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Effectiveness Leadership of Principal

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Article Info	ABSTRACT
	Effective principal leadership is a leadership that can foster cooperative efforts and maintain an ideal working climate in schools. The purpose of this research is to know the effectiveness leadership of the principal of the 2nd State Junior High School of Ambon, with qualitative approach. Data sources include school principals, vice principals, heads of administration, heads of affairs, library coordinators, teacher subject coordinators, counselors coordinators, and school supervisors. Data collection techniques through Focus Group Discussion, Interview, Observation, and documentation study. The analysis technique used is descriptive narrative. The results concluded that the leadership style of principal in the 2nd State Junior High School of Ambon has not been effective.

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1. INTRODUCTION

The 2nd State Junior High School of Ambon is one of the first junior high schools in Ambon that has ever implemented an international school with bilingual system. In the last few years, the school has declined in quality such as lack of participation in some national events, lack of discipline of teacher attendance, and school environment which does not support learning activities. This condition is certainly related to the principal's managerial skills and leadership.

The principal's managerial ability plays an important role in developing schools or educational institutions. Principals should be able to manage educational resources in schools, including educators and teachers, facilities and infrastructure, curriculum, and any opportunities of cooperation with related institution. Good management of all elements will create an effective leadership style to achieve the expected school vision and mission, and to produce qualified graduates. Effective managerial skills can be demonstrated through the leadership of the principal.

Harvey et al. (2013) suggests that as an educational leader, the principal is advised to have responsibilities such as (1) establishing a vision for academic success of students based on high standards, (2) creating a friendly and comfortable environment that enables the implementation of education (3) establishing harmonious interactive cooperation and conditions , (4) developing a harmonious leadership that allows teachers and students to understand their responsibilities as a realization of school vision, (5) managing subordinates, data and processes to improve school quality [1]. According to Rahabav (2014) school leadership is effective if (1) has clarity of vision, how to bring the school to move forward in a certain period, (2) achieving performance targets according to vision, mission, and objectives, (3) have prerequisite competence as a principal (5) have a wide network of communication and are able to use it for the improvement of school performance, (6) respect the time and encourage school personnel to make the most of their time, (7) encourage and reward the work performance of school personnel, (8) conduct continuous

evaluation and quality control [2]. The aim of this research was to reveal the effectiveness leadership of principal by a case study in 2nd state junior high school of Ambon.

2. METHODS

This study used a qualitative approach. Strauss and Corbin (1998) say that qualitative research is a type of research whose findings are not obtained through statistical procedures or other forms of calculation [3]. The type of this research is descriptive research. Descriptive research is a form of research that aimed to describe phenomena, which are formed naturally or artificially. Phenomenological research is inductive. These phenomena can be activities, characteristics, shapes, changes, relationships similarities, and also differences between one another.

Data in this research are primary data and secondary data. Primary data is data which was obtained directly from the source, such as words and actions through interviews. Secondary data is supporting data obtained through documents related to the effectiveness leadership of the principal, among others: document formulation of vision, mission, goals and school programs, institutional structures and job descriptions, attendance list of teachers, employees and students, as well as academic and non-academic learning outcomes. Data sources are principal, vice principal, head of administration, chief of affairs, library coordinator, teacher subject coordinator, coordinator of counseling teacher, school supervisor, and Ambon City Education Office. Data collection techniques through focus group discussion (FGD), Interview, Observation, and documentation study.

Miles and Huberman (Sugiono, 2008) suggests that activities in qualitative data analysis are conducted interactively and continuously to complete [4]. The data were collected to be processed systematically. Starting from the focus group discussion, in-depth interviews, observation, mengentri, classify, reduce subsequent data presentation activities and conclude. Data analysis techniques in this study, using interactive analysis. Activities in data analysis are data reduction, data display, data verification.

3. RESULTS AND DISCUSSION

The data in this study is described in accordance with the effectiveness of the principal indicator:

3.1. Have Competence Prerequisite as Principal

The results of the analysis show that the five principal competencies are not all dominated by the principal. The principal has also not attended any special training to become principal. Therefore it can be concluded that the principal in general does not yet have sufficient competence to become principal.

Prior to becoming a principal, a prospective principal is required to attend the training of the principal candidate. The position of the principal as it is known to be very strategic. The position of principal requires him to coaching the school personnel at any time. He or hhe has to master many things related to the scope of his duties. In further development, it takes the principal's awareness to always renew them selves by utilizing various opportunities as a forum for learning. Awareness is very important. If not, the principal will not be able to improve school performance to grow and develop into a school that is advanced, superior and independent.

3.2. Having Clarity of Vision, How to Bring the School to Move Forward in a Certain Period

Based on the description of the data, it was found that school vision is not yet known and controlled by all students. This is due to the lack of socialization of school vision and mission of the head to all of the elements in the school environment. Allegedly, the vision was formulated by the headmaster alone and assisted by several teachers. Such vision would not be a spirit for all school personnel. A good vision is a vision that is understood by all school personnel. Without this, the principal will be difficult to integrate the wishes and expectations of all personnel in a similar sequence toward the goals and objectives of the school. Regarding to vision, Manasse's in Rahabav (2014) suggests that the vision is needed by the leaders of change. Leaders of change are defined as visionary leaders, and vision is the basis of their work [2]. They begin to initiate a personal vision to form a vision with their colleagues. They communicate the vision in such a way as to empower people to act.

According to Wasley (1991) visionary leadership is dynamic and involves a three-stage process, namely (a) the ability to formulate the desired future picture (vision) for the organization; (b) the ability to communicate (shared) vision; and (c) the ability to "empower the followers so that they can implement the vision" [5] . Although the previous vision is the thinking or personal reflection of the headmaster but on the journey the headmaster must share the vision. When the step is done principal by itself he will be able to empower staff to implement the vision.

3.3. Achieving Performance Targets according to the Vision, Mission, and Purpose that have been set

Based on the documents of school work plan, there are many programs, but the objectives, performance and the way means of evaluation are not clear. The informants acknowledge that many programs are not performing well for various reasons such as: lack of funds, overlapping activities, lack of support facilities and time. Evaluation of performance achievement has been done at the end of the year, but not using standart and valid instruments. The principal just asks for a report of the deputy headmaster and the head of the affairs as input for the year-end meeting.

These data provide important insights that the design of school programs to support the vision, has not started with a good needs analysis. Needs analysis can be done using various approaches such as School Self Evaluation, SWOT analysis, problem tree analysis and so on. In addition, a good program should be based on the SMART principle "as follows: (a) Specific means the problem used as a work program, be specific, clear and focused on achieving goals; (b) Measureable means that the following programs and activities selected can be measured for achievement; (c) Achieveable means that programs and activities are measurable, must also be achieved in accordance with school conditions; (d) Realistics means that programs and activities has chosen is in accordance with the reality, in accordance with the needs and circumstances of the school; (e) Time Bound means that the action step is clear and there is a target of the time of its achievement [2].

Based on that description, in the preparation of future school programs, detail and deep analysis of the needs of the school is required so that the program is not solely based on the wishes of the principal but becomes a real need for teachers and other school personnel. A good program, at least paying attention to the five SMART principles mentioned above. If this matter can be noticed and done by the principal, there will be many changes achieved by the school.

3.4. Have the Power of Innovation and High Creation in School Management

Based on the analysis results can be seen that the principal does not have the creation and innovation in managing the school. Schools need leaders who can make breakthrough development. The rapid advancement of information technology followed by the era of school autonomy through School Based Management requires principals to have the power of innovation and creation in school management. Nowadays, every school requires a leader who not only works but always able to make various steps of change. Schools led by leaders who work on a regular basis will be left behind and out-compete with other schools.

Each principal is the educational leader of the school. As an educational leader, the current principal faces two challenges simultaneously, namely the era of globalization and the era of educational autonomy. The two eras have fostered a critical awareness of the importance of democracy, law and human rights, gender equality, environmental preservation and the development of the quality of human resources.

The public is increasingly aware that schools as educational institutions are a path of vertical mobility for their children. The public continues to pace their children to school while demanding excellent service from the school. Not surprisingly, schools often get criticism from the public about education services that are not pro-quality. Public demands are sometimes rational, but sometimes irrational.

The principal can not shut out the challenge. It used to be like an ivory tower that seemed to shut itself out of the hustle and bustle of public demands around him. School becomes a learning environment that seems to be "isolated" from public reality. The principals deliberately distorted the public's right to decision-making. It is not even exaggerated to say that the principals of the previous era were afraid, and avoided public criticism.

In the era of decentralization and educational autonomy, new awareness emerges that schools are not only because they are located in the public but are founded on tax subsidies that are obtained from the public. At that level, the school is a public institution. As a public institution, schools are required to synergize the program with the wishes and expectations of the public.

Public should be involved in various school policies. Schools need to respond well to public demands primarily regarding quality and accountability in a transparent and accountable manner. Responding to public demand, it takes a school principal who has a different perspective and behavior with the old culture.

The principals of the New Order era were the school principals who sat sweet, orderly in line, worked routinely, and were slow in decision-making; they did not have to think hard about institutional progress. The condition is understandable because our constitutional system does so. The era of the new order, is the era of totalitarian rule. The era requires order and compliance to the central government (Jakarta). Jakarta's bureaucratic culture is preserved and inherited to provinces, districts, even to villages.

Thus, the principal is an extension of the bureaucracy of the education office with the task of implementing and securing various bureaucratic policies on it.

As an extension of the bureaucracy above it, the principal is like a doll leader. The principal's job is reduced to technical administrative matters and disciplinary coaching. While the business of a strategic nature of government affairs (bureaucracy on it). Principals do not have to think hard about institutional development, such as curriculum administration, infrastructure, finance, personnel development, school and community relationships; because everything becomes a bureaucratic domain on it.

In contrast, the era of decentralization and educational autonomy has brought about fundamental changes in the system and governance. The ranks of the Ministry of Education and Culture are required to adjust the management of the management with the trend. The various strategic policies which were formerly the affairs of the Ministry and the education office began to be delegated to schools. This era is an era where the government cq. The Department of Education and Culture provides broad access to the role of the principal. Open space for the principal to develop his career as an educational leader.

In the educational autonomy era, allow opening space for action, creations for principals to think about and advance their schools. Therefore, the principal is required to perform various breakthroughs and jumps in building the school he leads. The principal in this era is the principal that is given autonomization and energetic as well as dynamic. They are at the forefront, the originator of school development ideas. This is possible because the autonomization and decentralization of education bring a new paradigm in the management of colorful school management. If the school was first managed uniformly, it is time for the principals to improvise managing the school creatively so that schools have both comparative and spatial advantages. This new pattern will allow each school to compete healthily, improve its quality and competitiveness.

3.5. Appreciate Time and Encourage School Personnel to Make the Most of the Time as Efficiently as Possible

Appreciating time is one reflection of disciplinary behavior. Observation results appear to be that teachers and staff are only disciplined when attending school but lacking discipline while performing administrative and classroom tasks. Most teachers attend and exit the class before the time is over. Based on the above description, it can be said that both the principal and the teacher have not been disciplined. The lack of discipline of teachers and principals is one of the crucial points that will hinder the performance and competitiveness of schools. The teacher's indiscriminacy stems from the indiscipline of the principal. This condition shows that the principal is not yet a role model for teachers.

As an educational leader, a principal is expected to be a leading example in the formation of teachers' personalities and other school personnel. It is the source of identification for all school personnel. All speeches, attitudes and behaviors of the principal become the moral standard that characterizes the formation of the character of the personnel in which he becomes his master. Thus, teacher discipline will be created when the principal himself becomes an example. The principal can not expect a discipline teacher before the principal himself makes himself an example of disciplinary behavior. As a good headmaster, he was the first one at school and he was the last one to come home.

3.6. Encourage and Reward the Performance of School Personnel

Based on the results of the analysis it is known that the principal is less rewarding for teachers and students. The award is one form of motivation for teachers because teachers have a strategic role in developing the potential of students. The principal should be able to embrace all components of the school including teachers. The principal needs to build trust among the existing sub-systems. It is also argued that principals should make a meaningful contribution to improving the learning process of the teacher. This was stated by Lijuan, et al (2016) that the principal's leadership contributed significantly to the process of improving teacher professionalism in learning [6]. However, it is also explained that the principal needs to create a school environment characterized by trust, effective two-way communication and structured structured collaboration processes.

Principals play a role in realizing the potential of teachers to grow optimally. The way in that direction is pursued through the creation of a ideal school atmosphere that stimulates teachers to realize their potential and grow professionally. As teachers, they are full of needs ranging from physical needs to psychological needs. Teachers not only need a minimum standard of living to eat, drink decent shelter, and adequate clothing. Moreover, they need opportunities to grow in position, recognition of achievement, fair treatment, and security. Satisfying that need by the principal will make the teacher feel satisfied. Thus, it requires the willingness of the principal to always encourage and reward the achievements of school personnel. Encouragement and rewards can be words, or can be material (money, certificates and so on).

3.7. Have a Broad Communication Network and Able to Use It for the Improvement of School Performance

The results show that the principal has a wide communication network with stakeholders and use it for the progress of school programs. Alonzo (2014) argues that 3 factors related to social needs are inclusion, control and affection [7]. That in everyday life every individual wants to maintains an intense and satisfying relationship in social interaction with others (inclusion). Every individual wants to control but also wants to be controlled (control) and finally every individual wants to be tenderness, warmth and affection. Principal's ability is very important to build communication internally and externally to improve school performance and competitiveness.

3.8. Conducting Continuous Evaluation and Quality Control

Based on the description result, it is known that evaluation and quality control have not done well by school. This shows that the principal has not been concerned about quality issues. Goetsch & Davis (2010) defines quality as "*Quality is dynamic state associate with product, service, people, process, and environments that metts or exceeds expectations*" [8]. This means that quality is a dynamic statement associated with products, services, people, processes and environments that can meet or exceed the expected, hence, a continuous quality control process is required. Quality must continue to be cultivated. In connection with that Peterson & Deal, (1998) undertook the process of developing the culture of school quality through three levels, namely (a) development on the level of spirit and values; (b) development at the technical level; and (c) development at the social level [9].

3.9. Outcomes and Impact of Principal Leadership

From the analysis it is known that there are three outcomes and positive impacts of leadership principal effectiveness, among others: increasing student achievement, increasing student interest, and making it as reconciliation school. Student achievement is not only related to academic achievement but also non academic achievement.

The negative impact of principals' leadership is the declining morale of school personnel. The decrease in morale is triggers by prosperity. This shows that teachers are still largely motivated in material-pragmatic interests. In that context the underlying value of the teacher is the economic value. About this further Rahabav (2014) is written as follows: Individuals who are motivated by economic value are generally characterized by: (a) the attitude of pragmatism; and (b) transactional [2]. Everything is valued with money. So, their involvement in various activities is always associated with how much profit. In particular individuals are thus categorized as employees who have a low work ethic. The characteristics are: not loving work, often truant, demanding an interest in every donated energy, avoiding responsibility, often grumbling, being dishonest, and so on.

3.10. Supporting and Inhibitting Factors

Based on the above analysis there are supporting factors such as principals often motivate teachers and employees to improve performance and achievement. In addition, other supporting factors that the authors find through observation are adequate school infrastructure. The headmaster's encouragement to teachers and students to improve performance and achievement has become a necessity for the principal as it is an integral part of his duties as an administrator and leader in the school, which needs to be supported by quality facilities.

In this study found also the most dominant inhibiting factor is the discipline of time both principals, teachers, employees and students. Discipline becomes an important issue so that in the development of effective and efficient headmaster leadership, then, it must have a commitment to manage time well and correctly.

4. CONCLUSION

Based on the results and discussion of the research, it can be concluded that the principals of Ambon 2nd junior secondary school has not had effective leadership. The school vision is still a personal vision of the school principal and has not been well socialized to all school personel; school work programs have not been based on deep analysis, not based on SMART principles, and many programs have not been realized; the principal does not have sufficient competence to become a principal; principals have no creations and innovations in school management; principals are not able to build communication and networking with stakeholders; principals and teachers have not been disciplined; principals are less rewarding for teachers and students; and evaluation and quality control have not been done by the school well.

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