

## Principal Leadership in Decision Making in Educational Institutions

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### Abstract

*This study aims to describe the principal's leadership role in decision making, the process of making decisions by the principal, as well as the factors that support the principal's leadership role in decision making. This study uses a qualitative approach. The data sources used in this study were school principals, teachers and education staff. Analysis of the data used in this study through data reduction, data display, and data verification. The results of this study are (a) the role of the principal in the role of the decision-making process, namely the role of regulatory, democratic, and persuasive; (b) the decision-making process carried out by the principal, namely holding workshops, identifying problems, alternative problem solving, determination of the selected alternative and decision making; (c) factors that support the leadership of the school principal in making decisions, namely all parties are open to the problems faced by the school and provide freedom of opinion in making decisions.*

### Keywords

*Leadership; principal; decision making*



### I. Introduction

Challenges and changes in the era of globalization are in dire need of quality human resources, one of which is through quality education. School is one of the organizations and educational institutions managed by the principal. The principal is one of the many people who are dedicated to improving the quality of education. The school principal is responsible for administration management or referred to as the administrator must be responsible for managing and supervising members, including teachers and staff. Thus the principal must be able to create a harmonious atmosphere and ensure good communication between the principal and teachers and staff.

A good leader is able to motivate other people or parties to promote and support organizational goals. The principal is an influential person and plays a role in administrative management at school. The principal has several main responsibilities, one of which is as a director. The principal is always in touch with teachers, students and the community. One aspect of the success of a school principal is how to make decisions. As a leader, the principal is responsible for making effective decisions, in order to achieve achievable goals and for motivating, supervising teachers and all parts of the school in carrying out all their responsibilities. As a leader, the principal makes a significant contribution to the development and progress of the school. (Remember: 208) stated that the development and progress of schools can be seen from the performance of professional principals and school principals who are able to utilize existing resources effectively and efficiently. Leadership is a process by which an organization influences the achievement of its goals. Leadership broadly includes the process by which an organization influences the achievement of its goals. Leadership broadly covers the process, influencing the process in

defining the organization, motivating the behavior of members to achieve goals, influencing the improvement of the quality of the group or its culture (Rivai, 2004: 2).

Management tasks according to Makawimbang, (2012: 11) namely (a) leaders can help create an atmosphere of brotherhood, cooperation, with a full sense of freedom; (b) the leader helps the group to organize, that is, participates in providing stimulation and assistance to the group in setting and explaining goals; (c) the leader assists the group in determining work methods, especially assisting the group in analyzing situations to determine work methods, especially assisting the team in analyzing situations to determine which actions are most practical and effective (d) the leader is responsible for joint decisions with the group. Leaders provide opportunities for groups to learn from experience; and (e) the director is responsible for the development and maintenance of the organization's existence

The principal is a professional teacher who is in charge of directing the school where the teaching and learning process takes place or where interactions occur between the teacher giving the lesson and the students receiving the lesson. In principle, the principal must have the skills to act according to his competence.

(1) the principal is the curriculum leader; (2) the principal is a leader in the field of personnel; (3) the principal is a leader in the field of public relations; (4) the principal is the leader in the field of teacher-student relations; (5) school principals as personnel leaders in non-teaching fields; (6) the school principal as a leader in establishing relations with the Office of the Ministry of National Education; (7) the principal as a leader in guidance services; (8) the principal is a leader in articulation with other schools; (9) the principal as a leader in managing services, school houses and equipment; and (10) the principal as the leader in organizing. The seven main roles of school principals in leadership are as educators, administrators, supervisors,

As a leader, the principal must be able to make wise decisions. Stoner (1982) argues that decision making is a conscious human process and includes individual and social phenomena, based on the premise of values and facts, concluding a choice among alternatives, with the intention of moving towards the desired one. In line with what was said (Wahyudi: 6) decision making is a process of choosing the best option systematically from several options, which is used as a problem solving. Decision making as an extension of problem solving methods serves as the beginning or origin of all conscious and directed human actions as individuals and as groups, both institutionally and organizationally.

Decision-making must have a basis, according to Mann (1975) decision-making is essentially the selection of several activities that have previously gone through a special selection process from several alternatives that are worked on together by considering extrinsic factors or conditions (situations), so that the director of education must know and understand the basis for making the decision. The basics of decision-making are intuitive decision-making, rational decision-making, fact-based decision-making, experience-based decision-making, and authority-based decision-making.

The manager's job is to make decisions, these problems are common in organizations and it is not uncommon to have to choose one of the options that everyone thinks is the best and most decisions will definitely be taken by the manager, because it involves the future of the organization. The things that managers need to pay attention to before making decisions are steps. Simon (1997) describes the decision-making process as consisting of three steps, including (1) identifying and selecting a problem, (2) developing alternative solutions to the problem, and (3) selecting the best alternative solution. Drucker states in Owens (1987) that the decision-making process involves the following steps: (1) defining

the problem, (2) analyzing the problem, (3) developing alternative solutions, (4) determining the best alternative.

Managers in making decisions must consider several things before making a decision, namely the decision-making stages. According to Robbin (1985), individual decision stages are: (1) determining decision needs, (2) identifying decision criteria, (3) determining decision weights, (4) developing alternatives, (5) evaluating alternatives, and (6) selecting alternatives best. Although Owens' (1987) group decision-making process includes: (1) identifying and defining the problem, (2) describing the involvement of each staff member in decision-making, (3) gathering information related to decision-making.

## **II. Research Method**

The method in this study uses a qualitative method approach aimed at finding more detailed information about the leadership role of school principals in decision making. In data collection techniques, researchers used observation, interview, and documentation techniques. Sources of data in the field include school principals, teachers and education personnel. The data to be collected in this study include leadership roles, decision-making processes, and factors that support the leadership role of school principals in decision-making. Data analysis was performed using data reduction, data display, and verification. Meanwhile, to see the credibility of the data using triangulation techniques, member checking and referential adequacy.

## **III. Result and Discussion**

Based on the findings of research on the implementation of decision-making, the principal in carrying out his leadership has the following roles:

- (a) the first is the regulative role, namely the role of the principal in implementing staffing and education regulations. Here, for example, the principal must be firm, because it has become a law that represents higher regulations. The principal must be strict in controlling the attendance of his subordinates, the accuracy of the teacher's teaching hours regulations who are his subordinates, the accuracy of going home, the accuracy of the implementation of learning programs, the schedules or educational calendar that already exist in this school is a regulatory role that cannot be negotiated if it is stated in the law or regulation, the principal is firm and the school principal also comes the earliest and the last to go home.
- (b) Democratic role for example policies that consider the interests of the school independently, so that it does not involve other institutions, for example every policy taken is in the interest of the school, the progress of educational institutions to realize the school's vision and mission, for that I must involve all school stockholders including, teachers, staff, the school committee and giving thanks for the policy are discussed together so that by discussing together all stockholders are responsible for implementing and reminding those who neglect to implement, all are responsible for carrying out the policy or decision without exception
- (c) Democratic roles, for example policies that consider the interests of schools independently, so they don't interfere with other institutions. For example, at my own school, online because it is for the benefit of my school. I have to involve the entire teaching staff. School personnel can also involve school stakeholders, including the school board. I must involve the school community and contribute to the policies discussed together and their impact on the quality of teaching in a way that collectively

gives ownership to all stakeholders responsible for implementing these decisions without exception where the principal is the first to arrive and the last to leave school.

- c. Persuasive role namely making decisions that are humane, the principal may not follow the formal rules given, in practice it is humane, for example there is a teacher who arrives late because a family at home is sick, here it is clear that the principal must not be regulative then punish, impose sanctions for us it is not true. What we are going for is to approach the person concerned as far as possible and then provide a convenient way out for our men so that his interests at school and his interests at home are both running, so we must be able to adopt an attitude called a win-win solution, so the solution that benefit all parties. Then, for example, if a child skips classes or doesn't go to school for a few days, we don't necessarily have the courage to expel the child.

The decision-making process applied by the school principal always implements the following: (a) holding a workshop. The activity will later discuss work programs or activities in the new school year; (b) analysis/identification of problems faced by schools; (c) alternative problem solving. (d) the chosen alternative, so what alternative is chosen; (e) decision making, so after analyzing the last process of decision making by the school principal.

Every success of an educational institution cannot be separated from its leader, namely the principal. The principal of Santa Lucia Middle School applies a democratic leadership role, as has been implemented so far: (a) provides the widest possible freedom to all members in terms of creativity for learning and activities carried out by the school; and (b) The principal is open in all problems faced by the school to all members of the foundation and parents of students.

### 3.1 Discussion

The results of the study show that the decision making by the principal at Santa Lucia Sei Rotan Middle School is that the matters carried out by the principal include regulatory, democratic, and persuasive roles. This is done as a form of action taken by a leader. This task is inseparable from cooperation with related parties such as teachers and employees.

This is supported by the theory presented by Soetopo (2010: 70) which states that the duties and roles of the principal in implementing educational leadership are as follows: (1) the principal is a leader in the field of curriculum, (2) the principal is a leader in the field of personnel, (3) the principal is a leader in the field of public relations, (4) the principal is a leader in the field of teacher-student relations, (5) the principal is a personnel leader in the non-teaching field, (6) the principal is a leader in organizing relationship with the Office of the Ministry of National Education, (7) the principal as a leader in guidance services, (8) the principal is a leader in articulation with other schools, (9) the principal as a leader in managing services, school houses and equipment, and (10) school principals as leaders in the field of organization. Meanwhile, in the opinion of Rivai (2004) basically leadership is a process of influencing the organization in achieving leadership objectives broadly covering the process, influencing the process in determining the organization, motivating the behavior of followers to achieve goals, influencing to improve the group or its culture.

Based on the research findings, the leadership role of the principal in decision-making at Santa Lucia Sei Rotan Middle School is in accordance with the opinion expressed by Wiyono (2007:54) where the school principal in making decisions is oriented to situations and conditions such as delegating tasks and authority to subordinates. This is shown by the school principal managing the division of tasks between one teacher with

other teachers. In addition, the research findings are also supported by the theory presented by Rivai (2004) that basically leadership is a process of influencing organizations in achieving leadership goals.

The decision-making process by the principal on Santa Lucia Sei Rotan Middle School, like the decision-making process carried out by the school principal, always implements the following: (a) holding a workshop, the activity will later discuss work programs or activities in the new school year. This activity was carried out to collect aspirations and evaluate previous decisions. (b) analyze or identify the problems encountered. This is done to find out what problem occurred. In this process the principal as a leader must be able to identify differences, existing changes and develop possibilities. (c) alternative solutions to this problem are things that must be mastered by a school principal in making decisions

This process must go through several stages until consideration for making a decision, (d) the selected alternative, the chosen alternative is the most appropriate alternative taking into account the consequences, (e) decision making, this decision making is carried out by going through several alternative choices before. Simon (1997) describes the decision-making process as consisting of 3 steps including, (1) identification and selection of problems, (2) development of alternative solutions to problems, and (3) selecting the best alternative solutions. This is also supported by the theory presented by Siagian (1973, in Makawimbang, 2012: 166) In short it can be said that there are seven steps that need to be taken in an effort to solve problems using scientific techniques according to these steps, namely: 1. Knowing the nature of the problem faced, in other words define the problem as precisely as possible, 2. Gather relevant facts and data, 3. Process these facts and data, 4. Determine several possible alternatives, 5. Choose a solution from the alternatives that have been carefully processed, 6. Deciding what action to take, 7. Assessing the results obtained as a result of the decisions taken.

Based on the research findings that leaders and subordinates are both involved in problem solving and decision making. Conducting effective two-way communication with the aim of optimizing various plans for several programs such as holding workshops, analyzing problems faced by schools, this is intended for the benefit of the work program in the new school year. In addition, the school principal monitors and evaluates teachers and students to minimize deviations from the planned work program and also involves members with how to do deliberation together in making decisions

Factors that support the role of leadership in schools Santa Lucia Sei Rotan Middle School, every success of an educational institution cannot be separated from the leadership role of the school principal. The principal of Santa Lucia Sei Rotan Middle School applies a leadership role, namely: (a) Providing the widest possible freedom to all members in terms of exploring creativity for learning and activities carried out at school; and (b) The principal is open in all problems faced by the school to all members of the foundation and parents of students

This is supported by the theory presented by Asrori (in Asmani, 2012: 33) As an educator the principal must have several abilities including the following: (1) the ability to teach/guide students, (2) the ability to guide teachers, (3) the ability to develop teachers, and (4) the ability to follow developments in the field of education.

The role of the principal as a motivator must have the right strategy to provide motivation to teachers and other education personnel in carrying out their duties and function. The principal's duties as a motivator are three things: 1) the ability to regulate the work environment, 2) the ability to regulate work facilities, 3) and the ability to establish the principle of reward and punishment (reward and punishment).

According to Mulyasa (2007: 119) motivation "is a factor that is quite dominant and can move other factors towards work effectiveness". So that school principals are required to improve the performance of teachers and school employees so that they work as optimally as possible. Meanwhile, according to Darmono (in Mustiningsih, 2013: 69) "the principal as a motivator must always provide motivation and encouragement to school members so that they develop according to individual wishes, and advance the school

Based on the findings of this study, the factors that support the leadership of the school principal in making decisions are in accordance with the theory put forward by experts where the principal gives freedom to teachers to explore creative abilities. This means that the principal applies the role of full delegation to teachers where the principal does not give too much opinion when making decisions but always gives space for teachers to be creative.

#### IV. Conclusion

The results showed that the decision making by the Principal of SD Santa Lucia Sei Rotan Middle School was that the things carried out by the principal included regulatory, democratic, and persuasive roles. This is done as a form of action taken by a leader. This task is inseparable from cooperation with related parties such as teachers and employees. The decision-making process carried out by the school principal always implements the following: (a) holding a workshop. The activity will later discuss work programs or activities in the new school year. This activity was carried out to collect aspirations and evaluate previous decisions. (b) Analyze or identify the problems encountered. This is done to find out what the problem is. In this process the principal as a leader must be able to identify differences, existing changes and develop possibilities. (c) Alternative solutions to this problem are things that must be mastered by a school principal in making decisions. This process must go through several stages until consideration is made for making a decision, (d) the alternative is selected, the alternative chosen is the most appropriate alternative taking into account the consequences, (e) decision making, this decision is made by going through several alternative choices previously. Every success of an educational institution cannot be separated from the leadership role of the school principal. That where leaders and subordinates are both involved in problem solving and decision making. Conducting effective two-way communication with the aim of optimizing various plans for several programs such as holding workshops, analyzing problems faced by schools, this is intended for the benefit of the work program in the new school year. In addition, the school principal monitors and evaluates teachers and students to minimize deviations from the planned work program and also involves members by holding joint deliberations in making decisions.

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