

## CHAPTER I INTRODUCTION

### **A. Background Research**

Management unit or school education is the responsibility of the head unit or in the development of education called the principal. Management of education in schools implementing school-based management or SBM represented by: self-reliance, partnership, participation, transparency, and accountability in program planning, curriculum development, decision making, learning activities, utilization of staff, the management of educational facilities, assessment of progress learning outcomes, and supervision.

One of the effective power in school management and responsible leadership to face the changes are the principal, the principal behavior that is able to initiate new thinking / visionary in the interaction in the school environment by making changes or adjustments to the goals, objectives, configurations, procedures, inputs, process or output from a school in accordance with the demands of development.

Leadership is one of the factors that determine the success of the implementation of School Based Management (SBM). As noted by Nurkolis at least two reasons why the required figure of the leader, namely 1) as a takeover of the risk if there is pressure on the group, and 2) as a place to put

the power. In school-based management, to provide flexibility to schools to manage the potential of involving all stakeholders to achieve the elements of school improvement. Because the school has a very broad authority that the presence of a very important figure of the leader (Tanjung, 2006: 4). Elementary School Principals as leaders of the education unit shall provide direction, guidance, motivation, improvement and development of teachers and administrative staff, and to develop creativity and high productivity to achieve maximum results. This success, among others can be demonstrated by a high student achievement both academic and non academic.

Quality education is an evolving concept corresponding demands of the times associated with the development of science and technology, and development of quality human resources. Quality of education in schools is the ability of schools in the operational and efficient management of the components associated with the school, resulting in added value to the component according to the norms / standards. The components include the education of students, teachers, facilities, supervisors / managers of schools, teaching and learning, and community participation.

The essence of leadership is the principal teaching. A principal is the person who was truly a leader and an innovator. Therefore, significant quality of school leadership as a key role and functions of the principal. The success of education in schools is largely determined by the success of principals in managing all the components or resources in schools. The school principal is

one component of the effect of education in improving teacher performance. The school principal has two main roles, first as leader of an institution for teachers, and both became leaders in management. Renewal of education through school-based management (SBM) and the school committee, introduced as part of decentralization of authority to give the principal greater opportunity to implement a more optimal range of the function of both roles (Tanjung, 2006).

Principals as leaders of competence required to move the school staff in carrying out its functions and duties. Functions and duties would include school management functions (planning, organizing, actuating, controlling, coordinating, Evaluating and budgeting) as well as operational tasks, including the education school (1) curriculum and learning, (2) institutional and school organization, (3) school facilities and infrastructure, (4) school finance, (5) public relation, (6) student, (7) special services, and (8) research, innovation and development of the school (Darma, 2007:24).

According to Townsend there are five characteristics of effective school / superior: 1) the existence of strong leadership, 2) establish clear goals and efforts to achieve it; 3) the existence of good relations between the school and the parents / community; 4) staff development and school climate that is conducive to learning; 5) capable of demonstrating the skill of a set of criteria. Central issue in the management of primary schools include: the problem of curriculum, teaching and learning, faculty, student affairs issues,

infrastructure, community participation, staff, teacher competence, culture, and creating an atmosphere conducive to learning for students, as well as leadership of school principals.

## **B. Research Focus**

The focus of research how is Principal leadership at state-owned elementary school 1 Tegorejo Pegandon Kendal. The focus of research is broken down into 3 (three) sub focuses:

1. How is Principal leadership in planning the education program at state-owned elementary school 1 Tegorejo Pegandon Kendal?
2. How is Principal leadership in decision-making and policy determination at state-owned elementary school 1 Tegorejo Pegandon Kendal?
3. How is the leadership of Principal in the control program at state-owned elementary school 1 Tegorejo Pegandon Kendal?

## **C. Research Objectives**

The purpose of this study is to be achieved in this study is.

1. To describe the principal leadership in planning the education program at state-owned elementary school 1 Tegorejo Pegandon Kendal.
2. To describe the principal leadership in decision-making and policy determination at state-owned elementary school 1 Tegorejo Pegandon Kendal.

3. To describe the leadership of Principal in the control program at state-owned elementary school 1 Tegorejo Pegandon Kendal.

#### **D. Benefits of Research**

This study has two advantages, namely the benefits are theoretical and practical benefits.

1. Theoretical benefits

The results of this study as a theoretical discourse to add insight and knowledge of the Principal Leadership at state-owned elementary school 1 Tegorejo Pegandon Kendal.

2. Practical benefits

The results of this study are expected to be useful:

- a. The results of this study to be input to the competent authorities.
- b. Another researcher, an input for further research.

#### **E. Glossary**

1. Principal is a functional staff of teachers who were given the task to lead a school that organizes the learning process between students and teachers.
2. Leadership is a person has the ability to influence, mobilize, motivate, guide, and direct others to want to work together to take action and act in a common goal.

3. Elementary school is the basic educational unit organized a six-year learning program which aims to provide a lunch reading, writing, numeracy, knowledge, and basic skills and prepare students for secondary school education. (PP 28, 1990 : chapter 3)