

## **IMPLEMENTATION OF PRINCIPAL LEADERSHIP AT SMP N 2 TOMBATU**

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### **ABSTRACT**

The most effective effort to improve human quality is through education. Education functions as a transmission of knowledge, skill values, and culture. In education, the aspects of rationality, dignity, ethics, and aesthetics are highly emphasized because in the long run, the current students are the leaders and actors of Indonesia's future culture. The purpose of this study is to analyze and describe the implementation of principal leadership at SMPN 2 Tombatu. This research method uses a qualitative method. In this study, the implementation of principal leadership at SMP N 2 Tombatu is evaluated through a triangulation approach, namely through the perspective of the principal, teachers, and parents of students. The conclusion of this study shows that the implementation of principal leadership at SMP N 2 Tombatu has a holistic approach and is oriented towards improving the quality of education. The principal, through a clear vision and professional development of the staff, manages to create a conducive and supportive learning environment for students. From the teacher's perspective, the principal's leadership is considered effective in providing the necessary direction and support to achieve the school's goals, as well as implementing open and transparent communication.

**Keywords:** *Teacher Certification Policy, Teacher Professional Educator, Educational Program*

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### **INTRODUCTION**

The most effective effort to improve human quality is through education. Education functions as a transmission of knowledge, skill values, and culture. In education, the aspects of rationality, dignity, ethics, and aesthetics are highly emphasized because in the long run, the current students are the leaders and actors of Indonesia's pride in the future. Education is a process of intellectualizing the nation's life which is used as a means and builds a whole human being. Its human resources, both in terms of managers, employees, and other employees who are able to support the activities of a school.

The high quality of education is seen from the achievement of national education goals. This is related to policies in order to improve the quality of education that has been made by the government, among others, as outlined in the 1945 Constitution, No. 20 of 2003 concerning the national education system chapter 1, article 1, paragraph (1) which states that. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and the community, nation and state.

In order to achieve national education goals, the main key for planning and educational development programs in schools to run optimally is in the hands of educators and education personnel in schools. Also in an institution or organization there must be a leader who is responsible for leading the institution, as well as schools. The school is a formal organization engaged in education, there is a leader called the principal. Just like other general organizations, the principal as a leader has a very important role in the educational process in

schools. In addition, the effectiveness of teaching and learning activities at school is also influenced by the leadership of the principal. Thus, effective leadership of school principals is an important thing that deserves attention.

One of the effective forces in school management that plays a role, responsible for facing change is the leadership of the principal, which is the behavior of the principal who is able to initiate new thinking in the process of interaction in the school environment by making changes or adjusting goals to the demands of development. To improve the quality of education, school principals are needed so that educational goals can be achieved. Good principal leadership will create a quality school. To achieve good education, it is necessary to be supported by the principal and adequate facilities, such as the curriculum, the quality of human resources who carry out the educational process, facilities and infrastructure that support the teaching and learning process. The implementation of education which is expected to bring the best results, of course, is inseparable from the quality of the principal as the main actor in the educational institution.

The ability to plan, lead, control, and evaluate all resources in the school is important in an effort to achieve school goals. Considering that education is always related to human development efforts, the success of education is highly dependent on the human being. The most decisive human element is the principal and the teachers, as stated by Danim that the quality of the educational process can be seen in two aspects, namely the quality of the components and the quality of its management. Education has a very strategic role, because education determines the quality of human resources (HR). The achievement of educational goals depends on the skill and wisdom of the principal in leading. The principal is a professional official in the school organization. The principal organizes school resources and works with teachers, staff, and other employees and educates students to achieve educational goals. The principal as an educational leader should behave constructively, because his success is highly dependent on the quality of his leadership.

The principal as a school administrator as depicted in the school organizational structure through the education decentralization policy will position himself as the most influential person in his school environment. This fact implies that the achievement of school goals, especially the improvement of teacher performance, is highly determined by the leadership of the principal. The principal's leadership in an effort to improve teacher performance at SMPN 2 Tombatu, the first principal's leadership provides examples, motivation and encouragement to teachers and becomes friends and friends when carrying out their duties. Second, the supporting factors in improving the performance of the Principal at SMPN 2 Tombatu are the communication and synergy between the principal and the school educators and teachers who position themselves as state servants. The leadership of the Principal at SMP N 2 Tombatu where there are challenges in managing limited resources, where there are still teachers who are not able to master the use of IT in the learning process and there are also often conflicts with teachers due to lack of communication and also often differences of opinion among stakeholders.

Based on the problems mentioned above, this study formulates how to implement the leadership of the principal at SMPN 2 Tombatu. What factors support the implementation of the Principal's leadership at SMPN 2 Tombatu? What are the factors that hinder the implementation of Principal Leadership at SMPN 2 Tombatu. What efforts have the Principal

made to support the implementation of the Principal's leadership at SMPN 2 Tombatu. How to evaluate the implementation of the Principal's leadership at SMPN 2 Tombatu.

The purpose of this study is to analyze and describe the implementation of principal leadership at SMPN 2 Tombatu. Analyzing and Describing the Factors that Support the Implementation of Principal Leadership at SMP N 2 Tombatu. Analyze and Describe What Factors Hinder the Implementation of Principal Leadership at SMP N 2 Tombatu. Analyze and describe what efforts the Principal has made in supporting the implementation of Principal Leadership at SMPN 2 Tombatu. Analyze and describe the evaluation of the implementation of the principal's leadership at SMP N 2 Tombatu. The results of this research are expected to be used as a new source of knowledge in the context of developing research on the implementation of school principal leadership. This research is expected to provide information for readers and interested parties in knowing the implementation of school principal leadership.

## **METHOD**

This research method is a qualitative method. The research location is the place chosen as the location to be researched to obtain the data needed in this thesis, the research location is SMPN 2 Tombatu, the principal and teachers, interviews are held directly with the principal and teachers in improving teacher performance at SMP Negeri 2 Tombatu. In this study, the researcher has determined several who are the subjects of the research. As for the subjects that were chosen based on several considerations, the researcher chose the subject to be directly involved in the process of improving teacher performance, the subject is a person who better understands and knows how the school is doing. The subject in this study is the principal, at SMP Negeri 2 Tombatu. The collection techniques used in this study are:

### **1. Observation**

This study uses direct research, namely observing and recording symptoms, events at the place where they occur or the occurrence of events, according to the researcher's observation while with the object being observed. Observation of an object that is researched either directly or indirectly to obtain data that must be collected in research. Directly by being involved in the field by involving all five senses. Meanwhile, it is not directly assisted by visual/audio-visual media.

### **2. Interview**

The respondent (the person who answers) gives an answer in a certain pattern according to what is contained in the question. The interview that the researcher conducted with the principal was to multiply in order to obtain information about the principal's leadership process in improving teacher performance. Interviews were conducted with teachers by asking questions that the researcher had prepared. During the interview process, the researcher is equipped with a recording device by using a mobile phone as an important tool in the research.

### **3. Documentation**

In this study, the data obtained from documentation such as books, journals, and school documentation that the author considers related and supports the research are all input by the author in this study. This method is used by the author to obtain information materials

in writing about the state of the school, school profile and other information related to this research.

#### **A. Data Analysis Techniques**

In a research, data analysis uses a very important part because in this analysis, researchers can draw a meaning for solving a problem from the object being studied. Meanwhile, the data collected by interviews will be processed with a qualitative discriminative method approach by interpreting the indicators discussed into a meaningful sentence according to the problem to be discussed. The analysis of all this data is carried out with the following steps:

##### **1. Data Reduction**

At this stage, the researcher examines the answers from the respondents in the results of interviews and documentation aimed at refining the data: "Data reduction is summarizing, selecting things that are considered important, focusing on important things, tidying up the data that is considered important. In this researcher, if there is data that is considered important in this researcher, then the data can be used. On the other hand, if there is data that is considered ineligible, then the data cannot be used in data analysis, both interview data and documentation, thus the data that has been reduced will provide a clearer picture and make it easier for researchers to conduct research.

In presenting the data, the researcher gives meaning to the data presented by using data in accordance with what is obtained in the field.

"Data presentation (display) is to present a set of information that gives the possibility of drawing conclusions and taking actions". The presentation of data is used to further improve the understanding of the case and as a reference for taking action based on the understanding and analysis of the data presentation. In this study, it presents information obtained from the results of interview data research and documentation, regarding the research conducted by the researcher, namely the form of leadership of the principal at SMP Negeri 2 Tombatu.

##### **2. Drawdown of Conclusions (Data verification)**

After all the data is collected and analyzed, the researcher does not forget to draw conclusions from the results of data analysis that can represent all respondents' answers. "Drawing conclusions (data verification) is the result of researchers who answer the researcher's focus based on data analysis. The conclusions are presented in the form of an objective descriptive of the research with guidelines on the researcher's study." In this study, all data obtained in the field, both interview data and documentation, must be accompanied by real and accurate evidence so that there are no errors in analyzing data regarding research conducted by principal leadership researchers.

## **RESULTS AND DISCUSSION**

### **A. Implementation of Principal Leadership at SMP N 2 Tombatu**

The implementation of the principal's leadership in a junior high school plays an important role in determining the quality of education and the overall atmosphere in the school environment. An effective principal not only acts as an administrator, but also as a leader who inspires, motivates, and guides teaching staff and students towards better achievement. One of the key aspects of principal leadership in junior high school is to create

a clear vision and mission for the school, which is a guide in directing all educational activities. By having a strong vision, a principal is able to bring all members of the school, including teachers, staff, and students, to work synergistically towards achieving a common goal.

In addition, the principal's leadership is also reflected in his ability to develop effective school strategies and policies. This includes setting up learning programs that are relevant to the curriculum, proper management of resources, and the implementation of high academic standards. Effective principals must also be able to build good relationships with all relevant parties, including teachers, students, parents, and the surrounding community. By establishing open and transparent communication, principals can create an inclusive environment and support the development of all school members.

Furthermore, the implementation of principal leadership in junior high schools also includes a role in motivating and empowering teaching staff. An effective principal will provide the necessary support and resources for teachers to improve the quality of their teaching. This can be in the form of professional training, curriculum development, or the provision of adequate facilities and infrastructure. In addition, principals must also be able to provide constructive feedback to teachers to help them grow and develop in their profession.

In addition, an effective principal must also have the ability to manage conflicts and handle challenges that arise within the school environment. This includes resolving disputes between students, facilitating collaboration between teachers, or addressing complex administrative issues. The ability of the principal to manage conflicts wisely and fairly will have a positive impact on the overall school climate. In the modern era, the implementation of school principal leadership in junior high schools also includes the use of information and communication technology (ICT) to improve the efficiency and effectiveness of school operations. School principals need to ensure that the use of technology in learning and school administration is carried out appropriately and in accordance with the needs of the school and the development of the times. The following is an excerpt from the results of interviews with resource persons about how the implementation of the principal's leadership at SMP N 2 Tombatu:

1. How do you define the concept of school leadership and how do you apply it in this middle school environment? (The interview was conducted on February 2). S.M (Principal) Answer: "... I believe that school leadership involves vision, team development, effective communication, and student-centered decision-making..."
2. What are some concrete steps you have taken to ensure the effective implementation of your leadership in this school? S.M's answer: "... I ensure that our school's vision and mission are integrated in daily activities, provide clear direction to staff, and facilitate training and professional development..." Not only the principal, but also the information taken by the researcher from other stakeholders, namely teachers.

Not only the principal, but also the information taken by the researcher from other stakeholders, namely teachers.

1. How do you assess the implementation of this principal leadership in junior high school from your perspective as a teacher? S.R's answer: "... I feel that the leadership of the principal in this school has provided a clear and supportive direction for us as teachers..."

2. What do you think is the main strength of the principal's leadership at this school? S.R's answer: "... One of the main strengths is open and transparent communication and the support provided to the staff..."
3. How do you feel the impact of principal's leadership in the day-to-day work environment? S.R's answer: "... I feel that the principal's leadership helps create a cooperative work environment and motivates us to give our best...."

Not only teachers, researchers also dig up information to students' parents who can represent students.

1. What do you think is the implementation of the leadership of the principal in junior high school, from the perspective of parents? Answer: "... I see that the leadership of the principal at this school has provided a clear and supportive direction for students and staff..."
2. What do you think are the main strengths of principal leadership in the context of your child's education? Answer: "... One of the main strengths is the principal's commitment to character development and academic achievement of students...."
3. How do you see the role of principals in shaping a positive learning environment for your child? Answer: "... I think the principal has created a safe, inclusive learning environment and encouraged my child's growth...."

Overall, effective principal leadership in junior high school is key to creating a dynamic, inclusive, and achievement-oriented educational environment. Through the implementation of a clear vision, the development of effective strategies, support for teaching staff, the ability to manage conflicts, and the appropriate use of information technology, a principal is able to lead the school towards sustainable success.

#### **B. Factors Supporting the Implementation of Principal Leadership at SMP N 2 Tombatu**

SMP N 2 Tombatu has an effective principal in leading and managing the school, and its success in the implementation of leadership can be explained by several key factors. First, the principal has a clear and directed vision to develop school achievements. This vision is the foundation for all activities and policies carried out at SMP N 2 Tombatu, so that all school members have the same direction in achieving common goals. Furthermore, another key factor is effective communication from the principal to all school stakeholders. The principal actively communicates with teachers, staff, students, parents, and the surrounding community to ensure that all parties are involved in the learning and development process of the school. Open and transparent communication creates an inclusive environment and supports the growth of all members of the school.

In addition, the principal at SMP N 2 Tombatu is also able to motivate and guide the teaching staff in improving the quality of their teaching. Through the support provided, both in the form of professional training and the provision of necessary resources, principals help teachers to continuously develop and improve their ability to deliver quality learning. Effective leadership is also reflected in the principal's ability to manage conflicts and solve problems that arise in the school environment. With a wise and fair approach, the principal is able to overcome various challenges faced by the school, thereby creating a harmonious and conducive school climate for learning.

In addition, the principal at SMP N 2 Tombatu also utilizes information and communication technology (ICT) effectively to support school operations. The use of

technology in learning and school administration helps to improve the efficiency and effectiveness of the learning process and overall school management. Finally, another important factor is the principal who is a good example for all school members. The attitude and behavior of the principal provide inspiration and motivation for teaching staff and students to achieve better achievements. By being a good role model, the principal forms a positive school culture and builds a high morale among all school members. This result is related to the results of interviews with the questions below. Question:

1. What factors do you think are the key to success in the implementation of leadership in this junior high school? (Interview was conducted on February 20). S.M. Answer: Open communication, collaboration between staff, support from the school board and parents, and consistency in implementing policies and procedures.
2. Question: "Are there any specific initiatives or programs from the principal that you think strongly support your performance as a teacher?" S.R. Answer: Yes, for example training and professional development programs that have helped improve our teaching skills. Not only principals and teachers, information is also obtained from parents.
1. Question: "Are there any specific programs or policies from the principal that you think are strongly supportive of your child's academic and social-emotional development?" Parents' answer: "Yes, for example additional academic coaching programs and anti-bullying policies that have been implemented."
2. Question: "How do you assess the level of parental involvement in school activities and how do principals support that involvement?" Answer: "I see that the principal has been active in inviting parents' participation in various school activities and providing clear information about the role of parents."
3. Question: "Do you feel that there are certain obstacles that hinder the principal from implementing the school's vision and mission?" Parent Answer: "There may be some obstacles, such as lack of resources or challenges in overcoming differences of opinion among school stakeholders."
4. Question: "How would you rate the principal's efforts in facilitating communication between the school and parents?" Parent Answer: "I see that the principal has made efforts to improve communication through the use of e-mail, parent meetings, and social media."
5. Question: "Do you feel that the policies and procedures implemented at this school are well supported by your child's development?" Parents' Answer: In general, I feel that policies and procedures have helped create a positive and structured learning environment.

Factors that support the implementation of principal leadership at SMP N 2 Tombatu include having a clear vision, effective communication, support for teaching staff, the ability to manage conflicts, the use of information technology, and being a good example for all school members. By combining all these factors, the principal is able to create a dynamic, inclusive, and achievement-oriented educational environment at SMP N 2 Tombatu.

### **C. What Factors Hinder the Implementation of Principal Leadership at SMP N 2 Tombatu**

The implementation of principal leadership in an educational institution is often influenced by various factors. One of the main factors that can affect the implementation is

internal and external factors. Internally, factors such as the principal's vision, leadership style, communication skills, and managerial skills have a significant impact. A clear and inspiring vision of a principal can motivate staff and students, as well as provide a clear direction in achieving the school's goals. Additionally, an inclusive and collaborative leadership style tends to create a harmonious work environment and build trust among staff members. Effective communication skills are also very important in ensuring that messages and directions from the principal can be understood and implemented properly by all parties in the school.

On the other hand, external factors such as support from the school board, students' parents, and the community can also affect the implementation of the principal's leadership. Support from school boards in the form of resource allocation and supportive policies can provide a solid foundation for school principals to implement their leadership vision and strategy. The role of students' parents cannot be ignored either, as their participation and support can strengthen the relationship between the school and the community and increase the effectiveness of the implementation of school programs.

In addition, external challenges such as changes in education policies, socio-economic conditions, and environmental factors can also affect the implementation of school principals' leadership. School principals need to be able to address these challenges with the right strategies and ensure that school programs remain relevant and effective in achieving educational goals. In this study, the researcher seeks to explore information about how obstacles are in the implementation of school principal leadership by asking the following questions:

Question: "How do you deal with the obstacles that may arise in the implementation of leadership in this school? (Interview in Lakasanakan on March 6)"

S.M. Answer: "I try to listen to problems proactively, involve staff in the decision-making process, and find collaborative solutions."

Question: "Are there any specific obstacles that you have faced in implementing leadership in this junior high school?"

S.M. Answer: "Yes, for example the challenges in managing limited resources, resistance to change, and conflicts between staff."

Question: "Do you feel that there are certain obstacles that hinder the implementation of the principal's leadership in this school?"

S.R's answer: "Yes, there may be challenges such as lack of resources or resistance to change that could be a barrier."

Question: "Do you feel that there are certain obstacles that hinder the principal from implementing the school's vision and mission?"

S.R. Answer: "There may be several obstacles, such as lack of resources or challenges in overcoming differences of opinion among school stakeholders."

Question: "How would you rate the principal's efforts in facilitating communication between the school and parents?"

Parent Answer: "I see that the principal has made efforts to improve communication through the use of e-mail, parent meetings, and social media."

Overall, the implementation of principal leadership is a complex process that is influenced by various internal and external factors. Understanding the factors that influence

such implementation is an important step in improving the effectiveness of school leadership and creating a quality educational environment.

**D. What efforts have the Principal made to support the implementation of the Principal's leadership at SMPN 2 Tombatu**

In an effort to implement leadership in junior high schools, school principals take various strategic steps to create an environment conducive to student learning and development. One of the main efforts made is to build a clear vision and mission and communicate it effectively to all school stakeholders. By having an inspiring vision, the principal can motivate staff and students to work towards a common goal that has been set. In addition, the principal also plays an active role in providing direction and support to staff in carrying out their duties and providing opportunities for professional development.

In addition to building a strong vision, the principal also ensures that the policies and procedures implemented in the school are in accordance with the vision. They work closely with school boards and staff to design policies that support the achievement of school goals and ensure consistency in their implementation. In addition, the principal also plays a role in creating an inclusive and collaborative work environment, where each staff member feels valued and supported in reaching their maximum potential. Furthermore, principals are also active in building strong partnerships with students' parents and the local community. They provide open and transparent communication channels, and invite parental participation in school activities. By involving parents and the community in the educational process, principals can create greater support for the school's vision and mission and strengthen the relationship between the school and the community. This study asks several questions to school principals, teachers and parents about what efforts are carried out by school principals in the process of implementing leadership at SMP N 2 Tombatu.

Question: "How do you direct the school's vision and mission in an effort to improve the implementation of leadership in this junior high school? (Interview held on March 15)"

S.M. Answer: "As a school principal, I believe that the school's vision and mission should be the main guideline in every decision and action taken. I am committed to actively involving staff, students, and parents in the process of forming and formulating the school's vision and mission to reflect the values desired by the entire school community. I also try to consistently communicate the vision and mission to all school stakeholders so that all parties can have the same understanding of the direction they want to achieve."

Question: "How do you ensure that the policies and procedures implemented in the school are in accordance with the vision and mission that has been set?"

S.M. Answer: "I believe that consistency between the school's vision and mission with the policies and procedures implemented is key in ensuring effective leadership implementation. Therefore, I am actively involved in designing school policies together with the school board and staff, as well as ensuring that each policy adopted supports the achievement of the goals that have been set in the vision and mission. In addition, I also evaluate existing policies periodically to ensure their relevance to developments in the school environment."

Question: "What are your efforts in creating an inclusive and collaborative work environment in supporting the implementation of leadership in this junior high school?"

S.M. Answer: "I believe that an inclusive and collaborative work environment is a strong foundation for the success of the school. Therefore, I actively strive to create a work culture where every staff member feels valued and supported in achieving the school's goals. I encourage collaboration between staff and provide space for new ideas and innovations. In addition, I am also open to feedback from staff and provide the necessary support to improve their skills and overall wellbeing. Below are the results of interviews from teachers and parents."

Question: "What do you think of the principal's efforts in creating an inclusive work environment and supporting the implementation of leadership in this junior high school?"

S.R. Answer: "In my opinion, the principal has made significant efforts in creating an inclusive work environment and supporting the implementation of leadership. They encourage collaboration between staff and provide opportunities for us to participate in decision-making. The principal is also open to feedback from staff and provides the necessary support to improve our skills."

Question: "How do you see the role of the principal in providing support for staff professional development in the context of leadership implementation in this junior high school?"

Answer: "I see that the principal cares deeply about the professional development of staff. They provide a variety of trainings and workshops that are relevant to our needs as educators. In addition, the principal also encourages us to take the initiative in our own career development and provide the necessary support."

Question: "How do you assess the effectiveness of the policies and procedures implemented at this school in supporting the implementation of principal leadership?"

Answer: "In general, I feel that the policies and procedures implemented in this school have supported the implementation of the principal's leadership well. They provide clear and consistent direction for staff and students, and create a structured and safe learning environment. However, I also think that there is room for improvement, especially in terms of communication and transparency in policy implementation."

Questions for Parents:

Question:

What do you think of the principal's efforts in building partnerships with students' parents in supporting the implementation of leadership in this junior high school?

Answer:

I see that the principal has been striving to build a strong partnership with the parents of the students. They provide opportunities for participation in school activities and provide clear information about the role of parents in supporting our children's education. In addition, principals are also open to feedback from parents and take steps to increase their involvement.

Question:

How do you assess the principal's efforts in creating a positive learning environment for students in the context of the implementation of leadership in this junior high school?

Answer:

I see that the principal has succeeded in creating a positive learning environment for students in this junior high school. They provide the clear direction and support necessary for

students to reach their maximum potential. In addition, the principal also encourages collaboration between students and rewards their achievements.

Question: "How do you assess the level of student involvement in school activities and what is the role of the principal in supporting that involvement?"

Answer: "I see that the principal has been active in encouraging student involvement in school activities. They provide a variety of opportunities for students to participate in extracurricular activities and class projects that interest them. In addition, the principal also rewards student participation and provides the necessary support for them to achieve success in various aspects of school life."

Overall, the principal's efforts in implementing leadership in junior high schools involve building a strong vision, implementing consistent policies, creating an inclusive work environment, and building strong partnerships with parents and the community. With a holistic and proactive approach, principals can ensure that the school's vision and mission are realized in daily practice and have a significant positive impact on student learning and development.

#### **E. How to Evaluate the Implementation of Principal Leadership at SMPN 2 Tombatu**

Evaluation of the implementation of leadership by school principals in junior high schools is an important step to evaluate the effectiveness of the leadership in achieving educational goals and student development. This evaluation process involves various aspects that include the performance of the principal, the response of staff and students, and the achievement of the school's overall goals. First of all, the evaluation is carried out by evaluating the performance of the principal in implementing the school's vision and mission as well as the strategies that have been set. This includes the ability of the principal to communicate the vision and mission to staff, students, and parents of students, as well as the ability to direct the implementation of policies and programs that support the vision and mission. The performance of school principals is also evaluated through the achievement of educational goals, such as improving student academic achievement, graduation rates, and student participation in extracurricular activities.

Furthermore, the evaluation also includes staff and student responses to the principal's leadership. This can be done through surveys or interviews to gather feedback on their perception of the principal's leadership qualities, their level of satisfaction with the work environment, and whether they feel supported in achieving the school's goals. Positive responses from staff and students can be an indicator of the successful implementation of the principal's leadership, while negative responses can identify areas for improvement.

In addition, the evaluation of the implementation of the principal's leadership also involves an analysis of the achievement of the school's overall goals. This includes the achievement of academic performance targets, student discipline, parent involvement, and the quality of the learning environment. These data are used to evaluate the extent to which the school's vision and mission are achieved and whether the strategies implemented by the principal are effective in achieving these goals.

Based on the evaluation carried out, improvement and improvement measures can be formulated to increase the effectiveness of the principal's leadership in junior high schools. For example, if the evaluation shows that communication between the principal and staff is less effective, steps can be taken to improve communication, such as organizing regular meetings or structured feedback sessions. In addition, if the evaluation shows that there is a

gap in the achievement of academic goals, steps can be taken to identify the cause and design appropriate improvement strategies.

Questions to the Principal:

Question: "How do you evaluate the success of your leadership implementation in this junior high school? (The interview was conducted on (March 26)."

The Principal's answer: "The evaluation of the success of my leadership implementation was carried out through a series of methods, including staff, student, and parent satisfaction surveys, analysis of academic data such as exam results and student report cards, and direct observation of daily school activities. I also hold regular meetings with staff and school boards to discuss goal achievement and identify areas for improvement.

Question: How do you respond to feedback from staff, students, and parents about your leadership implementation?"

The Principal's answer: "I really appreciate feedback from staff, students, and parents, and I treat it as a valuable source of information to improve my leadership performance. I am open to criticism and suggestions, and I seek to take appropriate action to address the identified issues and improve the school experience for all parties involved."

Questions to Teachers:

Question: "How do you assess the effectiveness of the principal's leadership in supporting teaching and learning activities in this junior high school?"

Teacher's Answer: "We feel that the principal's leadership has been quite effective in supporting teaching and learning activities in this junior high school. They provide clear direction, support us in professional development, and create a positive and inclusive work environment."

Question: "Do you feel that there are specific areas where principal leadership can be improved?"

Teacher Answer: "While we are generally satisfied with the principal's leadership, there are some areas that may need to be improved, such as communication between staff and opportunities for more structured professional development."

Questions to Parents:

Question: "How would you rate the principal's efforts to create a positive learning environment for your child in this middle school?"

Parents' Answer: "We feel that the principal has succeeded in creating a positive learning environment for our children at this junior high school. They provide strong support and ensure that our children feel safe and supported in pursuing their educational goals."

Question: "Do you feel that the principal's leadership has responded well to parental feedback?"

Parent Answer: "In general, we feel that the principal's leadership has responded well to feedback from parents. They are open to our feedback and strive to take appropriate actions to improve and enhance our children's educational experience in school."

Overall, the evaluation of the implementation of principal leadership in junior high school is a complex and important process in improving the quality of education and student development. By conducting regular evaluations and formulating appropriate improvement measures, principals can ensure that the school's vision and mission are well realized and have a significant positive impact on the entire school community.

## **Discussion**

### **A. Implementation of Principal Leadership at SMP N 2 Tombantu**

The implementation of principal leadership at SMP N 2 Tombatu was evaluated through a triangulation approach, involving the perspectives of the principal, teachers, and parents of students. S.M principals integrate a clear vision into their daily activities, provide supportive direction, and facilitate professional training. Teacher S.R appreciated the clear direction and open communication support from the principal. Parents of students highlight a supportive direction and a safe learning environment. Transformational theory is relevant in inspiring staff and students, while conflict management and ICT application show the adaptation of school principals to the development of the times to achieve a dynamic and inclusive educational environment.

### **B. Supporting Factors for the Implementation of Principal Leadership at SMP N 2 Tombatu**

The implementation of principal leadership at SMP N 2 Tombatu is supported by several key factors. First, a clear vision provides a consistent direction and goals for all school activities, in accordance with the Transformational Theory which emphasizes inspiration and the achievement of common goals. Effective communication with all stakeholders, such as teachers, staff, students, parents, and the community, creates an inclusive environment that supports growth. The support provided to teaching staff, with an adaptive approach according to Situational Leadership Theory, through adequate training and resources, is also crucial. The ability to manage conflicts wisely, the proper use of information technology, and being a good example for school members complement leadership efforts to create a positive and effective school culture in achieving educational goals.

### **C. Factors Hindering the Implementation of Principal Leadership at SMP N 2 Tombatu**

The implementation of the principal's leadership at SMP N 2 Tombatu faces several obstacles, both internal and external. Internally, the lack of clarity or disacceptance of the principal's vision can hinder the successful implementation. In addition, a leadership style that is not appropriate to the situation and a lack of effective communication skills can also be a major obstacle. External factors such as support from school boards, students' parents, and socioeconomic conditions also have a significant impact. To overcome these obstacles, principals need to develop the ability to identify and overcome challenges, as well as apply a proactive and adaptive approach to their leadership.

### **D. What efforts have the Principal made to support the implementation of the Principal's leadership at SMPN 2 Tombatu**

Based on the results of interviews with principals, teachers, and parents at SMP N 2 Tombatu, it can be seen that the principal has taken strategic steps in the implementation of effective leadership. This includes building a strong vision and mission, implementing consistent policies, communicating effectively with all stakeholders, and building an inclusive and supportive work environment. The principles of transformational leadership appear to be reflected in the principal's efforts to develop an inspiring vision and provide consistent direction to all members of the school. Support for staff professional development is also emphasized to improve the quality of teaching and overall staff contribution, in

accordance with HR management theory. With this approach, the principal is able to create a dynamic and achievement-oriented educational environment at SMP N 2 Tombatu.

#### **E. How to Evaluate the Implementation of Principal Leadership at SMPN 2 Tombatu**

Based on the results of interviews with principals, teachers, and parents at SMP N 2 Tombatu, it can be seen that the principal has taken strategic steps in the implementation of effective leadership. This includes building a strong vision and mission, implementing consistent policies, communicating effectively with all stakeholders, and building an inclusive and supportive work environment. The principles of transformational leadership appear to be reflected in the principal's efforts to develop an inspiring vision and provide consistent direction to all members of the school. Support for staff professional development is also emphasized to improve the quality of teaching and overall staff contribution, in accordance with HR management theory. With this approach, the principal is able to create a dynamic and achievement-oriented educational environment at SMP N 2 Tombatu.

### **CONCLUSION**

Based on the results of the interviews and observations conducted, it can be concluded that the implementation of the principal's leadership at SMP N 2 Tombatu shows a holistic approach that has succeeded in improving the quality of education. With a clear vision and the support of professional development of staff, the principal managed to create a conducive learning environment for students. The teacher's perspective highlights the effectiveness of leadership in providing direction and support, as well as open communication. Parents feel a positive impact through a safe and inclusive learning environment. The application of transformational leadership theory can be seen in the inspiration and motivation given to staff and students. The ability to manage conflicts and adapt to ICT also shows leadership that is responsive to change. Overall, the principal at SMP N 2 Tombatu has succeeded in creating a dynamic and achievement-oriented educational environment, continuing to apply leadership theories to increase effectiveness and achieve educational goals.

The implementation of principal leadership at SMP N 2 Tombatu is supported by a clear vision, effective communication, support for teaching staff through training and resources, and the ability to manage conflicts wisely. The use of information technology also improves the operational efficiency of the school, while the principal who is a good example creates a positive culture that inspires all school members. By applying relevant leadership theories, the principal continues to improve its effectiveness in creating a dynamic and achievement-oriented educational environment. The implementation of the principal's leadership at SMP N 2 Tombatu faces various internal and external obstacles that can affect its effectiveness. Internally, challenges such as an unclear vision, inappropriate leadership style, and poor communication can hinder the principal's efforts to lead the school. Meanwhile, external factors such as lack of support from school boards and parents, as well as unsupportive socioeconomic conditions, are also significant obstacles. To overcome these obstacles, a proactive, collaborative, and adaptive approach from the principal is needed, supported by the application of relevant leadership theories. With this strategy, school principals can develop a dynamic and achievement-oriented educational environment at SMP N 2 Tombatu, as well as improve the overall quality of education.

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