



Leadership behavior of principals at SD GMIM V, South Tomohon district

Julius Haris Tumiwan¹, Roos M S Tuerah², Viktory Rotty²

¹ Master Program Student, Education Management Study Program, Postgraduate Program, Manado State University, Indonesia

² Education Management Study Program, Postgraduate Program, Manado State University, Indonesia

Abstract

Leadership functions to encourage followers to willingly use their abilities to the maximum to support the achievement of organizational goals. In situations of serious conflict in organizations, the democratic leadership style is considered less effective and time-consuming, group members tend to prefer firm leadership, and group members expect strong leadership, ready to accept firm orders and ready to carry out what is ordered. From the results of observations, interviews and documentation conducted during the research, several findings were obtained, namely: principal Leadership Behavior at SD GMIM V, South Tomohon District, and. Factors that hinder the Principal's Leadership Behavior at SD GMIM V, South Tomohon District. Based on existing research it can be concluded from this research are: The leadership behavior of the principal at SD GMIM V, South Tomohon District is to try to change the mindset of all school members in a better direction by applying a combination of leadership behavior that is task-oriented (a task-oriented style) and employee-oriented style); The factors that impede the leadership behavior of school principals at SD GMIM V, South Tomohon District, are that there are still teachers who do not fully support the programs that have been prepared, and the funds that come from school committee fees are not collected in a timely manner.

Keywords: Leadership behavior, principals, south Tomohon district

Introduction

Leadership is an important and interesting thing in the current era in facing globalization, where every aspect of life in society is faced with leadership problems, as well as in the world of education in this case the school as a place for education to take place, of course requires good leadership in achievement of goals in the field of education. Leadership is something that is very much needed in educational organizations where it is hoped that people who are in one organization can be managed and led to achieve the expected goals.

It is important that leaders in an organization are expected to be the driving force in the organization they lead. Several opinions about leadership, among others, where it is stated that leadership is a person's ability to influence other people so that other people behave as desired by the leader. Soejono Soekanto (2001: 318). The importance of the presence of a leader in an organization so as to be able to direct and influence the people in the organization to achieve goals together.

In an educational or school organization, of course there are various human resources who have different characters, as well as a dynamic group, of course there will be upheavals or problems that arise as a result of a group development within the organization, problems that arise certainly need to be looked for. way out by the leader so that the goals to be achieved in the organization can be achieved together. Hadari Nawawi (1992: 100) ^[6] states that the type of democratic leadership places humans as the main and most important factor in each organizational group, this type is dominated by behavior as a protector and savior and behavior to promote and develop group organizations. Besides that, it is also manifested through leadership behavior as executor. This leadership behavior is characterized by efforts to realize and develop effective

human relations, based on the principle of mutual respect and respect for one another.

Leadership functions to encourage followers to willingly use their abilities to the maximum to support the achievement of organizational goals. In situations of serious conflict in organizations, the democratic leadership style is considered less effective and time-consuming, group members tend to prefer firm leadership, and group members expect strong leadership, ready to accept firm orders and ready to carry out what is ordered. Early signs of emerging conflict include: ongoing arguing, repeated expressions of negative feelings and circumstances, sudden increase in absenteeism, disrupted communication, unwillingness to communicate, increased phone calls, frequent changes in leadership positions.

A set of dynamic and organized characteristics possessed by a person that uniquely influence cognition, motivation for that person's behavior in various situations is called personality. Personality is a dynamic personality that every school principal must have includes; exemplary, integrity, transparency, self-development, self-control and educational leadership. For the principal the dynamics of personality must be in line with his role as a leader and changes in his personality should support the effectiveness of the leadership being carried out.

The principal as a leader requires: the ability to lead, administrative and supervisory competence, an understanding of the duties and functions of the principal an understanding of the multi-functional role of the school, the main duties of the principal in the context of fostering learning, human resources, students, infrastructure, and relationships school cooperation with the community (Wahyosumidjo (2002:11).

Likewise, SD GMIM V, Tomohon Selatan District, the main role in carrying out the pattern of school management lies

with the principal and the entire school community. The principal is the person who is responsible for running the wheels of the school organization, the principal is always faced with the challenge of making changes and developing education in a planned, directed and sustainable manner to improve the quality of graduates. Empower teachers so that professional teachers are realized. Leadership quality can be achieved if in each leader grows awareness and deep understanding of the meaning of leadership with various aspects, such as principles, various requirements and leadership functions so that leaders are able to develop skills and realize good leadership.

Research method

Research Findings

From the results of observations, interviews and documentation conducted during the research, several findings were obtained, namely:

1. Principal leadership behavior at SD GMIM V, Tomohon Selatan district

The behavior of the leadership of the principal at SD GMIM V, Tomohon Selatan District, which appears is a structured effort to change the mindset of the school community as a whole which aims to implement school activity programs according to the expected standards. Initially, this effort was socialized to all teachers and staff and even to students so that it was hoped that there would be an understanding of changing patterns of thinking, which in the terms of the head of SD GMIM V, Tomohon Selatan District, is a change in mindset. In order to prove that the change in mindset needs to be implemented by the school principal, the principal carries out a School Action Research (PTS) entitled: "The effect of changing the mindset of human resources in education at SD GMIM V, Tomohon Selatan District"

The routine meeting activity which is held every Monday morning is one of the follow-ups to the application of discipline for all school members, where at the meeting the principal evaluates the previous week's activities so that if there are school members who violate discipline they will immediately receive coaching/reprimand from the school principal.

The school as a work unit that cannot stand alone is something that is of concern to the school principal, this is evidenced by the opening of a network of cooperation with various government agencies, the private sector, schools of the same rank, and even the police agency. Through this collaborative network GMIM V Elementary School in Tomohon Selatan District will benefit in the form of additional educational support facilities and infrastructure, namely: rehabilitation of two new classrooms, construction of the principal's office and teacher's room, and construction of a permanent fence in the front yard of the school.

The application of discipline that applies to all school members is not just a slogan, but is actually carried out and even the school principal is the leading example. This is evidenced by the discipline of the principal coming first almost every day, and returning from school after school hours ended. This situation is continuously controlled by the school principal, as in the case of teachers and staff who come to school/return from school and sign attendance not in accordance with the facts, then those concerned will receive a warning/guidance from the school principal either

directly or during the evaluation of activities. which is carried out routinely once a week on Monday.

The application of this discipline is taken with the aim that the duties and responsibilities of teachers can be carried out as they should, as well as employees so that the tasks that are their responsibility can be completed.

2. Factors that hinder the Principal's Leadership Behavior at SD GMIM V, Tomohon Selatan District

The factors that hinder the Principal's Leadership Behavior at SD GMIM V, Tomohon Selatan District are:

- a. There are unscrupulous teachers who do not agree with the principal
- b. There are not enough funds available for the purposes of implementing the required program because the expected source of funds is from paying school fees, but in reality the payment of school fees does not work as expected. On the other hand, schools are faced with increasing demands in the field of school competition around SD GMIM V, Tomohon Selatan District
- c. The inconsistent application of rules to certain teachers creates the impression that the principal is not treating all educators fairly.
- d. Inconsistency in the application of rules to cases faced by certain students in terms of application of school discipline.

3. Efforts by the principal to overcome these obstacles

From the obstacles found, efforts are needed to overcome these obstacles. The efforts found are:

- a. According to the school principal there may be teachers who disagree with me, but so far no one has frankly stated that they disagree with the school principal because what I am running is a joint program and general provisions that apply to all schools or general provisions that apply to all employees. Civil State
- b. Provisions are made regarding the payment of school fees, namely the deadline for repayment every tenth of the current month and an extension is given up to the fifteenth of the current month.
- c. Determination of discipline is carried out in accordance with the agreement, but if someone feels it is unfair it is normal because in the current era of reform where freedom of expression is highly respected it may not be possible to get one hundred percent of the votes for every activity.
- d. If there are problems faced by students, then we use the existing flow, namely: The first treatment is carried out by the picket teacher who is on duty on the day in question, if the problem has not been resolved then the student will be directed to the Deputy Principal for guidance. However, if the problem cannot be resolved, the student concerned will be confronted with the school principal along with the parents/guardians of the student concerned. If the student's problem reaches the school principal, then the person concerned will obviously receive a suspension from the school.

Results and discussion

Leadership is an asset that must be owned by a leader, including the principal in carrying out their main daily duties and functions

1. Principal leadership behavior at SD GMIM V, Tomohon Selatan district

The principal's leadership behavior referred to in this study is all the reactions that can be shown/performed by a principal in managing, managing, and influencing other people/subordinates in order to achieve results that are a common goal. According to Wahyosumidjo (1994; 190) [26] suggests there are 2 (two) main characteristics of leadership behavior, namely:

- a. Oriented to the task (a task oriented style) which is characterized by the leader giving instructions to subordinates, always strictly supervising subordinates, assuring subordinates that tasks must be carried out in accordance with the wishes of the leader, placing more emphasis on implementation tasks rather than the coaching and development of subordinates.
- b. Oriented to subordinates (an employee-oriented style) which is characterized by leaders providing more motivation than providing supervision to subordinates, involving subordinates in making decisions, being more familial, trusting, cooperative relations of mutual respect among all members of the group".

The activities of the head of SD GMIM V, Tomohon Selatan District, which have been carried out so far have shown leadership behavior that uses a trait approach. This is shown from the results of data analysis that the principal of SD GMIM V, Tomohon Selatan District, has the following characteristics:

- a. Always full of energy in carrying out tasks,
- b. Has good foresight, this is evidenced by the availability of work programs and targets -targets that must be achieved,
- c. Have very interesting persuasive skills, this is evidenced by the many cooperative relationships made with the government, private sector, and schools of the same level that have been visited. This is in accordance with the opinion of Wahyosumidjo (2011:21-22) which states that:

"The nature approach emphasizes the quality of leaders, the success of leaders is marked by the extraordinary skills possessed by leaders such as;

- a. Tireless or full of energy,
- b. Keen intuition,
- c. Foresight that is not narrow,
- d. Irresistible persuasive skills. Based on the results of this study, there are three kinds of personal characteristics of a leader which include:
 - a. Physical characteristics such as height, appearance, energy.
 - b. Personality such as upholding self-esteem, influence/dominant, emotional stability.
 - c. Skills / abilities such as general intelligence, fluency in speaking / verbal fluency, originality and social insight.

In addition to the trait approach, the behavioral approach is also used by the principal of SD GMIM V, South Tomohon District in carrying out their main tasks and functions at school. This is shown from the analysis of the data that the principal of SD GMIM V, Tomohon Selatan District, is assertive, dignified, has a far-reaching vision, always creates a sense of togetherness between teachers and staff, is always

responsible for problems faced by teachers/staff at school, has the ability to communication and organizational skills. This is in accordance with the opinion of Wahyosumidjo (2011:22-23) which states that:

"The Behavioral Approach emphasizes the importance of behavior that can be observed or carried out by leaders from their personal traits or sources of authority. These personal traits are: Ability to adapt to situations, always ready for the social environment, oriented towards the ideals of success, assertive, cooperative, able to make decisions, influential/authoritative, energetic, manly, confident, patient/enduring, want to be responsible. Besides that, they also have skills, namely: clever, conceptual, creative, diplomatic and tactical, fluent in speaking, knowing a lot of group tasks, ability to organize, ability to convince, ability to communicate.

By using the two-factor theory, the separation of two dimensions of leadership behavior was developed, namely the initiating structure which shows leadership behavior that describes the working relationship with subordinates, both individually and in groups as well as the existence of great efforts to create organizational patterns, communication channels and methods. as well as procedures that have been well defined, and considerations that show friendly behavior, mutual trust, mutual respect, warm relationships in cooperation between leaders and group members.

Based on the results of data analysis, the results of observations and documentation studies conducted by researchers, the leadership behavior shown by the principal of SD GMIM V, Tomohon Selatan District is a combination of the two main characteristics stated by Wahyosumidjo, although not all of the two main characteristics are carried out. applied.

2. Factors that hinder the principal's leadership behavior at SD GMIM V, Tomohon Selatan district

Every organization in operational activities does not always run as originally hoped, of course there will be ripples that occur. This is closely related to the differences that each member of the group has, as well as what is experienced by the principal of SD GMIM V, Tomohon Selatan District. This is in accordance with what was stated by Kartini Kartono (1992: 112-113) that:

"The group is a collection consisting of two or more individuals and the presence of each individual has meaning for others, and is in a situation of mutual influence. In each member of the group we always find reciprocal actions and reactions, so there is group dynamics. What is important in these groups is not the similarities and differences with each other, but their interdependence or interdependence. The loose or compact dependence of the group members is determined by several factors, including:

- a. The size of the group members,
- b. The goals to be achieved together,
- c. The form of the organization that has been built,
- d. The intimacy of the members of one another.

According to this view, in every group there will definitely be group dynamics within it, especially if the group members are large/many. The existence of factors that hinder the leadership behavior of the principal at SD GMIM V, Tomohon Selatan District, in the form of personal teachers who do not share ideas is something that is natural. This can be understood in the current era of openness where everyone has the right to express an opinion.

Financial sources are the main thing that influences the effectiveness of school activities, especially education at the Elementary School (SD) level where until now government assistance such as the Student Operational Assistance (BOS) fund is urgently needed. Every organization/group that wants to progress and excel in their field certainly needs a budget to finance all the activities or programs that have been prepared. This is in accordance with the opinion of Wahyosumidjo (2011: 172-173) that:

"It should always be noted, the principal will be more effective in leading the school as an agent of change, if the principal pays attention to various things as follows:

- a. Sources of innovation,
- b. Motivation to change,
- c. Time required,
- d. Financial sources,
- e. Community support,
- f. Education and training of teachers and staff,
- g. Quality of change programs".

The regular source of finance for funding at SD GMIM V, Tomohon Selatan District, is school tuition from parents/guardians of students. However, the payment of these contributions was not realized in accordance with the needs of the school, causing problems that resulted in the ineffective implementation of school programs.

Handling problems that occur in groups will bring various impressions/assessments to each member of the group, on the one hand there are those who are satisfied but on the other hand there may also be those who are not satisfied with the solutions offered.

3. Efforts by school principals to overcome these obstacles.

The school as an organizational unit or group certainly has goals to be realized by members of the group, under the command of the principal as the leader. The role of the principal in delivering the group to its final destination usually has obstacles, which can come from within the group or from outside the group. According to Kambey (2010:37) states that:

"Sources of conflict between individuals (Interpersonal Conflict) are caused by differences in individual backgrounds within organizations such as education, expertise, skills, work experience, life values, socio-cultural background, religion, and personal characteristics (gentle, rude, assertive, fickle, aggressive behavior). In addition to the sources that have been stated, other sources may be:

- a. Lack of information,
- b. Competition in the struggle for influence,
- c. Competition in obtaining positions,
- d. Conflicts of personal interests,
- e. Conflicts between roles,
- f. Territorial boundaries, and
- g. Leadership style".

Thus stated by Wahyosumidjo (1995: 29-31), namely:

"In fact there are four kinds of contingency leadership models, namely the Fiedler Model (1974), the House's Path Goal Model (1974), the Vroom Yetton Model (1973), and the Situation Model (1977). Of the four models, it is important to develop the Leadership-Situation Model. The Situation-Leadership Model contains the main points.

The instruction style (G1) is characterized by one-way communication in which the leader defines the roles of followers and tells them what, how, when, and where to perform various tasks. Problem-solving and decision-making initiatives are solely carried out by the leader and announced and their implementation is closely monitored by the leader.

The consulting style (G2) is characterized by the leader still giving a lot of directions and still making almost the same decisions, but this is followed by increasing two-way communication and supportive behavior, by trying to hear followers' feelings about the decisions made, as well as ideas and suggestions they.

Participatory style (G3) is characterized by a position of control over problem solving and decision making held alternately, where leaders and followers exchange ideas in problem solving and decision making. Two-way communication is enhanced, and the leader's role is to actively listen; the responsibility for problem solving and decision making rests largely with the follower.

The delegation style (G4) is characterized by the leader discussing problems together with subordinates so that an agreement is reached regarding the definition of the problem which then the decision-making process is delegated as a whole to subordinates.

The inconsistent application of the rules felt by some teachers and the inconsistent application of the rules/discipline to certain students according to the principal can be understood because each person certainly has their own opinion, but I control the implementation of the rules/discipline in carrying out tasks objectively without making a difference.

According to William Hendricks (in Kambey, 2010: 86-90) the use of various conflict management styles is as follows:

- a. Integrating/conflict management style by unifying,
- b. Obliging/conflict management style by willingness to help,
- c. Dominating/conflict management style by dominating,
- d. Avoiding/conflict management style by avoiding, and
- e. Compromising/conflict management style by compromise".

In accordance with the analysis of data and observations made by researchers, the principal of SD GMIM V, Tomohon Selatan District, uses an integrating conflict management style to solve latent conflicts. This is proven by the establishment of a sense of togetherness between teachers and employees at SD GMIM V, South Tomohon District in various activities. However, for the resolution of the inconsistent application of rules/discipline to certain students, according to data analysis, the principal of SD GMIM V, Tomohon Selatan District, uses a compromising conflict management style. This is evidenced that there are certain students who, according to the rules, should be expelled from school, but according to the principal, the best solution must be found, and this is the same as the style of compromise.

Conclusion

Based on existing research it can be concluded from this research are:

1. The leadership behavior of the principal at SD GMIM V, Tomohon Selatan District is to try to change the mindset of all school members in a better direction by

- applying a combination of leadership behavior that is task-oriented (a task-oriented style) and employee-oriented style)
2. The factors that impede the leadership behavior of school principals at SD GMIM V, Tomohon Selatan District, are that there are still teachers who do not fully support the programs that have been prepared, and the funds that come from school committee fees are not collected in a timely manner.
 3. Efforts made by the principal in overcoming the obstacles found are trying to apply a leadership-situation model as well as decision-making in solving problems by using consultative, participatory, and delegative types, in addition to that integrating, obliging and compromising styles are also applied.

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