

School Leadership Skills in Educational Institutions

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Abstract: The current educational leadership is also fairly good and complex. The success of education in schools is also largely determined by the success of the principal as the school leader in managing education personnel and educators in schools. But in fact, currently many educational institutions are still not good enough. It can be proven that there are still many educational institutions that lack students and lack of professionalism of teachers as well as lack of facilities and infrastructure. Now the public prefers good educational institutions, even though they are expensive because they are parallel to good facilities and infrastructure and the expertise of educators in teaching. This becomes more important in line with the increasingly complex demands of the principal's duties because in addition to leading the school, the principal has a duty as a supervisor in improving the professionalism of teacher performance in wanting more effective and efficient performance support.

Keywords: leadership, principal, conceptual skills, human skills, technical skills

1. INTRODUCTION

Leadership is the process of influencing others to work consciously in a task relationship to achieve the desired goals. Leadership is important in organizations to carry out a goal and lead in completing tasks by others. An organization will run well if the leader really has good and true leadership traits. It is imperative for a leader to have leadership traits according to applicable standards [1]–[3].

A school principal has an important role in providing education in an educational institution [4]–[6]. The responsibility of the leadership of educational institutions is very complicated and heavy because it relates to the management of human resources and material resources (facilities and infrastructure) of education. From here, leadership skills are needed by principals in carrying out their duties and roles [7]–[9]. A skilled leader will easily manage the course of the school well. Therefore, mastery of managerial skills is needed by every education manager.

In addition, the opportunity to be able to develop a school as a principal requires leadership creativity

that is truly adequate. Skills are competencies related to work [10]. Skills as the ability to carry out tasks. Skills are the ability to carry out tasks based on job competencies and the results can be observed [10].

2. KINDS OF LEADERSHIP SKILLS

Mulyono [11] suggests three kinds of skills that must be possessed by school principals to succeed in their leadership, namely: (1) conceptual skills; (2) human skills; and (3) technical skills.

1. Conceptual Skills

Conceptual skills are skills to understand and operate organizations [11]. Conceptual skills are mental abilities to coordinate, solve problems, make decisions, and make plans [10]. Conceptual skills include: (1) analytical skills, (2) rational thinking skills, (3) proficient in various conceptions, (4) able to analyze various events and trends, (5) able to anticipate orders, and (6) able to recognize various social opportunities and problems [12]. Conceptual skills are abilities that must be possessed by the principal to see the school as a whole, planning change, designing

school goals, make appropriate assessments of the effectiveness of school activities and coordinate programs harmoniously [10].

Leaders with conceptual abilities, allowing someone to act in harmony with the overall goals of the organization rather than just on the basis of the group's own goals and needs. Conceptual skills mean that a leader must master concepts or knowledge in accordance with the characteristics of the subject he is leading, must also be able to think and express his thoughts in the form of model frameworks and other concepts to facilitate work [13]. The importance of conceptual skills for principals as education managers in carrying out their managerial responsibilities, especially in planning, organizing, determining policies, solving problems, and in developing programs effectively [14], [15].

2. Human Skills

Human relations skills are the ability to work with other people, both as individuals and as groups [10]. Human relations skills (human skills) are a person's ability in this case the manager to work together, understand aspirations and motivate members of the organization to obtain optimal participation in order to achieve goals. Human skills are skills to work together, motivate, and lead [11]. Human relations behavior carried out by the principal includes: (1) establishing cooperative relationships with teachers; (2) establish communication with teachers; (3) provide guidance and assistance in completing teacher assignments; (4) build morale / teacher work morale; (5) give awards to teachers who excel; (6) solve all problems at school; (7) involving teachers in formulating decision making; (8) resolving conflicts at school, the duty of the principal to manage conflict well; (9) respecting school regulations; and (10) creating a healthy competitive climate among teachers.

Human relations skills by school principals include: (1) the ability to understand human behavior and the process of cooperation; (2) the ability to understand the hearts, attitudes and motives of others. behave a certain; (3) the ability to communicate clearly and effectively; (4) the ability to create effective, cooperative, practical and diplomatic cooperation; and (5) able to behave in an acceptable manner [12].

3. Technical Skills

Technical skills are skills in terms of using a specific activity which includes a process, procedure, and technique, technical skills allow the person concerned to implement the mechanisms needed to do specific work [10]. Technical skills are knowledge and proficiency in activities related to methods, processes and procedures, including the ability to teach technical skills to subordinates. Technical skills are skills in using knowledge, methods, techniques, and equipment to complete certain tasks [11].

In the field of technical skills education is the principal's ability to respond to and understand and be

proficient in using methods including those that are not teaching, namely financial knowledge, reporting, scheduling, and maintenance [10]. The form of technical activities of the principal is: (1) the principal carries out supervision of teachers in the classroom; (2) principals evaluate and revise teacher teaching programs; (3) the principal makes a program for implementing teaching activities by linking the curriculum with existing time, facilities and personnel; (4) the principal manages the student evaluation program; (5) coordinating the use of teaching tools; (6) assisting teachers in improving teaching; (7) assisting teachers in diagnosing student learning difficulties; (8) organize and supervise student discipline; (9) preparing school expenditure budgets; and (9) carrying out school administration is their responsibility.

Technical skills need to be mastered by school principals, because they always deal directly with education officers, especially teachers [16]–[18]. Technical skills, with indicators: (1) mastering knowledge of methods, processes, procedures and techniques for carrying out certain activities; and (2) the ability to utilize and utilize the facilities and equipment needed to support specific activities [12].

Apart from the three skills above, there are several leadership skills that a leader should possess. An educational leader must be sociable and good at working together [19]–[21]. He must also be proficient and proficient in various things, such as: leadership skills; skills in establishing working relationships with fellow humans; group mastering skills; personnel administration management skills; and assessment skills.

It takes six leadership skills to reach the peak of success, namely: speaking skills; decision-making skills; accountability skills; positive attitude skills; carrying skills; and time management skills [13]. These skills are applied in activities such as: setting the vision and mission of the school; establish policies and objectives to be achieved; carry out program preparation activities; estimating and allocating resources; and modifying policies and planning.

3. HOW TO DEVELOP LEADERSHIP SKILLS?

The principal plays a role as a central force and the key to school success so that school success can be identified as the success of the school principal and vice versa, school failure is the failure of the school principal [22]. The principal is fully responsible for the smooth implementation of education and teaching in his school [23]. Many of these duties and responsibilities make the position of principal important and challenging [24]–[26]. Therefore, the leadership skills of a leader need to be improved.

How to develop the skills of educational leaders, namely: (1) conducting an analysis of areas of administrative behavior, operationally this method is carried out with several activities, namely leadership in

formulating objectives; leadership through decision making; leadership through duties and roles; leadership through coordination and consultation; leadership through an assessment of staff performance; leadership through collaboration with the community; and leadership through communication processes; and (2) examining the management of educators and education personnel in schools, such as improving their professionalism; improve teaching skills in the classroom and the work capacity of the teaching force; compile and improve programs in schools; provide guidance and improve discipline; grow the profession in their respective fields of work; strive for an integrated relationship with the community; co-managing school facilities; developing professional ethics and intimate relationships between educators and education personnel in schools with supervisors and other supervisors; manage the procurement of empowerment and school financial reporting together; and organize special service activities together [13].

In addition, self-confidence is the glue in acting on something, with confidence a person can communicate well and for the principal, self-confidence is one of the basics in leading the school [27]. Successful emotional control will give birth to the behavior of leaders who can propose innovative projects to their employees or in what they work on and can play a role in submitting information and ideas in the organization [28], [29].

4. CONCLUSION

The success and achievement of educational goals of an educational institution is very dependent on the leadership role of the principal as an educational leader. The principal is an organizational leader in the school who is in charge of managing all organizational resources and collaborating with teachers in educating students to achieve educational goals. With the professionalism of the principal, the professional development of educators and educational personnel will also be easy to do, because according to their function, the principal understands the needs of the school he leads so that teacher competencies are not only focused on the competencies they already have, but are expected to increase and develop with good so that the professionalism of teachers will be realized.

Increasing the competence of school principals can be done through formal education, such as undergraduate or postgraduate programs for principals according to their fields of expertise, so that they cannot be separated from the corridors of their respective disciplines. The principal as the highest leader has a great influence in determining the progress of the school. Therefore, a principal must have administrative skills, have high commitment and be flexible in carrying out his duties. The principal must also increase professionalism in accordance with his leadership style, depart from the intention, willingness and willingness, are of the nature of initiating and

based on mature considerations, more oriented towards subordinates, democratic, more focused on relationships rather than duties and consider the maturity of subordinates.

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