

School Leadership Strategy in Excellent Schools

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Abstract: Excellent organizations have great leaders. Likewise, in educational institutions, excellent schools also have great leaders. The principal's leadership affects the principal's performance. This study aims to describe the principal's leadership strategies in excellent schools. Based on the research objectives, the design of this research is qualitative research. The informants of this study were the principal, teachers, and staff. The results of this research concluded that developing excellent schools requires the leadership of school principals who can lead schools strategically.

Keywords: leadership, principal, excellent school

1. INTRODUCTION

Principals, teachers, and staff are human resources in schools, managed to support organizational activities in order to achieve predetermined goals. HR management is a form of recognition of the importance of organizational members (personnel) as resources that can support the achievement of organizational goals, the implementation of functions and activities of the organization to ensure that they are used effectively and fairly for the benefit of the organization, individuals and society. Good school human resource management is assumed to have a contribution to the achievement of school education goals [1], [2].

Schools ensure that teachers teach in accordance with the expertise / field of each teacher. Increasing the effectiveness of learning by inviting resource persons and / or consultants to give presentations and / or consultations to teachers. School performance is also supported by staff who have good administrative skills and mastery of technology. This is confirmed by Usman [3] who argues that staff duties are services that have a facilitating function (facilitating function) of achieving the objectives of substantive activities of school activities. Schools in carrying out work have guidelines and there are clarity of duties and functions of each [4].

The school organizational structure is structured based on clarity of responsibilities, so as to facilitate coordination between divisions in the school. There is a conformity of the school organizational structure chart with the workload and school needs. The relationship determination is reflected in the school organizational structure which describes the relationship between the duties, responsibilities and authorities of each school personnel. Organizational structure is a formal system of duties and authority relationships that control how each individual works together and manages all available resources to achieve organizational goals [5]. The school organizational structure is designed appropriately to be

able to respond to coordination and motivation problems which can change at any time. The organizational structure of the school should be flexible, manageable,

Special regulations outside the rules made by the government in order to improve the effectiveness of schools, especially learning activities. These regulations are also easily understood by school residents. Schools also collaborate with institutions to develop schools, both with educational institutions and non-educational institutions. Relations between the divisions are well established and there is coordination with the school committee as a parent representative organization. The school also collaborates with other institutions.

An excellent school is a school that can achieve the targets it has set itself. Excellent and effective schools are schools that can achieve targets by setting high targets. The national education system emphasizes the importance of developing a school atmosphere and a learning process that is based on clear targets and high results. Obviously, the meaning is specific and measurable. High quality means better than before or better than what other schools have achieved. Because schools are always part of the community, in deciding quality targets, one should pay attention to the progress of other schools of a similar kind. Schools here determine referrals so that they know the position of the quality target in comparison with the results realized by other schools.

Determining the quality of the comparison is not necessary in all cases, it can be started on a small scale, the important thing can be realized. The high criterion is relative depending on the size decided together in school and based on the unique character according to the potential of the school. Everything in life is always changing. An effective school is one that can build its citizens to always change. The adaptability is determined by the amount of learning capacity. Change is always based on the learning process. The direction has always been to master knowledge and improve the best of skills.

School is a place where students can learn. In this definition there is a phrase can learn because not every student who is in school can learn. In the sense of learning with or without teacher guidance. Effective schools have principals and teachers who can facilitate student learning. A school that is able to create a learning atmosphere and manage the learning process so as to achieve the expected targets. Effective schools are schools that are able to plan quality indicators with realistic targets, schools that are able to control or, higher than that, ensure that what they plan can be realized. The purpose of this study was to describe the principal leadership strategies in excellent schools.

2. METHOD

Based on the research objectives, this research design was carried out with a qualitative approach. This research was conducted at Junior High School 4 Malang City, Indonesia. The data source in this study is the school strategic plan document. The document is used as supporting data from the results of interviews with informants. The informants of this study were the principal, teachers, and staff. The indicators used to develop questions to informants are: (1) developing a vision for excellent schools; (2) developing a learning culture in excellent schools; (3) developing a learning environment in excellent schools; and (4) supporting and inhibiting factors for learning leadership in excellent schools. The research data obtained were analyzed using the following steps or processes: (1) data reduction; (2) data display; and (3) conclusions [6].

3. RESULTS

3.1 Development of an Excellent School Vision

Based on the portfolio, the school's vision is the realization of graduates who are excellent in science, technology and art, have high achievements, have noble character, and have an environmental perspective. The school vision indicators include: (1) excellence in faith and piety; (2) excel in academic and non-academic achievements; (3) excel in human resource development; (4) excel in the field of learning media development; (5) excellent in developing facilities and infrastructure, (6) excellent in management development; (7) excels in the development of a scoring system; (8) excel in the development of noble character; and (9) excel in the development of a culture of environmental care.

The principal's strategy for all school members to strive to realize the school's vision for the implementation of strategic programs is: (1) collaborating with local governments, education offices and education councils, school committees and other stakeholders; (2) empowerment of human resources and other resources in schools; (3) collaborating with religious organizations and empowering students in religious activities; (4)

empowerment of human resources in the application of school-based management; and (5) empowerment of human resources in achieving the goals of the Traditional Arts Lovers Association program.

3.2 Development of a Learning Culture in Excellent Schools

Learning activities developed by the school in order to realize the vision of the school are the school to implement the 2013 Curriculum with the Semester Credit System program. The implementation of the Semester Credit System program will take effect in the 2019/2020 school year, starting from Class VII and will be implemented in Class VII and VIII in the 2020/2021 school year. So that in the 2021/2022 school year all levels have fully implemented the Semester Credit System program.

The learning activities in the school are intracurricular, extracurricular, and self-development activities. Intracurricular activities include core subjects and local content. Core subjects include religious education, citizenship education, Indonesian, English, mathematics, natural sciences, social sciences, cultural arts, physical education, sports and health, and crafts. In intracurricular activities with cultural arts subjects, the school develops through the Traditional Arts Lovers Association program which is filled with dance, traditional music and theater. For local content in schools, namely Javanese language subjects.

Extracurricular activities are carried out outside of class hours which are fostered by teachers, practitioners, or alumni who have good qualifications based on the principal's decree. Extracurricular activities consist of compulsory and optional extracurricular activities. Extracurricular activities that must be followed are Scouting (for Grade VII students), Reading and Writing the Quran (for Grade VIII students), and the Traditional Arts Interesting Society (followed specifically for Grades VII-H, VII-I, and VIII-I). For extracurricular activities, choices include reading and writing of the Quran, basketball, volleyball, martial arts, Youth Red Cross, Youth Scientific Work, dance, choir, and football.

In addition, self-development activities include non-programmed activities, programmed activities and structured / habituation activities. Non-programmed activities are activities that have been implemented by the school but are not specifically programmed. This activity is divided into two, namely spontaneous activities and exemplary activities. Spontaneous activities include doing smile, greetings, greetings, shake hands, politeness and courtesy), throwing trash in its place, and dressing clean and neatly. While exemplary activities using educational methods by presenting examples of figures to emulate is one of the most effective and useful educational methods. In school, the role model for students is the teacher. Therefore, teachers are expected to show a positive attitude which includes devotion, cleanliness, neatness, beauty,

Programmed activities include counseling guidance and structured / habituation activities. In structured activities / habituation, it is divided into three activities: (1) religious and moral habituation; (2) habituation of personality development; and (3) environmental habituation. Religious and moral habits, activities for Muslims include prayer together at the beginning and end of lessons, *Asmaul Husna* (99 good names that belong to God), midday prayers in congregation, charity on Wednesday Thursdays and Fridays, as well as one day one page activities (reading the holy verses of the Koran for Muslim students For non-Muslims, the activities include prayer together at the beginning and end of the lesson, and increasing faith, personal development habits, including flag ceremonies, marching before class, shaking hands when meeting and parting, character building, library visits, and compensation from / by school residents.

The quality of learning culture that is developed in schools is to preserve and develop traditional arts which are packaged into an arts excellence program (Empowerment and Development of Traditional Arts) Learning traditional arts, dance and traditional drama is integrated specifically for learning in art classes. Art classes are also compulsory to take part in extracurricular activities such as traditional music, dance and traditional drama, all of which are integrated.

The impact of the development of a quality culture of learning that is developed by schools for schools, directly or indirectly, is that schools receive the title of art school or the Traditional Arts Lovers Association school, either from other schools, related institutions, or from the community.

Another impact of developing a quality culture of learning is that by having competitions from festivals that are participated in, both at the city or provincial level, students often get championships and certificates. As for the admission of new students, almost every year it uses achievement paths. With this pathway, it has an impact on members of the Empowerment and Development of Traditional Arts, so that almost all members every year are accepted into Senior High School or Vocational High School through the achievement path.

3.3 Learning Environment Development in Excellent Schools

The learning environment in the form of school facilities and infrastructure to support a quality learning culture, including the secretariat of the Association of Traditional Arts Enthusiasts and a place for training or production. The training or production site consists of: (1) building / laboratory, namely a 13 x 9 meter training building, glass-walled on the west edge, and a 6 x 9 meter stage; (2) equipment, namely 1 *gamelan* equipment, 1 pelog or slendro bronze gamelan set, 25 sets of standard traditional dance costumes, 50 sets of creative dance costumes, and 50 sets of costumes for musician costumes;

and (3) performance properties, namely 1 stroller, 1 set of show level tables, and 1 set of cliff replicas.

The learning environment in the form of the ability and commitment of educators and education personnel in implementing a quality culture of learning is that the trainer or coach has a high level of professionalism from the coordinator of dance coaches, traditional drama coaches, and musical coaches. This can be seen from the certificates they have, the championship categories in various festivals or art competitions such as the best director, the best makeup artist, the best music arranger and the best dance arranger at the provincial or national level. Even though academically the coaches are not from the art discipline, they are self-taught and have qualified art experience. This can be seen from the results of the competition at the city, provincial and national levels.

School financial support to create a culture of quality learning is: (1) allocation of National School Operational Assistance (BOSNAS) and School-Regional Operational Assistance (BOSDA); (2) Subsidies from the Central and Regional Governments; (3) community participation; and (4) competition and festival prizes.

3.4 Supporting Factors and Inhibiting Learning Leadership in Excellent Schools

The supporting factors in developing the school's vision are derived from the support of the principal, teachers, staff, and parents. School support for arts classes through principal policies and the role of teachers and staff. Support from the principal is through budgeting, resource and expert budgets, transportation, property, costume rental, consumption, through proposals and the location of related agencies. In addition to the principal, the teacher also provides support through the provision of supplementary or additional material for students participating in the competition who have left class hours as well as direct assistance with make-up and assistance for competition participants. Support from parents / guardians of students is not only in the form of financial support but also spiritual and moral support which is very different from regular classes.

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4. DISCUSSION

Vision is a description and insight about the desired school in the future, to realize school education activities. Vision is a point of view to the future of the organization in realizing the strategic goals of the organization which directly affect its mission now and, in the future [7]. Vision is general in nature, contains enthusiasm, makes people influenced, is not too high (bombastic), is not too operational, and directly affects the substance of education management. The vision as a stepping stone for implementing school policies is communicated to stakeholders [8].

The mission is the school's duty to realize the vision of foundations and schools, which is generally marked by the word manifest. Mission functions to provide an overview of the guidelines and direction in every decision that includes support and strength within and outside the organization [9]. The formulation of the vision and mission of the school serves as a reference and facilitates the determination of school policies, because the vision and mission are a picture or aspiration for the future of the school [10]–[12]. Vision and mission as a stepping stone for implementing school policy. The formulation of a vision and mission by involving stakeholders is expected to increase the sense of belonging and participation in achieving school goals.

An environmentally friendly school will pay attention to the surrounding environmental conditions. A clean, beautiful, and neat school environment can support the implementation of school activities to be conducive. The application of a disciplined school culture, thus supporting harmonious relationships between school members. School tries to increase student motivation. Kotter and Heskett [13] argue that organizations that have a strong culture are characterized by the tendency for almost all members to share a set of values and methods of running the organization's business.

Common values and behaviors make people feel comfortable at work, a sense of commitment, and loyalty make people try even harder. A strong culture provides the necessary structure and control, without having to rely on a formal bureaucracy that can suppress the growth of motivation and innovation. The values developed in schools, of course, cannot be separated from the existence of the school itself as an educational organization, which has a role and function to try to develop, preserve and pass on cultural values to its students. This was confirmed by Lashway [14] who stated that schools are moral institutions designed to promote social norms. The school is a moral institution, designed to promote social norms.

The values that may be developed in school are of course very diverse. Referring to Sprangers thinking [15], there are six types of values developed in schools: science; economy; art; religious; society; and politics / statehood. Organizational culture in schools is characterized by an observable order of action from all school members. Organizational culture in schools is also marked by the existence of norms containing the standards of behavior of school members, both for students and teachers.

These standards of behavior can be based on the internal policies of the school itself as well as on policies of local and central government. Student behavior standards are mainly related to the achievement of student learning outcomes, which will determine whether a student can pass / graduate or not. Students' standards of behavior are not only related to cognitive or academic aspects, but also all aspects of personality.

Effective schools are schools that are able to increase the mastery of knowledge and skills of teachers in order to help students learn how to learn. Improve the ability of teachers to develop students' independence in learning, carry out exploration-elaboration and confirmation of mastery of information, apply knowledge in a variety of tangible learning products that can be demonstrated in the form of oral, gesture, or written. Effective schools are able to arouse the enthusiasm of teachers and students to collaborate in an internal and global environment by utilizing all available resources. One sign of an effective school is celebrating the achievement of quality by giving awards to students or the school concerned.

The intelligence of students by the school is developed based on the ability to think in open systems. In the school system is very familiar with the study room or class. In a modern concept, a class is called a small classroom, its walls can be raised with an internet network so that it becomes a world classroom. In the middle there is the term giant classroom or large class if not a giant class. The latter term is concerned about being associated as a place where giants learn.

Giant classroom is a system in which the school integrates all the components of the support system in the school environment, which can be part of an open classroom system in one city. The teacher does not limit his thoughts to the assumption that the classroom is only a

wall. In student learning activities can be integrated in a dynamic, moving environment, by utilizing all existing potentials through improving the quality of learning services with an open system. No need to have, the important thing is to use it. This concept has been widely used by sports teachers, borrowing soccer fields from third parties, using the road for running or using hills for gymnastics.

However, the learning system development model is usually no different from other teachers who use a closed system approach, where school means entering a small environment with a limited area. Schools that are currently effective show performance indicators that can optimally empower their internal and external environments. This concept is outlined firmly in the strategic management system. Supporting analysis is the SWOT analysis model (strength, weakness, opportunity, and threat) which places the school on the map of its relationship to the environment inside and outside the school [16], [17].

As a consequence of the above indicators, schools need to determine indicators of the success of the learning process that utilize all internal and external resources to increase student potential. The underlying assumption is that students can achieve certain achievements as targeted by the school if students can take advantage of all learning opportunities, both inside and outside the school environment. The target set must be measurable. This means that it can be reached, can be realized, can be assessed, and the results are real.

Based on the review of the process in conducting coaching for schools, it can be concluded that there are two main problems that hinder schools in improving their performance to optimally utilize internal and external resources to improve student learning performance. First, in the school planning system, program orientation focuses more on internal resources. In fact, several schools have shown a program to improve the quality of facilities that is more focused on the procurement, development and utilization of existing schools [18], [19]. This is very closely related to how schools perceive the resources inherent in the habit of thinking, that schools are easier and calmer when using their own. Open systems thinking model is still difficult to develop.

Second, in some schools the middle and lower classes always perceive that their students are less potential. The result of educators' perceptions that the intelligence of students is lower than students in favorite schools. Assumptions like this cause teachers and school managers to set low quality targets. In the case of several schools, it shows that the courage to set targets for coaching students to become champions in the National Examination and in competitions tends to be lower because the mind setting is always based on the perceptions of low competency students. On the other hand, the top schools always see their students as having more abilities. The impact of this perception is evident in the determination of student coaching strategies which are very different.

This phenomenon shows how important positive perceptions are for all school members in seeing all the resources attached to human resources as well as school infrastructure and advice. Limitations in ownership are not a barrier because they can be overcome by virtual organization. Optimism is needed in developing the belief that they can achieve achievement by studying and striving hard [20]. The belief that students can achieve a certain level of achievement is the initial capital for progress. A high target is an indicator of an effective school. Therefore, setting achievement targets at school should not be too low, preferably high but still realistic.

5. CONCLUSION

This research concludes that developing excellent schools requires the leadership of school principals who can lead schools strategically. The leadership of the principal has a duty and responsibility in developing an excellent school. Principal leadership strategies to develop excellent schools are: (1) formulating a school vision; (2) developing a learning culture; (3) developing a learning environment; and (4) analyzing supporting and inhibiting factors in developing excellent schools. The principal's understanding of these four aspects is a major factor in leading the school.

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