

***Principal Leadership in the Implementation of School Based Management in Public Vocational High School (SMK NEGERI) of 26 Jakarta, Indonesia***

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**Abstract**

This research aims to know the principal leadership in moving the citizen schools citizen schools motivation, give, give an example to the citizens of the school, and the effects or impacts of the leadership in the framework of the implementation of School-based management (SBM) in Public Vocational High School of 26 Jakarta. The method used is descriptive research methods with qualitative approaches. Data collection techniques used are interviews, observation and study of documentation. The results of this research are: 1) principal leadership role in moving the citizens schools, namely by giving example, friendly, personal approach and through regular meetings. 2) principal leadership role in providing motivation by giving spirit, praise, and give more attention to help the fulfillment of citizens schools in carrying out the task. 3) principal leadership role in giving an example to the citizens of the school to do it in a way come morning, cultivate shake each morning, giving an example before telling or giving instruction, commitment to teaching hours, dress mess, and go home for longer. 4) the effects of principal leadership roles, that of harmonious family atmosphere climate that disciplined, clean, prestatif and productive in this school. This helps facilitate schools in achieving its objectives in the framework of the implementation of the SBM.

Keywords: Leadership, Principal, Implementation of school based management.

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## **Introduction**

Along with the changing times and the level of development of the society, especially since the new order era just presenting the reform era in Indonesia, has demanded the presence of an improvement in all areas. Education is one of the fields into the repair demands, then there was born a new formats in the national education system with Setup does not change the main purpose of national education. The new formats next known by statute (law) number 22-year 1999 about local governance and law number 25 Year 1999 about Government Financial Balance, Center, and the area., as well as Government Regulations number 25 year 2000 about the authority of the Government and the authorities of the Province as an autonomous region which subsequently became the foundation for the establishment of the juridical autonomy areas that affect to the structuring of the national education system as a whole. The meaning contained the regulations of the granting authority is the existence of a vast, real and responsible to the regions proportionately.

With autonomy in the field of education, then the region will have the authority in planning, implementing and controlling its own educational development. Based on the autonomy model, so the school management model on one side giving discretion to manage the school to the school (principals and teachers) and on the other hand gives you a chance to participate to the community. The management model hereinafter referred to as the "School-based management" (SBM).

## **Statement of the Problem**

In the implementation of SBM, the school was given the authority to control the school independently, especially in terms of decision making. The authority of the institutions this school demands the willingness and ability of the whole school a more qualified personnel, especially the principal. This is because the principal had a strong role in the coordinate, moving, and menyerasikan all the available educational resources. Leadership is one of the principal factors that can encourage the school to be able to realize the vision, mission, goals and objectives through its school programs which are implemented programmatically and gradual in accordance with the resources owned by the school. To find out the extent of the success rates and how the application of these SBM in the field as well as the headmaster's leadership role in organizing the management. Then authors takes a sample of one of the schools that has been running a program of the SBM . The school which was taken as the place of research on the role of principal leadership in the framework of the implementation of the SBM is Public Vocational High School of 26 Jakarta, Indonesia.

## **Question Research**

Based on the context of the research and the focus of the research that has been outlined above, there are several research questions as follows:

1. What is the role of the principal of the school in citizens in moving implementation-SBM in Public Vocational High School of 26 Jakarta?
2. What is the role of the principal in a member school in the implementation of the citizen motivation-SBM in Public Vocational High School of 26 Jakarta?
3. What is the role of the principal as an example implementation-SBM in Public Vocational High School of 26 Jakarta?

4. What is the effect of the leadership of the principal implementation-SBM in Public Vocational High School of 26 Jakarta?

### **School Based Management**

School Based Management is "Coordinating and harmonizing resources that are automatically automated by schools through a number of management inputs to achieve school goals within the national educational framework, involving school-related interest groups directly in the participatory (decision-making) process." (Slamet in Umiarso and Imam Gojali, 2011, page 71). "school-based management can be defined as the decentralization of decision-making authority to the school site, is one of the most popular strategies that came out of the 1980's school reform movement". (Lori Jo Oswald in Sudarwan Danim, 2008, page 35).

The definition of SBM proposed by Malen, Ogawa and Kranz (1990: 1) in Ibtisam Abu-Duhou is as follows:

*School-Based Management can be viewed conceptually as a formal alteration of governance structures, as a form of decentralization that identifies the individual school as the primary unit of improvement and relies on the redistribution of decision-making authority as the primary means through which improvement might be stimulated and sustained. Some formal authority to make decision in the domains of budget, personnel and program is delegated to and often distributed among site level actors. Some formal structure (council, committee, team, board) often composed of principals, teachers, parents, and, at times, student and community residents is created so that site participants can be directly involved in school wide decision making.*

Based on the above definitions, it can be synthesized that SBM is a concept that empowers all resources based on schools for direct participation in the decision-making process to achieve school goals within the national education framework.

### **Principal Leadership**

Leadership is "the process of influencing the activities of a person or group in its efforts to achieve the objectives in a particular situation." (Blanchard in Veithzal Rivai and Sylviana Murni, 2009, Page 285). The leadership of Pancasila (ideology of Indonesia) by Ki Hajar Dewantara is "*ing ngarsa sung tulodo, ing madya mangun karsa, and tut wuri handayani*" (Wahjosumidjo, 2001, Page 121). This means that the leader is a figure that *when in the future give an example, in the middle of moving, and behind the encouragement or motivation.*

Lipoto (1988) says, as the leader of the principal must be able to "*move the others that consciously and willingly carry out their obligations in good accordance with what to expect the leadership in achieving the objectives.*"

Based on the above definitions can be synthesized that the leadership of the principal is the process of influencing, moving, motivating a person or group using all the resources that exist in the school to improve learning so that the purpose of education can be achieved effectively and efficiently.

## The Principal Leadership Role In The Implementation of SBM

Indicators of the success of the principal implementation-SBM, i.e.:

"the duties and responsibilities of the first of the leaders of the school is to create a school that their lead is becoming increasingly effective, in the sense of becoming increasingly beneficial to the school itself and for the wider community of its users. A leader of the school should be able to influence, engage, define, move and if need to force others to accept influence was henceforth do anything that can help the achievement of a specific goal or intention. The effectiveness of SBM here is how SBM can successfully carry out all the duties of principal school, establish community participation, obtain and make use of the resources, funding sources, and learning resources for the realization of the goals of the school." (Thomas b. Santoso in Mulyono, 2008, Page 148).

Other criteria of effective principal leadership in SBM implementation are as follows:

- Able to empower teachers to carry out the learning process properly, smoothly and productive.
- Can perform tasks and work in accordance with a predetermined time.
- Able to establish harmonious relationships with the community so as to involve them actively in order to realize the goals and objectives of the school of education.
- Successfully applying the principle of leadership that corresponds with the level of maturity of the teachers and other employees at the school.
- Working with the management team.
- Successfully achieving schools productively in accordance with the conditions which have been set. (Mulyasa, 2009, Page 126).

Based on the above opinion, it can be concluded that the successful leadership of the principal in implementing SBM is influenced by the skills and abilities possessed by the principal, as well as achievement-achievable goals that can be achieved. Increased learning, increased quality of teachers, and the more effective and productive learning can be one indicator of leadership success of the principal.

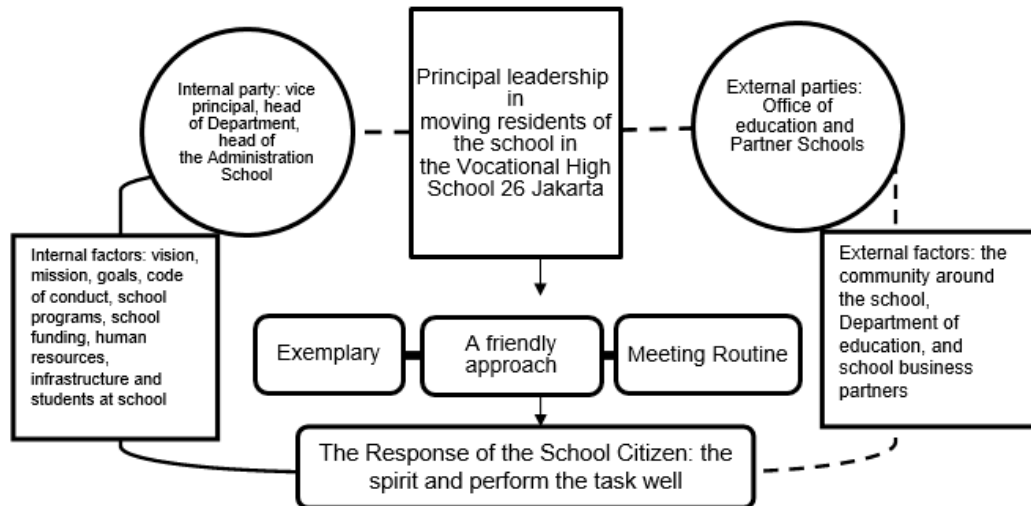
### Research Methods

This research uses qualitative approach with descriptive method. This research was conducted at Public Vocational High School of 26 Jakarta on Jalan Balai Pustaka Baru No. I, Rawamangun, Pulogadung, East Jakarta, Indonesia. Data completion technique in research use observation, interview, and documentation.

The technique of selecting informants in this study was taken from several sources through interview with snowball sampling technique. Informants interviewed in this study, principals (as *Key Informants*), Vice Principals of Quality Management as *Supporting Informants 1*, teacher representatives as *Supporting Informants 2*, Head of Administration as *Supporting Informants 3*, staff representatives as *Supporting Informants 4*, And student representatives, namely Head of Student Organization at school as *Supporting Informant 5*.

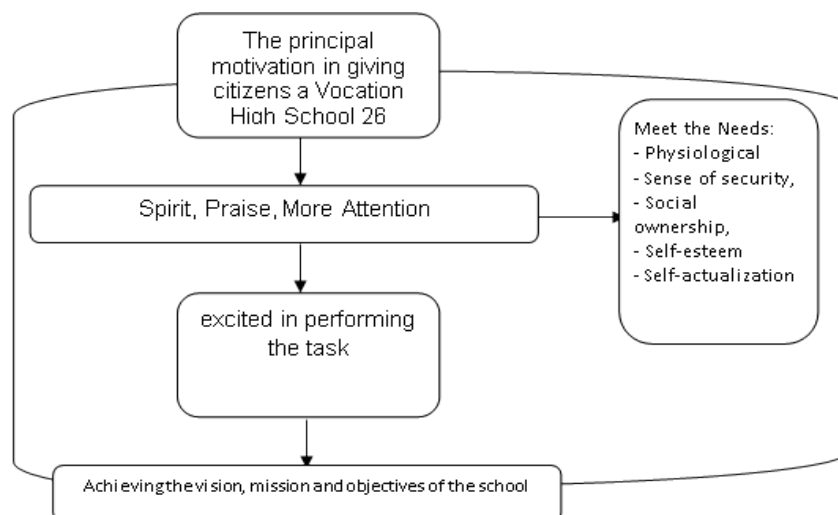
## Research Result

### 1. The role of the principal in moving residents of the school in the implementation of the School Based Management in the Public Vocational High School of 26 Jakarta



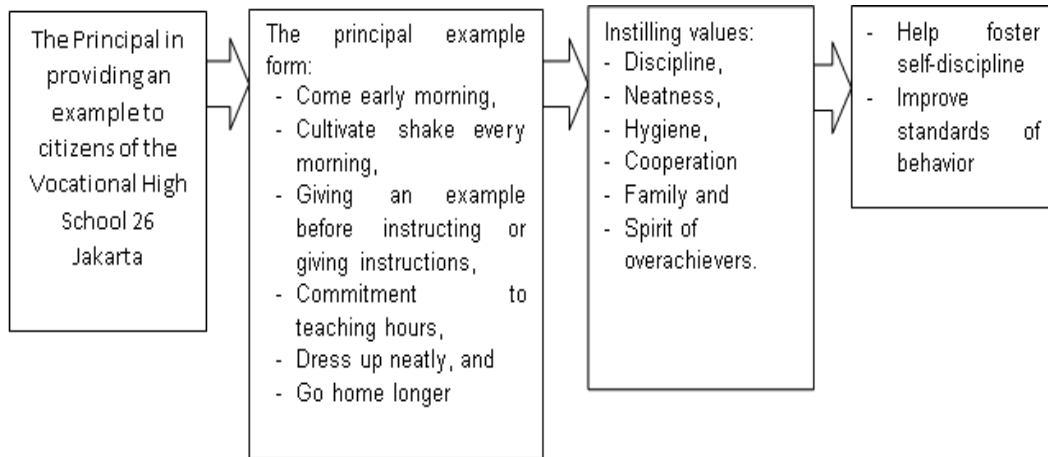
Based on the data exposure and data analysis described above, it can be concluded that the principal has performed his leadership role in mobilizing school residents with the help of several parties, namely representatives of principals, department heads, heads of school administration, and school partners. The principal's strategy is to provide exemplary, friendly personal approaches, and conduct regular meetings. Factors that affect the principal in the move are divided into two, namely internal factors and external factors. Internal factors, namely vision, mission, objectives, discipline, school programs, school human resources, funds, infrastructure and students in schools. While external factors, namely the community around the school, education offices, and school partners.

### 2. The role of the principal motivation in giving the citizens of the school in the implementation of School Based Management in Public Vocational High School of 26 Jakarta



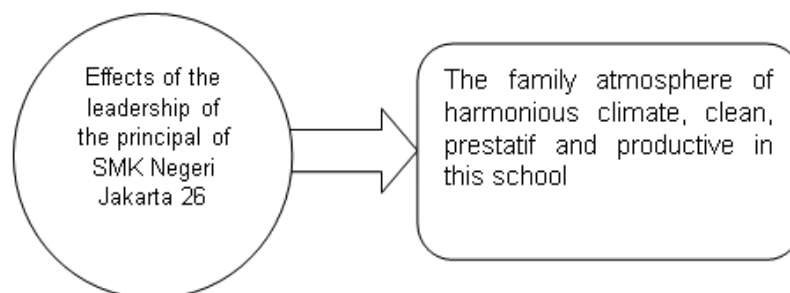
Based on the data exposure and data analysis presented above, it can be concluded that the principal has performed his leadership role in motivating the school community by giving spirit, praise, and giving more attention. The response received by the school community on the motivation given by the headmaster has helped the fulfillment of the needs of the school community in performing the task. This makes it easier for schools to achieve school vision, mission and objectives well in order to implement SBM.

### 3. The role of the principal as an example in the implementation of School Based Management in Public Vocational High School of 26 Jakarta



Based on the data exposure and data analysis presented, it can be concluded that the principal has performed his leadership role in modeling the school's residents by arriving early, cultivating shake every morning, setting an example before commanding or giving instruction, commitment to teaching hours, dressing Neat, and go back longer. The principal in providing exemplary to the school's citizens has helped foster self-discipline and improve standards of behavior by instilling discipline, tidiness, hygiene, cooperation, family and achievement values. This is done by the principal to achieve the vision, mission and objectives of the school in order to implement SBM.

### 4. The effect of principal leadership in the implementation of School Based Management in Public Vocational High School of 26 Jakarta.



Based on the data exposure and data analysis presented, it can be concluded that the influence of the principal's leadership has had an impact on teachers, staff and students in schools by building a disciplined, neat, prestigious and productive family

atmosphere in this school. This can facilitate the success in achieving the vision, mission and objectives of the school in the framework of SBM implementation.

## **Conclusion**

In general, the results of research shows that the principals of Public Vocational High School of 26 Jakarta runs its leadership role as a leader in school. Based on the findings obtained in the field, this research can be summarized as follows:

- The role of principal's leadership in mobilizing school residents is assisted by several parties, namely representatives of school principals, department heads, heads of school administration, and some outside parties who become partners of schools, such as education or industrial companies.  
In mobilizing school children, the principal uses several strategies, namely by providing exemplary, friendly personal approaches, and conducting routine meetings. Principals use friendly, light, warm, and clear language in communication or coordination. There are several factors that influence the success of the principal in the move, namely internal factors and external factors.
- The role of the principal's leadership in motivating the school community by giving encouragement, praise, and giving more attention to the citizens of the school. The responses received by school members on the motivations provided by the principal have helped meet the needs of the school's citizens, namely physiological needs, safety needs, social ownership needs, self-esteem needs, and self-actualization needs. It makes the school citizens spirit in carrying out their duties.
- The role of the principal's leadership in modeling the school's residents by coming to school early, cultivating shrugs every morning, setting an example before commanding or giving instruction, commitment to teaching hours, dressing neatly, and returning longer.
- The effect of the principal's leadership on teachers, staff and students is demonstrated by the establishment of a disciplined, neat, prestigious and productive climate atmosphere.

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