Effective and Pleasant Leadership of the Principal

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Abstract: This article aims to analyse and describe matters related to the principal's leadership pattern that is effective and pleasing to all stakeholders in the Education Unit Institution. The effectiveness of a leader is the main key to achieving the school's vision and mission. But the headmaster as a leader sometimes has to have a hard time pleasing everyone. What kind of leadership pattern of the principal can be said to be effective and able to please teachers and other employees? The type of research used in this article is a quantitative approach. The method in this study is interviews which will be analysed using descriptive analysis. The sample of this study 30 respondents from 49 teachers from SMA Negeri 1 Banyuasin III, the author used purposive sampling techniques with the researchers' consideration of the samples. The data is a type of primary data with the distribution of questionnaires, then the data is analysed descriptively. The findings in this study are that effective and pleasant leadership of the principal can be seen from the performance of teachers and employees in the school and their positive feelings about what they do and experience. In the scientific field, writing this article will be a useful contribution in the field of education in order to improve the quality of education services, because it is directly with the achievement of teacher productivity as the heart of the success of achieving the vision and mission and goals of the school. The results of this study can also be taken into consideration for school principals, by paying attention to things that support the creation of effective and pleasant leadership in order to create a better performance system for an educator in carrying out their duties.

Keywords: Effective Leadership, Principal, Teacher's Performance

A. Introduction

Leadership is an influence relationship among leaders and followers who intend real changes and out comes that reflect their shared purposes. This confirms that the issue of leadership is one of primary importance to the organization (Wellin, 2013). Between the leader and those he leads must have the same goal. In addition to having the same goal, there must be a relationship and influence between the two (Northouse, 2013).

The leadership pattern of the principal varies from one another. There are principals who are very rigid in implementing work discipline, there are principals who are relaxed but still enforce discipline, some prioritize routine learning processes in class with the old paradigm, some have the principle of learning anywhere, some prioritize academic, non-academic achievement, or both, some always maintain authority by limiting closeness with teachers and employees and some always maintain harmonious relationships, familiar, and kinship. It is these ways of leading that will generate feelings for teachers and employees, whether they feel happy or even pressured by the principal's leadership (Matthews et al., 2020).

One opinion says "Individuals who feel valued will work harder toward a common goal Isolation, intimidation, and lack of expectations is a recipe for disaster; turning that around made a huge difference on the campus" (Hickey et al., 2019). From this opinion can be drawn an understanding that every individual who feels valued will try harder in achieving common goals. On the contrary, the presence of pressure, alienation, intimidation, and lack of hope from one is the beginning of a disaster; and will be a considerable circle of debate and opposition on campus. This shows that a teacher or educator and employees who are given little freedom of expression without certain pressures will feel comfortable at work and ultimately foster enthusiasm in their performance.

According to Rosita (2018), if we talk about leadership, then it means we are talking about how individuals can influence and inspire others so that these people can and are willing to learn and work better than before sincerely, without feeling forced at all. Furthermore, Lussier stated "leadership is the influencing process of leaders and followers to achieve organizational objectives through change" (Lussier, 2010). Lussier's opinion above means that leadership is a process of mutual influence between leaders and subordinates in achieving organizational goals through change. He added that "effective leaders and followers enjoy working with people and helping them succeed" (Ciulla, 2020). That is, effective leaders and subordinates prefer to work together in teams by helping each other in achieving their goals. In leadership there is a process of influencing, motivating, and enabling others to contribute to the effectiveness and success of the organization of which they are members. With good leadership from a leader, members of the organization will be motivated to give all their best efforts so that organizational goals are successfully achieved.

The leadership of the principal supports the achievement of the school's vision and mission and determines the achievement of educational goals (Cruz et al., 2021). However, the achievement of the school's vision and mission cannot be separated from the performance of the teachers in it. Nowadays we often see and hear some casual conversations of a group of teachers in some schools who feel that they seem to be chased by boring routines, so that some end up showing "rebellion" in various ways, including not or lazy to carry out their basic duties as a teacher, such as

making activity plans, and apathy towards school programs or activities and so on. These are just a few of the problems that school principals commonly face as organizational unit leaders. Some principals in the school need to know the most appropriate techniques or ways to implement their leadership so that it is effective and relatively more enjoyable. According to Notman (2020), successful leaders are leaders who are willing to accept the prospect of shared leadership, and leaders who are willing to explore traditional forms of leadership, which were originally rigidly implemented as the only people who have power in organizational units, and finally willing to delegate certain forms of authority or decide policies after socializing or informing and receiving inputs from the person he leads. But leadership itself for many researchers cannot be interpreted as one absolute thing (Al Saidi et al., 2020)

According to Yukl (2012), usually define leadership based on their respective points of view and review some leadership literature. As for according to Northouse in Doris & Edwards (2014), there are 5 main characteristics of leadership as follows: 1*) intelligence, 2) self-confidence, 3)* determination, 4) *integrity, 5) sociability*). A pleasant principal is a servant figure in the sense that the principal has a personality that is oriented towards others, is more self-sacrificing, and always prioritizes the needs of teachers. According Ramadoni & Arifin (2016), leadership is manifested by the principal who creates a positive effect on the members of the organization and the school culture also contributes positively to the organizational image of the educational institution.

According to Colquitt et al. (2017), leadership as the use of power and influence to direct the activities of followers towards the achievement of goals. Gill (2011) suggests that 'leadership is showing the way and helping or inducing others to pursue it. Interpreting the opinions of some of the figures above, it can be interpreted that a leader has power and authority. Based on what was written above, the author's thought arose to conduct research on how effective and pleasant principal leadership can establish enthusiasm in work so that the performance of each teacher increases and is able to realize the vision, mission, and goals of the school.

B. Methods

This type of research is quantitative and using interviews with several teachers. The indicators that are measures of effective leadership are contained in the following table:

Table 1. Effective Leadership Indicators

No	Indicator
1	Set goals clearly
2	Increase group solidarity
3	Meet the satisfaction of teacher needs and expectations
4	Create and establish good relationships with teachers.

This technique is used to reinforce the results of literature studies on effective and pleasing principal leadership. This article takes 30 people, the author used a purposive sampling technique with the author's consideration of which samples were most suitable for it to be determined as samples. The data collection approach uses interviews about the effectiveness of the principal's leadership. Data is analyzed and processed using descriptive analysis techniques. The purpose of writing this article is to understand and know how effective forms of leadership that are fun for teachers so as to improve the performance of teachers.

C. Results and Discussion

Based on the results of interviews with several teachers, it is known that the calculation of partial tests and simultaneous tests using descriptive statistical formulas, by calculating the mode and average calculation using SPSS type 25 it is known that 78.01% of teachers like the leadership of the principal who is able to set goals clearly, 83.62% of teachers like the leadership of the principal who is able to increase group solidarity, 98.32% of teachers who like the principal's leadership that can meet the needs and expectations of teachers, and 95.89% of teachers who like the principal's leadership who can create and establish good relationships with teachers.

The effective and pleasant leadership of the principal in this article is one variable that illustrates the success of the principal in inviting teachers to improve their performance with a feeling of pleasure and still have sympathy and liking with the profile of the principal who leads all their activities. With effective leadership indicators, namely first setting clear goals, increasing group solidarity, building cooperation between members, and providing teacher satisfaction in meeting their needs, all of these indicators can give teachers a feeling of pleasure. One of the things that can generate teacher morale, which improves performance as a support for achieving school organizational goals is effective and pleasant leadership. Whatever and whatever the state of available resources, it is inevitable that schools will progress if they are led by people who are able to work effectively and can please everyone.

A pleasant way of leading must be owned by the head Schools to encourage teachers to work better without feeling ordered, pressured, and intimidated. Based on the results of the interview above, it is known that the most pleasant thing for a teacher is leadership that is able to provide satisfaction to teachers in meeting their needs. The needs referred to in sins are their needs in work and things that indirectly meet the needs of their lives. The need for work, for example, when teachers are expected to make learning modules or learning media, the principal always strives to meet the need for supporting tools such as computers (laptops), ink printers, paper, the provision of internet facilities for making learning media and others. While the fulfillment of other necessities of life is the provision of compensation in accordance with the intensity of additional work given to teachers.

Secondly, the principal must be able to establish good relations with his teachers. The principal must be able to convey and communicate well on what is the policy as well as instructions and directions. The teacher's opinion must be made a priority if it is in accordance with the goals and vision and mission of the school. The principal must be able to cultivate a feeling that the purpose of the school seems to be also the teacher's personal goal, as a result of the ability to maintain a good relationship between the teacher and the principal as if they have become one family. Of the four indicators of effective and pleasant leadership, after the first indictor interview, namely the principal's ability to reflect goals, although it is quite pleasant for teachers, it is no more pleasant than the ability to meet the satisfaction of teacher needs and harmonious relationships created by the principal, where this indicator is still quite pleasant compared to the ability to increase solidarity between teachers.

D. Conclusions

Based on the results of interviews for the writing of this article, it can be concluded that the principal's ability to meet the satisfaction of teacher needs is the most pleasant form of effective leadership, followed by the harmonious relationship created by the principal, then the ability to increase solidarity with teachers, and only then the principal's ability to set goals ranks last in the form of fun leadership at SMA Negeri 1 Banyuasin III.

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