

## THE PRINCIPAL LEADERSHIP STYLE IN IMPROVING TEACHER PERFORMANCE OF JUNIOR HIGH SCHOOL IN BANDA ACEH

<sup>1&2</sup> Musriadi, <sup>2&3</sup> Zainal Abidin Suarja, <sup>2 &4</sup> Jalaluddin

<sup>1</sup>Lecturer Faculty of Teacher Education Biology, University Serambi Mekkah

<sup>2</sup>Doctoral Student Management Education Program, State University of Medan

<sup>3</sup>Lecturer STKIP Nations Development Meulaboh

<sup>4</sup>Lecturer Faculty of Teacher Education Biology, University Serambi Mekkah

Musriadi.unimed @ gmail.com

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**ABSTRACT:** Leadership style of principal is one of determinants factor in improving teacher performance and education success in the school. This research aims to describe the leadership of principal toward improving of teacher performance which is reflected on their responsibilities, discipline and commitment as t he performance indicator. It uses qualitative descriptive method. The techniques of collecting data are observation, interview and study of documentation. The subjects of this research are principal and teachers. This research concludes that: (1) in improving teacher responsibilities, the principal of Junior High School in Banda Aceh maintains togetherness and socializes vision and mission of the school through Discretionary leadership style, than socializes the regulation through **Consultative leadership style** in which this is the ability of influencing another people to work together in order to achieve the purposes by means of the planning of principal after having suggests from teachers. (2) The Principal of Junior High School Banda Aceh in improving teacher disciplines such timekeeping to come to school with a

schedule that has been set and agreed upon using **Discretionary leadership style** which is the ability to influence others to be willing to work together to achieve the goals set by way of a variety of activities that will be done much more by subordinates. While distribution of duties is fair in accordance with their respective expertise using participative leadership style, so it has the ability to influence others to be willing to work together to achieve the goals set by means of various activities that will be carried out together which is determined between leaders and subordinates., (3) The Principal of Junior High School in Banda Aceh in improving teacher commitment is being fair in distributing the duties or welfare which is directed to the regulation and program through **Discretionary leadership style** which has the ability to influence another to work together in achieving goals set by various activities which is much more given to the subordinate.

**Keywords :**

**Leadership styles : Discretionary, consultative, Participative, and Teacher Performance**

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## INTRODUCTION

Globalization era is the era of advancement of science and technology that has led us to the competition in various fields, which requires the people of Indonesia to establish itself in the improvement of the quality and superior human resources, capable, competitive, mastering the science, technology, and having a high work ethic.

In Indonesia, the school must carry out the duties and functions of his sincerity to achieve national goals as was set in Law No. 20 Year 2003 on National Education System and an explanation in Chapter II Article 3 that:

"National Education serves to develop the ability and character development and a dignified civilization in order to achieve the life of the nation, aims at developing the potential of students to be religious and devoted to God Almighty, noble, healthy, independent and become democratic and accountable citizens"

To succeed achieving these goals, the principal has a very important role in coordinating, directing, and aligning the available educational resources. the principal leadership is one factor that can encourage school to be able in realizing the vision, mission, goals and the objectives through the program of the school carried out in a planned and phased.

The Regulation of the Minister of National Education No. 13/2007 on standards principals is principals should have the competence on Permendiknas version, those are (1) personal competence (2) managerial competence (3) entrepreneurial competence (4) supervision competence (5) social competence. The principal's role as a leader is expected to realize the functions and processes of leadership in the overall school education. School educational success is determined by his ability to influence, mobilize and motivate individuals (teachers) are involved in the educational goals that have been set.

The school principal is a leader who should be able to provide a positive influence on the attitudes and behavior of subordinates. In this case the target is the teachers who are expected to enhance the work after receiving the influence of his superiors. Leadership style is a pattern of behavior that is applied consistently through the leadership of others through behavior that is shown when the leader to influence others, as perceived by others. Style is not about how leaders' opinion, but about their own behavior in leading but how the perceptions of others, especially the perception of subordinates about leadership behavior (Hersey and Blanchard, 1992).

Winardi (2000: 47) argues that leadership is "an ability that is inherent in a person who leads and depends on a variety of internal and external factors". Leadership is a series of planning activities such as the ability to influence others role in certain circumstances to be willing to work together.

Tilaar (1992: 63) argues that: "leadership is the activity of influencing people in order to work together to achieve the desired goal". Furthermore, Lipham (1984: 66) sees leadership as follows: *"Leadership is the behavior of an individual that initiates a new structure in interaction within a social system by changing the goals, objectives, configurations, procedures, inputs, processes, or output of the system."*

Leadership is the behavior of individuals in social interactions with the system to achieve a goal. Either this goal is achieved or not depends on the leadership of a leader. This is consistent with the views and Chermier Fiedler (1974: 107) that defines the behavior of leadership as follows:

"With the leadership behavior which is meant in general are some specific actions, in which the leader was involved with directing and coordination the members of work group. Participation in these actions can be structured working relationship in the face or criticize members of the group, and shows the consideration to the feelings and welfare of their members. Leadership here comes to work together so that problems arises in group can be identified quickly

".General leadership provides a foundation of understanding of leadership specifically in the field of education. Many opinions about leadership, Daryanto (2005: 9) points out:

Educational Leadership is the entire effort to influence the activities of personnel in the educational and environment in certain situations through cooperation that will work with a full sense of responsibility and sincerity to achieve educational goals that have been set.

In the context of educational leadership, a leader who understood all those responsible for process improvement is at the amount levels of educational institutions. Thus the existence of such personnel is important in a school. Ouzs and Posner (1993: 94) explains "*there is no leadership without someone obeying*". This means that the school's leadership will not run without the role of supporting personnel. A leader is no exception with managerial leadership in organizations, in achieving a goal, it does not work alone.

### **Leadership Style**

Leadership style and behavior were born by the nature of someone who has the soul of leadership. So leadership style can be seen in terms of the behavior and properties that arised. The term (style) of leadership is a norm of behavior that is used by a person when he tries to influence behavior of others, namely with the term leadership is by itself the person who claims to act as a subordinate leader has the advantages either in terms of experience, education or emotional maturity. so, unconsciously, the subordinates will honor the leader (Thoha, 2002: 49).

*Fattah (1996: 93) states that: different styles of leader behavior focuses on two basic styles are task-oriented or "Concern For production" and relationship-oriented style with subordinate or "Concern for people. So, each institution/organization use or generate different style which were directed by different leaders.*

### **Principal as Educational Leader**

According to Mangkunagara (2007: 67) describes that performance is a free translation of the English word "Performance" which means the job performance or work performance or achievements of the work or the work/job performance.

In interpreting a performance, the various experts have some different opinions, depending on the angle of view and interests of each. However, their formulations essentially have the same meaning. Efforts to organize leadership-oriented educational institutions should increase both the achievements of teachers and students. In connection with this problem Castetter (1981a: 320) suggests an effort to improve the ability of teachers that can be reached through: "*Lectures, conference, seminar, guided discussion, workshop, position rotation, program instruction, meeting, special assignment, written materials, courses, case studies, assistanship, special study, exchange program individualized activity, corporate study, role playing, in basket technique, brainstorming institute, dan travel*".

Castetter (1981b: 321) Further explains more about the effort in increasing the ability of teachers by writing on the form of courses, training and capacity building activities and also on the teaching staff as follows:

*Improving of teaching staff comprises those techniques and procedures that are designed to exchange the teacher's performance and effectiveness, classroom visits, observation and individual conferences constitute the care of staff improvement program. Other components include associations, using the professional library, student teaching supervision, and in services training programs.*

### **Indicators of Teacher Performance**

Dharma (1984: 211) suggests that the performance is indicated among other things: "discipline, strong commitment, discipline and responsibility".

### **Factors Affect Teacher Performance**

Motivation, discipline, ability and commitment as the lead instrument,, distribute and support the human actors that in order to work and eager to achieve the optimal results. Not easy for a leader to foster a sense of motivation, discipline, ability and commitment to work for his subordinates, this is caused by the various beliefs and attitudes of each person and changeable situation which are affected by the condition.

### **Relationship of Leadership Styles and Teacher Performance**

Wahjosumidjo (1993: 110) says: "That a principal as a leader must be able to provide guidance and oversight, improve the ability of teachers, open two-way communication and delegating tasks". Principal as a leader must have a special character which includes personality, basic skills, experience and professional knowledge, and knowledge of administration and supervision.

Sagala (2000: 70) explains that "The needs of teacher such as the work space, the opportunity to participate in decision making, eliminating barriers to professional". Principal as a leader to be really wise to take a policy in administrative tasks, as an effort to minimize risk or loss in the implementation of management education under his responsibility as a leader.

### **METHOD**

This study used a qualitative approach using descriptive methods. Qualitative approach by using descriptive method which is used to study the problems and gain deeper meaning of the Principal Leadership Styles in Improving Teacher Performance in Junior High Schools in Banda Aceh.

Moleong, (2007: 242) asserts that qualitative research is essentially supervises people in their environment, integrates with them, tries to understand the language and its interpretation about surrounding world.

The qualitative approach is used in this study because the researchers intends to develop the concept of thinking to an understanding of the pattern contained in the Principal Leadership Styles in Improving Teacher Performance in Junior High Schools in Banda Aceh.

According to Moleong (2005: 127), design of research activities are directing through three stages: pra field work phase, field work phase, and the phase of the data analysis. The design of the research were being undertaken by researchers, there are several stages: draft, select the field, take care of permits, track field where research, fuctions the information, and sets up the equipment.

Bogdan and Biklen (Moleong, 2005: 248) suggests that the analysis of qualitative data is the effort which is conducted by taking, organizing, and sorting the data into a unit that can be managed, synthesized, examined, found the patterns, and discoverd what is important, what are studied, and the focus of what can be told to the others.

### **Research Subjects**

Moleong (2002: 165-166) suggests that the sample characteristics of qualitative research are:

- a. Samples cannot be taken and determined priory
- b. Samples are taken systematically to obtain the information that had been taken previously so that there can be contradicted or information gaps

- c. Continuous adjustment of the sample. Initially the sample is considered equal, and then the information expands it increasingly widespread, so that the sample would end up if it starts to have repetition of the information, the completeness or saturation has occurred because there is no gathering additional meaningful information.

While, the subjects of this research are the principal and 2 teachers.

### **Research Instrument**

Instrument of this research is the researcher himself, because the research uses a qualitative approach, the researcher is the main instrument which is said by Nasution (1998: 55-56) as an indication of human researchers that:

1. Researchers as a sensitive tool and can react to stimuli from the environment that should be significantly measurable.
2. Researchers as a tool that can adapt to all aspects of the situation and may collect a variety of data at once,
3. Each situation is a whole. There is not an instrument in the form of tests or questionnaires that can capture the whole situation, except humans..
4. A situation that involves human interaction can not be having only by the knowledge. To understand it, we need to feel it, go into based on our appreciation.
5. Researcher as the instrument can immediately analyze and interpret the data obtained.
6. Only human as an instrument that can draw conclusions based on data whic was collected at one time and use it immediately.

### **E. Credibility Test**

Principal Leadership Styles in Improving Teacher Performance in Secondary Schools in Banda Aceh. The researcher tested the credibility. According to. Sugiyono (2007) validity and reliability test of the data in qualitative research include testing the credibility of the data from qualitative research among other things :

- 1) Extension of observation. Researchers returned to the field observation/research sites. It means that the relationship of researchers with participants/speakers more familiar, open, trust each other so that there is not more hidden information is hidden.
- 2) Increasing persistence in research. Researchers checked again whether the data that has been found false or true. Researchers also can provide an accurate and systematic description of the data.
- 3) Triangulation. Checking the data from various sources in various ways and at various times.
- 4) Negative case analysis. Researchers are looking for different data or even contrary to the data that has been discovered. If there is no more different or contrary data to the findings, it means that the data was found credibly.
- 5) Member check. The process of checking the data obtained by the researcher to the data providers. Member check purposes to determine the extent of the data obtained based on what the data provider given.

### **Technique of Collecting Data**

Because of the research uses descriptive qualitative approach, the researcher is included as the main instrument of research. In this case Nasution (2001: 55-56) states about human characteristics (researcher) as a key instrument of research, namely:

- (1) researchers as a means of sensitive and can react to any stimulus from the environment which must be expected to significantly;
- (2) The researcher as instrument and adjust to all aspects of the situation and may collect a variety of data at once;
- (3) any situation a whole. There is not an instrument in the form of tests and questionnaires that can capture the whole situation except humans;
- (4) a situation involving human interaction can not be understood by mere knowledge.
- (5) The researcher as an instrument can immediately analyze and interpret the data obtained;
- (6) only human beings as instruments that can draw conclusions based on

data collected there is a time and immediately use it as feedback to obtain the affirmation, change, improvement and rejection..

The data collection techniques used by Nana (2008: 216), as follows:

1. The observation is collecting data to make observations run on the ongoing activities. Moleong (2005: 157) states that recording the primary data source through interviews or participated observation is the result of the combining efforts of the activities of seeing, hearing, and questioning.
2. The Interview is data collection which is conducted orally face to face meeting individually which aims to explore and obtain the data or information that is more profound and relevant to the issues under research.
3. Study of documentation is collecting data by taking and analyzing documents, such as written documents, images and electronic.

### **Technique of Analysis Data**

The process of data analysis in qualitative research was conducted continuously from beginning to the end, both in the field and outside the field. Analysis of field data includes recording, coding and temporary interpretation to the various information obtained at multiple stages of research.

The Data analysis was performed by following procedure as suggested by Nasution (2002: 129-130), namely:

1. Data reduction is making abstraction of all data obtained from the field in accordance with the focus of research
2. Organizing and processing data in accordance with the purpose of the research, namely the Principal Leadership Styles in Improving Teacher Performance in Junior High Schools in Banda Aceh, both with regard to the planning, implementation, and results.
3. The interpretation of data in accordance with the purpose of research is to assemble the elements of research data and provides meaning based on view of research to reach a conclusion in accordance with the overall research objectives and sustainable.

Data verification is done to test or to check the conclusions drawn in comparing with the theories that are relevant whether it is appropriate or not in achieving research goals. All the activities of data analysis was conducted on an ongoing basis and are interconnected from the beginning to the end of goal. To get the validity of the data obtained also needs to check back in order to produce a research.

### **Analysis of Research Findings**

#### **The Analysis of Research Findings Principal leadership style of Junior High School of Banda Aceh in Improving Teacher Responsibility.**

The principal has the appropriate strategy in order to increase the responsibility to the educational staff in performing various tasks and functions. The Efforts are conducted to improve the teacher's responsibility by creating a harmonious situation and cooperation between teachers, trying to give the equipment needed by the teachers in performing their duties, giving rewards and punishment".

The principal of Junior High School of Banda Aceh in improving teachers' responsibilities applies harmonious situation and cooperative relationships in a school, and those are considered very important, in my application to create an open atmosphere, it means every teachers are given the right in order to express their opinions and desires of development in the school and if there is a problem it will be solved together, and also involves teachers in the various activities. It also gives an explanation of the goals to be achieved by the school.

The principal of Junior High School Banda Aceh in increasing responsibility in improving teacher performance provides an overview of the objectives and targets that must be achieved by the

school teachers in order to achieve the goals is a shared responsibility, is also expected with an understanding of the of goal and targets that should be achieved that can grow motivation within the teachers themselves in order to make every efforts to increase the school-development and enhance their performances..

The Junior high school principals of Banda Aceh gives award to the teachers who have successfully completed the duties well, the appreciation that I give is not a material but a mental support in order to continue to develop their potential, by giving praise and chance in order to have higher positions”

The principal of Junior High School of Banda Aceh does not give award in the shape of nominal by wishes the teachers in carrying out their duties completely sincere in his heart and is not solely in order to acquire and pursue an award, and the principal wonders that if the material reward is not given anymore, the teachers will work bad and will not make any improvement.

Penalties are given to teachers who are not disciplined and do not obey the regulation of teachers, as for the steps that I employ is to give a warning, and if it cannot be warned, the next step is to give punishment by reducing teaching hours, and the final step is proposed to move the teacher from this school.

Forms of motivation and coaching responsibilities which is given by principals to teachers, they stated that:

The principal provides motivation and guidance to teachers to increase responsibility by giving freedom to the teachers to state their opinions to have school improvement, so if the teacher has desires should be claimed, and the most memorable for me in any occasion or meeting, he always notices and inquires about the completeness of the need for teachers in teaching. If there are something less, he seeks in order to fulfill and also always gives rewards.

From the interviews with teachers in Junior High School of Banda Aceh, the teachers also said that they are empowered to select and assign the work in accordance with their respective expertise in order to increase their responsibilities, even they are required to follow the routine activities of the subjects, if there is a problem in the learning process, the principal and deputy will make the meeting, in the meeting among teachers, they are given the opportunity in order to give an opinion, suggestion, criticism, any others which are related to the learning process.

Responsibility for carrying out the task is motivation among work and duty and school programs that have been established earlier, the responsibility to perform the task can be seen from the use of time, materials, facilities and infrastructure in the process of teaching and learning in every activity and the ability of teachers to plan the instruction, ability of teachers to implement the learning process and the ability to evaluate teaching assessment..

According to the principal of Junior High School of Banda Aceh states that the execution of tasks can be categorized fairly good. Teacher always try to carry out the task with the certain time, it is in accordance with the opinion of a teacher at a state school of Banda Aceh that, we are personally in educating students in accordance with the duties which are the responsibility and our authority either curricular or extracurricular task.

According to the principal, responsibility to the learning outcomes is the main responsibilities of the various activities which is carried out in accordance with the work program, the results of the task execution. Usually, teachers has already implemented learning activities well, although there are some teachers performing their duties unoptimal. Those statement are also supported by the results of interviews with teachers and they tell that teaching and carrying out other tasks is our responsibility to all activities that exist in SMP Banda Aceh..

Based on the observation, interviews and documentations of the principal's leadership style that is often raised to improve the teacher's responsibility are **discretionary leadership style and instructive leadership style.**

### **Principal leadership style in Improving Teacher Discipline in the Junior High School of Banda Aceh.**

Fostering discipline on the performance of teachers is one of the fostering activities to assist teachers in performing the job effectively. To obtain data about the principal leadership style in improving teacher discipline in terms of fostering the discipline of teachers, principal stated that:

As a school principal, development to teachers that I have done the first time was about coaching discipline. It means to perform education activities effectively and efficiently, then all education personnel should have a high discipline in all areas. The next step is to provide guidance which relates to the professional competence and capabilities of teachers.

The principal Junior High School in Banda Aceh Provides direct guidance in developing and improving discipline teachers. In every meetings/conferences, I always remind about the importance of discipline and follow the regulations that had been made together. In the daily activities as a principal, he tries as hard as possible to improve self-discipline in order to be imitated by the teachers.

The real form of the example that has been done and given by the principal to the teacher discipline, in the daily activities at school, the principal is always on time. it means that I always try to carrying out the program setting and try to keep it in accordance with the schedule.

Carrying out discipline is very important for all, through the discipline of principals, hopefully it can be achieved the effective and efficient goals and also can improve the productivity of the school.

Some strategies has been implemented by the principal in fostering the discipline of teachers, those are:

- a. Helping educators to develop patterns of their behavior
- b. Assist teachers in improving on standards of behavior
- c. Carry out all the rules that have been agreed

The observation shows that the enforcement of discipline, the principals emphasizes more in providing good model for every aspect and the behavior of principal himself in carrying out the functions, duties and responsibilities in performing the duties in the school. In the applying discipline, the principal implements an open system to every teachers, so that the rules and regulations are made based on the results of decision that can be leaded well, the rules and regulations within the school are compulsory to be run by all the people because the system of rules and regulations in taken based on the result of deliberation and agreement by the principal, teachers and staffs.

According to the results of the study show that discipline is applied well by the principal, the principal gives the example of the teacher to start from themselves and from small things like the presence of the principal earlier than other teachers and in running the principal task without post phoning in doing all the duties until his behavior can be followed the principal's habit by the subordinate..

Applying the principle of reward and punishment by the principal is a very important principle for considering the need for fairness in carrying out the duties and obligations on the implementation of the function of each teacher. By the principle of the awards, the professional and productive teachers who have the higher achievements among other teachers need to be given the award.

Regarding discipline and sanctions put forward by the teacher: the teacher who ignores discipline will be given in the form of sanctions or penalties in accordance with the provisions agreed

upon and written based on the results of the meeting deliberations and decisions contained in the Junior High School Principal city of Banda Aceh on the school system to teachers and servants. Sanctions usually consist about advice or verbal warning and a written warning.

The leadership style that was performed by the principal in improving discipline teachers that was indicated by the instructive leadership style, this style is done by having one by one meeting and was not intentionally done depends on the problems that was arisen at that time.

Instructive leadership style is also carried out by the head teacher of the school at the time of the meeting, in connection with an instructive style of doing it every morning, the way he did was by sitting at the office of the principal teacher to monitor every teacher who comes and reminded about teaching time. Sometimes, the principal applies the instructive style by reminding undisciplined teacher when the teacher comes in to the principal's office. There are also a very wise principal of Junior High School in Banda Aceh when he warned a teacher who comes late but another teacher never know about it in order to keep the good name of the teacher, so the teacher becomes aware and will strive to maintain its responsibility..

Results of interviews with principals indicate that the principal determines the task of teacher in accordance with the job description which was agreed upon at the meeting. Each task is given by the principal in to every teacher always begins with guidance and instructions to be executed and then coordinates the carrying out task so that the task can be done perfectly. As far as the results of the study found that there is no teacher who avoids work and no one feels happy if there is no work to be done, because the duties and responsibilities of a teacher must be well-understood and properly implemented and the results of the study indicate that the principal rarely finds the information from the teachers that the principal is very rare of having angry.

The Principal of Junior High School Banda Aceh always direct respecting each other between principal and teachers and develop the teachers' confidence. So, the entire programs can be accomplished perfectly because the principal guides and supervises them until they fell enjoyable without any depression from principal and every teacher can receive it because the principal applies consultative style.

From the interviews with teachers, it was revealed that the increasing discipline of teachers at a Junior High school principal of Banda Aceh accosts the teacher directly, makes the attendance list and has direct control to any class if there is a teacher who enters late to the classroom and to improve discipline of teachers and then all the teachers can finish the duties on time.

### **Principal Leadership Styles of Junior High School of Banda Aceh in Improving Teacher Commitment.**

Form of the commitment to the task that the teachers has while carry out the task so far, the principal says:

To achieve the goal of education, forms of commitment that should be done are professional commitment, organizational commitment and commitment to teaching. The school principal says that the commitment is still low effort which is done to create a sense of security and comfort at school to guidance communication individually.

The principal leadership of Junior High School of Banda Aceh in developing commitments which was undertaken by the principal of the school, the principal says that:

In fostering commitment, I send teachers to attend seminars and training sessions, bring in the experts, provide the opportunities for teachers to continue their education, place the teachers in proportion to the field and have meeting with teachers for each semester which is intended to evaluate the performance of teachers as well as providing briefings to the deficiencies. I try to hold and complete the school supplies which are necessary to support for succeeding teaching-learning process.

Regarding to developing commitments which have been undertaken by the head teacher of the school, researchers also attempted to interview more details about the guidance that has conducted by principals to teachers in improving teachers' commitment, he says that: "Development of teacher commitment is always done by the school principal sustainably, including the author of last year and some teachers were sent for training on learning management of district/municipal and teacher competence seminar which held at the Department of Education, Youth and Sports of Banda Aceh.

In increasing the commitment of teachers, the principal has a role, duty and responsibility which essential in guiding and increasing the commitment of teachers to carry out duties as a teacher perfectly. It can not be denied that the principal's role in encouraging and mobilizing teachers to work are needed.

The guidance was held by the principal was reached by the guidance to both of groups and individuals. Development is carried out continuously and scheduled. It is illustrated from how that is done when there are teachers have difficulty, especially teachers who have a problem with the learning process, then the principal's conduct special coaching individually.

Those ways are directed only to to teachers who actually face hard obstacles. By the applying those approach, the teachers feel motivated and proud to the principal's attention to the teacher. In fostering the improvement of the quality of teaching, the teacher will perform a change in the attitudes of teachers which leads to the improvement.

In the implementation, the principal's leadership style is applied through familiarizing to accept the individual differences. According to field observations of the application of this discretionary leadership style by the principal through the empowerment of teachers in performing their duties, where the principal distributes the division of tasks fairly to avoid arousing suspicion to the other teacher. In addition to a fair division of labor, the principal is also very consistent in the giving duties, in this case, the principal always uphold the commitment that has been made by the principal which was formulated in the meeting.

Based on the results of observation show that leadership styles which is adopted by principals is various, where the principal has a distinctive technique in leading subordinates who are considered as partners, the application of leadership style is based on the observations and interviews with teachers, principal applies the flexible leadership style, in which all the thing depends the condition of the field, if the field conditions are relatively good, then the principal himself always strive to continue to improve morale and wished can fuel the quality of teaching learning process.

According to the results of interviews with teachers, it was revealed that the main target of the principal is always on improving the quality, especially the quality of graduation, in which every graduate of Junior High School of Banda Aceh will be competed. In the quality of relationship, the principal emphasizes on the aspects of the employment relationship in the group. According to the principal, if the employment relationship in group is neglected, it will be very influential in achieving a very maximum result.

## **Discussion of the Results**

Discussion of the results of this research are carried out to explain the findings which are obtained in the research location, either of reinforce the conclusions or implications of the finding itself that contains the concepts or theories that need to be developed, the following subjects will explain the discussion in line with the problems are being studied.

### **Principal Leadership Styles in Improving Teacher Responsibility in Junior High School in Banda Aceh.**

Interviews show that the Principal Efforts are made to improve the teacher's responsibility which by creating a harmonious situation and cooperation between teachers, trying to provide the equipment needed by teachers in performing their duties, giving rewards and punishments in order the teachers carry out the tasks are not based on fear but based on humble if all the duties given can not completed. Sutarto (1991: 77) says that:

In the implementing its leadership role, discretionary leaders believe that people tend to prefer to be directed, a worker who is determined and the procedure of solving the problem on their own should bear the responsibility over their actions and decisions taken. Therefore, this discretionary climate is not suitable for subordinate to be given the responsibility of designing the jobs that require the initiative.

The question posed to the principal "Are you giving a greater authority to select and assign the work of a teacher in improving his responsibility?", principals provides the opportunities and greater authority to the teacher in accordance with the respective field of study, it is powered from the interviews with the public relations vice principal stated that the principal delegates an opportunity to teachers in accordance with their respective expertise.

Vice principal of public relation added, the principal gives the authority and chance to the teacher in accordance with their competences of each field of teachers such as sending representative of Junior High School on behalf of the city of Banda Aceh to follow the upgrading.

The next question posed to the teacher: "does the principal give a greater authority to teachers in decision-making?, in making decisions and policies regarding the progress and development of the school as well as how to increase the responsibility of the teacher in the form of a decision is directly determined, the teacher only follow the suggestions and implement those decisions, because the decision was considered by the principal does not need to involve the teachers, while decisions relating to the vision and mission of the school, the principal upholds the values of togetherness to bring up Junior High School of Banda Aceh towards higher quality, the style uses here is Discretionary and Instructive style. in this case Wahjosumidjo (2001: 6) defines that Discretionary leadership is " the Leadership which is having a vision and mission for the future, as the agenda changes ahead, as a co unselor who can direct his subordinates to work toward professionalism expected".

### **The Principal leadership style in improving teacher discipline could Improve Teachers discipline in the Junior High School of Banda Aceh**

The steps of Principal in developing and improving discipline of teachers, he mentions that:

In every meetings/conferences, I always remind about the importance of discipline and the importance of obeying the rules that have been made together, in improving daily activities as principal, I try as much as possible to improve self-discipline and hope can be a good example to be imitated by teachers

In order to supervise the discipline of teacher, I also form a special staff areas for the discipline of teachers, and entrust the coordination to the Vice Principal of Public Relation. The research also asked about the extent to which the importance of discipline in improving the performance of teachers, the principal explains that: Discipline of teachers in various fields is a very important thing because the teacher discipline is one factor that determines the process of teaching learning. If teachers have to be really discipline in all the things, then all the planned programs will run properly in accordance with the objectives and time set. So, the teacher should be a model for students, because if the teacher has been really discipline, the students are also expected to be discipline that has been applied to the teachers, and if the teacher is not disciplined, then the learning program will not run in line with the expectations and many students will not be disciplined.

Work discipline is a reaction of mental and emotional of a person to work. Someone has a high work discipline if he satisfied with the work, if the principal wants to improve work discipline of teacher, he should pay attention to the welfare of its members, from the results of the research questions posed to the principal "How do you guide the teacher to improve their discipline?", he answers that in improving discipline especially in improving carrying out the task, the principal help the teachers to develop their behavior patterns, improve the standard of their behavior and foster a sense of respect towards authority. It is as said Mulyasa (2002: 125) as follows:

There are several things that must be considered by the principal in improving Teachers discipline namely: (1) help teachers to develop the patterns of his behavior, (2) help the teachers to raise the standard of his behavior and (3) implement the rules as a tool. He further said that the importance of discipline teachers to add: (1) the respect for authority, (2) the efforts to grow cooperation (3) the need to organize and (4) the respect for others.

The next question posed to the teacher "To improve discipline of teachers, if there is a teacher comes late to school and class what will the principle do to the teacher?", teacher answered that principal directly rebuke, exhort and make the attendance to control the class if the teacher comes late to class.

Documentation that the researcher gets is a token of appreciation of the Government in improving the discipline of teachers through the regulation of Banda Aceh Mayor on Number 72 of 2009 on Chapter II, Section 2, which declares as follows :

Giving awards to the civilian servants and officers on the contract basis to the performance and discipline of civilian servants who work in government in improving of Banda Aceh TPK payments and honoraria. Chapter III Section 3 and 4 of the payment TPK and honorarium payments to the civil service teachers and honorary teachers as mentioned in the Article 3 paragraph (2) which is calculated based on the level of discipline, the effective teaching hours, the implementation of duties during teaching hours and the report principal toward civilian and honorary staff who work with the sanctions imposed to be on time.

In fostering teachers to be discipline, the principal must be discipline at first, Bafadal (2006) revealed that the forms of coaching of the principal must be dedicated for the development of individual discipline such as follows:

1. Provide the instructions informally when the are needed
2. Accommodate share complaints
3. Provide the suggestion box.
4. Provide one by one discipline when the teachers need.
5. Make a note about achievements and abuses which are done by the teachers
6. Provide the appropriate punishment and reward for the teacher behavior

In this case the principal makes the rules to chase the rules, to hold the discipline of teachers in performing their duties at school. This is in accordance with the instructions of the Minister of Education Decree No. 14 / V / 2004 as follows:

1. Each teacher must come and stays in the school on a d aily basis. 2 Each teacher must responsible to the duties and lessons on a regular basis.
2. Each teacher is obliged to support the effort to develop and establish a business school.
3. Each teacher must obey in carrying out the duties

The above quotes explain that work discipline at school is an institution rules and regulations or the way that must be obeyed by every teacher in carrying out their duties. A good teacher is able to

run the work discipline in schools, so that learning activities will run learning teaching process perfectly.

The next question to the teacher is "what If the principal provides duties for teachers in accordance with their respective expertise, can the teachers complete their duties on time"?

Danim (2004: 57) argues about the style of consultations, style is characterized by consultation. Many leaders still give direction to the teachers, but it does increase the two-way communication. However, the support can be improved but the control on the decision-making must be referred to the principal.

In improving teacher discipline, the principle tries to show to every teacher about the sense of discipline, being a good model and implements discipline in order to the teacher will follow it such as conducted by the principle without any constraint. Besides, the principle also builds a special team to supervise teachers' discipline in running their duties. If the teachers' discipline is good, so the teaching process will run well and the achievement also will be satisfied.

Discipline is held by implementing the entire regulation made by principle according to Principle decision of Junior High School of Banda Aceh No: 422/17/2010 about teacher discipline: discipline exists to control school and teachers' duties responsibly, then the punishment will be dedicated to the teachers who has a bad discipline

Such as revealed by Sutisna and Irma (2008: 13) that discipline is:

- a. Exercises developing self personality, character or an adjusted and efficient circumstance
- b. The exercise is the same with discipline behavior
- c. The obedient to the authority and control
- d. The behavior of punishing or torturing

The instructive leadership style is implemented to build up teachers' discipline while entering class. Than the consultative leadership style is implemented to solve the problem about discipline and to distribute the duties fairly

### **Leadership Style in improving teachers' commitment at Junior High School in Banda Aceh**

The improvement commitment held by applied by the principal are giving opportunity to the teachers to continue their study and conducting a regular meeting in every semester in order to evaluate their performances and to give briefing toward teaching problem.

Trying to provide the necessary of the school to support teaching learning process. Construction of commitment is always attempted by the principal sustainably such as dedicating some teachers to have training and seminar about teacher competence which are directed by Department of Education and Sport in the Banda Aceh.

In improving teachers' commitment, the principal asks the teachers to have MGMP (Musyawarah Guru Mata Pelajaran/Seminar about the subject), and give them chances to supervise teaching learning process one another in order to have advises in solving their weakness while carrying out their duties in the class.

Based on the data above can be seen that the improvement of commitment of teacher is very important to be conducted by the principal in order to support the improvement of commitment in increasing teacher performance which is the main factor of successful teaching until the teacher can be obligated to have responsible, commitment and discipline in doing the duties and always improves their performance. To improve teacher performance, the principal tries to foster teacher performance.

There are some efforts were conducted by the principal of Junior High School of Banda Aceh in having commitment such as: Conducting and telling the teachers to attend seminars and training

sessions, collaborating with other schools, bringing in the experts, providing opportunities for teachers to continue their education, placing teachers in proportion to the field, evaluating the work of teachers and giving guidance, providing the opportunity for teachers to hold mutual supervision, providing and optimizing the infrastructure and education supplies..

Motivation of responsibility is a support factor in doing something in order to make the teacher capable to run and improve their performance, so the principal should motivate the teachers. The leadership of the principal of the Junior High School in the city of Banda Aceh in motivating teachers is by emphasizing the intrinsic and extrinsic motivation by: Creating a harmonious situation and cooperation between teachers, reward, engaging teachers in every school activity, providing the opportunities to the teachers to have a voice for development of the school, trying to satisfy the desires of teachers and completing all the necessary in having the duties of the teacher.

The school principal is a leader and manager in schools and serves as a leader and a manager who has to be fair to his staff, pay the same attention to his staff, be friendly in giving duties in which the duties should be referred to the individual ability of teacher in research. The question asked to the principal is “ what do you do to have improvement to the teacher commitment? "The principal replies that he provides guidance and warning to teachers who have not finished their job well, and gives a reward and welfare to the good teachers.

The principal considered that teachers as partners who can always be invited to exchange the thoughts and are able to communicate wherever they are. This reflects that the principal is great and humble and never assumes that being a principal is a pride but it is a position of trust that must be carried, managed and responsible both to man and to God.

Wahjosumidjo (2001:1530) stated that: “Working commitment either individually, team or organization is influenced by the work environment and colleagues”. Work environment strongly influences the commitment of someone to work better or in return because of work environment is unbreakable aspect of emotional, in carrying out the daily duties, organization is obligated to be professional in working and it will be raised if it consists of a solid team work.

Working commitment of subordinate is absolutely supported by colleagues who always reminding, helping, supporting and suggesting if his work is not good until self-belonging arise among them.

The question given to next teacher is “How does the principal improve the commitment and comfort in improving teacher performance?. In this case, the principal pay the attention to the teacher comfort, especially in teaching, thee principal provides place and necessary books for teachers, such as pack book which is related to the subject it self.

In this part, the principals says that, as a l eader, he always pay full attention about teacher comfort in their duties because he believes that working mechanism is designed and irregularly distributing duties to the teacher because of the situation. The characteristic of leadership can be pointed out from the condition of the teacher as discretionary leadership.

## **Conclusions**

Based on the result of the result and discoveries in this research, so that can be concluded that leadership style of the principal in improving teacher commitment in Junior High School of Banda Aceh city such as follows:

Leadership efforts of the principal in improving teacher responsibilities to create harmonious corporation among teachers, try to provide teaching tool, reward and punishment. There are some steps in improving teacher responsibility are by having a harmonious circumstance in corporation. In the implementation, the principal makes an opened moment such as having the right to declare their opinion and their will toward the improvement of the school and if the problem exists, it will be

solved together and also involves the teacher in every activity. Beside that the principal also explains about the goal of the school.

Discretionary leadership style is implemented to socialize the vision and mission of the school. The principal is very respect to the values of togetherness to bring the school of Junior High School of Banda Aceh to be better in the quality. Instructive leadership style is implemented in socializing the rules such as, every teacher should gather the target of curriculum which determined by the school, Department of Education and Youth Sport at the district level, provincial and central level. Principal Leadership Styles in Improving Teacher Discipline in the Secondary Schools of Banda Aceh uses the Instructive leadership styles and consultation.

Instructive leadership style is implemented by the principal of Junior High School of Banda Aceh, in terms of the attendance and punctuality for the class entering in accordance with a t the schedule and assist the teachers in developing patterns of behavior and knowledge, executes the order which has been agreed with the results of the deliberations. Discipline of teachers in various fields is a very important thing because it is one of the factors that determine the effectiveness of teaching learning. Leadership principals in developing teacher discipline is performed by conducting training to the teachers especially discipline. It means that in perform education activities effectively and efficiently, then all education personnel should have a high discipline in all areas.

The next step is providing guidance which are related to the professional competence and the capabilities of teachers. The steps which are taken by principals in developing and improving teacher discipline in every meeting is always reminding about the importance of teacher discipline and the importance of obeying the order which has been made with the teacher, in daily activities as principal I tried as much as possible to improve self-discipline in order to be a emulated and imitated by the teachers.

In controlling teacher discipline, the principal also forms a special team to supervise about teacher discipline, how important the discipline to improve performance. Teacher discipline in every side of education is very crucial because it is one of the main factor which determines the effectiveness of teaching learning in the school. If the teachers have been discipline in all side, so the all the program will run well. That is why they must be the pattern for the students. It wish that the students can imitate it, and if the teacher is in return, program of teaching learning will not run well and the students will not be discipline

The implementation Discretionary leadership style of the principal of Junior High School in Banda Aceh appears such as giving the opportunity to supervise each other about their teaching learning process until they can advise and perfected their weaknesses one another in teaching. The principal behaves fair to all the staff, pay full the attention and fair either in distributing duties or welfare in accordance with their burdens.

Teacher commitment in working the duties so far is the first step to obtain the aim of education. Kinds of commitment that should be carried is commitment of profession, commitment of organization, and commitment of teaching. If the commitment is still low, the efforts of creating safe and comfortable school can be done by having individual guiding.

In improving commitment, the principal send the teachers to have seminars and training, invites the experts, give them chances to continuo their studies, places them on their skills. And get the meeting every semester in order to evaluate the performance of teacher and also to guide them on their problems during teaching learning and tries to provide all the needs for succeeding teaching learning process.

## The Implication

In the fact of research location on leadership style of principal in improving teacher performance can be formulated a sustainable recommendation for the implication in order to increase the quality of principal leadership style such as:

1. The principal as a leader of education shows the various style in leading in order to create a conducive circumstance to all personnel in the school. Trust and responsibilities are very important to improve the work satisfaction in which influence the teacher performance. In implementing leadership style, the principal should be in accordance with the applicable requirements in the school, the truth conditional which provides any participation opportunities and the right to be heard before the conclusions drawn or decisions made.
2. The principal should always provide high motivation to teachers, especially teachers' awareness about discipline, and compromise, which is the most effective solution on the difference or the exchange of consequence in improving teacher performance..
3. The principals and teachers have a strong commitment finishing the tasks in on time, the principal has the role, duties and responsibilities which are essential in coaching and increasing teachers' commitment to carry out the task as a teacher to run the work in order to achieve the optimal performance. The school principal provides books about the school leadership style, until the knowledge of the leadership style increases their understanding in order to achieve high quality education.

### A. Suggestions

1. The principal as leader of the highest in the school is expected to apply his leadership style, the use of the instructive leadership style can affect (1) the authority of the principal can be lost, (2) teachers will be getting lazy in performing tasks, (3) the responsibility of the teacher will be neglected, (4) the teacher will be more aggressive than the principal.
  2. 2 The principal is also expected to raise awareness of teachers so as to give a greater sense of responsibility, all participation is focused on the common goals and provides the opportunity to all the teachers in the school to have contribution.
- 3 In improving the performance of teachers, the principal is to truly understand and apply the function and his role. The Principals should always strive to improve the strategy in guiding, motivating, and improving teacher competence, knowing the weaknesses or obstacles that exist and trying to overcome the barriers and the teachers should try to improve the performance of their professional competence. The future researchers are expected to conduct the research on the school leadership in general and leadership style of principals in improving the performance of teachers particularly, and should study deeper with a variety of other research methods in order to obtain the new discoveries that can be utilized by the educational institutions in achieving its intended purpose.

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