
Principal's Leadership At SMP Daarul Qur'an Ungaran Central Java

Ariyantho Ariyantho [✉], Tri Joko Raharjo, Titi Prihatin

Universitas Negeri Semarang, Indonesia

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Abstract

Education in Indonesia plays an important role in nation-building, particularly its people. Schools' success is very much dependent on that of their principals in exercising their roles and performing tasks. One of the decisive factors which the quality of education and school effectivity depend on is a principal's leadership. The purpose of this research is to analyze the school principal's leadership at SMP Daarul Qur'an Ungaran, Central Java. This is a descriptive and qualitative research employing study-case approach. Using purposive sampling, the respondents of this research are the school principal, teachers and school committee. The collection of data was carried out by interview, observation and documents study using source triangulation as the technique to ensure their validity. The data were then analyzed by utilizing data reduction, data display and verification or inference. The result of the research shows that the principal is able to fulfill his tasks and responsibilities as the leader at SMP Daarul Qur'an Ungaran, Central Java, promoting democratic leadership. The leadership of SMP Daarul Qur'an principal has been highly regarded by his subordinates (teachers, staff and students alike). The school principal is constantly attempting to improve the quality of the service in place, both the academic and religious aspects, so as to uphold its position as an Islamic education institution by maintaining religious values in learning process at SMP Daarul Qur'an. The success and effectivity of SMP Daarul Qur'an principal's leadership take shape in his quotidian attitude, delegation of tasks, decision making, supervision, school development, communication, motivational speech and provision of rewards to his subordinates.

[✉]Alamatkorespondensi:

Kampus Pascasarjana Jl Kelud Utara 3 Sampangan Semarang,
Indonesia

E-mail: aries4501@gmail.com

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INTRODUCTION

The success of schools is largely determined by the success of the principal's leadership in carrying out their roles and tasks. This is also true with the success of the principal's leadership. Leaders who have a modern leadership model are needed in facing competition among schools, organizations, or educational institutions. Therefore, to become a leader who suits the current requirement, a leader is required to be conscientious in dealing with all the problems that exist, he must also have the ability to lead and possess sufficient intellectual abilities, so that in deciding a policy, teachers, the community, and members of the organizations deem the policy justifiable.

In carrying out his tasks and roles as school leader and manager, the school principal must have a vision and mission, as well as a comprehensive and quality-oriented education management strategy. Leadership is an important drive in the framework of school management, therefore the ability to lead effectively is the key to the success of school organizations. One of the deciding factors in determining the quality of education and the effectiveness of the school is the leadership of the principal. This is understandable because leadership is not only about taking initiative, but it also requires managerial ability, namely the ability to organize and act accordingly (Muspawi, 2014)).

Furthermore, (Nugraha, 2010) states that leaders are one of the indicators of the success of educational institutions in the process of planning, implementing, providing motivation and monitoring to achieve the common goals in educational institutions. Therefore, the involvement of all school personnel and school committees in determining the vision, mission and school programs was found to be very effective for school principals in performing their tasks and roles as school principals.

However, leadership could also be ineffective. For example, the effectiveness of schools in realizing their achievement is still

low. Several things that do not reflect the spirit of change still emerge as problems, such as the decision-making process where the decisions taken do not involve all school members but only follow what the leader incline to do (Muspawi, 2014) In their research, (Tukiman & Jabar, 2014) state that the current situation is that the teachers performance is less than optimal and they are often found unprofessional.

Educational institutions that model themselves as Islamic boarding school are led by Kyai who has a unique position in terms of their tasks and roles. Kyai as the leader of an Islamic education institution is not only tasked with compiling an Islamic religious education curriculum, making rules, designing an evaluation system, carrying out learning related to the knowledge taught in the Islamic boarding school. Kyai, the leader in these educational institutions, is usually known as the supervisor, manager, and teacher at the boarding school he leads.

The advantages of Kyai's leadership is his ability to maintain high morality and piousness. Kyai has a high level of integrity, values and interpersonal skills as a leader, namely (1) providing support and humble in attitude; (2) treating students and congregation equally and attentive; (3) organized and efficient, enthusiastic and concerned about education and possesses a sense of humor; (4) has high ethics, trustworthy, and is committed to resolving problems; (5) calm and does not act beyond limits when there are misconducts; (6) can accept differences; (7) does not impose his views or arguments, is willing to try and take risks; (8) has a broader interest than just ordinary work; (9) builds effective relationships and learns from mistakes; (10) accepts change as inevitable; and (11) action-oriented and committed to leading by example (*uswatun hasanah*) (Sagala, 2015).

(Sobri & Nurabadi, 2016)research on the principals leadership model found that the principals have open, wise and authoritative leadership characteristics so that in carrying out their tasks, principals always pays attention to

the needs of their subordinates and always show humility to anyone. In addition, the principals always involve all teachers, especially in the making of school programs and are always open to feedback or suggestions given by school personnel regarding the policies made. Similar to (Saimima, 2016) research, the results show that the characteristics or leadership models of principals who have an ethical culture can improve the quality of schools by implementing the values they uphold to the school members, these include religious values, honesty in leadership, fairness to subordinates, discipline in implementing duty, assertiveness in work and response or sympathy to the subordinates.

SMP Daarul Qur'an Ungaran, Central Java is a branch of Daarul Qur'an Ketapang Islamic Boarding School in Banten. It is located in Dusun Suruhan RT 03 Rw 02, Desa Keji, Ungaran Barat, Semarang, Central Java Province. The presence of SMP Daarul Qur'an Ungaran, Central Java is expected to play a role in realizing a high-quality Islamic education institution and Islamic stronghold in the Center of Indonesia that is able to produce human resources of Muslim-believers who are virtuous, knowledgeable, and open minded, as well as serving the ummah, nation and state for the welfare of the world and the hereafter. This study is different from previous studies in that it looks into the leadership of a principal who has a background of Moslem cleric (kyai) based on complex leadership indicators so that the researcher obtains extensive data and information. The leadership of a school institution led by a kyai is a distinct advantage and uniqueness in building an Islamic boarding school with good quality.

The advantage of SMP Daarul Qur'an is that it lies in its method and vision which are intended to produce students who memorize Al-Qur'an. In line with this vision, SMP Daarul Qur'an has its own curriculum, namely the Daarul Qur'an curriculum. Student activities are also recorded in the DaQu Method system or method such as congregational prayer, Monday-Thursday fasting, memorization of

Qur'an (tahfidz) and others. All students are obliged to participate in activities even though they were initially carried out because of compulsion, but now they get used to it automatically. The differences between SMP Daarul Qur'an Middle School and other schools are as follows: 1) Class admission time is at 07.45 WIB, while other schools under the auspices of the Education Office enter at 07.00 WIB. The entry hours are applied with the aim that students can pray duha and memorize Qur'an first. 2) The obligation to fast on Mondays and Thursdays, so that study hours on that day are up to 12.00 WIB so that students can rest. 3) Teachers are required to include verses from the Quran and hadith in the lesson plans (RPP) in the national curriculum which relate to the subjects they are teaching. 4) Every first and second semester there is a tahfidz camp program or memorization of the Qur'an for one month and the time allocated for learning is generally only one hour.

This is the policy of the SMP Daarul Qur'an principal and the principal of the school always makes new breakthroughs to support all activities in order to improve students skills. The efforts made by the principal is evident from the achievement of rewards in the research and science fields of national level by students and scouting activities which also have good achievements. The education system used by SMP Daarul Qur'an Ungaran, Central Java is a boarding school system, in which all students are required to stay for 24 hours in a harmonious environment to achieve educational goals. The curriculum used by SMP Daarul Qur'an Ungaran, Central Java follows the curriculum set by the government nationally, namely integrating religious and general science, and integrating intracurricular activities with extracurricular activities (organization, entrepreneurship, arts, sports, scouting, crafts, as well as practicing Arabic and English).

Daarul Qur'an Middle School is one of the Islamic-based schools with a boarding school system similar to others in Semarang, such as SMP Sultan Agung, SMP Hidatullah,

SMP Al Azhar and SMP Nasima with nationalist Islamic background. SMP Daarul Qur'an Ungaran is under the auspices of the Education Office (Dinas Pendidikan) which is equivalent to State Junior High Schools (SMP Negeri) and the curriculum that follows from the Government such as the K-13 curriculum for grades VII and VIII, while grade IX is still based on KTSP. Likewise, the UNBK system still follows the Government regulations. Based on these descriptions, the purpose of this study is to analyze the principal leadership model applied in Daarul Qur'an Ungaran Middle School, Central Java.

METHODS

This is a descriptive and qualitative research employing study-case approach. Using purposive sampling, the respondents of this research are the school principal, teachers and school committee. Respondents involved in this study were 8 people consisting of the principal, school committee and teachers. The collection of data was carried out by interview, observation and documents study using source triangulation as the technique to ensure their validity. The data were then analyzed by utilizing data reduction, data display and data verification.

RESULTS AND DISCUSSION

The Leadership of SMP Daarul Qur'an Principal Viewed Based on His Daily Behavior

This study aims to analyze the leadership of the principal at SMP Daarul Qur'an Ungaran, Central Java. This is done to find out the role of the principal, through his leadership, in leading the school management from planning to the evaluation stage of each school program. This is based on the assessment of teachers and other school elements related to the success or ability of the principal in performing his tasks and responsibilities as a leader.

The leadership of SMP Daarul Qur'an Ungaran principal based on his daily behavior, namely his ability to establish communication with subordinates has been carried out quite well by the school principal. This is as expressed by the teachers, F.I.M and K.A, as follows:

F.I.M's statement

"The relationship between the principal and staff, teachers and students, Alhamdulillah (praise to God), is cordial, he is always interacting with teachers, staff and others" (interview, 30 June 2020).

K.A's statement

"So far, based on the observation of the relationship between the principal and his subordinates to build relationship, the communication is also good in coordinating discussions on several committee events which are carefully carried out and communicated with the appointed teacher" (interview, 2 July 2020).

The ability of the principal in establishing good relationships or communication with subordinates aims to create a conducive work atmosphere and this is one of the requirements for success in carrying out good organizational management. This is similar to the opinion of (Hartinah, 2011) in her research which states that a positive school setting, namely that creating a safe, peaceful and pleasant environment can have a positive impact on the teaching and learning process. Similar to the opinion of (Atiqullah, 2011) in their research which states that the principal as a manager must be able to utilize and cooperate with a wide range of people in the school organization. The principal must also be able to coordinate and mobilize all the existing potentials in order to realize the goals of good education. This is in line with the opinion of (Sagala, 2015) in their research which states that a good leader is one who is able to lead others towards achieving established organizational goals and is able to establish good communication with others because good interactions are the driving force of an organization.

The principal of SMP Daarul Qur'an is also a figure who cares about all of his subordinates by always interacting to discuss some of the problems that exist in the school. The principal always motivates his subordinates, always reminds them if they work beyond the expectations, always looks for solutions to any problems both internally and externally from their subordinates that could cause a decline in their performance. In line with (Tambingon, 2018) research which shows that the presence of a school principal with good leadership can have a positive impact on the motivation of his subordinates in carrying out their tasks and responsibilities. In addition, the principal's concern for his subordinates is by doing activities that can promote togetherness in the school environment, such as playing futsal together, conversing while drinking coffee together. This is a manifestation of the principal's seriousness in establishing relationships with his subordinates in order to avoid distancing himself from his subordinates. However, in certain more formal situations, subordinates still maintain respect to the school principal. This is as expressed by teacher A.N.I, S and L.M.S as follows:

A.N.I's statement

"So far, we enjoy it, we have even played futsal together with the principal. Yes, that's because the principal is more relaxed compared to other school principals, but we still have to maintain a sense of formality at school, that we should show respectful attitude especially in front of students and he is seen by students as more assertive and authoritative, as I said earlier" (interview, 7 July 2020).

S statement

"Very friendly, I even had coffee together while chatting casually. Yes, it is good in my opinion so that the principal is closer to his subordinates" (interview, 6 July 2020).

L.M.S statement

"The interaction is like with other teachers, so there is no barrier between the leader and subordinates. But in meetings we are more polite and we show a more respectful attitude" (interview, 9 July 2020).

This is in line with the opinion of (Cohen, 2015) in his research which states that effective leadership is done by establishing communication or interaction with teachers, sharing visions and supporting changes for the better. Based on the results of interviews with teachers, it shows that in carrying out his tasks, both formal and non-formal, the principal has never formed a dividing line between leaders and employees. Even so, subordinates still maintain ethics by respecting the principal as a leader or manager who carries out organizational management. This is what becomes a factor in the sense of unity and oneness that remains. A good school principal is responsible for the smooth implementation of education and teaching in schools. This fluency is supported by the principal's ability to position himself as a colleague for his subordinates by showing good attitudes and behavior and providing a sense of security and comfort so that in carrying out his tasks and responsibilities, his subordinates feel protected (Amirudin, 2017).

Based on the results of interviews with the teachers that have been described, it can be concluded that the leadership of SMP Daarul Qur'an principal, which is reviewed based on his daily behavior, shows that it has been done well in ways that can create a conducive atmosphere in the work environment, fostering a sense of unity between all school members and good interaction is fulfilled by establishing intensive communication in order to mobilize existing resources to achieve predetermined school goals.

The Leadership of SMP Daarul Qur'an Principal Viewed Based on Delegation of Tasks

The principal of Daarul Qur'an Ungaran shows a good spirit of leadership in carrying out each of his tasks and responsibilities as a leader even when delegating tasks to his subordinates. The principal of Daarul Qur'an always puts forward the elements of competence and professionalism as well as equality in distributing tasks. In addition, the principal of

Daarul Qur'an always tries to provide an example or role model in doing their tasks so that their subordinates are motivated and able to carry out what they are assigned to. This is done by the principal so that his subordinates are able to complete their tasks and responsibilities properly according to the predetermined targets. This was as expressed by the principal of Daarul Qur'an Ungaran and later strengthened by the statement of the F.I.M teacher and the school committee as follows:

School principal's statement

"The point is we must be seen first and no matter how small the actions are, we try as much as possible if we ask someone to do something, we also do that thing, we don't ask someone to do something that we won't do because the consequences are negative and it will also create an environment where staff and teachers have a high level of trust" (interview, 13 July 2020).

F.I.M's statement

"For example, as I explained earlier about discipline, he showed an example first by coming on time, finally his subordinates followed, but when there were violations, he dealt with the individual, the teachers who were often late were called by the principal and were reprimanded" (interview , 30 June 2020).

School committee's statement

"Yes, as I said before, he always comes early, so that the teachers and other staff can imitate him" (interview, 15 July 2020)

Leaders are role models for other school elements in carrying out their tasks and responsibilities properly. This is an important part in leadership so that a good and positive image can be imbued in the work environment and a belief can be instilled in the attitude and behavior. In line with the opinion of (Mulyasa, 2012) which states that the implementation of effective school management can be influenced by one factor, namely the role model of the principal who is always a good example for each of his subordinates. The example of the principal shown to teachers and other staff members will make them inclined and surely they will also imitate what the principal do. Likewise, it is in line with the opinion of

(Rahayu & Roesminingsih, 2016) in their research which states that the example of the principal in performing his tasks and responsibilities can be a separate motivation for teachers in performing tasks and for students in fulfilling achievements, namely by paying attention to the people at school.

In addition to providing an example in leading, the principal must also be fully responsible for the implementation of every school activity. The principal of SMP Daarul Qur'an is a charismatic leader who commits himself to perform his tasks and responsibilities as a school manager or leader. Responsible attitude and behavior of the school principal are also important in the process of identifying problems related to strengths, weaknesses, opportunities and challenges in the future so that he is able to provide good solutions. Therefore, the principal of SMP Daarul Qur'an Ungaran always has a high sense of responsibility as evidenced by his behavior in carrying out his tasks and responsibilities. This is as expressed by the principal and teacher K.A as follows:

School principal statement

"Yes, all the activities that my school holds are my main responsibility as the school principal, and if there are mistakes, we will evaluate them at the meeting" (interview, 13 July 2020).

Teacher K.A statement

Yes, he is very responsible and always accompanies us, for example, he always appoints the committee and always provides solutions if there are problems in the activity" (interview, 2 July 2020).

The responsibility for each implementation of school activities is the main task of a school principal. The form of accountability can be carried out through the process of implementing school management activities which include planning, organizing, implementing, evaluating to the stage of providing feedback which is a form of commitment in improving the quality of service in schools. Therefore it requires a principal who is visionary, has managerial abilities, has high integrity in order to improve quality (Syafrida,

2015). Similarly, the opinion of (Zuryati, Djailani, & Usman, 2015) in their research reveals that the principal is responsible for achieving the vision, mission, objectives and plays an important role in improving the quality of education in schools. So far the principal of SMP Daarul Qur'an has been responsible for the process of implementing the school organization committee so that it can run well. This is as expressed by teacher S and teacher A.N.I as follows:

Teacher S statement

"Yes, he is very committed to all activities in the school, he is even involved in and monitors the activities himself" (interview, 6 July 2020).

Teacher A.N.I's statement

"Yes, because the principal's responsibility is greater and he often monitors and evaluates all activities that have been done so that the mistakes do not happen again in the next event" (interview, 7 July 2020).

This is in line with what was expressed by (Herawan, 2014) in his research which states that a school principal as a leader must be responsible for the quality of the school so that the principal is able to empower all existing school elements in order to achieve the set goals. Likewise, the opinion of (Marzuwan, Harun, & Ibrahim, 2016) in their research reveals that the principal as a manager in educational institutions is most responsible for school management so there is a need for a school principal who is able to manage all parties or elements of the school in carrying out their respective tasks and roles.

The principal of SMP Daarul Qur'an Ungaran has carried out his responsibility for the smooth implementation of school activities performed by his subordinates. For example, the school principal always coordinates work with teachers to be able to do their tasks properly through good cooperation. In addition, the principal has also made efforts to create a conducive working environment through good school governance, and is responsible for improving facilities and infrastructure that can support teaching and learning activities in schools. Furthermore, in

order to create a conducive academic culture, the principal has made rules by enforcing discipline and giving sanctions to those who violate these rules. The leadership of SMP Daarul Qur'an Middle School principal has a positive impact on the formation of positive school culture.

The Leadership of SMP Daarul Qur'an Principal Viewed Based on Decision Making

The principal of Daarul Qur'an Middle School has a good leadership spirit equipped with positive religious values so that he can become a role model in every decision making. Decision-making activities implemented by the school principal always involve school elements, both teachers, school committee and other employees. This is done with the aim that every decision-making process is known and mutually agreed upon to achieve the designated school goals. The involvement of all related school elements can certainly bring a sense of belonging so all of them can implement any rules or decisions that have been set so that they have an impact on the success of achieving school goals. Of course, in making decisions, the principal of SMP Daarul Qur'an Ungaran always considers the aspirations, or ideas conveyed by each of his subordinates to make informed decisions together according to the needs of the school.

Based on the results of interviews with the school principal, teachers and school committee on the topic of the leadership of school principal based on ability to make decisions, they state that:

School principal statement

"The first is for the decision, it is from the principal, only that we definitely consider a lot of things, in the sense that we prefer public interests over private interests. Second, when decisions are made, we will inform the teachers and staff, how this decision will be implemented, whether they think it is the correct one or if there is still something that needs to be revised and we can discuss it together and it is not unilateral but there will be considerations" (interview, 13 July 2020).

Teacher K.A's statement

"Usually, he holds meetings and discussions with several people from the school management when there are problems and brings together the best of school management ideas, then the best ones will be taken" (interview, 2 July 2020).

School committee's statement

"The role of the principal in making decisions is very important, of course, indirectly he is the main foundation in decision making but yes, all decisions must be finalized to find good results" (interview, 15 July 2020).

The leadership of the principal is then shown as democratic and transformational leadership. This is in line with research conducted by (Zamroni, Nurkolis, & Yuliejantiningasih, 2016) which shows that the involvement of subordinates in decision making by the principal could have a positive impact on school progress, one of which is increasing teacher performance.

So far, the involvement of the principal of SMP Daarul Qur'an Ungaran in every decision making process regarding the implementation of school activities has been positive. This is as expressed by teacher F.I.M and teacher S as follows:

Teacher F.I.M's statement

"Of course, there is management here, there is tahfidz, there is supervision, the scope of this work for the principal must always be there because he is the leader in the school" (interview, 30 June 2020).

Teacher S statement

"He is always present at every work meeting. If he is busy or cannot attend, he usually informs us through the whatsapp group and is replaced by the deputy principal of the school" (interview, 6 July 2020).

Indeed, the involvement of the principal in every school activity including decision-making is a motivation in itself for each element of the school, because the principal plays an important role that cannot always be replaced by others. The principal of SMP Daarul Qur'an is always involved in every activity of school organization management, one of which is work meetings with other members of school management and teachers. Only when he is busy elsewhere, then the deputy principal

replaces him, and every decision made without the presence of the principal is always notified to the principal and asked for consideration so that decisions are made according to mutual agreement.

The Leadership of SMP Daarul Qur'an Principal Viewed Based on Supervision Implementation

The principal of SMP Daarul Qur'an always performs monitoring activities of every activity or school program that is ongoing up to evaluating every activity carried out to find any problems that may arise from the implementation of these activities and find solutions to these problems. This is as expressed by the principal, school committee and teacher S:

School principal's statement

"Yes, we have something called management evaluation, so what school programs have been implemented and what have not been, what are the obstacles we will evaluate usually once a week, then later there will also be an evaluation with school teachers, at least every two weeks. KTM evaluations, the constraints and suggestions will be made from the teachers related to big agendas such as exams or graduation or class promotions we usually also discuss" (interview, 13 July 2020).

School committee's statement

"He always monitors, evaluates, and reports on the implementation of school activity programs and if there is a mistake he usually deals with it individually and if not includes it at the meeting forum" (interview, 15 July 2020).

Teacher S statement

"Yes, the principal has carried out the right procedure, namely with a weekly and monthly activity, whether it is RPP reports and others or teacher meetings" (interview, 6 July 2020).

Indeed, the implementation of school activities requires commitment from all school members in carrying it out. Therefore it is necessary to have firmness from the principal so that the tasks and responsibilities given can be executed properly. As for the disciplinary sanctions imposed by the principal on his subordinates when violations are committed,

the rules on that have been mutually agreed upon. The form of sanctions given varies for teachers and students and there are stages upon which sanctions are given, both orally and in writing. This is as expressed by the principal and teacher L.M.S as follows:

School principal's statement:

"For teachers and staff, it depends on the mistakes, we have various levels, there is an oral warning, and there is a written reprimand and then letter of warning (SP) will be issued, if for example the violation is still minor, it will only be an oral warning, but if the violation is medium, a written reprimand and if it is serious we often give SP. For students, the reprimand is different from that of the teacher, if students commit violations that are light, we try to give positive punishment, for example, asking to clean the bathroom or bring food for an ill friend or something else, and if it's heavy we usually use a point system and when certain points are reached, we will call the parents, so we can give suspension. And if it is severe or heavy, the student could be expelled" (interview, 13 July 2020).

School committee's statement

"Usually, it depends on the level of violations made by the teacher and staff. If the mistakes are minor, they are usually called to the principal's office and directly reprimanded. And if they still repeat their mistakes, they are usually given SP. For the students themselves, I see that he is more often giving positive punishments to those who commit violations, such as picking up trash, cleaning classrooms and so on" (interview, 15 July 2020).

Teacher L.M.S statement

"He gives punishments if there are teachers, staff and students who are guilty but the level of punishments for teachers and students is different. For minor violations committed by teachers, there will be a verbal warning from the principal, while for students the sanctions may be educational, such as cleaning the school yard. cleaning the bathroom and others, if it is a serious violation we usually call the parents or suspend the student" (interview, 9 July 2020).

Supervision is certainly an important part to ensure that school activities are implemented well and according to what was planned. In line with (Trevisani, 2016) opinion

which states that the leadership of the principal certainly leads to the ability to control other people with their activities to achieve certain goals set in the organization. The implementation of leadership must be able to create opportunities and carry out supervision within the organization (Wilson, 2017). Similarly, the opinion of (Dekawati, 2020) in her research reveals that the principal as a leader must be able to provide guidance and supervision, increase teacher teaching motivation, be able to carry out two-way communication and delegate tasks.

Leadership of SMP Daarul Qur'an Principal Viewed Based on The School Development

SMP Daarul Qur'an is currently a school that has a fairly good quality of service by continuously improving the quality starting from professional human resources, adequate facilities and infrastructure and increasing the religious aspects of students (santri) because this school is a boarding school based. For example, the management built a mosque which is located in the pesantren complex with the provision of adequate facilities and the construction of a sports center such as futsal, basketball and badminton courts with national standards. Currently SMP Daarul Qur'an is a school that is accredited with a B rank and the school management will certainly continue to strive to achieve the highest rank, rank A, as a form of service quality provided.

The improvement of the quality of human resources for both teachers and students at SMP Daarul Qur'an aims to have good competence and quality of human resources in every service provided. For example, improving the quality of teachers is not only in the learning process, but also in other fields such as journalism. Teachers are given training in the field of journalism with the aim of increasing teacher professionalism and as a step to respond to the times that are rapidly changing and developing, especially because SMP Daarul Qur'an is boarding school-based, which later can make religious preaching more effective. Apart from teachers, students (santri)

are also given the same training in the field of journalism with the aim that in the future students will be able to recognize and practice journalism if there are those who have aspirations in the field of journalism.

The principal of SMP Daarul Qur'an has made every effort to make the school a superior school with a variety of services provided. Therefore, the principal continues to strive to develop his school from various fields in order to develop quality school members, both teachers and students. Of course, in the school development process, this must go through careful planning stages so that the development can run optimally with maximum results. The school principal has carried out various plans for the development of the SMP Daarul Qur'an as stated by the principal, school committee and teacher K.A as follows:

School principal's statement

"Usually, what we often do is short-term, long, middle-term, usually once every three years or every five years, so the routine must be there and the long-term is usually annual" (interview, 13 July 2020).

School committee's statement

"For sure, he would have drawn up plans for developing long, middle and short term but it is usually discussed in the curriculum, school management and teachers and staff sections" (interview, 15 July 2020).

Teacher K.A's statement

"So far, we have always planned like that to develop SMP Daarul Qur'an to make it more accomplished and sought-after" (interview, 2 July 2020).

The efforts made by the principal in improving school performance are continuously made in order to provide the best quality service to the institution he leads, SMP Daarul Qura'an. This is as expressed by the principal, school committee and teacher A.N.I as follows:

School principal's statement

"That is still on progress, what is clear is that we are always trying to improve school standards every year" (interview, 13 July 2020).

School committee's statement

"I think it is still in the process, but there are improvements every year after he took charge" (interview, 15 July 2020).

Teacher A.N.I's statement

"It seems like it has, as we can see now the school has improved compared to what it was under the last school principal" (interview, 7 July 2020).

Since the leadership of the principal of SMP Daarul Qur'an who is currently in office, the school development more apparent compared to the previous leadership. This is of course done with the effort and hard work assisted by the management and other school elements in realizing the ideals and expectations of the school. In line with the opinion of (Hartinah, 2011) in her research which revealed that it is also important for the principal in his leadership to have the ability to develop his school to see the future of the school so that a leader who is proactive, credible and also of good character is needed. Silfianti's research (Silfianti, 2013) shows that school principals are less able to involve school personnel so that they can be actively involved in school activities and this is a fundamental problem in schools which has an impact on their less than optimal contribution in the school development process because the principal is unable to empower human resources. The role of the principal should be an actor in improving and developing schools in a sustainable manner (Yang, 2014).

Therefore, in a case like this, a leader is needed who has confidence in his subordinates in carrying out his tasks and responsibilities and his role is to direct them in accordance with what has been set (Giltinane, 2013). As a good and democratic or transformational principal, of course, will have the ability to involve all elements of the school including stakeholders to achieve the educational goals that have been set (Bush, 2015). The role of the principal is very important in shaping the characteristics of the group, both formal and informal. The principal also has a very important role in the development of education so that the principal as a leader must have high enthusiasm to provide positive changes for both teachers and

students (Agustina, Kristiawan, & Tobari, 2020).

Leadership of SMP Daarul Qur'an Principal Viewed Based on Communication Skills

The principal of SMP Daarul Qur'an Ungaran is a humble and competent figure so that he is able to perform his tasks and responsibilities in a democratic or transformational manner. One form of democratic leadership is shown by the way the school principal establishes intense communication with his subordinates to create a conducive work environment, as well as to find out problems that may be being experienced in carrying out school activities. The principal of the school, of course, meets many people at school every day, that is where the principal of SMP Daarul Qur'an shows humility by greeting teachers, other employees and students as well. This then shows that the principal seeks to create a conducive work environment so that his subordinates can become good colleagues to achieve the school goals that have been set.

The atmosphere created by the principal with fellow teachers has an impact on the comfort in the principal's room, the teacher's room and the classroom so that it makes fellow teachers look more relaxed in carrying out their tasks without any serious pressure and can create an atmosphere more fun in learning. This is as expressed by the principal and teacher L.M.S as follows:

School principal's statement

"We tend to have casual discussions, if the teachers have grievances, they can be conveyed so that the atmosphere in the principal's room is more relaxed" (interview, 13 July 2020).

Teacher L.M.S statement

"It's great, the school principal is friendly, while the previous principal was not comfortable and wasn't open to the teachers and staff, so if the previous principal entered the room the atmosphere became tense" (interview, 9 July 2020)

Teacher A.N.I's statement

"When I teach I tend to be more relaxed, sometimes when studying the students feel tense, so I try to make them more relaxed in the sense that they don't feel pressured and can explore the lessons" (interview, 7 July 2020).

The principal of SMP Daarul Qur'an has the ability to maintain good communication with his subordinates so that they are not separated by a barrier between superiors and subordinates. This of course can have an impact on optimal work and maximum results because all the work to be done will definitely go through discussions with the principal in a relaxed atmosphere so that there is no tension in communicating. But in terms of ethics, his subordinates still maintain the respect to the principal as a leader during discussions.

Likewise, (Amirudin, 2017) opinion in his research reveals that the principal as a leader must be able to lead members, establish good communication relationships with subordinates and superiors in order to advance the school. Likewise with the opinion of (Tukiman & Jabar, 2014) in their research which states that the principal must be able to instill confidence into subordinates in carrying out their tasks and create close relationships and communication. The relationships that are built between the principal and teachers or other employees are not as leaders and subordinates, but as colleagues, or friends who work together to achieve the target.

The leadership of SMP Daarul Qur'an Principal Viewed Based on The Ability to Provide Motivation

The principal of SMP Daarul Qur'an is a good motivator, shown by his daily behavior which can be used as an example by his subordinates in carrying out their tasks and responsibilities. The principal is able to build a sense of togetherness, discipline and is able to motivate teachers and other employees to work optimally so that they can produce maximum output. This motivational commitment is always built with self-confidence and is always refreshed through spiritual activities so that

teachers and employees are able to realize what their duties and responsibilities are being carried out so that they are committed about working for what is expected. This is as expressed by teachers A.N.I and K.A as follows:

Teacher A.N.I's statement

"What I personally see is that he is very capable of instilling motivation into his subordinates so that they are more committed and feel more responsible for the assigned tasks" (interview, 7 July 2020).

Teacher K.A's statement

"He can motivate school employees and teachers to be more confident in developing the school" (interview, 2 July 2020).

In addition, the principal also always carries out coaching with the aim of finding solutions to the problems that exist within them that hinder the course of their activities or duties. The principal also facilitates the teachers through training to improve their abilities so that they are more motivated to carry out their duties responsibly. This is as expressed by the principal and the teachers as follows:

School principal's statement

"Usually there are, especially teachers who often violate it, we call them and look for the problem, are there any problems at home or are the teachers themselves who are late, trace it first, when we find the problem we will find a solution" (interview, 13 July 2020)

"To improve teacher performance, there are teacher trainings, maybe the preparation of learning tools, there is a fun microteaching practice, with innovative learning methods and the use of multimedia in learning" (interview, 13 July 2020).

School committee's statement

"Surely there are trainings to improve teacher skills in teaching and improve teacher performance" (interview, 15 July 2020).

Teacher F.I.M's statement

"If there is a teacher coaching, usually the program is held in Jakarta. It is called teacher training, the program from the center is provided for the principals and he will select teachers who

participate in the training of teachers at the center" (interview, 30 June 2020).

In line with the opinion of (Tambingon, 2018) in his research which reveals that with the role of the principal as a leader, he must be able to provide guidance, training and direction to subordinates (teachers) in carrying out their tasks in order to achieve one or several specific goals. Teachers are at the forefront of the process of implementing school programs so they need to increase their competence to maximize the learning process. The principal of SMP Daarul Qur'an Ungaran has carried out his tasks and responsibilities as a manager in supporting activities to increase teachers professionalism that can affect their performance. However, the fact is that there are still principals out there who do not play an active role in developing existing human resources because their leadership is more inclined towards autocratic direction so that it does not provide flexibility for subordinates to develop their competences. Similar to the results of research conducted by (Nurhayati, Harun, & Bahrun, 2018) which shows that the motivation given by the principal in order to improve the quality of education in schools is through coaching and training programs for staff and teachers, creating a conducive working environment. and comfortable, and provide rewards and punishments for violators.

The Leadership of SMP Daarul Qur'an Principal Viewed Based on The Provision of Awards

SMP Daarul Qur'an is a boarding school-based institution which educates students to become individuals who excel in competences in the world of education and religion. SMP Daarul Qur'an is a school with fairly good service quality in terms of human resources, facilities and infrastructure and a conducive organizational environment. This is manifested in the daily activities performed by teachers in schools in a professional manner in teaching and learning activities. The facilities and infrastructure provided are able to support teaching and learning activities in schools, both

academic and non-academic. In addition, a work environment is conducive, comfortable and harmonious in every school activity so that all school elements can work happily without any undue pressure. (Chen, Tsai, Chen, & Wu, 2016) research proves that positive leadership affects high school effectiveness with the school organizational culture being the key. Therefore, it takes a leader who always thinks positively in creating a conducive school environment and this means that the principal must always do the right thing and be optimistic in all circumstances.

The principal of SMP Daarul Qur'an in his leadership always appreciates every achievement made by both teachers and students in both academic and non-academic fields. This is done so that they maintain and even increase morale and enthusiasm for achievement. Awards are given in the form of greetings, as well as other material forms, such as giving assistance money for students who excel in non-academic fields. This is as expressed by the principal, school committee and teachers as follows:

School principal's statement

"Yes, for teachers, we usually give awards in the form of positive address during meetings and deliberations, while students are always given awards, because that can increase their enthusiasm to achieve even more" (interview, 13 July 2020).

School committee's statement

"For teachers and staff, appreciation is given verbally. Students are certainly given rewards, in fact, sometimes he himself gives the award" (interview, 15 July 2020).

Teacher F.I.M's statement

"For students, the principal often gives rewards to students who excel, while for teachers there isn't any yet, most are in the form of verbal appreciation" (interview, 30 June 2020).

Likewise, the opinion of (Yulk, 2015) in their research reveals that democratic leadership always provides motivation or support to subordinates in the form of praise and gratitude, because then they will be motivated to be able to improve their performance. The rewards given by the

leadership to teachers and staff can encourage them to further improve themselves towards a better direction in the process of achieving the goals that have been set. Similarly, research conducted by (Octavia & Savira, 2016) which shows that the principal always gives appreciation to his subordinates verbally in the form of gratitude and praise. Giving appreciation for the work of subordinates as a step to create a conducive work environment. Likewise, it is in line with the opinion of (Gaol, 2017) in his research which reveals that democratic leadership can be applied by giving appreciation for every good performance that has been done by his subordinates.

From the attention and appreciation given by the principal, teachers and staff can gain confidence from them that their existence is recognized by the principal. This is consistent with the research of (Tukiman & Jabar, 2014) which shows that the principal always gives attention and appreciation to teachers, staff and students verbally through personal greetings, gratitude, increasing honoraria to joint recreation. In contrast to the research of (Nurhayati, Harun, & Bahrun, 2018) which shows that school principals rarely provide motivation, awards in the form of praise to teachers have an impact on their sub-optimal performance in carrying out their tasks and responsibilities. In addition, school principals also rarely involve teachers in discussions, resulting in the lack of transparency of school principals in terms of school administration, financing and decision making. Therefore, with the form of attention and appreciation it can be a capital for school development because subordinates feel appreciated by their existence in attempting to achieve the established school goals which lead to improving the quality of school services.

Based on the explanation above, it can be concluded that the important factors of the role of the leader, namely the principal who is able to increase motivation which has an impact on improving the performance of each subordinate, including giving awards for the achievement of good results, involvement in

decision making, being able to accept criticism and advice, empowering existing resources in carrying out work, teamwork, being able to trust and delegate tasks and authority, assigning duties and responsibilities to subordinates according to their competence and a reasonable workload, being able to carry out continuous learning. The principal of SMP Daarul Qur'an is a democratic leader and knows very well the process of school management towards a better direction based on the designated goals. Many things have been done by the principal in his leadership to improve the quality of the school's services and this is a form of the principal's effectiveness in leading SMP Daarul Qur'an, Ungaran, Central Java.

The principal's leadership style fulfills the requirements of a democratic, charismatic and situational leader of free control. Democratic leadership can be seen from the principal emphasizing the importance of deliberation, accepting criticism and suggestions in important matters and seeing the equality between the rights and obligations of teachers and other employees. The principal's charismatic trait is reflected in his popularity and prominence in society. Situational leadership is manifested in the form of providing full support and little direction, because the teachers are given the trust as co-workers to carry out tasks and responsibilities in accordance with the goals of the school or pesantren.

The power of personal influence of the school principal as the director of the tahfidz Qur'an program through the one day one verse method both in schools, pesantren and in the community. The influence of the Principal's tausiyah with electronic media technology has accelerated and expanded the network throughout Indonesia. The influence of popularity, personality and knowledge of the principal has become an icon of both the school and the pesantren in attracting the interest of santri and santri's parents. In addition, the positive impact of the tahfidz program in the Islamic boarding school is in accordance with

the vision and mission of producing memorizers (hafidz) of the Qur'an.

CONCLUSION

The democratic leadership of SMP Daarul Qur'an principal is recognized by teachers, school committees and others that the principal performed his tasks and responsibilities as an institution leader with full commitment and he has been exemplary in everything he does. Therefore, the principal of SMP Daarul Qur'an is considered to have succeeded in carrying out his leadership in his work environment.

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