Principal Leadership in the Coastal Coast
(Case Study in the Public Senior High School 2 Coastal Panai Hilir Beaches Labuhanbatu Regency)

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Abstract— **This study aims to describe the leadership of the headmaster of Panai Hilir Senior High School in a remote area in the coastal area of Panai Hilir, Labuhanbatu Regency. The method used is descriptive qualitative approach with case study design. Data collection techniques by interview, non-participant observation, and documentation study. Data analysis consists of individual case analysis. Checking the validity of the data using the test of credibility, transferability, dependability, and confirmability testing. The results of the study, namely the first leadership style used is the style of participation and delegation. Secondly, the application of the style of participation in the principal task of the teacher, while the style of delegation on the teacher's additional assignments. Third, the leadership support of principals in remote areas is obtained from external and internal. External support, namely: special allowances for teachers, school committee assistance, and competence and harmonious atmosphere of the teacher. Internal support, namely: organizational experience, provision of education, independence and innovation power of the principal. Fourth, leadership barriers stem from the geographical conditions of the school, the provision of knowledge, and the demands of the community. Fifth, efforts to resolve barriers, namely by special allowance equalization policies, strengthen personal relationships, and intensive communication with student committees and guardians**

Keywords— leadership, education quality, remote high school

I. INTRODUCTION

Leadership is one of the problems that arise in conjunction with the human consciousness of the importance of living in groups to achieve goals together. leadership is sometimes understood as the power to move and influence others. Leadership is also a process of directing and influencing activities related to the work of group members [1].

Defining leadership from experts has a similarity point in keywords, which is a process of influencing. Conceptualizing leadership in many different ways. An approach that can be used to understand the success of leadership, namely by focusing on what the leader does, is called leadership style. Leadership style is a way used by a leader in influencing the

behavior of others. Leaders cannot use the same leadership style in leading their subordinates, but must be adapted to the characteristics of the level of ability in the duties of each subordinate. Leaders who are effective in applying the style in their leadership must first understand who the subordinates they lead, know the strengths and weaknesses of their subordinates, and understand how to use the power of subordinates to compensate for their weaknesses. The term style is a way that the leader uses in influencing his followers.

Situational leadership is a theory that focuses on followers. In situational theory, the behavior of leaders is related to their leadership duties and superior relations with subordinates. Leadership styles that arise can take four forms, namely (1) *Telling*. This style is a high-order low-support style, which is also called a commanding style. The task orientation can be said to be high and combined with a superior-subordinate relationship that cannot be classified as familiar, even though it is not also classified as an unfriendly relationship. (2) *Selling*. This style is called the training approach and high command style and high support. If a leader behaves "sell" means he starts with the orientation of the formulation of his duties explicitly combined with an intensive supervisor-subordinate relationship. With such behavior, it is not only the role of subordinates who are clear, but also the leadership provides implementation instructions coupled with the support needed by subordinates. (3) *Partisipating*. This style is a supportive approach. The behavior of a leader with a low task orientation is combined with an intensive boss-subordinate relationship. The most tangible manifestation of such behavior is the leader invites his subordinates to participate actively in the decision making process. (4) *Delegating*. This style is called the command style and low support style, or delegate approach. A leader in dealing with certain situations can also use behavior based on low task orientation . In practice, with such behavior a leader limits himself to giving briefings to his subordinates and submitting the implementation to the subordinates without much interference. [2].

The second major part of the situational leadership model is related to the level of development of subordinates. The

level of development is the degree to which followers have important competencies and commitments to achieve certain tasks or activities[3]. These levels illustrate the various combinations of commitment and competence for employees on the tasks assigned to them. These levels are only used for assignments and do not label any employees.

The principal was a teacher (functional position) who was appointed to occupy a structural position in the school. Based on this understanding, it can be interpreted that the principal is a teacher who has the ability to be able to lead the resources in the school to be utilized maximally in achieving the goals together[4].

Remote areas are defined as areas that are difficult to reach by means of transportation, have relatively poor social, economic and physical conditions when compared to other areas in the vicinity. Remote areas by some parties are also referred to as disadvantaged areas or special areas. Special areas are remote or underdeveloped villages, villages with remote indigenous communities, or border villages with other countries that are geographically relatively difficult to reach by transportation, which are in underdeveloped areas that have been determined by the State Minister for the Development of Disadvantaged Regions (Regulation of the Minister of National Education Number 32 of 2007 concerning Welfare Assistance for Teachers Serving in Special Areas. Schools in remote areas are schools that are in the area with these criteria. In addition, the teacher at the school received a decree from the ministry of education and culture to get special benefits. In this study remote area schools that became the focus were SMAN 2 Penggantungan Village, Panai Hilir Sub-District, Pantai area, Labuhan Batu Regency. Based on exploration studies, it is known that the location of SMAN2 is in a special area category. Likewise, the geographical condition of the environment around SMAN2 is an obstacle for principals in improving teacher performance and improving student achievement.

The obstacles faced by teachers in remote areas are more than in other regions, especially facing students who often skip school or do not attend school during the harvest season, and the low ability of principals in teacher training [5].The problem that often occurs and is faced by teachers who work in remote areas is the low motivation of students to learn, and even students often leave the class to follow their parents to the fields.

II. DISCUSSION AND ANALYSIS

A. *Principal Principal Style of Senior High School in Remote Areas*

The leadership style used by principals of SMAN 2 in remote areas is the style of participation and delegation. Participatory style is used by principals especially in matters relating to the administration of teaching assignments. In this

style approach , the leader does not only focus on the goal, but uses supportive behavior that makes the subordinates show the skills to carry out the assigned task. This participatory style appears when the principal always invites communication, discussion, open to input, asks for opinions and considerations from subordinates. These characteristics correspond to the use of force to support [3] style support includes listening, praise, ask for feedback, and give feedback.

Delegation styles are used when related to the teacher's additional assignments. The use of delegation styles appears when the teacher carries out additional tasks, namely in addition to his main duties as a teacher in and has been stated in the decree on the division of teaching tasks. The school principal in determining additional assignments to the teacher by considering his competence and hobbies. Before being stated in the Decree, each teacher will be asked for personal consideration regarding the additional assignments. If an additional assignment is given according to his competence and hobby, in practice the teacher will not feel burdened, even creative ideas will emerge for his success.

B. *Application of Principal Leadership Style in Remote Areas*

The application of leadership styles from principals in remote areas, namely (1) participation style is used in activities that are directly related to the teacher's main tasks and (2) the style of delegation is carried out in activities related to additional teacher assignments, and (3) the principal prioritizes communication and exemplary. In cases SMAN2 Panali Downstream, the principal assisted by educators who varied in age biologically and working age. Young teachers, especially those who have civil servants , have good competence and motivation to find solutions to their problems independently. Different conditions for young teachers who are not civil servants, where in terms of competency are basically good, but from the side of motivation is still low. This is because the teacher has a family who has to meet the financial needs of his family from other sources so that the teacher cannot focus on carrying out his duties. Basically, more senior teachers have sufficient commitment and knowledge. The development of the times and changes in the education paragidma, caused senior teachers with the ability to be given direction. Especially for teachers who will enter retirement age, the willingness to increase competency decreases. In teachers with this level of development, the principal applies a participatory leadership style by prioritizing.

The application of the delegative style to the teacher's additional task is the principal's efforts to maximize the teacher's potential. In the case at SMAN2 Panai Hilir, the principal received support from teachers who were relatively young and almost the same age. This condition causes communication and personnel relations between teachers to run harmoniously. The principal applies the delegative style , both in terms of the main teaching assignments and additional

assignments. Although the teaching experience compared to the headmaster is still far away, the level of teacher development is included in the category with good competence and motivation. The adoption of the delegative style is increasingly inherent when you see a female school principal at Panai Hilir Senior High School.

The female principal prioritizes taste so that it makes the subordinates comfortable in expressing their opinions, both in formal and non-formal meetings. that women tend to take or use a more democratic leadership style[2].

They encourage participation, various powers and information and try to increase the self-esteem of their followers. They prefer to lead through engagement and rely on their charisma, expertise, contacts, and interpersonal skills to influence others.

Knowledge of the characteristics of each teacher is absolutely necessary by the principal in his leadership. Various sources were carried out to find out the characteristics of teachers conducted by the principal, including communication with the previous school principal, communication with the head of the committee, and strengthening personal relationships with the teacher. By knowing the characteristics of each teacher, the principal can apply the right approach, giving rise to the comfort of the teacher in carrying out his duties. [6]The operational form and implementation of tasks to create a pleasant atmosphere so as to foster teacher morale, namely (1) Trying to understand the characteristics of each teacher and other staff in the form of feelings, desires, mindsets, and attitudes; (2) Creating pleasant working conditions, both physical and social conditions so that they feel at school; (3) foster a sense of good cooperation between principals and teachers, teachers and teachers, as well as other staff, so as to create a productive and cohesive working group; (4) Fostering a sense of belonging, a sense of an important role, and a sense of being successful in every teacher and other staff.

The success of a leader in managing and achieving the goals of the institution is not because he has the ability to handle a variety of problems, but because he understands how to unite and utilize individuals around him. He is able to move the people around him to work dedicatedly to realize the goals of the institution and he himself works. Being the right one for each individual who has different competencies and commitments is one of the keys.

B. External and Internal Support Principal Leadership in Remote Areas

The findings of the study show that the support for the application of leadership styles comes from external and internal, namely (1) external support consists of special allowances from the government, committees help material and non-material school programs, and young teachers and a harmonious atmosphere and (2) internal support namely

experience the principal's organization, magister education, independence, and new innovation responses.

External support for the leadership of primary school principals in remote areas. Attention and support from the government by providing special allowances to teachers with the intention that teachers can further increase the attention of teaching and learning activities. This policy was quite successful because in Labuhanbatu District a forum was formed to accommodate the teachers who received this special allowance. Through the forum, the local government always urged that the assistance provided be used to improve teacher competencies. The local government conducts special monitoring of teachers who receive special allowances, so that each year they can improve their competence, either by taking part in training, participating in competitions between teachers who receive special allowances, or making scientific works. This is consistent with the results of Sulaksono research that the support of local governments by providing welfare assistance was able to increase the effectiveness of the program. In Labuhanbatu District, for example in addition to bankes, the provincial and district governments also provide allowances for teachers in remote areas supported by district policies to appoint teachers from school locations [7].

Support from subordinates, where subordinates with a relatively young age with educational strata 1 memalui lines make regular lectures have the competence and motivation of teachers are good. This has an impact on the implementation of school programs that can run well according to their goals and targets. To be a teacher from kindergarten to high school teachers requires quite complex requirements, namely (1) having a minimum education qualification of undergraduate or four diploma; (2) has pedagogic competence, social competence, personality competency, and professional competence; (3) having educator certification; (4) physically and spiritually healthy; (5) has the ability to realize national education goals [8].

Local community support for the leadership of school principals shows a positive form of support. Good support from the community cannot be separated from the educational factors possessed by parents or guardians of students. The solution to improve the level of education of residents in the village The hanging of the coastal area is by the opening of SMAN2 after the opening of the panai hilir SMAN 1 which is located in the sei village which is separated by a very large and wide river. With the increasing level of education of the community around SMAN2, the level of parental attention to their children's education is also getting better.

Internal support for leadership of primary school principals in remote areas. Based on the research findings that the two principals have since been teachers, they have been active in various organizational activities. Leadership is related to how to influence others to be able to move together to achieve the vision, mission and goals of the organization. How to interact

with other people, managing every conflict that occurs, seeking support and relationships with other parties is a very important organizational experience, especially for a leader. Organizational experience that has provided a lot of supplies to manage school organizations.

In connection with high innovation from the principal, the findings have been proven even though the age of being the principal of the principal has produced new products. At SMAN 2 Panai Hilir with the installation of new wifi, planting banyan trees around the school location, and building a mushola plan. This is in accordance with the opinion of Supriadi about seven attitudes or behaviors that must be possessed by the school principal in order to create a healthy, conducive school life and support school performance, which is responsive and proactive in responding to what happens outside school. [9].

C. Barriers to Application of Leadership Style

Based on the research findings, obstacles faced by principals in the implementation of leadership, namely (1) geographical conditions of the school, (2) provision of knowledge, (3) the state of the teacher, and (4) demands and community support. The main obstacles faced by teachers and principals in remote areas are geographical constraints. The government has gradually improved road access to all areas in Labuhanbatu Regency , including in Sei Penggantungan Village, Panai Hilir District where SMAN 2 is located. In the research conducted by Diah and Pramesti on Teacher Resilience in Remote Areas in 2012, it was shown that some concrete actions were taken, namely going to school, despite the heavy feeling that the terrain that was taken was quite difficult because it was tied to a staffing promise that had to carry out anywhere. This obstacle by the government has been accommodated with the provision of special allowances for some teachers who are assigned in special areas.

The competence of school principals can be classified into four competencies, namely personality, pedagogic, professional, and social competencies. The personality competency of a school principal must be a teacher who has good personality integrity. Pedagogic competence, the principal must remain able to carry out its role and function as an *educator* or *educator* . Professional competence, principals must be able to carry out their roles as leaders / *leaders* , managers / *managers* , supervisors and innovators. Social competence, principals must be able to establish school collaboration with the community, both internally and externally[8].

The presence of teachers in schools has not shown ideal. In terms of number, for Panai Hilir Senior High School. [10]Minister of National Education Regulation No. 15 of 2010 concerning minimum service standards of basic education in districts / cities states that the number of high school education teachers is 6 people and 4 people for remote areas. The next obstacle is regarding the demands of the community to

improve the quality of education, because the teacher has been given special allowances. Teachers who work in special areas, have welfare three times the salary, namely regular monthly salary, certification allowance (for those who have obtained), and special regional allowances. The existence of these benefits has become a natural thing if the community demands an improvement in the quality of education.

D. Efforts to Resolve Leadership Barriers

The findings of the study show that the efforts of principals in resolving barriers, namely (1) making special allowance equalization policies, (2) strengthening personal relationships, and (3) intensive communication with the committee and guardian of students. In the research findings it was found that special allowances were not given to all teachers. Geographical conditions to the same school are very likely to occur if conflict is not made a policy that accommodates all of them. In the research findings, it was found that from the district education office , accompanied by the sub-district head came directly to school to anticipate the turmoil caused by special allowances that not all of them could, even made a statement about the absence of internal conflicts that occurred. The principal is based on this, making a policy to deduct a portion of the special allowances received by the recipient teacher, to be given to non-recipient teachers, both civil servants and non-PNS, so that it can slightly ease the burden on teachers serving in special areas, especially relating to the geographical conditions of the school.

Every school has a problem that is different from other schools, so every school principal faces obstacles in carrying out his leadership duties. One of the efforts made by the school principal in removing these obstacles is by establishing good personal relationships with all teachers and other education personnel. With close relationships, the principal can find out the characteristics of each teacher and can take root in the problems faced.

Intensive communication with the school committee should be done in tandem with the knowledge of the characteristics of teachers. Inputs and suggestions from the school committee as representatives of parents are very important in order to build and improve the quality of schools. Communication carried out by the school with the committee is by always asking for input and consideration in programs related to student guardians, presenting student guardians regularly to school, and directly involving school committees or guardians of students in the school's physical program.

III. CONCLUSION

The conclusions of this study are as follows. *First* , the principal's leadership style used is participatory and delegative style. *Secondly* , the application of more participatory leadership styles in the principal tasks of the teacher. *Third* , external support for education in remote areas,

namely (a) with the provision of special allowances to teachers who work in special areas, (b) school relations with harmonious committees, (c) conditions of subordinate teachers where communication between teachers is harmonious, and (d) the presence of young teachers. Internal support that helps the implementation of leadership styles, namely (a) experience in organizing, (b) independence of principals, (c) responsiveness to new innovations, and (d) knowledge possessed. *Fourth* , barriers experienced by primary school principals in remote areas, namely (a) the geographical conditions of the school, (b) provision of knowledge, (c) the state of the teacher, and (d) demands and community support. *Fifth* , the efforts made by school principals to overcome barriers to the implementation of leadership styles, namely (a) with special allowance equalization policies, (b) strengthen personal relationships, and (c) establish intensive communication and present school committees and parents regularly to school.

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