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"Entrepreneurship on Global Economics Development in the Era of Society 5.0"

An Analysis Educational Leadership in SMP Negeri 5 Medan**Siti Armina^{1*}, Hudnah¹, Ria Juliani Rambe¹, Emilda Sulasmi²**¹Postgraduate Program Student, Universitas Muhammadiyah Sumatera Utara
Jl. Kapten Mukhtar Basri No. 3 Medan, Indonesia²Universitas Muhammadiyah Sumatera Utara**Email:** sitiarmina@gmail.com**ABSTRACT**

The principal is a professional official in the school organization whose job is to manage all school resources and work together with teachers, staff, and other employees in educating students in realizing an effective and efficient teaching and learning process so that learning productivity can ultimately increase. education quality. The principal has a very important role in school management. The ups and downs of school conditions and the high and low quality of graduates cannot be separated from the role of the school principal. In other words, the principal is the agent or locomotive of change in the school he leads. The principal acts as a leader, fighter, and servant of education. The principal is a leader (leader) both as an organizational leader, administrative leader, and managerial. Organizational leaders are related to their duties to lead an organization consisting of teachers, staff, and students, and their environment. As a leader, the principal must have leadership skills and characteristics such as having a clear vision, responsibility, being firm, wise, willing to sacrifice, and able to make decisions. A leader also sometimes has to take risks in difficult times. The role of the principal as a servant is by the philosophy that in essence a leader is a servant of all related parties, both internal and external. Internal parties are teachers, staff, and students. While outsiders include parents of students and the community. In providing services, the school principal cannot carry it out alone but is assisted by his staff and teachers.

Keywords: Analysis, Educational Leadership

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INTRODUCTION

Global developments and the information age encourage Indonesian people to improve the quality of human resources. With the quality of human resources, it can be used as the main capital in development in all fields so it is hoped that the Indonesian people with their human resources can compete with others. In line with the challenges of global life, education is very important because education is one of the determinants of the quality of human resources.

Law No. 20 of 2003 concerning the National Education System outlines that education is carried out through a national education system that seeks to achieve a national education, namely to develop capabilities and improve the quality of life and human dignity of Indonesia. To realize the quality of education must be supported by an adequate educational component. These components become input to be processed to produce superior output and impact. In realizing the quality of education, it involves educational staff. Principals are included in the professional group in the category of educational staff.

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The principal acts as a leader, fighter, and servant of education. The principal is a leader (leader) both as an organizational leader, administrative leader, and managerial. Organizational leaders are related to their duties to lead an organization consisting of teachers, staff, and students, and their environment. As a leader, the principal must have leadership skills and characteristics such as having a clear vision, responsibility, being firm, wise, willing to sacrifice, and able to make decisions. A leader also sometimes has to take risks in difficult times. The role of the principal as a servant is by the philosophy that in essence a leader is a servant. Who should be served? Of course all related parties both internal and external. Internal parties are teachers, staff, and students. While outsiders include parents of students and the community. In providing services, the school principal certainly cannot carry it out alone but is assisted by staff and teachers.

SMP Negeri 5 Complete is a public junior high school located in the hamlet of Sugih Waras, Jewelry Village, Finish District, Langkat Regency. In the 2020/2021 academic year, there are 18 PNS and non-PNS teachers on duty and 1 junior high school student with a total of 185 students. The vision and mission of SMP Negeri 5 Complete are as follows:

Vision: Excellent in achievement, competitive, commendable in character, environmentally and culturally based on faith and piety.

Mission:

1. Optimizing all the potential of schools to improve the quality of education services.
2. Implement an active, creative, and fun learning process through intra and extracurricular.
3. Develop the potential of students so that their creative and independent attitudes grow and develop.
4. Creating a competitive spirit within the school community.
5. Implement religious values in thinking and acting
6. Realizing a healthy, clean, safe, and comfortable school climate.

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To be able to realize the school's vision and mission, of course, good cooperation is needed between the principal as a leader and also all teachers and staff, students and school committees, and the local community. However, practice in the field found many problems that hindered the realization of the school's vision and mission. The facts that occur in the field are the lack of good cooperation between the previous principal and the teachers, the principal's leadership having less influence on teachers and staff, the teacher's work motivation is not optimal and tends to be what it is, there is no initiative to do the job well, also the dissatisfaction of parents and the local community with the performance of school principals and schools.

METHOD

This research is a literature study with a qualitative and quantitative approach. The data source for this research is written documents in the form of books and journals related to leadership. While the research data on the leadership of school principals. After the data was collected, the data were analyzed descriptively to describe the implementation of leadership in SMP Negeri 5. A total of 12 teachers were interviewed and 60 teachers were surveyed. The data analysis technique used is the qualitative and quantitative analysis technique. Miles and Huberman (1992) state that activities in qualitative data analysis include: (a) data collection, (b) data reduction, (c) data presentation, and (d) drawing conclusions and verification.

RESULT AND DISCUSSION

Leadership as part of the management function is very important to achieve organizational goals. Meanwhile, the word leadership comes from the root word leader, which means someone who is known by and tries to influence his followers to realize what is his vision. In terms of terminology, there are several definitions of leadership put forward by various experts. In the General Encyclopedia it is explained that leadership is a close relationship between a person and a group of people because of a common interest, the relationship is marked by the directed and guided behavior of that one human. This human or person is usually referred to as the leader or leader, while the group of people who follow him is called those who are led.

Qualitative Data Result

In addition to some of the definitions above, the term leadership is also found in Islamic terminology. In several terms related to leaders or managers namely priests, caliphs, guardians, according to teachers :

“these terms where the main concept relates to the authority to regulate people or goods so that they can be used to achieve organizational goals. Furthermore, in the Qur'an, the term leadership is expressed by the term caliph”.

Based on some of the definitions of leadership above, it can be concluded that in this definition of leadership there are several important elements, namely: (1) the ability to influence other people, both individually and in groups and (2) the ability to direct the behavior of subordinates or other people and to achieve goals organization or group. Therefore, leadership is the ability to move, motivate and influence people to be willing to take actions directed at achieving goals through the courage to make decisions about activities that must be carried out. Interview result leadership is also a process of interaction between the two parties, namely a leader and those he leads.

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Leadership is largely determined by the work situation or condition of members or subordinates and organizational support resources. Because of that, the type of organization and work situation form the basis for forming a person's leadership pattern. So based on this thinking leadership in education (such as school principals) is certainly very different from leadership in other organizations. Because the school is an institution that has its unique characteristics and characteristics. Therefore, education leadership can be interpreted as readiness, the ability possessed by someone in the process of influencing, encouraging, guiding, directing, and mobilizing other people who have something to do with the implementation and development of education and teaching, so that all learning activities can run effectively and efficiently which in turn can achieve the educational and teaching goals that have been set.

Mentions the term manager (manager) with its activities referred to as management (management). The notion of management is a process of activity rather than a leader (manager) which must be carried out by using scientific and practical ways of thinking to achieve cooperation with other people, as a source of labor, and by utilizing the resources available for it most appropriately. In primary and secondary education institutions, the so-called top manager is the principal or madrasa head whose role is to move, influence, and encourage all components in the school institution to be able to achieve the educational goals to be achieved in the school institution they lead.

Schools are complex, unique, and distinctive organizations, which are certainly different from other organizations. It is said to be complex because the school is an organization in which various dimensions are mutually interrelated and determine each other. It is said to be distinctive and unique because schools are organizations that have certain characteristics that other organizations do not have.

Because of this complex, unique, and distinctive nature, schools as organizations need leaders who can coordinate at a higher level. The leader of the school is the principal. So not infrequently the success of the school is the success of the principal. Successful principals are principals who can understand school organizations as complex, unique, and distinctive organizations and can carry out their roles and functions as school principals. As someone who is given the responsibility to lead the school.

Said that the principal's leadership function was summarized in the term EMASLIM – FM namely educator, manager, administrator, supervisor, leader, innovator and motivator, figure and mediator. The implementation of the duties and functions of the school principal cannot be separated from one another because they are interrelated and influence and unite in the person of a professional school principal. Principals who can carry out their functions as said, will be able to apply their vision into action in the new paradigm of education management.

The result of the interview show, in general, the leadership practice has 8 fuctions, namely :

1. Educator function. In carrying out its function as an educator (educator). Educators are people who educate. While educating means giving training (teachings, leadership) regarding morals and intelligence of mind. So the principal's leadership function as an educator must have the right strategy to increase the professionalism of the education staff (teachers and others) in schools. As well as being able to create a conducive climate, provide advice to every member of the school, and encourage all educational staff. Understanding the meaning of the word educator is not enough to hold on to the connotations contained in the definition or understanding of educators. Instead, you must

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- understand other terms related to educational matters, namely education, educational goals, educational facilities, and educational strategies implemented. So for this interest, the principal must instill, promote and improve at least 4 things namely mental development, moral development, physical development, and artistic development. Mental coaching, namely coaching educational staff on matters relating to the mind and character. In this case, the principal must be able to create a conducive climate so that every education staff can carry out their duties properly, proportionally, and professionally. Moral development, namely fostering educational staff on matters relating to good and bad teachings regarding an act, attitude, and obligation by their respective duties. Physical development, namely fostering the education of staff on matters relating to their physical condition, body, health, and outward appearance. The school principal must encourage education staff to be actively and creatively involved in sports activities, both those programmed by the school and those organized by members of the community.
2. **Manager function.** Management is essentially a process of planning, organizing, implementing, leading, and controlling the efforts of members of the organization and utilizing all organizational resources to achieve the goals set. The managerial competence of school principals can: (a) Prepare school plans for various plans; (b) Develop school organizations according to needs; (c) Lead schools in the context of optimally utilizing school resources; (d) Manage change and development of schools towards learning organizations effectively; (d) Manage students; (e) Manage curriculum development and learning activities by the direction and objectives; (f) Manage school finances by the principles of accountable, transparent and efficient management; (g) Manage school administration in supporting school goals; (h) Manage school special service units in supporting learning activities; (i) Manage school service units; (j) Utilizing information technology to improve learning and school management; (k) Monitoring, evaluating and reporting on the implementation of school activity programs with appropriate procedures and planning follow-up actions.
 3. **Supervisory function.** The main activity of education in schools to realize its goals is learning activities so that all school organizational activities lead to the achievement of learning efficiency and effectiveness. Therefore, one of the duties of the principal is as a supervisor, namely supervising the work carried out by educational staff.
 4. **Administration function.** Principals must have the ability to manage curriculum, manage personnel administration, manage facilities and infrastructure administration, manage filing administration, and manage financial administration. These activities need to be carried out effectively and efficiently to support school productivity.
 5. **Leader function.** The principal as a leader must be able to provide guidance and supervision, increase the willingness of educational staff, open two-way communication, and delegate tasks.
 6. **Innovator function.** The principal as an innovator must have the right strategy to establish a harmonious relationship with the environment, seek new ideas, integrate every activity, set an example to all education staff in schools, and develop innovative learning models.
 7. **Motivator function.** As a motivator, the principal must have the right strategy to motivate education staff in carrying out their duties and functions.
 8. **Mediator function.** In developing a more dignified education, the principal must become a figure and mediator for the development of society and its surroundings.

Quantitative Data Result

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In the survey at SMP Negeri 5 Medan, a leader in a school (namely the principal) should take action based on the principles of democratic leadership, namely freedom of speech, asking questions, giving awards to others, and being open and equal. These principles can be described as follows Table 1:

Table 1. Survey Education Leadership at SMP Negeri 5 Medan

Aspect	Mean	Standar Deviasi
Having a strategic and clear vision	3,45	1,234
Having competence and commitment	4,23	1,014
Be responsible	3,87	1,024
Trustworthy (trustworthy)	4,21	2,004
Giving autonomy	3,85	1,036
Able to provide motivation	4,12	2,034
Be fair	3,21	1,830
Dare to make decisions	4,21	2,324
Creative and innovative	3,52	1,234
Participatory	3,73	1,734
Obey the law	3,65	1,204
Exemplary	4,12	2,004
Interrelated	4,01	2,034

Descriptive analysis related to the level of trend data on the implementation of the educational leadership in school is shown in Table 2 below:

Table 2. Trends in the implementation of the education leadership

Interval	Category	%
X 66.5	Very high	10,20
66.5 > X > 63	Tall	30,20
63 > X > 59.5	Currently	46.74
59 > X > 57	Low	12.86
X < 57	Very low	0

Based on the data in Table 2, provides an overview of the trend in the implementation of the educational leadership the medium category with an average data of 61.50. From the data analysis, it is known that 10.20% of teachers perceive the implementation of the education leadership as very high; 30.20% perceived it as high; 46.74% Medium; and 12.86% low, and 0% as very low.

CONCLUSION

The principal must be a role model for all school members. If the principal can set a good example, the subordinates will also follow. Principals must prepare creative, innovative programs so that teachers will be motivated to participate actively in various activities. The school principal must be transparent and accountable in carrying out his leadership in the school so that it will increase public trust in the school The principal must be able to provide motivation. The motivation that a person has does not always appear because of

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encouragement from within himself but sometimes arises because of the influence or encouragement of other people, especially by the leadership (principal). Principals must be able to create a safe school environment. Principals must be able to establish good two-way communication.

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