

# **QUALITY-BASED LEADERSHIP OF PRINCIPAL AT VOCATIONAL SCHOOL 2 SRAGEN**

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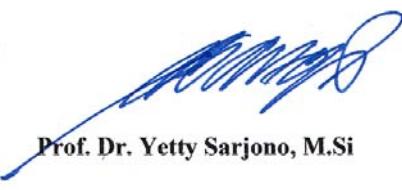
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**QUALITY-BASED PRINCIPAL'S LEADERSHIP**  
**AT VOCATIONAL SCHOOL 2 SRAGEN**

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## **QUALITY-BASED LEADERSHIP OF PRINCIPAL AT VOCATIONAL SCHOOL 2 SRAGEN**

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### ***Abstract***

*The objective of this study was to describe the characteristics of the work relationship of principal toward citizens of Vocational School 2 Sragen, and social relation of the principal toward people surrounding Vocational School 2 Sragen. The finding suggested that the work relationship of the principal with the school citizen was done both formally and informally. The formal work relationship included meetings, while non-formal work relationship included casual talk, doing sport together, and eating together. This principal's work relationship was not based on power, but it was a kind of relationship that relied on the work mechanism concept and based on trust, respect and competence. Social relation of the principal with the community was realized by doing communication and involving them in such activities organized by the school. It was also done in a cooperation of maintaining the school safety, involving community in the provision and distribution of zakat fitrah and Qurban meat and performing Friday prayer together. Principal established a good social relationship with parents in the form of cooperation in an effort to improve the quality of learners. The principal also had a good social relation and work relation with the business and industry both formally and informally associated with the industrial work practice and labor recruitment.*

**Keywords:** *principal's leadership, work relationship, social relationship*

### **A. INTRODUCTION**

The new paradigm of management education gives broad authority to the principals in the planning, supervision and control of education in schools, therefore, those principals need to have the competencies required in order to realize the vision and mission of the schools. Within this framework, the function and role of principals as EMASLIM in the form of good school governance to complete the government programs such as the decentralization of education, MBS, SBC, benchmarking, broad basic education, life skill, contextual learning, the National Education System Law

and so on ( Regulation of the Minister of National Education Republic of Indonesia Number 13 of 2007).

In the perspective of national education policy, there are seven principal roles i.e. (1) Educator, (2) Manager, (3) Administrator, (4) Supervisor, (5) Leader, (6) The creator of the work climate, (7) Entrepreneur.

To support the success of the changes need to be prepared the professional principals who are willing and capable of planning, implementing, and evaluating policies and changes that are done effectively and efficiently (Mulyasa, 2007: 98)

Principal's leadership ability is a major determinant of empowerment of teachers and to improve the quality of learning processes and products. The principal is the person in charge of teachers and school staff, whether they can work optimally or not. The school and learning cultures are also built by the principal leadership style in interacting with the community (principals, teachers and staff).

Today, there are many school leaders that are only able to direct changes in school according to the demands of society. But the changes are necessary to be responded by each school based on a change in education policy, whether the curriculum, fostering professionalism of teachers, staff personnel, facilities, coaching students. However, the public needs as a customer, as well as external factors of economic development, science and technology have really to be responded to the school. As the manager, the principal required to be able to manage the school so that all programs can be implemented effectively and efficiently (Arifin and Permadi, 2007:54). The visionary and credible principal is necessary for the organization's goals can be achieved by satisfying the relevant parties (stakeholders).

The principal leadership structure in *Vocational School 2 Sragen*, the principal is the highest leadership in school and organization that in charge of all forms of school organization activities. The principal is responsible for all administrative activities performed by teachers and employees. Assessment of the performance of teachers and staff are rarely done because it is done if

there is a demand from the Ministry of Education. There are still a lot of opinion that the principal is the leader and the responsible person of the school, but more than that the principal has to serve as the supervisor who in charge of supervising his school in which it is the assessment activity to meet the essential requirements that will ensure the achievement of educational goals (Daryanto, 2001:80).

*Vocational School 2 Sragen* is an institution that has a very good quality, with some indication- the educational curriculum, output, quality of teachers, parents' interest, buildings and facilities at the school. On the other hand student achievement can be proud of. It can be seen that this school often becomes the first winner in Sragen district. Then from the teaching staff, *Vocational School 2 Sragen* has enough qualified teachers, who average qualified bachelor degree and master degree. From the physical buildings and facilities, it can be said that there was very good and adequate. For example, the availability of laboratories, libraries, school health center and are based Information Technology (IT).

There are several previous researches related to the principal leadership. Ardichvili and Kunchinke (2002) in their study entitled *Leadership Styles and cultural values among managers and subordinates: a comparative study of four countries of the former Soviet Union, Germany and the US* said that "*The study suggests that cross-cultural human resource development issues cannot be described in terms of simplified dichotomies between the east and west. For constructs measured in this study, significant differences were found not only between the two groups of countries but also between individual countries within these groups.* The results of this study state that leadership style has a very significant influence in operating an organization. The study also states that in a group or organization there are differences that must be identified by the leader.

The results of a study of Anonymous (2010), *School leadership roles, responsibilities, and the 360<sup>0</sup> assessment*, stated that "*School leaders set the tone for their buildings, provide leadership and direction for their schools'*

*instructional programs and policies, sustain professional development for school personnel and themselves, and nurture personalized school environment for all students*”. The result of this study is that the school leader is expected to have the ability to organize other members of the school, provide direction and make policy for school learning programs, professional development for school personnel and sustain themselves, and *nurture personalized school environment for all students*.

Dinhom (2005) in a study entitled “*Principal leadership for outstanding schooling outcomes in junior secondary education*” expain that “*In the case of both subject departements and teams resposible for cross-school programs, leadership was found to be a key factor in the achievement of outstanding educational out comes. Often, this leadership was execised by the principal, but additional key personnel included. Head teachers (heads of faculties/departments), Deputy principals, and teachers playing leading roles in faculties and programs. In many coses, the outcomes under study were found to be significantly attributable to the appointment of a key person, although the seeds for success' may have been present or nascent*”. The results of this study is the principal as a leader can be a key factor in achieving educational outcomes often leadership is executed by the principal, but the additional key personnel including head teachers, deputy head and teachers play a major role in the school. This may imply that the position of a leader should be given to people who have the ability to lead so as to obtain maximum results.

The study of Olayele Florence (2008) entitled *Principals leadership behaviour and school learning culture in Ekiti State secondary schools* said that leadership in schools is growing gradually, starting with a focus throughout the school, where only the early lead and then distribute leadership opportunities to influence others to share strength.

The study of Silva, Michelle Renee (2009) entitled *The role of didtributed leadership in quality educational organizations, Davis, University of California*. The result states that some of the main advantages of this

approach to school reform as a whole, the vision and mission, and business teams to collaboratively produce a final product that is much more successful than an individual effort. Furthermore, the results showed that this approach does have some challenges in its implementation.

Based on the previous descriptions, it is necessary to study on school leadership based on the quality of *Vocational School 2 Sragen*. How are the characteristics of principal leadership at *Vocational School 2 Sragen*? What efforts need to be done by the principal so that the quality of leadership at *Vocational School 2 Sragen* increase? Various findings of the study become a reference as a casuistic data in the principal's leadership of management at *Vocational School 2 Sragen*.

Focus of the study is “*How are the characteristics of principal leadership based on the quality of Vocational School 2 Sragen?*” The focus of research is elaborated into two subfocuses, How are the characteristics of a working relationship of the principal with citizens of *Vocational School 2 Sragen*?, and How are the characteristics of social relation of the principal with the community surrounding *Vocational School Sragen*?

There were two objectives of this study, to describe the characteristics of a working relationship of the principal with citizens of *Vocational School 2 Sragen*, and to describe the characteristics of social relation of the principal with the community surrounding *Vocational School 2 Sragen*.

The results of this study are expected to provide benefits for several parties including the principal, teachers, School Board, researchers, and for the other parties. For the principal, as input in leading the school, so as to carry out his tasks effectively and qualified. For Teachers, as a means to develop science, particularly related to leadership and the quality of the principal. For the School Board, as an input for the education organizer of *Vocational School 2 Sragen* implementing the qualified management. For the researchers, adding insight and provide a deeper understanding of leadership and a qualified principal. For the other parties, this study gives a positive

contribution to other parties who are interested to carry out a similar study for the future.

## B. RESEARCH METHOD

The research was conducted at *Vocational School Sragen*, located at Dr. Soetomo street No. 4 Sragen. The basic consideration of using this school as a research site is because although having several limitation, but it still committed to give education with a good quality, according to the dynamics, demands and development of national education.

Techniques of data collection used in depth-interview, observation, and documentation. Mantja as cited by Harsono (2008: 162) suggests that in-depth interview is a purposeful conversation to collect ethnographic information or enrich it. Purpose of conducting interviews is to construct about people, events, activities, organization, feelings, motivations, demands and concerns.

Observation is the observation of participation with the direct involvement of researchers in the field (Sudjana, 2004:87). Participations in this study are the passive and active participations. The passive participation is by listening to the information from the informant stories related to the purposes of research, and reading the documents or other materials that support research. Documentation is a record of past events. The document can be in the form of text, images, or the monumental works of man.

The research instrument of this study is the researcher itself. Qualitative researcher as human instrument serves to set the focus of research, select informants as sources of data, collect data, assess the quality of data, analyze data, interpret data and make conclusions on his/her findings (Sugiyono, 2006: 251).

In this study, the researcher refers to the stages described by Miles and Hubermen (2007: 22), which consists of three stages-data reduction, data display, and drawing conclusion or verification, ordinary known for Interactive Model of analysis.

According to Sugiyono (2007: 363), the valid data are data that are not different between the data reported by the researcher with data that actually happened to the object of research. Test the validity of data in qualitative research include testing the credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity).

### C. RESULTS AND DISCUSSION THEORY

**The first subfocus that would like to know the work relationship characteristics of the principal with citizens of Vocational School 2 Sragen can be discussed that** the principal work relationship based on quality was a relationship that is based on quality and ability in the field for each school personnel in order to achieve vision and mission that have been set. With a good working relationship was able to create a good family relationship, close, comfortable, and increase high motivation. One of the work relationship characteristics of the principal and school citizens was carried out through two ways, formal and non-formal. The pattern of the principal's leadership was done in accordance with ISO of Quality Document Standard (QDS) that has been set in *Vocational School 2 Sragen*.

Compared to this study, research conducted Ardichvili and Kunchinke (2002) in their study entitled *Leadership Styles and cultural values among managers and subordinates: a comparative study of four countries of the former Soviet Union, Germany and the US* said that "The study suggests that cross-cultural human resource development issues cannot be described in terms of simplified dichotomies between the east and west. For constructs measured in this study, significant differences were found not only between the two groups of countries but also between individual countries within these groups. The results of this study stated that leadership style has a very significant influence in operating an organization. The study also states that in a group or organization there are differences that must be identified by the leader.

In this research known that one of the work relationships of the principal and division leaders was in the management of school programs conducted in each new school year. In the preparation of the program, principal held a meeting involving all division leaders. The work relationship between the principal and division leaders was done in the formal and non-formal forms. The work relationship established between the two were directly related to the operation of the school, school program preparation, school program implementation, as well as the preparation of the School Budget.

One form of working relationship between the principal with the workforce division leader was in human resources management. The leader helped the principal to design job description and professionalism development program of teachers at *Vocational School 2 Sragen*. One form of the work relationships of the principal with the division leaders was in the establishment of their tasks and implementation of the control function of the principal toward the division leaders' performance in finishing their tasks.

One of the characteristics of principal work relationship was assisted by division leaders and the head of programs in accordance with the program expertise. With the working relationship of the principal with the division leaders and the head of programs, the principal supervised the implementation of the work programs on each study program. Meanwhile, the head of the program compiled a report on the implementation of the program to the principal. It showed the working relationship between the principal and the head of the program at *Vocational School 2 Sragen*.

Compared to this study, the research conducted Dinhom (2005) in a study entitled "Principal leadership for oustanding schooling outcomes in junior secondary education" expain that "In the case of both subject departements and teams responsible for cross-school programs, leadership was found to be a key factor in the achievement of outstanding educational outcomes. Often, this leadership was exercised by the principal, but additional key personnel included. Head teachers (heads of faculties/departments),

Deputy principals, and teachers playing leading roles in faculties and programs. In many cases, the outcomes under study were found to be significantly attributable to the appointment of a key person, although the seeds for success' may have been present or nascent".

In this study known that one of the principal forms of working relationships with teachers was by preparing job description, selecting homeroom teacher, involving teachers in school activities such as In House Training, students worksheet, Out Bone for teachers. In addition, the principal asked teachers as coordinator or committee in several important activities organized by the school. This confirmed that there was a direct relationship between the principal with the teacher as the school citizen.

One of the principal forms of working relationships with teachers in the form of giving guidance to teachers either directly or indirectly by giving motivation, supporting activities carried out by teachers, giving reward to teachers who have achievements. The principal held ESQ training in order to improve the spirit and discipline of teachers in carrying out their duties, providing role models for the discipline, holding a coordination meeting of teacher discipline.

Compared to this study, in a study conducted Anonymous (2010), *School leadership roles, responsibilities, and th 360<sup>0</sup> assessment*, stated that "*School leaders set the tone for their buildings, provide leadership and direction for their schools' instructional programs and policies, sustain professional development for school personnel and themselves, and nurture personalized school environment for all students*". The result of this study is that the school leader is expected to have the ability to organize other members of the school, provide direction and make policy for school learning programs, professional development for school personnel and sustain themselves, and *nurture personalized school environment for all students*.

In this research noted that the working relationship between the principal or educational employees was by having coordination in administrative activities. Principal set job description to employees in

accordance with their competence. The working relationship was also manifested in the form of coordination. Therefore, the principal and administrative staff rooms are close in order to facilitate communication among them.

The principal working relationship with the student in the form of formal and informal education were more focused in terms of motivation to learn, instilling pride as students of *Vocational School 2 Sragen*, providing exemplary, and organizing a program of activities in an effort to improve performance and skills of students in academic and non-academic fields.

One of the working relationships between the principal and the school committee was realized by presenting and asking the school committee in the activities held in school, giving information of the school development, becoming the guest teachers in school, and the school committee involvement in making school policy. With a good working relationship, the school programs run effectively and goals set can be achieved.

The results of the study by Olayele Florence (2008) entitled *Principals leadership behaviour and school learning culture in Ekiti State secondary schools* said that leadership in schools is growing gradually, starting with a focus throughout the school, where only the early lead and then distribute leadership opportunities to influence others to share strength. Confidence is built by treating all people with dignity and respect, listening to every sound and share decisions that most affect students, teachers and encourage others to take the risk in assuming a new role without fear of failure.

The second subfocus of this study entitled Social Relation Characteristics of the Principal with Community Surrounding *Vocational School 2 Sragen* can be discussed that one of the principal forms of social relation with the community was in the form of cooperation in maintaining security in the school. This social relation was done formally and informally. One of it was by involving the community in the provision and distribution of *zakat fitrah* and *Qurban* meat. School gave priority to the public in such activities.

Some of the activities pursued by the members of the community at *Vocational School 2 Sragen* included doing Friday prayer together, becoming a priest in the Friday prayer, a sparring partner in tennis, basketball or football, a committee in the school farewell event or school anniversary and so on. The participation of community in activities organized by the school made the social and familial relationships of the school with community.

Compared to this study, the research conducted by Silva, Michelle Renee (2009) entitled *The role of distributed leadership in quality educational organizations*, Davis, University of California. The result states that some of the main advantages of this approach to school reform as a whole, the vision and mission, and business teams to collaboratively produce a final product that is much more successful than an individual effort. Furthermore, the results showed that this approach does have some challenges in its implementation.

In this study known that one of the social relation of the principal with parents was done formally by inviting parents to attend a meeting of the policy making and socialization of the school programs. Parents gave the moral and material supports that were so important to the implementation of the teaching and learning process in school.

Social relationship of the principal and the business and industry was not only related to the industrial work practice but also related to the labor recruitment based on the skill of students needed by the industry. The school held a social relationship with business and industry based on the school programs in *Vocational School 2 Sragen*. This showed that the social relation of the principal and business and industry was not only in the learning process but also as the effort to create a qualified output.

Compared with this study was a study by Burnham (2006) entitled "*Educational Leadership and Democracy*". This study is a contribution to a fundamentally important debate – the relationship between education, educational leadership and the creation of a democratic society. The central thesis of the paper is that democracy and citizenship can not be taught but

have to be learnt through authentic experience. The role of education leaders is to create an environment in schools in which the principles of democratic society can be experienced and so understood and acted on. This study reviewed the importance of democracy in schools.

#### D. CONCLUSION

The work relationship of the principal with the school citizen was done both formally and informally. The formal work relationship included meetings, while non-formal work relationship included casual talks, doing sport together, and eating together. This principal's work relationship was not based on power, but it was a kind of relationship that relied on the work mechanism concept and based on trust, respect and competence. The principal held the ESQ training in order to improve the spirit and discipline of each personnel in carrying out their tasks and provide exemplary.

Social relation of the principal with the community was realized by doing communication and involving them in such activities organized by the school. It was also done in a cooperation of maintaining the school safety, involving community in the provision and distribution of *zakat fitrah* and Qurban meat and performing Friday prayer together. Principal established a good social relationship with parents in the form of cooperation in an effort to improve the quality of learners. The principal also had a good social relation and work relation with the business and industry both formally and informally associated with the industrial work practice and labor recruitment.

There are such recommendations addressed to the principal and teachers. For principal, the working relationship that has been effective should be improved by providing motivation through a professionalism improvement program for school personnel, not only for teachers but also for the educational staffs at the school.

For teachers, the existence of working relationship with the principal is expected to be offset by a good social relationship with him or other school communities.

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