members.

## **DISCUSSION**

### **Characteristic of Quality-Based Principal Leadership at *SDN Petompon 2 Semarang*.**

The qualified principal leadership can be seen from the activities conducted in school. The activity includes the ability in managing the school. The management aims to make the vision and mission can be achieved and all school members are active to participate in all activities in the school. The success of the management by the principal can be seen from the increasing quality of school both academic and non academic.

Any kind of organization must have and need a leader. A leader is like a ship captain who must direct the ship in a place called organization. Leadership is one important factor in an organization because most of its success and failure is determined by the leadership within the organization Indrafachrudi (2006:2) defined “Leadership is an activity of guiding a group in such a way that it is able to achieve the goal.”

Research conducted by Davis, Hammond, and Meyerson (2005) in their research entitled *School Leadership Study Developing Successful Principals* School. The result of this study stated that the principal has an important role to determine the purpose of the school success, but the knowledge of the best way to prepare and develop the qualified candidate is very rare. However, to get a maximum result needs a principal who has an ability to manage the school.

The implementation of a qualified principal leadership is closely related to the principal’s ability in managing the school. The management consists of planning, organizing, motivating, and controlling activities. The result of observation in the field shows that the principal of *SDN Petompon 2 Semarang* has an ability of managing the school. The management consists of the planning, organizing, motivating and controlling.

In the planning phase, the school plans all activities to be done to achieve the intended purposes. While in the organizing phase, the principal set and function the organization to carry out those activities. The motivating phase, the principal motivate all related people to do the activities based on their own task. And in controlling phase, the principal control and supervise the implementation of those activities, so can achieve the purpose effectively and efficiently.

Planning is an activity to set the goal with several ways to do it. The important meaning of planning is to give a clear direction to each activity, so it can be done efficiently and effectively as possible.

In the planning activity, the principal must have an ability of setting the school programs. The principal can formulate the school policies too. Research conducted by Weinstein (2009), entitled *New Schools, New Leaders: A Study of Principal Turnover and Academic Achievement at New High Schools in New York*

*City*. The result of this study stated that as a leader, the principal must be able to manage all components in school whether teachers, administrative officers, and students. Each principal must be able to manage school. In the school management, all school members must help the principal to improve the quality of the school.

The principal can evolve the work programs and formulate the phases to apply the programs. In the *SDN Petompon 2 Semarang* the principal makes a long-term planning program (eight years). The programs include non-academic and academic programs. Non-academic program includes the facilities and infrastructure and development of the life skill, while for the academic program includes the provision of education service and educational staff.

In organizing the school management, the principal must have an ability to put teachers based on their potential and skill owned in teaching. The principal must be able to evolve the use of facilities and infrastructure which is appropriate with the school members' need. The principal must also be able to succeed the school programs.

The principal of Public Elementary School of 2 Semarang conducts organizing in the school management which is seen from the principal's ability in establishing cooperation with other parties. In addition, the principal always select all candidates of educator and educational staff based on their competence.

The other principal's ability in managing school is giving motivation. The motivation is the most important management function. In the ability to give motivation, the principal can motivate teachers in the implementation of school programs.

The principal of *SDN Petompon 2 Semarang* has an ability to motivate the school members to apply the school programs set before. The principal also give motivation to teachers to improve their professionalism to make the school purpose can be achieved. The other principal's ability is as a controller of managing the school. The principal's ability as a controller is the ability to evaluate school programs, teacher's professionalism, and school personnel.

### **Characteristic of the Implementation of Quality-Based School Leadership at SDN Petompon 02 Semarang.**

The work programs that have been carried out by the principal of Public Elementary School of Petompon 02 Semarang in academic field are the implementation of supervision in learning activity, give additional time for the fifth and sixth grade students, do preparation for students to face the competition of subject and students' achievement, and much more.

The implementation of it is embodied in planning activity that can be seen from the activities done by the principal. The activities planned before, then carried out by all school members. School as an institution has one or more purposes. To achieve those goals, it needs a plan or steps do it. Generally, the school goals are described in the vision and mission of the school. The way to achieve it is through several plans and activity program in the School Development Plan and long-term planning program.

Ideally, the School Development Plan should refer to the vision and mission. Planning of the program is specified in measurable and realistic in the types of concrete activities that can be implemented. Planning should not too high, not based on the actual condition, and not know the point. Things like this need to be identified first, analyzed the causes and find out the solution.

As for non-academic program, the principal holds an extracurricular activity to improve the students' ability in sport and art. The extracurricular is included in the School Development Plan. The School Development Plan is created together between the school and teachers, and also the stakeholders such as: school committee, community leaders, and others who care about education in school.

For the implementation of the School Development Plan that consists of curriculum development, teaching and learning process, workforce, student affairs, community participation, facilities and infrastructure, finance and environment, the principal formulates its policies. For example is conduct revision periodically tailored with the community need. The principal, teachers, and the school committee also evolve the school work program.

The ability of the principal can also be seen from the ability in organizing the activity in school. A study conducted by Jacobs (2006) *An Assessment of Secondary Principals' Leadership Behaviors and Skills in Retaining and Renewing Science Educators in Urban Schools*. The result of this research is that the schools in United States conduct assessment to the principal leadership to know the enhancement of the quality owned by the schools. The schools' members do assessment to the principal leadership whether it runs well or not.

In organizing the school components, the principal of *SDN Petompon 2 Semarang* selects the candidate of educator and education personnel. The principal also supervises the teachers both administration supervision and learning activity.

As stated in the School Development Plan that the school will give an additional time to improve the students' competence. Then the principal makes an agreement with the parents to give it to students. The additional learning time is held to the fifth and sixth grade students and for the next year the fourth grade students will also get it because the score of the fifth grade is used to determine the graduation.

As the leader, the principal must have an ability to motivate subordinates. The motivation is to make the school members more enthusiastic to do the school programs. It is also able to help teachers to develop their professionalism. In the *SDN Petompon 2 Semarang* can be known that the principal motivates teachers to perform the school programs to make the school quality more increased. The principal also ask teachers to join a seminar, workshop or training.

As motivator, the principal must also have an ability to lead and direct teachers in the school well. The principal must be able to be the role model for the school members. Due to the existence of the role model, all school activities can run as the existing regulation. The result of observation shows that the principal of Public Elementary School of Petompon 2 Semarang has a high discipline. It is proved when the principal always come and come back as the formal time, namely at 7 a.m. to 2 p.m.

In the school management, the principal must be a controller of all school programs. Cravens, Goldring, and Peñaloza (2006) in their research entitled *Leadership Practices and School Choice*. The result of this study is that the principal should control all activities to be done by the school. And in the controlling activity, the principal continue to make improvement of school component.

The principal always supervise all school members on a regular basis. The supervision is in every month meeting. The meeting discusses about all activities that will or have been done by school.

With the meeting, the principal can do evaluation toward the school programs, whether the programs have been implemented or not. In order to get the maximal result, the principal participates directly in the implementation of the program. From the meeting record in the *SDN Petompon 2 Semarang* on the formation of the examination committee and socialization of the school exam, the principal become the leader of the examination committee.

#### **Characteristic of the Result of Quality-Based Principal Leadership at *SDN Petompon 2 Semarang***

The implementation of the school activity which is suitable with the plan usually gets the maximum result. The curriculum development implementation is conducted periodically and tailored by the community needs. Curriculum of *SDN Petompon 2 Semarang* has a material of life skill development consisted of sport, art, and skill. With the development of students' talent and interest, the students have many achievements in the level of district, provincial and national level.

Implementation of the school activity which is suitable with the plan is always get the maximum result. Research conducted by Johnson and Cynthia (2011) in their research entitled *Expert Noticing And Principals Of High-Performing Urban Schools*. The result of this study stated that to know each school members' ability, the principal can make an evaluation of the activities done by the members. The evaluation is used to know whether the management of school is relevant with the plan or not.



In the School Development Plan on the students affairs that provides the additional learning time to students, gives the maximum result. The additional learning time is given to the fifth and sixth grade students. The additional time is held to improve the students' ability to understand the material especially on the subjects tested in the National Examination. In the *SDN Petompon 2 Semarang*, the additional time has been given to the fifth and sixth grade students, but in 2012, it will be given to the fourth grade students too. It is due to the fourth grade score used to determine the students' graduation. The National Exam Score of *SDN Petompon 2 Semarang* is in the top ten ranking at the district level.

One effort conducted by the principal in managing the school is by doing supervision to teachers both administrative and learning activity. The supervision is to make the teachers' professionalism is always improved. The improvement of the teacher' professionalism can be seen from the achievement of the teachers concerned.

Providing motivation conducted by the principal as one effort to develop the professionalism of teachers is so help to improve the improvement of school's achievement. The motivation is by giving reward for those who have achievements. Due to the existence of the motivation, teachers are more enthusiastic to improve their professionalism.

Discipline owned by the principal of *SDN Petompon 2 Semarang* is that the principal becomes the role model of teachers in school. In the school, the principal always give sample with coming at 7 a.m and back home after 2 p.m., and that is followed by the school members. Whereas, under the leadership of the former principal, there are many teachers of Public Elementary School of Pertompon 2 Semarang came back early after their time finished. But now, almost all teachers always go home after 2 p.m.

One form of principal leadership is the principal ability to conduct a meeting. The meeting is held regularly once a month. With the meeting between the principal and school members, the principal can do evaluation towards the performance of all school members.

## CONCLUSION

### **Characteristic of Quality-Based Principal Leadership at *SDN Petompon 2 Semarang*.**

The qualified principal leadership can be seen from the activities conducted in the school that is a) his success in managing the academic and non academic activities. b) His ability in planning of school activities such as determining the school programs, formulating the school policies, creating the school program and formulation of the steps to do those programs. c) His ability to organize activities such as having the ability to place the teachers based on their potential and capabilities in teaching and learning activities. d) His ability to do several activities, such as being able to motivate teachers in the implementation of school programs. e) His ability to control his activities that is to evaluate the implementation of school programs, to evaluate the performance of teachers and other personnel.

### **Characteristic of the Implementation of Quality-Based Principal Leadership at *SDN Petompon 02 Semarang***

The work program that has been done by the Principal of *SDN Petompon 2 Semarang* includes a) in academic program such as the implementation of supervision in learning activity, giving an additional time for the fifth and sixth grade students, doing a preparation for students that join a subject competition and achievement student. b) in non academic program, the principal holds an extracurricular to improve students' ability in Sport and Art. c) in organization, the principal conducts an administrative supervision and learning administration. d) in mobilization activity, the principal can motivate his subordinates. e). in controlling activity, the principal always supervise all school members regularly every month.

### **Characteristic of the result of Quality-Based Principal Leadership at *SDN Petompon 2 Semarang***

The result of principal leadership based quality at *SDN Petompon 2 Semarang* can be seen from the achievement of students and teachers. a). the program of life skill development that consists of sport, art, and skill can bring

students to achieve several achievement in district level, regency, provincial and national level. In the national test, students get the tenth number in the district level. b) The program of teacher's professional improvement through giving a motivation that is done by the principal can improve the discipline of teacher and make teachers improve their teaching activity.

### **RECOMMENDATION**

1. The principal is suggested to always do his role and active in controlling the activities held by the school members.
2. Teachers are suggested to perform their duties according to programs held by the school, and help the principal to implement the principal's role. In addition to that, teachers must improve their participation both in academic and social activities held by the school.
3. The school is suggested to maintain the achievement found and improve the achievement.

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GAJAHMUNGKUR SEMARANG**

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