

Model of Principal Leadership in Environment Boarding Schools

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Abstract: This study aims to describe and analyze the Principal Leadership Model, and to describe and analyze the factors that make up the Leadership Model Principal at boarding school environment. Researchers used qualitative research methods to promote the use of methods of giving meaning to the study. Based on the facts gathered in the field earned leadership model at the boarding school environment implementation is different from the model of leadership in the assemblies boarding, in the model of leadership can be seen from various aspects: model of visionary leadership manifested by describing and explaining the objectives to be achieved and turn it into action through a process of social interaction are associative Transformational leadership Model is able to motivate and inspire trust subordinates as visionary leadership model support with regard associative processes of social interaction. The internal factor is the background of the leader, the principal characteristics of the lead, and experience in the lead. The external factor is the culture that exists within an organization and leadership models provide a change to the improvement of the organization's resources and create conditions conducive organizations.

Keywords: Model Visionary Leadership, Model Transformation Leadership.

INTRODUCTION

The school principal is a leader in school education. As an organization and community leaders, principals acting to manage the needs of education, protect the rights and interests of the school community [1]. Leadership can actually take place anywhere, because leadership is a process of influencing others to do something in order to achieve a particular purpose. No leadership in the household of parents, in schools there are leadership clerics, there is the director of the company, there are principals in school and in college there was the rector or the chairman. Leadership which took place without at certain positions is based on the personal nature, whereas with the rank and position of leadership in the organization are managerial leadership. It's like that happens in school leadership are leading an organization that is educational institutions (schools) [2]. The headmaster is a driving force, in driving the school policy, which will determine how the aims of the school and education in general, realized. In connection with the effective school leadership is to be able to empower teachers to implement the learning process well, smoothly and productively can also complete tasks and duties in accordance with a predetermined time [3]. And the important thing is how a leader was in the running leadership could *ing ngarso sung tulodho ing madyo mangun karso tutwuri handayani* corresponding said by Ki Hadjar Dewantara.

The existence of a clerics as a pesantren leader, in terms of function and role can be viewed as a phenomenon unique leadership. The legitimacy of the leadership of a clerics are directly derived from the people who judge not only in terms of membership of a religious sciences but rated clerics also from authority (charisma), which comes from the science, magic, and often personal nature offspring. This is certainly very different from the principal who gained leadership legitimacy of the appointment and not from the community [4].

Various phenomena assessment of the situation given by leaders in the implementation pattern of leadership models are appropriate to achieve the objectives and targets, is still associated with the "meaning" given the leaders on the situation at hand. It is also a determining factor for a leader to define inspiration and way of acting is the source of legitimacy and character possessed by the leaders. Related to the above, the results Sadhana [5] concluded that the conduct of negotiations compromises, exchange or bargaining - bargaining, persuasion, and coercion and intimidation determine the quality of the adaptation of a leader as a balancing of various interests, and Islamy in his research on the behavior of power continuum and the interface is a leader in addressing development issues, among others concluded that, some of the behaviors of power: discretionary (devolution), persuasive / references (affect) and reciprocal (mutual cooperation)

may be used by leaders to achieve a goal based on the result of the construction of self. The use of leadership behaviors are not easy to be implemented appropriately, without a meaning and interpretation of a Leader of the situation [1].

Educational success in school is largely determined by the success principals in managing the teaching staff were available at the school. The school principal is one component of educational influence in improving teacher performance. The school principal is responsible for the organization of education, school administration, coaching other education personnel, and efficient utilization and maintenance of facilities and infrastructure [3]. This becomes more important in line with the increasingly complex demands of the principal task, which requires the support of performance more effective and efficient.

Model of educational leadership that is needed now is leadership that is based on national identity that comes from the intrinsic cultural values and religion as well as the ability to anticipate the changes that occur in the world of education today. Leadership that is relevant to the demands of school-based management and coveted for improving the quality of education is a leadership that has visionary leadership work is principally focused on engineering a future full of challenges [7]. Visionary leadership is marked by the ability to make a clear plan so that from the vision statement reflected what goals are to be achieved from the development of the institution he leads.

Visionary leadership model is executed by determining the direction and goals of the organization are predetermined, by defining the vision-led organizations. After that a visionary leader must be able to demonstrate its role spearheading run school programs either in the transformation / dissemination, implementation and evaluation to determine the obstacles faced and memecahkannya based on the vision of the organization. So that the visionary leadership style are expected to lead the organization in any circumstances as changing times.

There are four factors to lead transformational leadership, known designations 4 I, namely: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. Based on the results of a literature review conducted, Northouse [8] concluded that someone who can display transformational leadership was found to be demonstrated as an effective leader with better working results. Therefore, it is very advantageous if the principals can apply transformational leadership at the school. Because transformational leadership is a wide range of aspects of leadership, then to become a transformational leader who effectively requires a process and requires conscious effort and sunggug

seriously than concerned. The emergence of a leader is necessary in circumstances where the purpose of social groups concerned obstructed or if the group was under threat from the outside. In such circumstances, a bit difficult for the citizens group to decide on the steps to be taken to overcome the difficulties encountered. Social interaction between leaders and subordinates require associative process, ie a process of acceptance of new elements in the leadership or political implementation in an organization as a way to avoid the shock in the stability of the organization is concerned that what he aspired to be realized.

This study aims to describe and analyze the Model Leadership Principal SMA Darul Ulum 2 Seed BPPT Jombang CIS ID at the boarding school environment and to describe and analyze the factors that make up the Leadership Model Principal SMA Darul Ulum 2 Seed BPPT Jombang CIS ID 113 in the environment boarding schools.

RESEARCH METHODOLOGY

Research Approach

Qualitative research methods be the right choice by promoting the use of the method of giving meaning (*verstehen*) towards the study. In this context successively described; research approach, the focus of research; determine the location of the study; establish research instruments; collect data, and analyze data.

Research Focus

The scope of research is limited to things that are relevant to the Principal Leadership Model SMA Darul Ulum Jombang 2 Seed BPPT CIS ID 113 in the boarding school environment so that the theme and purpose of the study, and further more focused on:

1. Leadership Model High School Principal Darul Ulum Jombang 2 Seed BPPT CIS ID 113 in the boarding school environment include:
 - a. Model of visionary leadership of school principals
 - b. Model of Transformation leadership of school principals
2. Factors that form the Principal Leadership Model SMA Darul Ulum Jombang 2 Seed BPPT CIS ID 113 in the boarding school environment
 - a. Environmental Factors: Background leaders, leaders Characteristics and Experience
 - b. External environmental factors: Culture and the applicable rules and organizational resources

Data Analysis Technique

According Moleong, the data analysis process starts with examining all available data from various sources, from interviews, observations that have been written in the field notes, personal documents, official documents, images, photographs, etc. [9]. The data are so many, after being read, studied, and analyzed, the

next step is data reduction is done by way of abstraction. Abstraction is an attempt to make a summary of the core, processes and statements that need to be maintained so as to remain in it. The next step is arranged in units. The units were then categorized in the next step. The categories are made while coding. The final stage of the analysis of this data is to make a survey the state of the data. After completion of this stage, begin this stage, start now step in processing the data interpretation results whilst being substantive theory by using some specific methods.

RESULTS AND DISCUSSION

Principal Leadership Model SMA Darul Ulum Jombang 2 Seed BPPT CIS ID 113 in the boarding school environment

Effective school leadership is imperative type of visionary leadership by setting future goals in a professional school. It is required by the situation and the current conditions who want the vision for the organization in anticipation and projections for the future are uncertain. Therefore, the school organization must apply indicators to achieve effective schools, among others, with models of effective leadership, utilizing the educational staff and set goals.

a. Model of Visionary Leadership of School Principals

Based on observations made on a model for the visionary leadership of principals in leading organizations in the boarding school environment was found several phenomena are as follows: a) The principal is the one who possessed high willingness to promote his school by creating a program visioning that is able to express the vision and mission, b) the principal has the ability to develop the school's vision, setting the strategy, build capacity, and build a wider network to achieve the benefits of school improvement, c) the principal as a leader has the ability to describe clearly the objectives to be achieved in the future front, was able to explain his vision clearly formulated in the mission - a mission to the objectives of the school, and d) the head of the school is able to transform vision into action, explain very well mean the vision to others, and personally very committed to the vision, he is figure examples of leaders who have the foresight of how the school is later.

The findings of this study are:

- 1) Model visionary leadership of headmaster realized with the ability to explain the vision into school goals
- 2) Model visionary leadership of the school principal was able to move all the resources of the mission in order to approach the vision set
- 3) The chief visionary leadership model supported by a visionary leader strategy to achieve organizational goals.

- 4) The leader has the ability to describe clearly the objectives to be achieved in the future.
- 5) Model visionary leadership of Principal transform vision into action through a process of social interaction are associative.

Proposition

Visionary Leadership Model is realized by describing and explaining the objectives to be achieved as well as the change vision into action through a process of social interaction are associative.

b. Model of Transformation Leadership of School Principals

In applying the model of transformational leadership at the school, headmaster has made subordinates feel they have the trust, admiration, loyalty and respect for the leaders and they are motivated to do things more than the initially expected leader. The leaders motivate subordinates to: 1) make them more aware of the importance of the results of a job, 2) encouraging them to be more concerned with the organization of the self, and 3) enable the needs at a higher level. To be an effective leader, a visionary principals should be able to affect the entire school community he leads through positive ways to achieve the goal of education in schools. For the process of transformational leadership can be defined as the process to change and transform people to want to change and improve himself, which also involves motives and fulfillment and reward subordinates.

In the principal's leadership model transformational principals have built awareness of the subordinate subordinates by calling ideals as a means to support the model of visionary has done with the process of positive interaction or associative. This is in line with the opinion stating Gillin Gillin and associative social interaction is social interaction that encourages social order, ie, interactions that lead to forms of association, such as cooperation, accommodation, assimilation, and acculturation [10].

The findings of the study as follows:

- 1) Model Transformational leadership is realized by the power of a great leader to motivate subordinates in carrying out the task.
- 2) The transformational leadership model creates trust subordinates of the ability to complete tasks and achieve goals.
- 3) The model of transformational leadership implemented a supporter of visionary leadership model.
- 4) The principal transformational leadership model supported by social interaction processes that lead to forms of association, such as cooperation, accommodation, assimilation, and acculturation.

Proposition

Transformational Leadership Model is able to motivate and inspire trust subordinates as visionary leadership model support with regard associative processes of social interaction.

Factors that shape Leadership Model High School Principal Darul Ulum Jombang 2 Seed BPPT CIS ID 113 in the boarding school environment

1) Internal Environmental Factors

a. Background leaders

Model leadership of a principal who is a boarding school environment related to the culture that existed at the boarding school in general tend to be authoritarian, not depending on the atmosphere and time. Leader's leadership model is somewhat different in the lead members of his organization, he is more concerned with the principle of discipline. However, from observations made model of his visionary leadership and transformational in participatory behavior is applicable in all situations and conditions. Leaders have a leadership model that is flexible, depending on how the circumstances that happened, it was possible because he has qualified experience in terms of education, he already has a background in education become teacher leaders since continued his education by receiving a master's degree of education.

Regarding the background of school leadership can be seen that from the beginning he does have aspirations to be educators it is supported by the opinion of Siagian stating not only the behavior personally, leaders can also be seen from the nature of their existence since they were born [11].

Based on the observations made regarding Background Leadership principals in leading the organization found some phenomena are as follows:

- (1) The head is a leader who is experienced in the world of education.
- (2) Leadership is a decision and more a result of the change in the character or internal transformation in a person. Leadership is not a position or title, but rather a birth of a long process of change in a person.
- (3) The head with the stock of experience for education, is expected to be easier to reduce a variety of social conflict in the organization. Coordination with the teachers were was relatively easy to do.

Based on the above discussion then formulated the following findings:

- (1) Background leaders cannot be separated from its experience.
- (2) The background used in the educational experience leader leads the organization he leads.
- (3) Provisions used experience in interacting in the organization.

- (4) Experience Principal possessed an influence in leading the organization.

Proposition

Background leaders be used as preparation experience interacting in leading and supporting the success of the organization.

b. Characteristics of a leader

In observations made headmaster looks to have had a character that must be owned by a leader who led the boarding school environment, among others; Faithful and devoted to God Almighty, good moral to uphold humanitarian values, knowledgeable, skilled, creative, independent, sensitivity and social awareness, cooperation and mutual assistance, to live together in diversity, democratic, accountable and participatory, and oriented healthy living, frugal and unpretentious.

From the observation visible characteristics of leaders who should have to be able to perform tasks effectively and efficiently with the organization include: honesty, vision, inspiration, and competence.

Based on observations made about the characteristics of leadership in leading the organization as well as to improve the discipline of its members found some phenomena are as follows:

- a) The character of leadership is the character of the leaders of educational institutions is based on the attitude of never give up, anti-corruption, obey the rules, has a high loyalty and able to evaluate the data and facts subsequently consider taking the right decision.
- b) The characteristics of school leadership can be a leader and father at the same time for other teachers of the school environment if he has the formal authority for positions that are assigned.
- c) Characteristics of leadership is a leader who has a strong educational experience so superior in every respect.
- d) Characteristics of Leadership capable of being able to apply high standards but at the same time be able to encourage subordinates to achieve these standards.

Based on the above discussion then formulated the following findings:

- (1) Leadership principals always oriented to the interests of its members.
- (2) Characteristics of honest leadership, have a vision, able to act as an inspiration in performing organizational tasks effectively and efficiently.
- (3) Decision-making takes suggestions from subordinates.
- (4) The characteristics of democratic leadership consistently and responsibly in their organization.

Proposition

Characteristics of leading the school principal priority to the interests of members, to act as an inspiration, with the competence of democratically to achieve the vision and mission of the organization.

c. Experience

Experience leadership in dealing with disciplinary offenses committed quite varied, it can be seen how leadership is situational use different ways to handle each situation differently, in confronting their discipline, situational leadership to implement leadership that supports inspiring member within the meaning of Supportive (leadership which supports), then Chairman of follow-up briefing all parties involved operationally how the mission was carried out, it is defined by the Directive leadership (leadership instructive). Leaders always follow these activities either directly or indirectly, this means Partisipative Leadership. In the end, leadership is always oriented to the success of how to enforce discipline in his unit can be established, which can be interpreted by Achievement leadership (leadership oriented to success).

Based on the observations made regarding the experience to lead the leadership in leading the organization as well as to improve the discipline of its members found some phenomena are as follows:

- (1) Someone who experienced a lot in education and teacher training would be more familiar with organizing and leading the strategy, so someone like the principal is a very professional in terms of organization leads a school.
- (2) Experience is an important factor in the development of leadership, although not all experience can become a good teacher. Based on the study of leadership is the key to development assessment, challenge and support.
- (3) Factors experiences that were observed during the teacher leads the school environment proves that even though he had been born to be a leader in print but cannot be separated from the experience and career in education.

Based on the above discussion then formulated the following findings:

- a) Principals are experienced people in the field of education and be professional in the lead organization School
- b) Leaders have the experience to be delivered to teachers who become subordinates
- c) Experience views of career education leaders held
- d) The experience of a teaching affect the characteristics in the lead.
- e) Leaders have the expertise or special skills, which include levels of both formal non-formal education in the field of education.

Proposition

Experience in the lead based on knowledge is power for a leader to realize the objectives of the organization".

2) External environmental factors

a. Culture and the applicable rules

Internal factors include environmental pressures that come from organizations, such as Culture and the applicable rules, the working group, the nature of the problem, and time. Factors such organizations includes the values, the size of the unit, geographic distribution, and security requirements required to achieve the goal. Factor derived from the working group include experience in working together, the background of members of the organization, confidence in solving problems, cohesiveness, freedom, mutual acceptance, and unity of purpose. The nature of the problem may be determining the level of delegated authority leaders. Globalization, development of information and technology has confronted a school principal figure in the highly complex challenges. Facing the situation is very dynamic and loaded with the changes, the school principal should at least be aware of to improve the quality of its leadership.

Based on the discussion above, it formulated the following findings:

- (1) In the leadership of Principal boarding environment cannot be separated from the culture in a boarding school.
- (2) All orders and policies tailored to the school principal boarding policy
- (3) All orders and policies tailored to the school principal boarding policy
- (4) The order of the principal as the principal leaders of the assembly are considered commands to the teachers of the boarding school environment.

Proposition

The culture that exists in an organization who are in boarding school environment influence the leadership model and conceived with the aim to enable the common perception in the run.

b. Organizational resources

Human Resources (HR) is a central factor in an organization. Whatever the shape and purpose, the organization made based on various visions for the benefit of human beings and in the execution of its mission managed and administered by humans. Thus man is a strategic factor in all activities of the institution / organization. Furthermore, HRM means set, taking care of human resources based on the vision of the company so that organizational goals can be achieved optimally. Therefore, HRM also be part of the Management Sciences which refers to the functions of management in the implementation of the processes of planning, organizing, staffing, directing and controlling.

Briefly according to Allan R. Millet of The Ohio State University, the effectiveness of the principal is a process in which the Armed Forces to change the existing resources into strengths. A unity Principal said to be effective if the force can produce maximum combat power of its resources, both physically and politically. In this case the effectiveness is closely related to efficiency. Efficiency is defined as "the specific input of resources to achieve maximum results."

Based on the discussion above, it formulated the following findings:

- (1) Leadership must give change the organization's resources.
- (2) Improvement of the organization's resources is a necessity that should be continuously carried out by the leader.
- (3) One of the roles of leadership is to create conditions more conducive organizations.

Proposition

Resource organization is directed by a leader for school success.

Based minor propositions mentioned above, the proposition major formulated as follows: "Leadership model Principal boarding school environment is a model of visionary leadership through a transformational process with regard associative social interaction in the lead as well as internal and external factors that make up the leadership model."

CONCLUSIONS

1. Models of school leadership that are at boarding school environment implementation is different from the model of leadership in the assemblies boarding, found many things that affect the results of the interpretation of the situation through a process of relationship management and members of the organization, there are synergies leaders and followers obtained from the interaction process, is the dominant factor in their mission together. In this leadership model can be viewed from various aspects:
 - a. Visionary Leadership Model is realized by describing and explaining the objectives to be achieved and turn it into action through a process of social interaction are associative
 - b. Transformational Leadership Model is able to motivate and inspire trust subordinates as support visionary leadership models by taking into account the social processes associative
2. Factors that form the model of school leadership in the school environment consisting of internal and external factors which:
 - a. On internal factors that shape Headmaster leadership in boarding schools, namely:

- 1) Background leaders be used as stock interacting experience in leading and supporting the success of the organization
 - 2) Characteristics of leading the school principal priority to the interests of members, to act as an inspiration, with the competence of democratically to achieve the vision and mission of the organization
 - 3) Experience in leading, based on knowledge is power for a leader to realize the objectives of the organization
- b. On the external factors that shape model of school leadership in boarding schools, namely:
 - 1) Culture that exist in an organization who are in boarding school environment influence the leadership model and conceived with the aim to enable the common perception in the run
 - 2) Leadership model provides changes to the improvement of the organization's resources and create conditions conducive organizations.

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