

## Leadership Style in Improving Learning

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### Abstract

This study aims to describe the principal's leadership style in improving the learning process at SD Negeri 05 Ogan Komering Ulu. This research uses qualitative methods with a descriptive approach. Data techniques through observation, interviews, and documentation. The research subjects were school principals and teachers of SD Negeri 05 OKU. The results of this study indicate that the principal leadership style applied in SD Negeri 05 Ogan Komering Ulu was carried out by the principal in general in response to good cooperation by subordinates, who used the democratic-participatory leadership style shown by the principal gave an example that both for teachers so that teacher personality increases, assigning or delegating teachers identically to official duties and motivating students, and is open and becomes a place of consultation for teachers and students in order to realize the quality of education and learning.

**Keywords:** *Principal's leadership style, Learning Process, Quality of Education*

### INTRODUCTION

Education is very much needed in the continuity and welfare of one's life even in the welfare of a nation. From education, knowledge and skills acquired through the educational process are able to change people's mindsets and lives for the better. Quality education is very much needed in an effort to support the creation of intelligent humans and able to compete in the era of globalization, education has an important role in shaping character, scientific and mental development of students who will later grow into human resources who will interact and do many things in their environment. .

Schools as formal educational institutions aim to shape human personality, in developing intellectual students in order to educate the nation's life. The principal as a leader has a very important role to help teachers and employees, to improve the quality of education, a school principal must be able to protect all parts of the school he leads. At the operational level, the Principal is a person who is at the forefront of coordinating efforts to improve quality learning. Principals are appointed to occupy positions responsible for coordinating joint efforts to achieve educational goals at the level of the school being led [1].

The principal is one of the components of education that has the most role in improving the quality of education.

The school principal is responsible for the implementation of education, school administration, coaching other education personnel, utilizing and maintaining facilities and infrastructure as well as being a supervisor at the school he leads. The principal is an educational leader who depends on the skills and wisdom of the principal in leading a school or institution that is shaded. A school principal must be able to provide a charismatic leadership effect, can provide an example for all components in the school environment.

The principal is someone who determines the center point and rhythm of a school. Because schools are complex institutions, schools as organizations need coordination. The success of the school is the success of the principal as well. Principals are successful when they understand the existence of the school as a complex and unique organization, and are able to carry out the role of the principal as someone who is given the responsibility to lead the school. There are two things that need to be considered in the formulation in determining

the important role of the principal, namely as follows: a) The principal acts as a central force that is the driving force of school life b) The principal must understand their duties and functions for the success of the school, and have a concern for staff and students [2].

Leadership style is a behavior pattern of a typical leader when influencing his subordinates, what the leader chooses to do, the way the leader influences the group to form his leadership style [1]. The function of the leader is as a determinant of direction, representative and spokesperson for the organization, effective communicator, mediator, and integrator [3].

The principal is not the only one who is fully responsible for a school, because there are many other factors that need to be taken into account such as: teachers, students, and the environment that affect the learning process. The success of the educational process is largely determined by the ability of the educational leader itself in the scope of the school, namely the school principal [4].

One of the problems in the process of teaching and learning activities in schools arises from the students themselves, it can be from the teacher, the facilities infrastructure, learning media, environment and other factors [5]. The teacher is one of the determining factors for the level of education quality. In other words, to improve the quality of education professional teachers are needed. As professional educators, teachers have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education.

Effective teachers (educators) are those who have succeeded in bringing students to achieve learning objectives in accordance with applicable rules in education. In the world of education, teachers are educators, mentors and curriculum developers who can create conducive learning conditions and atmosphere, namely learning atmosphere that is fun, interesting, provides a sense of security, provides space for students to think actively, creatively and innovatively in exploring and elaborating on their abilities [6].

Teachers must have competencies as abilities, skills or skills in managing educational activities. Thus, teacher competence means having teacher knowledge and possessing skills and abilities as a teacher in carrying out their duties and responsibilities as educators [7]. Competence is a set of knowledge, skills and behaviors that must be possessed, lived, mastered, and actualized by teachers in carrying out professional duties.

Although basically teachers already have cognitive, affective, and performance competencies so that teachers are able to carry out educational tasks. The ability achieved through a number of appropriate learning experiences has indeed provided the basis for the readiness of a teacher in carrying out his duties as a teacher. The teacher as a person whose job or profession is about teacher training has a very important role in the world of education. The presence of teachers in the teaching and learning process still plays an important role [8].

The role of teachers related to teacher competence, including; (a) The teacher carries out a diagnosis of the student's initial behavior, (b) the teacher prepares the learning device (RPP), (c) the teacher implements learning process,

(d) teachers as administrators of schools, (e) teachers as communicators, (f) teachers as class managers, (g) teachers as curriculum developers [6]. Professional competence is closely related to the success of implementing the learning process.

The learning process is a teaching and learning activity concerning the activities of teaching staff, student activities, patterns and processes of interaction of educators and students and learning resources in a learning environment within the framework of implementing educational programs. The learning process is all joint efforts between teachers and students to share and process information, with the hope that the knowledge provided is useful in students and becomes a foundation for continuous learning, and it is hoped that there will be better changes to achieve a positive improvement. marked by changes in individual behavior for the creation of an effective and efficient learning process. The learning process is a process in which there are interaction activities between teacher-students and reciprocal communication that takes place in educational situations to achieve

learning goals [9]. In the learning process, teachers and students are two components that cannot be separated. Between the two components, mutually supporting interactions must be established so that student learning outcomes can be achieved optimally.

Conditions in the field based on the results of observations and interviews with several teachers conducted at SD Negeri 05 OKU, obtained information that shows indications, among others: (1) the learning process developed by the teacher is still monotonous and even more refers to efforts to achieve high scores at time to take the final school exam. (2) There are a number of teachers who are less able to arrange learning tools properly, as well as less creative in using learning media and less varied in using learning methods. (3) There are a number of teachers who come to school late, do not care about students and various school activities. (4). The learning assessment and classroom teacher administration have not been completely structured. (5). The principal has not been optimally able to organize teacher learning activities in a directed manner. This is a factor in the not optimal teaching performance of teachers.

## **METHOD**

The approach used in this research is a qualitative descriptive approach, the data collected is in the form of words, pictures and not these numbers caused by the application of qualitative methods

Qualitative descriptive research is in the form of research with a case study method or approach. This research focuses intensively on one particular object which studies it as a case. In addition, everything that has been collected is very likely to be the key to what has been researched. [10] says that qualitative research examines the perspectives of participants with multi-strategies, interactive strategies, such as direct observation, participatory observation, in-depth interviews, documents, complementary techniques such as photos, recordings, and etc. You could say this research is flexible. Data collection techniques that can facilitate this research include: Observation, Interview, Documentation.

Qualitative research methods are often referred to as naturalistic research methods, where this research is carried out in a natural setting. Qualitative research methods are methods based on the philosophy of postpositivism, which can be used to examine the conditions of natural objects. Where the researcher acts as a key instrument, technique. Data collection was carried out in triangulation (combined), was inductive / qualitative, and the results of qualitative research emphasized meaning more. This study seeks to explain, and reveal all variables that cause problems in the field from aspects that affect themselves [10], this research method is used to examine problems and obtain a deeper meaning about the Principal Leadership Style in Improving the Learning Process at SD Negeri 05 Ogan Komering Ulu. This research was conducted at SD Negeri 05 Ogan Komering Ulu, and was observed by the principal, vice principal and peers. Meanwhile, the research was conducted for 3 months, from September 2020 to December 2020.

## **HASIL PENELITIAN DAN PEMBAHASAN**

### **School Description**

This research is a quantitative descriptive research. The research data consisted of the results of interviews, observations, and documentation that had been collected by the researcher as a means of collecting data. Collecting data in this study aims to determine the principal's leadership style in improving the learning process at SD Negeri 05 Ogan Komering Ulu. Any data obtained through interviews, observation and documentation will be presented in this study. The data obtained previously had sorted and tested the validity of the data through the method triangulation and then presented in this study. This research was conducted at SD Negeri 05 Ogan Komering Ulu, which has been accredited B.

### **Description of Research Results**

This study was directed to describe and describe an actual situation in the field regarding the leadership style of the principal in improving the learning process at SD Negeri 05 Ogan Komering Ulu. The presentation of the results of the research conducted will be

systematically presented according to qualitative descriptive research through descriptions and findings of researchers in the field. Based on the results of the study showed that the principal's leadership style in improving the learning process at SD Negeri 05 Ogan Komerung Ulu was still adapted to the circumstances and environment at that time.

This research was conducted to develop the leadership style adopted by the principal in improving the learning process at SD Negeri 05 Ogan Komerung Ulu, from the results of observations made by researchers that the leadership style adopted by the principal in improving the learning process is one of them by using the leadership style. democratic. This style is characterized by the process of moving its subordinates, always starting from the opinion that humans are the noblest creatures in the world, always trying to synchronize the interests and goals of the organization with the personal interests and goals of their subordinates. Happy to receive suggestions, opinions and even criticism from his subordinates.

Descriptions with regard to the results of this study are compiled based on answers to research questions through interviews and direct field observations. And among the questions in this study there are four things, namely:

- a. Leadership Style of the Principal of SD Negeri 05 Ogan Komerung Ulu
- b. The Leadership Style of the Principal in Improving the Learning Process at SD Negeri 05 Ogan Komerung Ulu
- c. Improving the Learning Process at SD Negeri 05 Ogan Komerung Ulu
- d. Supporting and Inhibiting Factors of Principal's Leadership Style

In Improving the Learning Process at State Elementary School 05 Ogan Komerung Ulu There are several questions that will be used as a reference in research including:

### **Leadership Style of the Principal of SD Negeri 05 Ogan Komerung Ulu**

"The principal as a leader who is able to provide direction and good example to his subordinates, as the principal must also be able to communicate well and have good personality traits such as honesty, confidence, responsibility, and role models. Then from here his leadership or leadership style can be emulated by his subordinates "

The results of the researchers' interviews with Class V teachers at SD Negeri 05 Ogan Komerung Ulu regarding the leadership style of the principal. He gave the answer:

"The principal often controls the class situation to see the direct learning process of the teachers who teach whether the teacher is present or not. And if not present has the teacher asked permission beforehand. If the teacher is rarely present, the principal will reprimand the teacher to ask the teacher the reason for not attending and then the principal takes action in the form of directions and warnings. In addition, the principal always pays attention to problems that occur during the learning process, then he will provide solutions and directions in solving these problems"

Furthermore, the researcher also conducted an interview with one of the staff employees at SD Negeri 05 Ogan Komerung Ulu regarding the leadership style of the principal, he gave the answer:

"The principal usually has a conversation or friendly every day, what is discussed is the problem faced by the teacher when carrying out the learning process. The principal is friendly before school starts, or when the teachers are taking a break and also after teaching "

### **The Leadership Style of the Principal in Improving the Learning Process at SD Negeri 05 Ogan Komerung Ulu**

"The style or method that I apply in my leadership, especially in SD Negeri 05 Ogan Komerung Ulu, prioritizes the togetherness style and approach which views subordinates as partners, does not impose their will, views subordinates as work partners, builds cooperation as a work team, provides trust in subordinates, accepting criticism for the advancement of teachers and schools, giving freedom to creativity to subordinates, building work passion, including giving praise to those who are diligent, providing job opportunities for those who

are able, in this way I hope teachers can give good results in the learning process carried out".

The results of the researcher interview with the deputy principal of SD Negeri 05 Ogan Komering Ulu regarding the leadership style of the principal in improving the learning process, he gave the following answers:

"The leadership style of the principal of SD Negeri 05 Ogan Komering Ulu has a leadership style that always promotes togetherness, cooperation, in all lines, from the assistant to the principal, teachers, and employees. In addition, the principal also invites tutors (Diknas) to improve teacher human resources in the learning process and educates teachers at scheduled events".

### **Improving the Learning Process at SD Negeri 05 Ogan Komering Ulu**

Based on the researcher interview with the vice principal regarding the efforts made by the principal in improving the learning process, he stated:

"A good learning process can be seen from a teacher who is able to create a learning atmosphere as comfortable as possible for his students. For this reason, the teacher must have techniques in teaching, how the teacher teaches, uses methods and learning aids in accordance with the subject matter presented. In this case, the principal held training on making lesson plans, syllabus, and implementing KTSP. And hold meetings for teachers to discuss the implementation of teaching and learning activities, evaluate activities that have been carried out and make plans for the next".

Furthermore, the researcher conducted an interview with the class teacher regarding the efforts made by the principal in improving the learning process, he gave the answer:

"So far, the learning process carried out by teachers in teaching or otherwise in this school is generally good enough and in accordance with their respective professions, because the key to the success of the teaching and learning process actually lies in the teacher. The seriousness and mastery of the teacher towards the material can be seen in the learning process, for example a teacher who always teaches, has made the lesson plan first and always takes it as a reference for learning, and implements it according to the references in the lesson plan, starting from the methods, media, and strategies used. The school principal provides coaching and training to make RPP, syllabus, annual program, semester program. The principal provides input, provides direct guidance and provides examples to follow, and is equipped with facilities and infrastructure for this school".

### **Supporting and Inhibiting Factors for Principal Leadership Style in Improving Learning Process in SD Negeri 05 Ogan Komering Ulu**

Based on the results of interviews conducted by researchers with the principal of SD Negeri 05 Ogan Komering Ulu, regarding the supporting and inhibiting factors of the principal's leadership style in improving the learning process at SD Negeri 05 Ogan Komering Ulu has been going well and sustainably. This is explained in the interview excerpt as follows:

"The supporting and inhibiting factors of the principal's leadership style in improving the learning process, one of which is the obstacle for some teachers who cannot comply with the regulations that I have set, are the supporters of this that teachers have taught according to their professional fields, infrastructure also supports the improvement of the learning process. , so it cannot be denied that 95% of the learning process goes well in SD Negeri 05 Ogan Komering Ulu".

The same thing was also expressed by one of the class teachers regarding the supporting and inhibiting factors of the principal's leadership style in improving the learning process at SD Negeri 05 Ogan Komering Ulu, he gave an answer:

"The inhibiting factor or obstacle of the principal's leadership style in improving the learning process does not have any obstacles because the leadership style applied by the principal to his subordinates is good and is running as desired because the principal is always transparent to changes in this school, besides that. also the principal always pays



attention to the teaching and learning process in the classroom directly and always provides solutions to any problems faced by the teacher in the learning process”.

The results of the researcher interview with the class teacher about the supporting and inhibiting factors of the principal's leadership style in improving the learning process at SD Negeri 05 Ogan Komering Ulu, he gave the answer:

"Constraints and constraints are limited programs for teacher training outside of service hours, because there are still a small number of inactive teachers and the results of upgrading have not been able to affect their friends".

## Discussion

In the leadership style of the principal, the principal is taking an approach, preparing meeting findings, taking action in the form of seeing indirectly in the sense of visiting class on the grounds of looking for something even though the head the school did observations indirect. Then administrative checks such as checking lesson plans, syllabus, learning tools, teacher absences and most importantly teacher discipline in teaching. This should reflect a good relationship between the principal and the teacher in order to create an atmosphere of close partnership. By creating a democratic atmosphere, so that subordinates do not feel ashamed and reluctant in expressing opinions and conveying some of the difficulties they have or the lacks they have to get guidance (the principal). This is in line with research conducted that principals are effective as learning leaders, principals should be more involved in the teaching and learning process in the classroom, giving teachers more time to discuss with each other and exchange ideas about the latest learning models, develop staff, utilize data in the decision-making process, and actively monitor curriculum and learning.

The principal also applies a group leadership style. The factors that influence the group leadership style are: (a) the leader has a personality, past experiences, and high expectations for all school personnel to develop the school; (b) characteristics of superiors who prioritize the process of carrying out their duties; (c) characteristics of subordinates who show enthusiasm and willingness to change; (d) the requirements of the task by giving directions regarding clarity of tasks; (e) the organizational climate and policies can help improve the quality of human resources in the school environment [11].

The second finding is the principal's leadership style in improving the learning process at SD Negeri 05 Ogan Komering Ulu. In this regard, it shows that the principal's leadership style in improving the learning process, namely a democratic and participatory style which includes things that are done are (1) Coordinating all school efforts because changes continue to occur, then school activities are also increasing. - School efforts are increasingly spreading there needs to be good coordination of all school efforts, (2) Expanding the experience of teachers, the root of experience lies in human nature. Humans always want to achieve the maximum possible progress, a person who wants to be a leader, if he wants to learn from real experience in the field, through new experiences he can learn to enrich himself with new learning experiences, (3) Equip school leadership, in a democratic society of democratic leadership needs to be developed, (4) Provide knowledge and skills to each members and staff with new knowledge and new skills as well, (5) Provide broad and integrated insights formulate educational goals and improve the ability of teaching teachers. The learning process that runs effectively will create a good quality of learning as well. The learning process will always take place in a classroom scene. Class scenes need to be created and developed to become a vehicle for effective learning to take place. This of course must be supported by the teacher's ability to manage the classroom [12].

The third finding is the Improvement of the Learning Process at SD Negeri 05 Ogan Komering Ulu shows that coaching for teachers in schools in improving the learning process includes coaching and training to train the skills of teachers that are tailored to the needs of teachers collectively, which are programmed once a month. , such as leadership training, K-13 training, and other trainings. Conceptually, the indicators of the learning process carried out by the teacher are: (1) Preparation of learning plans, (2) Implementation of teaching and learning process interactions, (3) Assessment of student interactions, (4) Implementation of

follow-up on learning achievement assessment results, (5) ) Implementation of guidance and counseling, (6) Work discipline, and (7) Responsibility and loyalty in duties.

The fourth finding in this study is the supporting and inhibiting factors of the principal's leadership style in improving the learning process at SD Negeri 05 Ogan Komering Ulu. It shows that some teachers do not comply with school rules such as discipline, this also affects the improvement of the learning process at this school and the limited programs for training of teachers outside office hours. The supporting factors are adequate facilities and infrastructure. Trainings or seminars are held quite often.

The principal in improving the learning process, namely by controlling the teachers by looking at attendance, attendance, time discipline, but not every day paying attention or seeing directly the teacher teaching then evaluating the results of interactions or seeing directly the teacher teaching then evaluating the results of teacher interactions with students in class. The principal, only provides guidance on duties and obligations, a teacher then rules in the form of oral and written forms, and motivates the teachers.

In conclusion, according to the researcher, the principal's leadership style in improving the learning process will be more advanced and very well developed which puts forward a democratic and participatory leadership style that is able to streamline the work of teachers in improving the learning process which is determined in accordance with the rules made by the parties. schools, especially school principals, and make improvements so that the learning process is of higher quality and school quality can be achieved. However, the principal as a leader (Leader), has a duty and responsibility in carrying out his leadership.

## **CONCLUSIONS**

The principal leadership style applied in SD Negeri 05 Ogan Komering Ulu was carried out by the principal in general in response to good cooperation by subordinates, who used the democratic-participatory leadership style shown by the principal to provide a good example to the teacher so that Teacher personality competence increases, assigning or delegating teachers incidentally related to official duties and motivating students, and is open and becomes a place of consultation.

The democratic-participatory leadership style by the principal of SD Negeri 05 Ogan Komering Ulu is implemented by that decision-making related to improving the learning process is carried out in deliberations or meetings, fostering how teachers are happy to make these decisions and feel satisfied, and responsible implementation of these decisions is borne by all meeting participants or all teachers.

Efforts made by the principal to improve the learning process at SD Negeri 05 Ogan Komering Ulu, namely by involving teachers in seminars on education and conducting coaching and training to train teacher skills such as leadership training, K-13 training, and training other. The school always provides direction and support and provides facilities, equipment that supports the learning process and makes rules for teachers, staff, and students to obey.

The obstacles faced by the principal in his leadership style to improve the learning process include limited programs for training teachers outside of service hours, there are still some teachers who are not active and the results of upgrading have not been able to impact their friends. There are also teachers who lack discipline in the rules which is already set. Then the supporters of the principal's leadership style in improving the learning process at SD Negeri 05 Ogan Komering Ulu are that there are adequate facilities and infrastructure so that they support the teaching, training or learning process at school.

## **THANK YOU NOTE**

The author would like to thank SD Negeri 05 Ogan Komering Ulu for providing the opportunity to conduct research and collaborate so that this research activity was carried out. To the PGRI Palembang University, the author expresses his gratitude for the assistance and licensing facilities without any contribution from the PGRI Palembang University, of course, the servants will experience various obstacles in their implementation.

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