

Leadership Education Schools in Minahasa District

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ARTICLE INFO

Article history:

Received: June 15, 2024; Received in revised form: August 17, 2024; Accepted: September 08, 2024;

Available online: September 14, 2024;

ABSTRACT

Educational leadership is the ability to influence, coordinate, and mobilize other people who are related to the implementation and development of education so that educational goals can be achieved for schools effectively and efficiently. So that school goals can be achieved effectively, and efficiency requires effective school principal leadership. There are seven characteristics of Effective school principal leadership: (1) has a clear vision; (2) has the hope to perform; (3) program And giving bait come back Which is positive And constructive; (4) push utilization time in a way efficient, (5) utilize various learning resources, (6), monitoring student progress both individually nor group, (7), do evaluation And repair in a way sustainable.

Keywords: Education, Leadership, School

INTRODUCTION

Making the nation's life smarter is an ideal goal to be realized through a system of national education, in a system of schools, process interaction between principals, teachers, employees, supervisors, school committees, and students. All process interaction takes place because it is influenced by the function of organizing, dividing tasks, communication, motivation, authority, And exemplary. The headmaster functions as a leader, manager, educator, supervisor, and motivator for teachers in the

educational process through learning and practice. Teachers interact with fellow teachers and students in activity learning. Thereby, also There is pattern communication in interaction This is a core activity in humanity that develops the potency of a child going to maturity in broad meaning so that it can fill roles following the social system (Syafarudin & Asrul, 2013).

To achieve educational goals following the social role of the school, then role leadership education must walk optimally. Operational Educational leadership must be effective for the progress of the school organization. On era information moment This, success And failure something organization school part big determined by quality leadership Which owned by people Which entrusted with the responsibility as a leader in a school organization. Therefore, leadership education needs to be empowered with methods to increase abilities functionally so that capable roles follow tasks, authority, and purpose.

This article will discuss educational leadership in schools, including draft leadership (understanding leadership, elements of leadership, and leadership roles) and educational leadership in schools (understanding leadership education and leadership head school).

RESULTS AND DISCUSSION

Leadership Education in School

Understanding Leadership

Simple leadership is the ability Which owned somebody to influence one another (Makawimbang, 2012). Matter This means leadership is the ability of somebody to influence one another so that follow one's wish leader. Leadership is the ability to influence the behavior of others in certain situations so that they are willing to cooperate to achieve that goal set. According to Overton (2002: 3), leadership is the ability to acquire work action with full trust and cooperation. In the running, A leader has his leadership style. Overton's opinion emphasizes focus leadership to ability somebody obtain action from a person another. Harsey And Blanchard (1996) opinion that: "Leadership is the process of influencing the activities of a person or group to achieve goals in certain situations." Hersey and Blanchard's opinion emphasizes the meaning of the leader as a process that influences a person to reach an objective in a situation. Leadership can also take place in where just. According to Syafaruddin (2010), a leader is trusted Because authority and his ability to influence members to do something. The person who carries out the leadership process is called a leader. Meanwhile, the people who are led are called members or followers (*followers*). In various actions, a leader influences members Because role leaders are very significant in determining the direction and quality of human life, Good in family, society, nation, as well as country. Leadership is sometimes understood as the power to move and influence people. Leadership is a tool, means, or process for persuading a person to be willing to do something in a way volunteer/joy. Several factors can move people, namely because of threats, rewards, authority, and persuasion (Rivai, 2003).

In modern development, the success or failure of an organization is determined by quality

leadership, which owns people, which lifted or entrusted, not quite enough answer as a leader in the public or something organization. Leaders must own Skills And traits that are good conditions for a leader in an organization (Syafaruddin, 2010). Based on the opinions above, it can be concluded that leadership is a process that influences individuals or groups person to do something volunteer so that achieved objective Which desired. With say other, in process leadership, found There is a function leader Who gives influence, there is follower (member) Which accept influence, And There is activity, And There is something situation Where leadership is taking place.

1. Elements of Leadership

Leadership takes place within an organization that is, in a sense, static and is a receptacle in the form of something structured organization. In structure, there are work units as a result of organizing activities in the form of divisions and division of similar or allied work (tasks) into one work unit. Results activity organizing form units Work placed on position ranked according to the severity of the workload and responsibilities. Thus, work units are arranged in stages or vertically, and each unit led by a leader. Whereas in a way, the whole led a leader peak whose position is at the highest (Wahab, 2013).

The leadership process contains five elements: 1) the leader is a person Who directs followers and gives birth to performance/activity, 2) followers are people who work under the influence of leadership, 3) context is the situation (formal or No formal, social or Work, dynamic or static, emergency or routine, complicated or simple in accordance connection leader And follower, (4) process is action leadership, combination lead, follow, guidance going to achievement objective, exchange, build connection And (5) results is Which appear from leader, follower and situation relationships (respect, satisfaction and product quality (Syafaruddin and Asrul, 2013). According to Wahab (2008), the main elements of the essence of leadership are as follows:

- a. Element leader or person Who influences;
- b. Element person Who led a party That influenced;
- c. Element interaction or activity or business and process influence;
- d. Element objective Which wants to be achieved in process influence;
- e. Element behavior/activities Which done as results influence.

The ability to influence people or a group to reach an objective There is an element of power. Power no other is the ability to influence a person another. For Want to do What Is desired by party other. Practice leadership is related to influencing Acts in demand and feeling person other Good in a way individual nor group in instruction certain, so through leadership refers to the process of helping to direct and mobilize a person or his ideas.

According to Rivai (2013), There are seven elements or components of leadership, that is:

- a. There is a leader and a person who leads his followers;
- b. There is effort or process influence from leader to person another through various strengths;
- c. There is an objective end That wants to be achieved together with existing leadership;
- d. Leadership Can arise in something organization or without existing certain;
- e. Leaders can lift in a way formally or chosen by their followers;

- f. Leadership is in situation certain good situations, followers norenvironment external;
- g. Leadership Islam is activity lead, guide, guide,and show the acceptable path, Allah.

The elements contained in leadership include the leader, follower, and situation place Were ongoing process leadership. Matter Thismeans that process leadership contains the interaction of three important factors, that is,the functions of the leader, followers (members), and the situation that surrounds them. According to Owens (1995), there are two matter important in leadership, that is:

- a. Leadership is a group of functions that occurs not only within the process two-person or more who interact;
- b. Leaders intend to try to influence the behavior of one person to others. Leaders in organizations are people who are entrusted with tasks and responsibilities to lead the organization. Leaders have abilities to design strategies and coordinate source Power with behave cooperative for expedite work in achieving goals.

From several opinions, it can be concluded that the elements contained inprocess leadership organization There is an element of a leader Whose own function to exert influence, there are members or groups of people who receive influence so that carrying out activities and there are environmental situations that surround people to do an activity.

2. Leadership Roles

A role is a set of expected behavioral patterns related to a task or someone in a position in a social unit. The role can also be interpreted as behavior that is regulated and expected of people in certain positions. Organization leaders have roles; every work brings as well as hope How does the underwriter role behave. The fact that the organization identifieswork That must done and the behavior role desired, Which walks with along work, also pregnant meaning that hope about role important in behavior subordinates (Rivai, 2003). According to Newell (1978), the role is the same as behavior in a position certain and covers behavior That Alone And attitude as well as marks attached in behavior. Roles are expectations which are provisions about behavior or activity Which must done somebody in position certain, and the actual behavior carried out in the organization or society. There is a connection between role and behavior. Role demand exists in activity or behavior That is expected. The point is that in every position, there is a roleplayed by being revealed through various behaviors displayed (Syafaruddin & Asrul, 2013).

Role leadership can interpreted as a set behavior that is expected to be carried out by someone following their position as a leader. In its application, the leadership role exemplified by the Prophet Muhammad SAW can be shared into two parts, that is:

- a. *Servan* (servant). Give service to his men to search for happiness and guide them towards goodness;
- b. *Guardian* (guard). Protecting the Islamic community from tyranny and pressure. As expressed in Sahih Muslim No. 4542, namely: "a leader for Muslims is a shield for them" (Rivai, 2003).

According to Nanus, as quoted by Syafaruddin and Asrul (2013), There are four effective leadership roles, namely as direction setter, change agent, interpreter talk, and coach. *First*, direction determiner. Leaders must develop a vision and share all people to make it happen. *Second*, agent

change. To act as an agent of change, a leader must be capable of anticipating the development world outside, evaluating implications for implementation, And empowering people towards change. *Third*, spokesperson, the leader must be able to negotiate with other organizations, building networks, providing resource ideas or information for the organization. *Fourth*, coaches and leaders must empower staff and employees to be enthusiastic about pursuing the vision. As a coach, you also become a leader example to make it happen vision become reality. Covey shares role leadership into three parts, that is:

- a. *Pathfinding* (search channel); a role for determining vision and mission Which Certain;
- b. *Aligning* (aligner); role to ensure that structure, system, And The organization's operational processes provide support for achieving the vision and mission;
- c. *Empowering* (empowerer) is the role of moving the spirit within oneself people in disclosing talent, ingenuity, and creativity latent to be able to do anything and consistently with the same principles agreed upon (Rivai, 2003).

In line with the opinion of Covey, Frigon, et. Al (1996) explains that leadership is related to vision, formulating, conveying, and institutionalizing the vision so that other people work to achieve the vision. This is done by providing challenges, Spirit, ability, empowering and becoming an example in teamwork and his subordinates. Leaders who have competence, honesty, and foresight, give inspiration, and succeed are very expected by subordinates, members, and followers. According to Senge, as quoted by Syafaruddin and Asrul (2013), the process of dividing the vision has three related objectives, namely. First, the process is aimed at recording problems with full concern. Second, the process of sharing the vision must be moved. People must be able to speak deeply according to their expectations and their desire to get to know their children and their citizens. Here, it is grown mutually believed to convey the aspirations of every person. Third, realize in action. People should have the satisfaction of feeling happy about school in a way together, with other supporters.

Role leadership can also be shared through:

- a. Leader period front must be flexible and have experience Which wide;
- b. Consider not quite enough answer “ceremonial” or “spiritual” as a head organization becomes a necessary function, not something trivial Which must be experienced or delegated to a person other;
- c. Manufacturing is no longer effectively centralized at the top of the organization (Rivai, 2003).

For leadership to play a role, several things need to be considered as follows.

- a. Is the main basis for leadership effectiveness is someone isn't appointed or is appointed as "head," will but reception person others against leadership concerned;
- b. Effectiveness leadership reflected his abilities to grow and ~~and~~ ^{help};
- c. Effectiveness leadership demands proficiency in real situations;
- d. Behavior somebody Not formed so just, but through process growth and development;
- e. A dynamic and harmonious organizational life can be created if every member Wants to adopt methods, think, and act to reach an objective organization.

Educational Leadership in Schools

1. Understanding Leadership Education

Leadership education is the ability to move implementation education so that objective education Which has set can achieved in a way that is effective and efficient (Makawimbang, 2012). Soetopo And Soemanto (1982) explain that leadership education is the ability to influence and mobilize others to achieve educational goals effectively, free and voluntary. Morphet et al. (1982) say the phenomenon of leadership organization education and administration is related to leadership applied in the activities of people in positions as decision makers in various matters level organization education informal Which interacts with organization formally. People involved in problems Include supervisor education, school principals, academy directors, college rectors, leaders in organizations Teacher, leader in organization person old And Teacher And leader organization formal.

The principal is the educational leader. In his position as an official educational leader, the principal is officially appointed, and appointed so that he is responsible for managing teaching, personnel, student affairs, building and page (means and infrastructure), finance, as well as connecting institution education and the public, inside his task in supervision education and teaching. According to Dirawat et al. (1983), educational leadership is the ability and process to influence, coordinate, and move people to others that are related to the development of educational science and implementation of education and teaching so that goals are achieved in a way that is effective and efficient. According to Syafaruddin (2010), educational leadership is carried out by the principal or leadership of other educational institutions and contains elements element, that are:

- a. Process influence Teacher, employee, and students as well as party-related (committee school and parent-student);
- b. Influence Which intended so that person other do action Which desired;
- c. Takes place within the school organization to manage activities and learning;
- d. Head school lifted in a way formal by official education or foundation field education;
- e. The objective Which will achieved through the process of his leadership is to achieve objective graduate education personality Good And quality;
- f. Activity leadership more Lots orientation connection man than arrange resource material.

Based on opinions, in conclusion, leadership education is the ability to influence, coordinate, and move people There is a relationship between implementation and educational development so that educational/school goals can be achieved effectively and efficiently.

2. Principal Leadership

There are several working principles of schools as organizations, according to Roe and Drake (1980: 76), namely:

- a. School No can reach effectiveness with restrictions on understanding its function. A low level of trust and understanding of society limit the effectiveness of schools;
- b. The importance of education demands that it is protected and refuted by various political partisan parties;
- c. Process education, which is complicated only, will be held through several institutions, representatives' activity cooperation, and coordination The integration of education and social

institutions is an important activity of the school;

- d. Organization Which effective will emphasize and use in a way stillin balance Which Better And element member and activity administrative, that is:
 - 1) Planning;
 - 2) Organizing;
 - 3) Placement staff;
 - 4) Leadership;
 - 5) Communication/interpretation;
 - 6) Evaluation And evaluation performance.
- e. Every person affected by a policy, including those outside the structure organization, must be part of securing the policy. Tiers democratic action at any given time depends on competence and awareness from individual involvement;
- f. The objective of administration school is to help learning and processteaching. Administrative personnel must provide leadership within the enhancement of quality learning and must notice members and staff Whoneed time, adequacy material, and condition cooperation, which is better for performance and function;
- g. To achieve excellence, staff members must deliver on them to be able to take advantage of opportunities for significant contributions local, institutional, and purposeful. School progress will be measured by the smoothness of work, performance of personnel as an individual or cooperation group;
- h. School organizations must have sufficient flexibility and capabilities adaptation to deal with the development of new needs of the school structure, policy, and program must become material which continues to be evaluated;
- i. The main aim of the school is to help achieve cultural gains moment and mastery of knowledge Which There is. Schools also bear the responsibility for developing leadership in all enhancement quality from the public;
- j. The goals and objectives of school organizations must be developed jointly by members, and the organization development process for One periodfor review repeated and revising becomes the responsibility of all member school personnel;
- k. The organizational school must have network access, which makes it easy to communicate and bait to come back to every part of an organization in a wayformal and to the administrative center school.

In operating an organization, the school needed a leadership head school. Leadership head school can interpreted as a process to build a reciprocal relationship between the leader and those led by relying upon the ability to communicate so that intertwined understanding And cooperation between personnel (in accordance not quite enough answers And tasks set in school). Leadership head school is a method of business head school ininfluencing, encouraging, guiding, directing, and mobilizing teachers, staff, ~~and~~ person old students, and other related work or participants to reach that goal determined (National Education Department, 1999). Leadership efforts to make schools more effective must be carried out with the use of a strategy that has the highest guarantee of its ability to

achieve objective school. A strategy like That demands the ability of the head of the school to implement leadership functions effectively and efficiently. According to Siagian (1988), leadership functions consist of (1) the leader as a decider of direction, (2) the leader as a representative and interpreter talking organization, (3) the leader as a communicator active, (4) the leader as a mediator, And (5) as an integrator.

Head school as leader institution education, own task implements, and supervise school activities by setting goals, maintaining discipline, and evaluating learning achieved. On moment This head school pushed to become leader, which makes it easier for personnel school to build cooperation, create a working network, and manage all components of the school with communication the good. In addition, the principal is an agent of various components. One of these components is the State. The principal has the responsibility to implement State policies and policies in pursuing the best education for children in school. Although so, the head school is not a robot that does not think, but a member community educator. The community must actively participate in discussing various policies before they are determined by the Country. Principals need to continually follow developments in initiatives and policies being considered by the government (Starrat, 2011). Head school Also agent community local Which serve person old Which send son-his daughter to school and try realize school superior.

According to Edmonds in Beare et al. (1997), the characteristics of superior schools are as follows.

- a. Teachers' leadership Is strong;
- b. Teachers' condition hope Which tall for performance student;
- c. Atmosphere school that is not rigid, cool without pressure, and processteaching conducive, good climate comfortable;
- d. Schools' understanding of focused teaching;
- e. Schools effectively ensure the progress of students is monitored on a way periodic

To reach quality school superior, there is not quite enough answer leadereducation, like the following:

- a. Provide opportunities for members to participate in the process changes to reflect practice and develop an understanding personally about characteristics and implications of change towards themselves;
- b. Push the Which involved in implementation repair school for form groups social and build tradition each other support during process change;
- c. Open opportunity *feedback* positive for all parties involved in changes and
- d. Must *be sensitive* to the outcomes of the development and creation process condition, which is conducive to *feedback* That is needed, then follow up with involve several parties in discussing ideas and the practice (Syafaruddin and Asrul, 2013).

In line with the opinion above, Roe and Drake (1980) say that There are five obligations and responsibilities of the head school, that is:

- a. Initiative increases in technique and method teaching;
- b. Carry out curriculum in a good way following the needs of students;

- c. Arrange Teacher to motivate para student on level optimal;
- d. Give opportunity to Teacher For following program development, personal Teacher;
- e. Arrange Teachers to coordinate and put they teacheye certain lessons on every level the good one.

The creation of a superior school is inseparable from the leadership effectiveness head school. Nawawi And Beaware (1990) say that effective leadership is the result together between a leader and the people Which is led by him. This shows that the level of leadership effectiveness is not only determined by one or several leaders. The leader will not do without the participation of the people they lead. Otherwise, people Who lead No will effectively operate tasks and their obligations without control, direction, and cooperation with the leader.

Effectiveness leadership head school is behavior managerial in a school. Therefore, the role of the school principal as a leader is a process of educational leadership that cannot be separated from efforts to carry out management school effectively. This is influenced by the decision-making approach to education effectively. Head school as leader institution education responsible answer for motivating Teachers, employees, and students to action following vision, mission, And objective education. Leadership head school Also mustend to effective leadership in the implementation of his task. Head schools influence and provide opportunities for teachers and staff personnel to lead themselves, which is the effectiveness of the principal's leadership most optimal (Syafaruddin and Asrul, 2013). According to Sondang P. Siagian (1985), a person's leadership effectiveness is measured by his dexterity, skill, and ability to make rational decisions, logical, based on creative and innovative thinking combined with an intuitive approach by utilizing various lessons obtained and experience.

Hersey and Blanchard (1988) argue that effective leaders are leaders who exert influence and tend to produce long-term productivity and development in an organization. Locke (1997) put forward that leader effectively own characteristic features that are:

- 1. Full initiative, energy, And ambition;
- 2. Persistent And proactive in chasing targets, they;
- 3. Have desire lead. They Do expect power, Meaning dominate people, but to reach the highest target;
- 4. Be honest and have integrity. Not only can they be trusted, they can trust others;
- 5. Having a strong sense of self-confidence not only gives you the ability to shoulder responsibility and awaken faith in other people but also handle all stressful situations with a calm heart. Style leader Which different need circumstances Which different.

According to Overton, para leader's characteristics Are different (2002: 6), that is:

- 1. Intelligence. Leaders tend to own intelligence taller than their members. Matter This No intended academic achievement;
- 2. Social maturity. Leaders tend to have emotional maturity, and their level of interest is high social;
- 3. Have motivation and achievement orientation. Leaders want to achieve something; if they achieve one goal, then they look for another. The motivation is not usually dependent on external forces;
- 4. Self-confidence and good communication skills. The leader acknowledges or recognizes the need to cooperate with others and respect them as a personal person. They tend to use ability Skills communication for voice feeling and cooperation lead come back as well as support;

To bring an organization in progress, organizational leadership must have a vision that is clear about Where the organization will be brought. Because role leaders in the context of the vision, i.e., (1) leader as vision expert, (2) leader as expert strategy, and (3) leader as expert change (Nanus & Dobs, 1999).

The best leaders are not only good communicators but also trustworthy own wide view.

Quality leadership effective based on results survey recommend that leader period front must own quality as stated by Overton (2002), namely:

1. Inspire with Spirit And enthusiasm tall;
2. Own standard tall in ethics and integrity;
3. Own level energy tall;
4. Own encouragement and commitment;
5. Own level tall in creativity and no conventional;
6. Oriented objective, think realistic;
7. Own level tall in ability manage organization;
8. Can build priority;
9. Push cooperation team and efforts organization;
10. Guard trust self and own desire to control knowledge;
11. Own mental and physique that is Healthy And strong;
12. Behave fair and flavor respect to person others;
13. Own mark creativity;
14. Like accept risk;
15. Build a long growth period;
16. Accept all challenges and problems;
17. No. There is a flavor of Afraid of challenges and problems;
18. Encourage something growth knowledge to a person other;
19. Grow And accept fresh ideas and perspectives;
20. Allow error and adaptation to change.

According to Wow (2008), leader education Which Good And successful must own condition personality as follows.

- a. Low heart and simple;
- b. Like help;
- c. Be patient and own stability emotion;
- d. Believe in self Alone;
- e. Honest, fair, And can trustworthy;
- f. Skill in position.

An effective leader is a person Who understands that trust is based on the assessment of past actions. In addition, effective leaders see an organization as a network. Work needs the ability to speak to build relationships. Effective leaders accept that managing the organization should be a burdening task That is heavy, busy, stressful, and challenging. More than that, an effective leader is a person who is capable of anticipating or creating a change paradigm in organizational operations. Therefore, an

effective leader has employees who personify vision and mark the organization. It's here a leader effectively seeking to increase employee commitment and trustworthiness can be empowering staff organization (Syafaruddin & Asrul, 2013).

Leader Which Good According to Overton (2002), his actions will:

1. Show concern to people;
2. Give opportunity and help development self;
3. Give an atmosphere of encouragement, satisfaction self, and pride;
4. Push business team;
5. Look after justice in a way that is perfect, honest, and integrity;
6. Look after openness, consistency, and communication regularly;
7. Push service public;
8. Push creativity;
9. Own commitment towards productivity and quality;
10. Look after creativity;
11. Dedicated to repair;
12. Look after all something in a way simple and fundamental;
13. Differentiate attention in a way details;
14. Leveraging resource;
15. Listen in a way Be careful to Which other;

Nawawi and Hadari (1993) say that leadership effectiveness is influenced by various factors, such as factors of the type and nature of the group being led(objective organization and group), factor time, factor sources used, factor productivity achieved, factor cooperation between leader andperson Which led. According to the results of the study, There are several methods For becoming a leader effective, namely:

- a. Practice knowing yourself and realizing your strengths and weaknesses. To overcome failure, utilize opportunity exercise. The deep training field speaks in front of the public, making decisions, solving problems, enhancement personal guarantees and vision, Which strong;
- b. Style recognizes and controls style leadership You. Most leaders tend to be oriented to direct tasks or orientation men. However, the most appropriate style depends on a combination of situations, tasks, and involving humans. Maintaining an attitude of enabling flexibilityYou For own style Which appropriate to the situation in which You lead;
- c. Recognize And give support to subordinates. Subordinates want to be treated as capable individuals. Create an atmosphere ThatSupports subordinates in achieving their work goals and personal needs they;
- d. The nature of work needs to be adapted. For those with high creativity and task entrepreneurship, characteristic base work Possible just interested For compile objective Which wide for subordinate You and Then let it beon effort/assessment they For Work reach objective the (Syafaruddin & Asrul, 2013).

According to Dalin (1998), There are several components Which possible head school exerts influence in leadership, namely:

- a. Authority that is right formal for making decisions;
- b. Power is the ability to give rewards or punishment;
- c. Influence is the ability to make decisions carried out without regard to authority and power.

As a leader, a head school must own characteristic features: (1) Personality: Honest, believes self, responsible answer, brave, take risks, and soulful; (2) understand the conditions of good subordinates, namely the conditions of teachers, conditions of employees, conditions students, (3) have the vision and mission of the school they lead, (4) can take decisions for internal and external school affairs, able to communicate verbally and good writing (Depdikbud, 1999). According to Makawimbang (2012), the requirements that a leader must have education (head school) between other: (1) low heart and simple, (2) Like help, (3) Be patient and stable emotion, (4) believe in self, (5) Honest, fair, can trustworthy, (6) expert in his position. According to Treated et al. (1983), every head school requires several Skills as follows.

- a. Ability to organize and assist staff in formulating improvements in teaching in school;
- b. The ability to generate and cultivate confidence in oneself and teachers and members of school staff;
- c. Ability to build and foster cooperation in advancing and developing carry out supervision programs;
- d. Ability to encourage and guide teachers and all staff in school so that they, with full willingness and responsibility, participate actively in every effort school to reach objective- objective school the best.

This is in line with the opinion of Wow (2008), an opinion that several Skills need to be owned by a leader in education. Skills these are:

- a. Lead skills: a leader must control ways of leadership and their Skills lead so they can Act as a good leader. For this, among other things, he must master how the method: compile the plan together, invite members to participate, and give limitations to member groups. Fertilize the "*morale*" group, jointly make decisions, avoid "*working on the group* and *working for the groups* and develop *working within the groups*, share and deliver not quite enough answers. To obtain Skills in need and time, leaders must truly Lots get along, collaborate, and communicate with the people they lead. The important one is not only known but carried out;
- b. Skills in human relations: Human relations are relationships between man. Two types of connections normally faced in life a day-day: 1) connection functional or connection formal, that is, connection Because task official or work official, and 2) connection personal or connection informal or Personnel relationships are relationships that are not based on official duties or work, but more of a family nature. A leader must be skilled and carry out relationships the in on, don't until mixing functional relationships with personal relationships. Which become core in connection This is each other value. Subordinate values superiors, and superiors even must value subordinates;
- c. Skills in process group: Every member group has differences; there is more, and There is not enough, but in a group, they must cooperate. Meaning main from process group is How to increase the participation of group members as high as possible so that the potential possessed by group

members can be maximally effective. The essence of the group process is human relationships and shared responsibility. Leaders must be mediators, peacemakers, and moderators and not become judges;

- d. Skills in administration personnel: administration personnel covers every effort to use the skills and abilities possessed by officers in a way effective and efficient. Activity in administration personnel is selection, appointment, placement, assignment, orientation, supervision, guidance, and development, as well as well-being. Find Which Most The important thing about the above activities is the selection activity in choosing people who are most appropriate to his duties and work, which is guided by " *the right man in the right place.* "
- e. Skills in evaluation: evaluation is something business for knowing to what extent an activity can be carried out or to what extent a goal has been achieved. What is usually assessed are work results, work methods, and the person Which do it. Technique and procedure evaluation is determining objective evaluation, setting the norm/size That will rate, gathering data That can be processed, criteria determined, processing data, and concluding the assessment results. By assessing evaluations, teachers can be helped in their work, knowing their strengths and weaknesses. Besides Teachers, personnel needs to be evaluated, like employee system business and officer Guidance Counseling, to know the progress and the drawbacks.

In operating function and his task leader institution education or the principal needs to pay attention to good decisions as stated by Siagian (1995), namely those that fulfill the condition:

- a. Decision Which made Good Which nature, strategic, tactical or operational, must be related directly to the objective and various targets which want to achieve;
- b. The decisions taken must meet the requirements of rationality and logic, Which means demand approach scientific based on various theories and principles that have been successfully developed by experts;
- c. Decision Which taken with use, approach scientific combined with style think Which creative, innovative, intuitive, And even emotional;
- d. Decision Which taken must be held;
- e. Decisions taken must accepted and understood well by the group leader Who is responsible for the maintenance of various activities in carrying out decisions That are not by para executor operational.

According to Amiruddin et al. (2006), leadership in the management context school-based requires a principal who meets the following characteristics: (1) have a strong will to make changes, (2) be aware that change is a must, (3) look that school is institution public Which own accountability And transparency, (4) understand direction policy education in a way national, (5) own Skills For overcome learning process problems, (6) can have positive interactions with world business in an effort look for fund For interest school And other, etc, (7) own vision Which is concrete about implication education for the public, (8) realize that public is partner and give access to school and other. Characteristics That must be owned by the head school are something that cannot be ignored to make it easier for school management to achieve educational goals effectively and efficiently. Leaders will not be able to do Lots without the participation of people Which led by him. On the contrary

person-People in organizations or society will not be effective in carrying out their duties and obligations without influence, direction, supervision, and collaboration with a leader. According to E. Mulyasa (2011), the head of an effective school should at least know three things: (1) why quality education is needed in schools, (2) what must be done to improve school quality and productivity, and (3) How to manage the school in a way effective for reach performance Which tall. The ability to answer these three questions can be used as a benchmark for what standard of worthiness a person can be an effective school principal No. Indicators of effective school principals can generally be observed from three main things as follows. *First*, commitment to vision school in an operating task and its function. *Second*, make vision school as guidelines for managing and leading the school. *Third*, always focuses his activities on learning and performance as a Teacher in class (Greenfield, 1987).

From various opinions, it can be concluded that indicator leadership of An effective school principal includes having a clear vision and being capable of pushing all inhabitants of the school To make it happen, having one own hope for performance, programming, And giving bait come back Which positive And constructive For repair learning, And push utilization time efficiently, utilizing various learning resources, monitoring participant progress educate both individually and in groups and carry out evaluations and improvements in a way sustainable.

CONCLUSION

Leadership is the process of influencing individuals or groups of people to do something with a volunteer so that they achieve the objective desired. Leadership education is the ability to influence, coordinate, and mobilize other people who are related to the implementation and development of education so that educational goals can be achieved in school effectively and efficiently. So that objective schools can achieve in a way effective and efficient, effective school principal leadership is needed. Principal leadership indicators effective is (1) having a clear vision and being able to encourage all school members to make it happen; (2) having high expectations for student achievement and the performance of all school members; (3) programming and providing appropriate feedback positive And constructive; (4) push utilization time in a way efficient ; (5) utilize various learning resources; (6), monitor student progress well individually or in groups; And (7), carry out evaluations and improvements sustainable.

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