



## Principal as education leader (case study at YPK ransiki junior high school)

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### Abstract

This study aims to obtain a clear and detailed description of: (1) How the principal as an educational leader serves at YPK Ransiki Junior High School, (2) How the school principal as an educational leader becomes a good mediator at YPK Ransiki Junior High School, (3) How the principal as an Education leader becomes a true politician at YPK Ransiki Junior High School, (4) How the principal as an Education leader becomes an excellent diplomat at YPK Ransiki Junior High School, (5) How the principal as an Education leader becomes a good motivator at YPK Ransiki Junior High School. The method used in this research is qualitative. Data collection techniques were carried out through the stages of principal interviews, interviews with vice principals in the curriculum field, interviews with vice principals in student affairs. Interviews with vice principals in the field of facilities and infrastructure, interviews with senior teachers, interviews with school committees. In collecting data the researchers themselves were equipped with interview guidelines. Based on the results of the study, it was concluded that: (1) The principal as an educational leader who served at YPK Ransiki Junior High School. The principal always approaches each teacher and administrative staff and provides services for teachers through self-development activities for each teacher through webinars, workshops and BIMTEK, providing facilities and infrastructure. (2) The principal as an education leader becomes a good mediator at YPK Ransiki Junior High School, the principal always acts neutrally in dealing with existing situations and problems. (3) The school principal as an education leader becomes a true politician at YPK Ransiki Junior High School, the principal is able to cooperate with anyone in the school environment and can provide good advice and input for school residents and outside the school. (4) the principal as an education leader becomes an excellent diplomat at YPK Ransiki SMP the principal becomes a good role model and representative for the school (5) the principal as an education leader becomes a good motivator at YPK Ransiki SMP The principal invites school members to always follow the times, invites teachers to want to develop themselves through trainings, workshops, webinars and BIMTEK.

**Keywords:** principal as a leader, case study

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### Introduction

Schools as an educational institution face two demands, namely the demands of the community and the demands of the business world. The thing that is demanded is about the problem of the low quality of education through the leadership of the school principal and the problem of relevance to the development of community needs in the era of industrialization and globalization which is increasingly open, education has a strategic role in today's advanced era, where the era of 4.0 to 5.0, the superiority of a nation no longer rely on natural resources alone but on the superiority of human resources (HR). The quality of human resources (HR) is determined by the quality of education, the benchmark for the quality of education is based on the output and outcome conditions that meet the requirements in facing the demands of the times. To realize the quality of education must be supported by an adequate education component. These components become inputs to be processed so as to produce superior outputs and outcomes.

Improving the quality of education (schools) is not easy, to achieve good quality is not always synonymous with the amount of funds spent, the location of the school in the village or in the city, public or private but is largely determined by how the school provides quality services to students through the leadership of the principal. As education leaders in schools so as to produce quality students. According to a survey of Political and Economic Risk Consultants (PERC), the quality of education in Indonesia is ranked 12th out of 12 countries in Asia. Indonesia's position is below Vietnam. Data reported by The World Economic Forum Sweden (2000),

The condition of educational institutions (schools) in our country today, there are still some classic problems, namely the lack of school infrastructure, the condition of the building has been damaged, the quality of the teaching staff has not met the competencies and the policies are less productive, besides that the leadership of the principal who still follows the pattern The old school principal was very dominant and authoritarian and only concerned with his position and personal interests by not providing opportunities for school members to want to develop themselves through activities for their own development. So that the principal considers himself a king who only wants to be served, does not want to take part in problems that arise in the school, does not want to

cooperate with the teacher council and school residents and is a very bad representative for the school he leads. According to Havelock & Huberman (1977) in Ahmadi (2014: 43), in a system the largest is the education system, including elements of formal and non-formal education; which aims further at the development of the country as a whole through the provision of a skilled workforce for diverse roles and through educating new generations about the goals of society as a whole and the means for their fulfilment. Stronger educational decentralization, schools become more mobile manage existing resources so that quality can be improved. Moreover, with the implementation of an alternative model of school management with school-based management, it will make competition between schools more visible.

In this regard, educational goals can be achieved if all components of education meet the requirements. As quoted from Law no. 2 of 1985, namely the purpose of education is to educate the life of the nation and develop every complete human being, namely those who believe and fear God Almighty and are virtuous, have knowledge and skills, have physical and spiritual health, have a good personality and are independent by having sense of community responsibility. Of the several components of education, the principal is the principal. Qualified school principals will be able to respond to the challenges of an increasingly fast changing era. In the future, educational problems will be more complex, thus requiring school principals to always make various efforts to improve the competence of all school components.

According to Hari Sudrajad (2005) <sup>[18]</sup> quality education is education that is able to produce graduates who have the ability or competence, both academic competence and vocational competence, which are based on personal and social competencies, as well as noble moral values, all of which are skills. By the leadership of quality principals, quality principals are professionals. Professional school principals are those who are able to manage and develop schools comprehensively (comprehensively), therefore the principal has a very important and strategic role in realizing the school's vision, mission and goals. Professional school principals in carrying out their duties are full of quality improvement strategies, so that they can produce quality outputs and outcomes. The professionalism of the principal will show the quality of school performance. In the perspective of national education policy (Depdiknas, 2006), there are seven main roles of school principals, namely, as: (1) educator, (2) manager, (3) administrator, (4) supervisor, (5) leader, (6) creator of work climate and (7) entrepreneur. In addition, the principal who in addition to having integrity must be an example and must have a service attitude and be able to cooperate and be a good politician for his school and willing to be a mediator for any problems that exist in his school and become a superior representative or diplomat to represent the school. And being a role model so that the principal must also be able to motivate all school members so that the school's goals can be realized. (wahjosumidjo, 2002:97) <sup>[63, 64]</sup>

Barlian, (2013) <sup>[9]</sup> states that in order for the school principal's leadership process to give good results to the school, there are several things that must be understood and mastered by the principal regarding leadership itself, namely: a. Principals must understand individual and group behavior by studying psychology, sociology, and behavioral science. b. The principal must have good communication skills, namely the ability to link the relationship between language, understanding, thinking, and behavior. Communication is the best tool in leadership. Two-way communication must be established between the principal and his subordinates so that information can be conveyed correctly. If it is wrong to convey the intention, of course it will cause errors and result in losses for the school. c. Principals must have the ability to influence others. The ability to understand the difference between encouragement, coercion, and manipulation, and when these actions need to be taken and when they should be avoided. d. The principal must have the ability to use the authority given to him. This authority has a relationship with the principal's responsibility for what he leads. e. Principals must have the ability to determine when the time is right to apply various leadership styles and know the consequences of applying these leadership styles. f. Principals must have self-awareness regarding individual abilities, natural styles, strengths, weaknesses and how to balance all of these things The principal as a leader, in managing educational staff, one of his duties is to carry out activities to strengthen and develop the professionalism of educators. In this regard, school principals must pay more attention to their subordinates by providing the widest opportunity for their subordinates to develop their performance through competency improvement and trainings that are able to support the professional quality of their subordinates/educators.

Principals must have the flexibility to manage all their resources so that there is a significant increase in quality and productivity in providing quality learning services. Leaders must provide guidance to subordinates so that they can work efficiently and effectively, so that the work produced has quality. With the guidance of work discipline by the principal for educators, it is hoped that the goals that have been planned can run well.

Principal leadership in developing and managing schools must understand the needs of the school they lead, including the needs of teachers, students and school residents. Professional school principals will always motivate all school components to improve their competence so that the competence of school residents can improve and develop well. Principals and teachers as professional education staff not only master the fields of science, teaching materials, and methods, but are able to motivate students to have skills and broad insight into education and are willing to serve teachers and education staff.

According to Greenleaf, servant leadership is a leadership style that comes from sincere feelings that arise from within the heart that wants to serve, namely being the first party to serve (Lantu, 2007: 28) <sup>[25]</sup>. Where he was placed as the principal of the school.

The principal as a leader should be a mediator or intermediary in the school environment where the school environment has different educational, ethnic and racial backgrounds so that it is prone to conflict, for that the principal must be present as a mediator in the conflict. Wahjosumidjo (2002:97) <sup>[63, 64]</sup>.

The principal as a leader must be a politician because the principal must be able to build cooperative relationships and agreements both from within the school organization and outside the school environment. The political role of the principal can run effectively if the principle of a network of mutual understanding of each other's obligations is developed and the formation of a network of professional organizations, both within the school environment and outside the school as well as the creation of good cooperation from various parties, both from the Education office which is the superior. From school and from the business world (DUDI) so that all kinds of activities can run well. Wahjosumidjo (2002:97) <sup>[63, 64]</sup>.

The principal as a leader must be a diplomat, in various kinds of principal meetings because the principal is the official representative of the school he leads. Wahjosumidjo (2002:97) <sup>[63, 64]</sup>

Callahan and Clark cited by Mulyasa (2006: 120) <sup>[32]</sup> argue that: "Motivation is a driving or pulling force that causes behavior towards a certain goal. The principal in his leadership must have a strong motivation and be able to motivate all members of the school where he is a leader. Where technological advances are so fast that the principal must motivate school residents to keep up with the times and existing technology.

Based on empirical experience, it shows that on average the principal has less academic ability, lacks self-motivation, lacks enthusiasm and work discipline, and has narrow educational insight. Principals who do not serve and do not want to work together and become good school representatives. This phenomenon is caused by the factors of the screening process that do not meet competence, lack of procedural, lack of transparency, many nuances / content, not competitive and internal and external factors of the principal can be an obstacle to the growth and development of becoming a professional principal. The low level of professionalism has an impact on the low productivity of school principals in improving the quality of education. Principals do not carry out their duties properly and become school principals who should be mediators, politicians and diplomats do not go well, many school principals who only care about their groups do not become good mediators, and politicians who are reliable in influencing others and do not become diplomats who reliable in the school environment where he leads as well as many other factors that hinder the achievement of the leadership quality of the principal when viewed from the low performance of the principal.

I am very interested in conducting research at YPK Ransiki Junior High School because there are several things I want to know. Where the principal as a leader who should be able to serve well in his work, be a mediator, politician and diplomat and be able to motivate the school community so that it can run well in school, in addition to this school which I will examine the principal is a school principal who quite experienced in his school because he has served for approximately 7 years, this school is also the only school that has been around for a long time, one of the Ransiki sub-districts, South Manokwari Regency. On the other hand, the principal in carrying out his leadership is able to move teachers, students and school residents to always improve ability so that the principal as a leader can be achieved well and the principal must also have high commitment and motivation in achieving these goals. As for the condition of the teachers, 80% are still young, which incidentally still needs a lot of teaching experience.

The condition of the large number of students with the capacity of each room between 29-35 students with all parallel classes makes the learning process quite challenging. The maximum standard for each class is only 28-30 children while the total number is 135 students. The number of such students is quite large because they come from various regions, not only from one sub-district but also outside the sub-district.

Based on this description, the researcher is interested in knowing how school principals can carry out their leadership well, so the authors choose the title "Principals as Educational Leaders (Case Study at YPK Ransiki Junior High School."

## **Research method**

### **A. Research approach**

This study uses a qualitative approach where "Principals as Educational Leaders (Case Study at YPK Ransiki Junior High School)"

The definition of qualitative research is research conducted based on the Research Design Module (2019) published by Ristekdikti, qualitative research can be understood as a research procedure that utilizes descriptive data, in the form of written or spoken words from observable people and actors.

According to Sugiyono (2009:24) <sup>[50]</sup>, qualitative research methods are research methods based on post-positivism philosophy, used to examine the condition of natural objects, (as opposed to experiments) where the researcher is the key instrument, sampling data sources is carried out purposively and snowball, collection technique with tri-angulation (combined), data analysis is inductive or qualitative, and the results of this study emphasize meaning rather than generalization

Qualitative research has five characteristics (Bogdan and Biklen: 1982:16) <sup>[10]</sup>, namely:

1. Conducted in natural conditions, directly to the data source and the researcher is the key instrument.
2. Qualitative research is more descriptive. The data collected is in the form of words or pictures, so it does not emphasize numbers.
3. Qualitative research emphasizes more on the process than on the product or outcome.
4. Qualitative research conducted inductive data analysis.

5. Qualitative research emphasizes more on meaning (the data behind what is observed).

This research can be classified as qualitative research because the data are not in the form of numbers. Bogdan and Biklen (1982:30) <sup>[10]</sup> explain that qualitative research is descriptive where data is collected in the form of words or pictures not in the form of numbers, the research results are written containing data quotes to illustrate so as to strengthen what will be presented.

### **B. Place and time of research**

This research was conducted at YPK Ransiki Junior High School and the time of the research was carried out since the research permit was issued in December 2021

### **C. Data and data sources**

Data is a collection of information or also descriptions of something obtained through observation or also searching for certain sources. Data obtained but not processed further can be a fact or assumption. For example, data obtained from a study using certain methods, can become more complex to present new information or even solutions to solve certain problems.

Qualitative data is data that is presented in verbal form (oral/word) not in the form of numbers. (Noeng Muhadjir, 1992:19) <sup>[36]</sup>. Example: Interview. So this qualitative data is a set of questions posed to people and answers what the researcher asks in the form of interviewed informants, observed events or situations, then the data collected by this researcher is focused on the principal because he is an education leader (Case Study). At YPK Ransiki Middle School).

The data in this study is descriptive data that will be obtained from the results of interviews, observations and school documents which will later be cashed into the report notes. The research informants or research subjects were the principal, vice principal, curriculum field, vice principal for student affairs, vice principal for infrastructure, senior teachers and one of the parents of the school committee management.

### **D. Data collection procedure**

This study conducted a research procedure that refers to the opinion expressed by Nasution (1996:33) <sup>[35]</sup> namely 1. Orientation Stage, 2. Exploration Stage, 3. Member Check Stage. In more detail, these three stages can be described as follows:

#### **1. Orientation stage**

Researchers do in this orientation stage include;

- a. Observing the situation at YPK Ransiki Middle School
- b. Identify and determine the problems that are considered important as the focus of the problem
- c. Looking for relevant literature and related to the problem under study
- d. Read and review references that have to do with the research focus and in accordance with the input and direction of the supervisors

#### **2. Exploration stage**

Researchers do in this exploration stage are

##### **a. Observation**

Observation is data collection by making direct observations of all events that are directly related to YPK Ransiki Junior High School and will be recorded in field notes

##### **b. Interview**

The interviews conducted in this study were semi-structured interviews where in the interview process they were more free to dig up information compared to structured interviews. There are several reasons why researchers conduct this type of interview, namely:

1. Researchers ask more in-depth questions to informants
2. Researchers carry out activities that are pen

4. Drawing conclusions after the three processes have been passed, the last step is to draw conclusions. The content of the conclusion should include all the important information found in the study. The language used to describe conclusions must also be easy to understand without being complicated.

(article "Knowing Qualitative Research: <https://tirto.id/f9vh>)

In order to guarantee and develop the validation of the data to be collected in the research, a data validity development technique commonly used in qualitative research, namely the triangulation technique, will be developed. Of the four existing triangulation techniques (Patton in Sutopo, 2002:78) <sup>[53]</sup>, only the following will be used:

- a. Triangulation Method is a method carried out by comparing data or information in different ways, where in qualitative research it is known as interview, observation, and survey techniques.



- b. Triangulation between researchers, namely between researchers using more than one person in the collection and analysis, this technique greatly enriches knowledge about the information extracted from research subjects
  - c. Source triangulation is collecting similar data from several different data sources, for example regarding program activities extracted from data sources in the form of informants, archives and events, as well as data on involvement activities, and
  - d. Triangulation theory is carried out by digging up information data and at the end of this qualitative research in the form of an information formulation, then compared with other relevant theories because to avoid individual bias of researchers on the findings or conclusions generated synchronized with the results and observations and questionnaires. In addition, the data base will be developed and stored so that it can be traced back at any time if verification is desired.
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### **F. Checking or checking the validity of the data**

The validity of qualitative research data using examination techniques according to Djam'an Satori and Aan Komariah (2009:221) <sup>[1, 15]</sup> is as follows:

1. Credibility includes the persistence of observers, references, and member checks. Credibility consists of several ways that can be done so that research results can be trusted, namely:
  - a. Continuous observation
  - b. Triangulation
  - c. Conversations with colleagues
  - d. Analyze negative cases
  - e. Using reference materials
  - f. Holding a member check
2. Dependability or dependence to determine the extent of the quality of the research process, in the sense of conceptualizing research through data collection activities, findings, interpretations, to the results of research reports
3. Confirmability (certainty), namely the results of research conducted to see the level of conformity between friends and the data that has been found as support. If the data is not coherent or there is no certainty or there is still doubt, the researcher needs to collect data again.
4. Transferability (transferability) which is able to describe or describe in detail and systematically the findings obtained from the research location.

## **Results and discussion**

### **A. Findings**

1. The principal as an education leader who serves at YPK RANSIKI Junior High School

From the results of observations and documentation in schools, researchers found that the principal always trusted every teacher and administrative staff for each of their respective work and duties, besides that the principal must also be able to serve and take a good approach to teachers, school committee and as well as students in the school. Therefore, there are several things that the researchers found that fit properly:

- a. Principals often provide motivation to all teachers and administrative staff, especially to students.
- b. The principal is very wise in making decisions and is responsible for every decision and policy he takes.
- c. The principal always approaches every teacher and administrative staff as well as students and school committees and even parents
- d. The principal always gives good trust and responsibility for teachers and administrative staff and provides opportunities and encouragement to try to develop themselves through BIMTEK and webinars and other trainings according to their respective fields.
- e. The principal always provides services for the needs of teachers both in terms of ATK shortages and always provides important information from outside if any and in terms of leadership the principal as a service-oriented education leader has carried out well by always controlling the teacher's condition, needs teachers and the needs of students and every activity is always supervised.
- f. The principal is not arrogant in making decisions, that is, he always conducts a sudden meeting if there are things that need to be taken urgent action or decisions.

## 2. The principal as an education leader is a good mediator at YPK Ransiki Junior High School

The results of observations and documentation, the researchers found that the principal always took a good mediation action when there were problems and differences of opinion that could lead to things that were not desirable.

- a. The principal always acts neutrally in every problem situation that occurs at school.
- b. The principal appears at the forefront and dares to make decisions if there are problems at school
- c. The principal is always the mediator in every problem that exists without discriminating between the problems and the teacher who has the problem
- d. The principal always provides the best solution in every problem
- e. The principal always prioritizes good communication between fellow teachers and administrative staff.
- f. The principal always acts fairly and wisely in making decisions.
- g. The principal is quick to respond to any existing problems by not ignoring the problems that occur in the school environment.
- h. The principal is always calm and not rash and not emotional in dealing with every problem that exists.

## 3. The principal as an education leader becomes a true politician at YPK RANSIKI Junior High School

Looking at the results of observations and documentation, the researchers found that the principal was able to cooperate well with various parties, both internal to the school and external to the school.

- a. The principal is able to work with anyone in the school environment
- b. The principal always cooperates with the teachers and the school organization he leads.
- c. The principal always provides advice and input that builds the progress of the school by means of good cooperation between school residents.
- d. The principal always supports the activities of the school organization by prioritizing good teamwork in the school organization.
- e. The principal always reminds that good cooperation in every work activity of every school member must establish a good relationship.
- f. The principal always involves the school committee in every policy that will be taken in order to achieve the goals of education in the school.

## 4. The principal as an education leader becomes an excellent diplomat at YPK Ransiki Junior High School

The results of observations with interviews from various parties in schools, researchers received information that the principal has always been a role model and role model in the school and from various meetings the principal always represents the school and makes the school proud, because the principal is the official representative of the school he leads.

- a. The principal has always been a good school representative and a role model for many people, especially school residents.
- b. The principal is always responsible for every decision made.
- c. The principal always promotes and maintains the good name of the school wherever he is.
- d. The principal must be an example and role model for teachers and administrative staff, especially students.
- e. The principal has good confidence in every meeting representing his school.

## 5. The principal as an education leader is a good motivator at YPK Ransiki Junior High School

The results of observations and documentation, researchers found that principals in carrying out their duties and roles as educational leaders are good motivators, of course every leader must have a good vision and mission for the future and always follow developments in the current information age, in addition to principals, teachers, staff administration and students must have good morals and character so that school progress can be achieved by having good achievements.

- a. The principal always invites all teachers and administrative staff as well as students to follow the development of science and technology information systems in supporting the learning system
- b. The principal always encourages every teacher to develop themselves through workshop activities, BIMTEK, WEBINAR, and others.
- c. The principal invites teachers to master IT.
- d. The principal tries to ensure that the facilities for supporting teaching and learning activities for teachers and students are adequate by installing WIFI, as well as other infrastructure facilities.
- e. The principal urges teachers not to miss information and invites parents of students to encourage their children not only to play on the internet but to learn via the internet.

## Discussion

### 1. The principal as an education leader who serves at YPK RANSIKI Junior High School

Some informants who provided data to researchers when conducting research at YPK RANSIKI Junior High School stated that how the principal as an educational leader who serves, the principal besides serving is able to mobilize and influence teachers, students and other school members. By moving the hearts of teachers and school residents so that all can participate and work sincerely for the betterment of the school.

The principal as a whole has carried out good service leadership, and has always approached fellow teachers, administrative staff and students so that they know the needs of fellow teachers and administrative staff as well as students, the need for adequate facilities and infrastructure for the school's residents. It is good, and the level of trust in subordinates has also been shown by the principal where every task and responsibility of each teacher is given the flexibility for teachers to be active and creative according to their wishes and of course in accordance with the learning corridor and in accordance with the school's vision and mission.

The principal always shows a patriotic attitude by always being responsible for every policy he takes and being a good example for school residents by coming to school early and leaving late and often encouraging teachers and administrative staff to develop themselves through training through workshops. BIMTEK WEBINAR and others according to their own field of knowledge.

Principals often motivate and encourage teachers to be good role models and examples for students, because by looking at our attitudes and behavior we have indirectly given good lessons for the development of attitudes and mentality of students, for example teachers do not smoke in front of the school. Students, teachers must dress neatly and cleanly, teachers must come earlier than students, teachers do not speak dirty and unkind words.

As an education leader in schools, the principal is aware of the intervention of various parties for the sake of its implementation and the achievement of common goals at school. Because the leader who serves acknowledges that his success is based on cooperation between various parties in the school community. Both teachers, administrative staff as well as students and parents.

## 2. The principal as an education leader is a good mediator at YPK Ransiki Junior High School

The principal as an educational leader has become a good mediator and has carried out his function as the school principal has become a mediator in every problem without taking sides with anyone, also without discriminating who has a problem, there must be a meeting point between the two parties with problems and always looking for a solution that works. The best, always face it patiently and calmly because every problem there must be a way out as long as we stay calm about it. Always open to teachers and school residents so as to avoid bad prejudices against school principals. The principal must also help school residents including teachers, administrative staff to provide solutions when problems occur so that the goals expected by all school members may be realized because leadership is all forms of assistance that can be provided by someone for setting and achieving goals according to Wiles in Burhanudin (1994:62)

Based on the observations that researchers carried out at YPK RANSIKI Junior High School that the principal is always committed to maintaining the good name of the school and trying to achieve common goals by mediating every problem that exists, both between individual teachers and between groups of school organizations and even outside the school it is a must together with school residents to maintain organizational cohesiveness through school community Together support each school's policies and goals.

In every school policy, if there is a dispute that results in the delay of an activity, the policy is updated and solutions are sought so that the principal's function as a mediator is carried out properly so that a school goal can be achieved where the principal must appear at the forefront in taking an important part to immediately resolve the problem.

The neutrality of the principal is highly expected in the leadership of the principal, as someone who is neutral or does not side with anyone in any situation and problem and always builds good communication in schools because good communication relationships can solve a problem. The principal must also be responsive or quick to respond or be sensitive to any problems that arise because of problems. When allowed to drag on it will be fatal and have a negative impact on school development, the purpose of the school is to quickly respond to any problems that exist, do not delay the problems that arise even though the problems look trivial, can be fatal if it is not done intentionally.

## 3. The principal as an education leader becomes a true politician at YPK Ransiki Junior High School

The principal being a good and right politician at school must really be carried out well, because the principal is the "spearhead" of the school organization and at YPK RANSIKI Junior High School the principal has become a good and true politician where various collaborations and with anyone able to cooperate well, including with school residents there are administrative staff teachers as well as students and parents of students who always establish good cooperation. Because by collaborating well, all activities will run well, the principal always maintains good relations with school residents and superiors within the Education office.

Good relations between fellow school members and always take persuasive approaches between individuals, both teachers, administrative staff and students, so that they always provide responsibility between individuals, both teachers and administrative staff and students, in order to carry out the responsibilities that have been given correctly.

The principal is able to motivate all school members to work together and establish good relationships with fellow school members and even other people outside the school community so that the good name of the school, especially school residents. The principal is able to provide ideas, suggestions and even good input to teachers, administrative staff and even students, because every activity of the school community, the school leader must know it so that it can avoid misinformation and activities that do not go well.

The principal's leadership as a politician has also been going well in schools because in terms of influencing others through good cooperation and establishing good relationships between fellow teachers and all other

school members. The principal also often asks for opinions and absorbs aspirations from other school members regarding the progress of the school, because schools can run well only by working together and supporting each other between every school member. The involvement of parents of students in working together for the betterment of the school is also very important so that the principal is obliged to establish good relations and cooperate with the school committee

#### 4. The principal as an education leader becomes an excellent diplomat at YPK Ransiki Junior High School

As education leaders can become excellent diplomats and are able to adapt to the existing environment, a diplomat can adapt to circumstances and must prepare themselves to face school problems and challenges both from within the school itself and from outside the school, the principal is a representative of the school organization themselves must appear and excel because it is a reflection of the school, a good school can be seen from the attitude of a leader in the school.

The principal is a role model and role model for the school community, especially students, the principal as a representative of the school organization must be able to represent the school in various situations, both formal and informal meetings, and can make the school proud, the principal at YPK RANSIKI SMP is very responsible for maintaining the good name of the school and can make the school proud through meetings held by the district education office and from other organizations.

The principal's decisions and policies can always be fully accounted for by the principal even though the decision is a joint decision. From the various policies that have been taken or decided and it turns out that the policy was an error, the principal is always a chivalrous spirit in being responsible for his decisions. The most severe decision was taken by the principal, namely the increase in class, where there were some students who were declared not to go to class and some parents were still "insisted" to raise their students, but with various considerations and always adhered to the correct stance of the principal. Stick with the decision if indeed the decision is already a joint decision with the teacher council.

The principal as an education leader is always responsible for promoting the school wherever he is, both in formal and informal and non-formal meetings, the principal is a good role model for teachers and administrative staff as well as students, with time discipline and patience. And the perseverance of the principal should be exemplified and an example for the school community.

#### 5. The principal as an education leader is a good motivator at YPK Ransiki Junior High School

As school leaders to be good motivators, school principals continue to encourage school residents, both teachers, administrative staff and school principals themselves to be able to educate and train students to be able to compete in the information and technology era which has become important in the world of education. The foresight of the school principal in seeing the situation, both deficiencies and other things that need to be addressed, for example there is a leak in the school roof, was quickly repaired and even school equipment, both from the readiness to teach teachers, administrative equipment, and the library, although there are still shortages but can still be overcome. And even several times each teacher is supervised so that the teacher knows the shortcomings and things that need to be prepared in learning

Technological progress cannot be avoided by anyone, a school principal must be able to adapt to the development of knowledge that is so fast and accompanied by rapid technological developments so that teachers are required to quickly adapt, not to miss information. In the current pandemic situation, although it has begun to be overcome, there needs to be improvements from various aspects, one of the world's education. The curriculum continues to change during the pandemic, starting from the beginning of the pandemic until now, it continues to change from the independent learning curriculum to the curriculum in the context of learning recovery, here is the role of school principals and vice principals in the field of curriculum and teachers to always adapt to changes in the applicable curriculum. So that schools do not miss the learning process that changes continuously. The principal continues to hold meetings at the beginning of the learning year, both at the beginning of the first semester and the beginning of the second semester so that if there are changes in learning policies, it will absorb the aspirations of the teachers and administrative staff regarding the appropriate learning process, so that education in schools can be developed and the role of The principal's leadership is the main character in achieving the successful realization of the vision and mission as well as learning objectives in schools.

### Conclusion

Based on the findings and discussion, it can be concluded that:

1. The principal as an education leader who serves at YPK LACHAI ROI RANSIKI Junior High School The principal always provides motivation so that all want to serve in the school, are responsible for every decision taken, always approach every teacher and administrative staff and provide services for teachers through self-development activities for each teacher through webinars, workshops and BIMTEK, providing facilities and infrastructure as well as the needs of teachers to teach and even students in their learning and are not arrogant in making decisions.
2. The principal as an education leader is a good mediator at YPK Ransiki Junior High School, the principal always acts neutrally in dealing with existing situations and problems, the principal always takes risks in every policy, always acts as a mediator in the middle = conflicts between teachers and even outside schools



and can provide good solutions for anyone in conflict and good communication is the best way to prevent and resolve conflicts that occur in schools and be calm in dealing with problems.

3. The principal as an education leader becomes a true politician at YPK Ransiki Junior High School, the principal is able to cooperate with anyone in the school environment and can provide good advice and input for school residents and outside the school. Able to create a solid team within the school in completing activities at school. Able to establish good relationships among the school environment. Always involve outside parties and even the school committee in supporting the progress of the school.
4. The principal as an education leader becomes an excellent diplomat at YPK Ransiki Junior High School, The principal is a good role model and representative for the school, always promotes the school in every moment where it is located, is a good example for school members and has confidence in every task and responsibility.
5. The principal as an education leader is a good motivator at YPK Ransiki Junior High School. The principal invites school residents not to "stutter" technology and always keep up with the times, invites teachers to want to develop themselves through trainings, workshops, webinars and BIMTEK, facilitate teachers and

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