

The Analysis of the Role of Principal Leadership in Improving School Productivity of Elementary Schools in Medan Sunggal in the Academic Year of 2017/2018

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Abstract: This study aimed to find out how the role of principal leadership is in improving school productivity of all elementary schools of Medan Sunggal district. This research was conducted using case study method. The population of this study is the principal, teachers, and all students of State Elementary Schools in Medan Sunggal. The technique used in collecting the sample is purposive sampling technique. While the data used in this research are interviews, observations, and documents, which then were analyzed using interactive techniques. Based on the findings obtained from the field, it can be concluded the role of principal leadership in improving school productivity in elementary schools are: a) to motivate the teachers and students b) to give example of leadership by being disciplined c) to pay attention to the welfare the teacher d) to implement and observe the process of the resources used to achieve an effective and an efficient goal d) to balance the input and output comparison and show how to use them.

1 INTRODUCTION

Education is a very important aspect of life, because in this very modern era education has become a benchmark of someone's success. That's where humans compete to get the best education and improve the way to determine the quality of their education. the quality of someone's education is determined by the place where he gets his education in educational institutions, one of which is school.

Schools are educational institutions and formal organizations in which lies the elements of students, teachers, employees and principals as leaders. In an institution, especially schools, they also carry out school management functions namely management of education. Every organization or institution always needs and has a leader in carrying out every management activity. The success of an organization depends heavily on how the leadership in the organization. Leaders are people who occupy positions, carry out the duties of leadership Sondang P Siagian in Abdul Aziz Wahab (2006: 83) states that, "Leadership is the core of an organization and management, so that the success of an organization

in achieving its goals depends on the ability of its leaders in moving. The Principal is the manager or the leader of the school who is in charge of directing all the people and facilities in the school. Thus, the principal is someone who plays a huge role in determining the school atmosphere.

School is an organizational unit led by a principal. An effective leader is a leader who influences and directs all the behavior of his employee in such a way. The reason for this is to make all of his employees' behavior is in line with the principal as the leader in his school must show positive attitude and discipline so that it can be an example of discipline for school resident, especially for the teachers and employees. The teachers and employees are the important elements for the success of the vision and mission of a school, so that the school is expected to have quality products later.

Productivity plays a role in the world of education. Indirectly, school productivity will affect the academic quality and students' morale. If school productivity is high, then the student achievement will increase. School productivity is not something that stands alone, school productivity is affected by

several factors, both internal and external factors. External factors relate to the school system, namely the authority that is hierarchically above it, and the condition of the school which surround it. The connection between this system will affect the quality of the teachers' performance. While the internal factors are related to the teacher's personal characteristics in carrying out his duties as a teacher, and his interaction with the schools' environment, as well as the leadership of school principals also school systems and policies. School productivity in elementary school can also be seen from the quality of graduation in the form of achievement in the academic field, seen from the acquisition of the graduation results in each year and the percentage of graduation. While non-academic achievements are seen from the success of schools in various competitions and championships in both the arts and sports. The achievements in the academic field of Medan Sunggal Elementary Schools are still not satisfactory because of the data obtained from the UPT sub district, even though the percentage of graduated students was high in the 2017/2018 school year, only 1 student did not graduate because the percentage of graduation was achieved from the Graduation Standard (SKL) was very low.

Based on this, the question arises "What is the principals' leadership role in increasing school productivity in the Elementary Schools in Medan Sunggal Sub-district?" This research focuses on the leadership of principals and productivity. The objectives to be achieved from this research are: (a) to find out how the role of principal leadership in school productivity in Public Elementary Schools in Medan Sunggal.

2 THEORETICAL FRAMEWORK

Educational Leadership Concept

The word lead (lead) is derived from the word Anglo Saxon which is generally used in North European language, which means the road or route of the ship. According to Gardner (Usman 2013: 307) "leaders are the people who become examples, influence the behavior of their followers through a number of significant feelings of their followers. Being a different example by giving an example ". Leadership as one of the managements functions is to achieve organizational goals. Wahjosumidjo (2011: 17) states "leadership is translated into traits, personal behavior, influence on others, patterns of interaction, work relationships between roles, position of an administrative position, and perception of others about the legitimacy of influence. "Educational leadership is related to the

principal's problem in increasing the opportunity to hold meetings effectively with teachers in a conducive situation. Mulyasa (2013: 17) argues that "the principal's leadership performance is an effort made and results that can be achieved by the principal in applying school's management to actualize the goal of education as effective and efficient, productive and accountable". Good principals are qualified. The quality is not claimed by a leader or by those who will be promoted or promoted to sit on that position, but by the quality of the recognition from the subordinates or the community.

Principal's Leadership

A principal is said to be successful when they understand the existence of the school as a complex and unique organization, and when he is able to carry out the role as the person who is given the responsibility to lead the school. Superior leadership is built on values. Maxwell (Karwati and Priansa 2013: 177) that "people must trust the leader first, then the vision. Trust is the foundation of leadership. This means that the school's vision, mission, and goals will succeed if teachers, staff, and other employees believe in the principal's leadership." The principal main task consists of the creators of the learning community, leaders, managers, and supervisors. The task of the principal as a leader reflects his duties as an innovator, and motivator. While the duties of the principal as manager represent the duties of the principal as an administrator, because noting activities is one of the manager's functions which is reporting. The task of the principal as supervisor is to carry out supervision, which carry out the supervision, which is professional activities in order to improve the school's quality and its components as a whole.

Based on Kepmendiknas Number 162 of 2003, about the Teacher Assignment Guidelines as Principal stated that "the duties of the principal are educators, managers, administrators, supervisors, leaders, entrepreneurs, and climate creators. These tasks are often abbreviated as EMASLEC. the term "productivity" comes from English word productivity, which means the ability to produce something. Whereas work means the activity of doing something to make a living. The same thing was stated by The Liang Gie that work productivity is the ability to produce a work that is more than the usual size that is already common. A slightly different opinion is expressed by Hadari that productivity can be interpreted as a comparison between the results obtained (output) and the number of work sources used as input. Productivity is said to be high when the work performance is produced meet the target, both in terms of quality

and quantity also meeting the standards which already determined, in the other hand the productivity is said to be low when the work performance does not meet the target in both in terms of quality or quantity. According to Whitmore in Mulyasa stated that: "Productivity is a measure of the resources to the amount of the employee resources". It views productivity as a measure of the use of organizational resources which is usually expressed as the ratio of output achieved with the resources used.

Factors that Influence Teacher Working Productivity

A teacher can achieve a high level of productivity if it is supported by factors that influence it, both internal which coming from the teacher himself and those which coming from outside. Sedarmayanti stated that the characteristics of productive individuals which are: 1) constructive actions, 2) confidence, 3) having a sense of responsibility, 4) having a sense of love for their work, 5) having a foresight, 6) being able to solve problems, 7) can adapt to an environmental changing, 8) have a positive contribution to the environment, 9) have the power to realize its potential.

According to Mulyasa (2002: 92) productivity in education is related to the overall process of structuring and the use of resources to achieve the goals of education effectively and efficiently. Formally, productivity is a concise measure of the quality and quantity of performance with the use of defined resources. Productivity is measured at the level of individuals, groups or organizations. As was said by Malayu S.P. Hasibuan (2003: 123) states that productivity is a comparison between output and input and strengthens the way of using both the sources in producing goods or services. The same thing stated by Sutrisno (2010: 207) suggests that productivity is output per unit, or output divided by input, or rational between output and input. Productivity in the education world is the best comparison between the results obtained (output) and the number of sources used (input). Productivity can be expressed with both quantity and quality. Output quantity is the number of graduates, while input is the amount of school employee, and other resources.

Buchari Alma (2005: 64) argues that school productivity is a measure of effectiveness in the form of equal input, quality output, output science that is balanced with needs, adequate graduate income; and efficient in the form of: high learning motivation; high morale, trust of various parties, financing as small as possible but great results. According to Thomas, J. Alan (1971: 12-23) school productivity includes (1) The Administrator

Production Function (PFI); namely managerial functions (administration); (2) The Psychologist's Production Function (PPF); namely behavioral (psychological) functions; and (3) The Economic Production Function (EPF); namely economic function (economical). this shows that school effectiveness is very important, including managerial, psychological, and economic, all of which are interrelated.

3 RESEARCH METHOD

This study used a qualitative approach, namely research that emphasizes on the quality or the most important thing of the nature of an item / service. The most important thing from the nature of something in the form of symptoms / social phenomena, namely the meaning behind the incident that can be made valuable lessons for a development concept of theory.

This research was conducted at all 060887 public elementary schools Medan Sunggal, observed by the principal, and colleagues. The subject of the research is a source of data that provides clarity of the data regarding the problem being studied. The concept of the research subject relates to what or who is researched. Satori and Komariah (2010: 45) said "research subjects are entities that influence research design, data collection, and data analysis decisions". The subject of this research was the principal, and the teachers of all 060887 public elementary schools Medan Sunggal in increasing its performance.

In qualitative research, the research instrument or the tool is the researcher himself. The research instrument is the researcher himself, because in research that uses a qualitative approach researchers are the main instrument. According to Riduwan (2010: 71), "the research instrument describes all the tool data collection used, data collection processes and instrument quality determination techniques (validity and reliability). The researcher makes a set of observation guidelines, interview guidelines, and documentation studies which are used as general guidelines in the recording process. To obtain valid data, especially those obtained through observation and interviews, examination techniques are needed.

One technique used is to check the degree of trust. Data and information that were obtained were analyzed with a qualitative pattern and interpreted continuously from the beginning of the research until the end of the research.

4 RESULTS AND DISCUSSION

The role of school principals is very influential on school productivity because of the rules applied by the principal in improving teachers' discipline, in which the principal tries to be an example in the school environment by coming early and coming home late and checking the teachers' presence. And this is also inseparable from the leadership style applied by the principal in improving teacher discipline, namely the style of telling.

The telling leadership style is carried out by the principal at the teacher council meeting, in the style of the principal telling every morning, by sitting at the teacher council office, he monitors every teacher who comes and reminds him immediately when the teaching hours started. Competence can be understood as a teacher's ability to carry out responsibilities responsibly and appropriately. The skills that must be have by the teacher including: the ability to open the learning, mastering teaching materials, classroom management, using the media.

Based on the results of research conducted by researchers, the contribution of the principal's influence on the productivity of schools in Medan Sunggal Public Elementary School is good enough. In essence, the leadership of a school principal will make colors on school productivity to perform well. Schools must be a means in improving the ability of students so that they become productive, meanwhile, the principal as a leader is able to become a motivator, mediator and facilitator in improving the quality of schools through high school productivity.

5 CONCLUSIONS

Based on the findings of the study in the field, as well as the discussion of the results of the study, it can be concluded about the roles of the principal in improving school productivity, which are also the answer to the research questions. The roles are: a) to motivate teachers and students b) to exemplify leadership by being disciplined c) to pay attention to the welfare of the teachers d) to implement and supervise the process of structuring the use of resources to achieve effective and efficient goals d) to balance the comparison of inputs and outputs and showing how to use them.

Based on the findings of the research regarding the effect of the principal leadership and teacher performance on school productivity, the following can be suggested: (1) For the principal, to optimize

leadership in order to improve teacher performance in the learning process, it is expected for the principal to able to increase school productivity, which indirectly affects school productivity on academic and students' morale (2) The performance of teachers, to improve the quality of the process in implementing learning in schools, is expected to continuously improve their productivity so that they become teachers who are professional in carrying out their duties. (3) This study only examined the effect of principal leadership in increasing school productivity in public elementary schools in Medan Sunggal. Therefore, it is still necessary to do further research by selecting other variables that are still within the scope of school productivity to explain other variables that have a large influence on school productivity.

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