Leadership Analysis in Educational Management

Yanti Yandri Kusuma[1], Sumianto [2], Iis Aprinawati[3],
Rizki Ananda[4], Lusiana Jelita[5], Desi Indriyani[6]

Zizilia.yanti@gmail.com

[1-5] Universitas Pahlawan Tuanku Tambusai, Bangkinang, Indonesia
[6] Universitas Karimun, Karimun, Indonesia

ABSTRACT

This study aims to analyze the leadership of the school principal in managing education at SDN 017 Pulau Lawas. The research focuses on identifying how the principal plans, organizes, implements, and evaluates educational management within the school environment. This study employed a qualitative descriptive method to obtain an in-depth understanding of leadership practices. Data were collected through observation, interviews, and documentation involving the principal and teachers. The data were analyzed using data reduction, data display, and conclusion drawing techniques. The results of the study indicate that the principal plays a significant role in improving the effectiveness of educational management through systematic planning, clear division of tasks, coordinated implementation of programs, and continuous evaluation. Supporting factors include leadership competence, collaboration among teachers, and a supportive school environment, while inhibiting factors include limited facilities and external policy constraints. This study is expected to contribute to the development of educational leadership practices and serve as a reference for improving the quality of school management.

Keywords: educational management; leadership; principal; primary school

INTRODUCTION

Leadership in education is a key factor determining the success of school management. The principal plays a strategic role in directing, coordinating, and controlling all educational resources so that learning objectives can be achieved effectively and efficiently. In the context of primary education, the principal's leadership functions not only as an administrative manager but also as a learning leader capable of creating a conducive school climate and encouraging improvements in the quality of the teaching and learning process. However, in practice, various problems remain, such as limited infrastructure, differences in teacher competencies, and challenges in implementing educational policies, which can impact the effectiveness of principal leadership.

Several previous studies have discussed the role of principal leadership in improving educational quality. A number of studies show that effective leadership contributes to improved teacher performance, learning quality, and a positive school culture. Other research also emphasizes the importance of the principal's ability to plan, organize, implement, and evaluate educational programs as part of sustainable school management. However, most of this research is general in nature and does not specifically reflect the actual conditions in each educational unit, particularly elementary schools in specific regions with varying social and institutional characteristics.

Furthermore, empirical studies that thoroughly examine principal leadership in the context of educational management in public elementary schools, particularly in areas such as SDN 017 Pulau Lawas, are still limited. Many studies focus more on conceptual or quantitative approaches, thus underrepresenting the reality of leadership practices in the field. This indicates a gap between theoretical studies and empirical conditions in schools, particularly in understanding how principals actually manage education in the face of various internal and external challenges.

Based on this gap, this study aims to analyze principal leadership in educational management at SDN 017 Pulau Lawas. This research focuses on how principals carry out the functions of planning, organizing, implementing, and evaluating in educational management, and identifies factors that influence their implementation. The novelty of this research lies in its contextual and in-depth examination of principal leadership based on real-life conditions in elementary schools. It is hoped that it will provide both practical and theoretical contributions to the development of educational management.

RESEARCH METHOD

This study employed a qualitative approach with a descriptive research design. This approach was chosen because the research aimed to deeply understand the phenomenon of principal leadership in educational management based on real-world conditions. Qualitative research allows researchers to comprehensively explore the meanings, processes, and social interactions that occur within the school environment.

The subjects in this study consisted of principals and teachers directly involved in the educational management process at SDN 017 Pulau Lawas. Subject selection was purposive, based on the consideration that the subjects possessed knowledge and experience relevant to the research focus. The object of the study was principal leadership in educational management, which encompasses planning, organizing, implementing, and evaluating educational activities.

Data collection techniques included observation, interviews, and documentation. Observations were conducted to directly observe the principal's leadership activities within the school environment. In-depth interviews were conducted with principals and teachers to obtain information regarding leadership practices and educational management. Documentation was used to supplement the data in the form of school documents, such as work programs, organizational structures, and school activity archives. The research instrument was developed based on indicators of leadership and educational management relevant to the research objectives.

The data analysis technique was carried out through several stages: data reduction, data presentation, and drawing conclusions. The obtained data was selected and focused on information relevant to the research objectives, then presented in descriptive narrative form. The final stage was drawing conclusions based on the patterns and findings emerging from the data analysis, thus obtaining a comprehensive picture of the principal's leadership in educational management.

RESULTS AND DISCUSSION

This section presents the research findings obtained through observation, interviews, and documentation regarding the principal's leadership in educational management at SDN 017 Pulau Lawas. The research findings are organized based on the research focus, which includes planning, organizing, implementing, and evaluating educational management.

Kepemimpinan Kepala Sekolah dalam Perencanaan Pengelolaan Pedidikan

Hasil penelitian menunjukkan bahwa kepala sekolah memiliki peran penting dalam tahap perencanaan pengelolaan pendidikan. Perencanaan dilakukan melalui penyusunan program kerja sekolah yang melibatkan guru dan tenaga kependidikan. Program tersebut mencakup

perencanaan jangka pendek, jangka menengah, dan jangka panjang yang disesuaikan dengan kebutuhan sekolah dan kondisi peserta didik. Kepala sekolah juga mengarahkan penyusunan visi dan misi sekolah agar sejalan dengan tujuan pendidikan nasional serta kebutuhan lingkungan sekolah.

Perencanaan yang dilakukan tidak hanya bersifat administratif, tetapi juga memperhatikan aspek pengembangan mutu pembelajaran. Hal ini terlihat dari adanya perencanaan kegiatan akademik, pengembangan profesional guru, serta upaya peningkatan kedisiplinan dan budaya sekolah.

Principal Leadership in Educational Management Planning

Research results indicate that the principal plays a crucial role in the educational management planning stage. Planning is carried out through the development of a school work program involving teachers and educational staff. This program encompasses short-term, medium-term, and long-term planning tailored to the needs of the school and the conditions of the students. The principal also directs the development of the school's vision and mission to align with national education goals and the needs of the school environment.

Planning is not solely administrative but also considers aspects of developing the quality of learning. This is evident in the planning of academic activities, teacher professional development, and efforts to improve discipline and school culture.

Principal Leadership in Organization

In terms of organization, the principal clearly and proportionally divides tasks and responsibilities among teachers and educational staff. The division of tasks is adjusted to the competencies and abilities of each individual, ensuring more effective implementation of school activities. The principal also forms work teams or committees to support the implementation of school programs, both routine and incidental.

Research results indicate that good organization can foster harmonious cooperation among school members. Open communication contributes to smooth coordination and task execution within the school environment.

Principal Leadership in Implementing Educational Management

During the implementation phase, the principal acts as the director and motivator of all educational activities. The principal motivates teachers in carrying out the learning process and ensures that teaching and learning activities proceed according to established plans. Furthermore, the principal monitors teacher and student discipline and ensures a conducive learning environment is created.

The implementation of educational management is quite effective due to good communication between the principal and teachers. The principal acts not only as a decision-maker but also as a working partner who is open to input and suggestions from the school community.

Principal Leadership in Evaluating Educational Management

Evaluation is conducted continuously through academic supervision and school program evaluation. The principal monitors the implementation of learning and teacher performance, then provides feedback for improvement. This evaluation aims to determine the level of program achievement and identify obstacles encountered in implementing educational management.

Evaluation results are used as a basis for decision-making and future program planning. Through continuous evaluation, schools can make gradual improvements to enhance the quality of education.

Discussion

The results of this study indicate that the principal's leadership plays a strategic role in improving the effectiveness of educational management at SDN 017 Pulau Lawas. This finding aligns with educational leadership theory, which states that the principal is the primary actor in

mobilizing all school resources to achieve educational goals. Effective leadership is demonstrated through the ability to systematically plan, organize, implement, and evaluate educational activities.

The principal's planning reflects an awareness of the importance of needs-based planning. This aligns with the view that planning is the primary foundation of educational management. Without proper planning, school activities tend to be disorganized and difficult to achieve established goals.

In terms of organization, a clear and competency-based division of tasks has been shown to increase work effectiveness and collaboration among school personnel. This finding supports management theory, which states that a clear organizational structure facilitates coordination and accountability.

The principal's implementation of educational management demonstrates participatory leadership, where the principal acts not only as a decision-maker but also as a motivator and facilitator. This has a positive impact on the work climate and teacher morale in carrying out their duties.

Continuous evaluation is a crucial part of maintaining the quality of education management. Through evaluation, principals can identify weaknesses and formulate necessary corrective measures. Thus, principal leadership plays a crucial role in creating an effective education management system.

CONCLUSION

In conclusion, the results of this research emphasize the vital role of the principal's leadership in the effective management of education at SDN 017 Pulau Lawas. The principal demonstrates strong leadership through careful planning, organizing, implementation, and continuous evaluation, which are all essential elements in achieving the school's educational goals. The involvement of teachers and staff in the planning process ensures that it is tailored to the needs of both the school and its students, while the clear division of responsibilities enhances coordination and teamwork. The principal's active role in motivating and guiding the teaching staff creates a supportive environment for learning, which is further reinforced by ongoing evaluations to refine and improve the school's educational practices. This comprehensive approach to educational management highlights the importance of a proactive, participatory leadership style in fostering a successful educational institution.

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