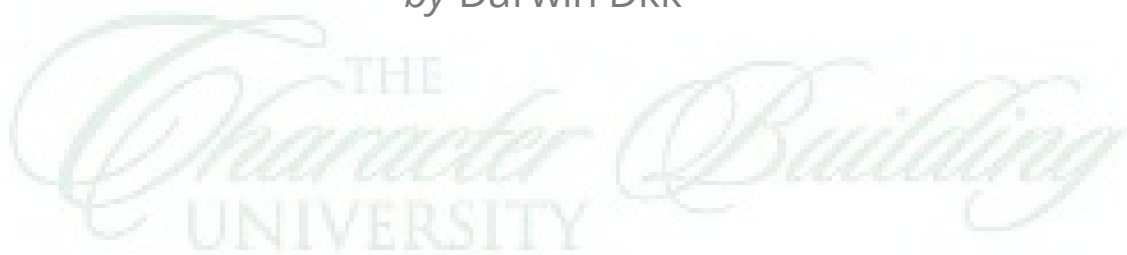


Principal Leadership Strategy in Improving the Quality of Teachers and Education Personnel in Senior State High School 1 BatangToru

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Principal Leadership Strategy in Improving the Quality of Teachers and Education Personnel in Senior State High School 1 Batang Toru

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Abstract: The principal is the highest order in the school. His leadership will be very influential in determining the progress of the school. The purpose of this research is: (1) describe leadership strategies applied to principal in improving the quality of educators and educational power, (2) describe the process of the implementation of the leadership strategies conducted the principal in improving the quality of educators and educational personnel, and (3) describe the factor endowments and a barrier factor by principals in improving the quality of educators and educational personnel. This research used the qualitative approach with a descriptive method. Data collection is done by observation, interviews, documentation. Were analyzed through three stages, namely the reduction of the data, the presentation of the data and the withdrawal of the conclusion. The results showed that: (1) the principal's leadership Strategy in improving the quality of produce educators: educators and enhancement of work teachers, development of cooperation with other institutions, an increase in the grant awards on teachers who Excel and give welfare beyond the base salary, (2) the process of the implementation of the strategy is the principal leadership in improving the quality of produce educators and educators: bringing in a team of experts to conduct coaching, monitoring the development of teachers, treat teachers as partners, (3) factor endowments and a barrier that in dealing with the principal in improving the quality of educators and educational personnel: 1) factor endowments: creating learning planning, using the method varied learning and paying attention to the condition of the learners, embody a conducive classroom climate, an inhibitor of factor 2): still the presence of low teacher quality improvement would be his teacher, still less competent teachers and still the lack of the number of teachers according to needs.

Keywords: Principal, Educator Quality, Leadership Strategies, Educational Personnel.

I. INTRODUCTION

Entering the 21st century this Indonesia faced with a complicated issue such as the problem of reform in the life of a country and nation, the problem of prolonged crisis and until recently hadn't, macro policy issues about the system of Government the regional autonomy that empowers communities. The demands of the globalization era understood the importance of efforts to improve the quality of education as a vehicle in building and forging quality human resources. The quality of the human generated through conducting an education of quality. In an effort to improve the quality of national education Government especially through the Ministry of national education continuously strives to do various changes and the renewal of the education system, one of the effort's been and being done, that is related to the factors of teachers.

Observe the national education goals contained in Act No: 20 years of 2003 about National education system and Government Regulation number: 19 year 2005 about national education Standards, and pay attention also on the plan Strategic development Government of South Tapanuli Regency who puts educational programs in the first place. With the basic regulation regulation above, then every High School graduate is expected to be an intelligent man, a noble character, the man of faith and pious to God Almighty, the lofty ethical, have knowledge and skills, as well as healthy physical and spiritual. In addition, High School graduates are expected to have a high sense of responsibility towards the nation and homeland.

This purpose is always yearning to every citizen of Indonesia in General, nor the South Tapanuli community in particular. In spite of hopes and expectations are still far, but nevertheless attempts to achieve those goals should always go on. On the other hand the demands of globalization brings us entered the current intense competition to enter the job fair. Meanwhile, High School graduates are also expected to continue education at a higher level, but for various reasons and a lot of problems, many of which could not go on to College, as appropriate.

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Whereas when you will enter the job fair provision of life skills which are owned is still very lacking. As a result of High School graduates in General and particularly In The Senior State High School 1 Batang Toru all-round awkwardly, that want to continue on to higher education, financing constraints are experienced when entering job fair provision of skills that are owned not quite adequate.

Senior State High School 1 Batang Toru devised a strategic plan with the hope of being able to answer the challenges that always arise in the world of education today nor in the future. Programs compiled in addition to the routine nature of the program also includes the academic quality improvement program and supply quality improvement skills Polytechnic, with hope that every graduate of Senior State High School 1 Batang Toru confident in following selection in College, as well as being able to compete in entering the world of work. Given the history of the founding of the school and pay attention to the ability of resources as well as the potential that exists in Senior State High School 1 Batang Toru, the outline of a strategic plan is structured as follows: good service Programs to students, the community and in institutions related attempted by providing excellent service, having regard to any advice, opinions, and feedback from various parties, schools are always trying to improve the quality of educators and educational personnel, maintain good communication with various parties, so as to provide good service.

Senior State High School 1 Batang Toru was established on November 9, 1983, with Statistics Number/NPSN: 301.071.002.025/10207077, having its address at Sibolga Street, Aek Pining Sub-district, Batang Toru Sub-district, South Tapanuli District. Senior State High School 1 Batang Toru Negotikan in 1983 / 1984. This school was founded on the encouragement of people who want to send their children to a higher level. The physical condition of the school building is quite good, and the environment is comfortable, beautiful, shady and clean. The cleanliness of the school and school garden remains guarded by guards and residents of the school are mutual. The school is a favorite among students, parents and the community that is a lot of teachers who have long teaching and experienced, the location of the school is very strategic location, comfortable and away from the crowds, avoid the noise, the school in surround with a fence 2 meters are made from bricks and not easily traversed by students in vain. Senior State High School 1 Batang Toru is an accredited school and "A" school that meets national standards of education (SNP). From the above description it is clear the principal should be able to establish strategies for the development of education quality which leads to the improvement of the quality of educators and education personnel. The attainment of the quality of education depends heavily on the ability and skill and leadership of the school principal, since the headmaster arranges gradually and continuously sourced teacher resources to achieve the established quality standards.

Senior State High School 1 Batang Toru is one of the formal education institutions, a school whose existence is quite important in supporting educational activities in South Tapanuli. This school seeks to improve the quality of education through various trainings and teacher competence improvement, high motivation to teachers, staff, and students, providing relevant skills to students, providing religious education and balanced public education so that students understand religious education and general education in depth, the use of books and learning tools are good, good learning process, teaching is conveyed by professional teachers, and good service to customer education (students), so Senior State High School 1 Batang Toru can issue graduates who have human resources quality.

Leadership strategy is a demand for leaders to be flexible in overcoming unexpected and demands for those who have a "helicopter vision" that is a far-sighted ability. Strategic leadership should be an art and science that focuses its attention on policies and goals with long-term plans. Based on the above understanding can be concluded that the leadership strategy is a plan or the way that leaders do to achieve a certain goal. The purpose in relation to the principal's leadership strategy, then the goal to be achieved for the advancement of an educational institution.

Several other authors also propose leadership strategies. Farkas and Backer developed the idea of maximum leadership that includes five approaches: strategic approach, human asset approach, expertise approach, control approach, and change agent approach. [1] Covey also developed a leadership strategy called principled leadership whose one strategy is customer orientation.[1]

Brich developed an instant leadership strategy with 66 practical ways of leadership. Out of the most practical, there is a core strategy that he proposes is that the best leader is the one who enables the fulfillment of previously unacceptable demands and then offers the unquestioned supreme support, quality leadership with challenge and support.[1] Maxwell develops the basic principles of leadership that include, setting priorities, integrity, creating positive change, problem solving, positive attitudes, developing human assets, insights, and personal discipline.[2]

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The same leadership strategy emerged in educational studies in the Heck, et al study revealed several aspects of principal leadership that distinguished high achieving school and low-achieving school, these aspects include: (1) involving staff in decisions and teaching (4) communicating demands for high achievement to students, (5) rewarding student academic achievement, (6) coordinating the teaching program, (7) participating in discussions on teaching issues, (8) observing teacher teaching methods in the classroom, (9) providing learning resources, (10) regular classroom visits, (11) helping teachers improve teaching.[2]

Thus strategy is a framework or tactic that guides and controls choices that define the nature and direction of an organization. If drawn in education, principal leadership strategy in improving the quality of educators and educational staff is the main, and tactic designed systematically and directed by the leader of the school principal education to achieve the goal of developing / improving the quality of educators and educational personnel. The strategy in question here is the overall approach relating to the execution of the idea, planning and execution of an activity within a certain period of time conducted principals in a particular institution.

As an effort to develop the quality of teachers' resources there are five school development strategies that must be done: 1) Improving education services in schools, 2) Expanding and equitable educational opportunities in schools, 3) Improving the quality and relevance of education, 4) Development of education systems and management, 5) School institutional empowerment. With this strategy, an institution will realize the small number of dropout rates, the equity of learners to get education in spite of remote areas.

According to Dubrin Adrew J defines: Leadership as the ability to move, influence, motivate, invite, direct, advise, guide, enjoin, govern, ban, and foster with the intention that humans as a media management willing to work in order to achieve goals administration effectively and efficiently. Understanding shows that leadership is a series of activities to influence others in achieving certain goals.[3]

Indrafachrudi Soekarto said that leadership: an activity in guiding a group in such a way that the achievement of group goals and objectives is a common goal.[4] Kartono Kartini said that Leadership is a matter of relationship and influence between leader and leader.[5] This means that leadership is a factor of one's self that can be grown and developed. The effectiveness of one's leadership is not merely aimed downward or at the subordinate, but also horizontally towards peers on the same level, and even vertical upwards that is towards a leader who is hierarchically superior to it.

Along with the above description there are some important things related to a person being a leader that is: (a) a person is destined to be born to be a leader, a person becomes a leader through preparation and education efforts and driven by his own volition; (b) a leader when from birth he has leadership talent and then developed through education and experience and in accordance with environmental demands and leadership requirements are always associated with power, authority and ability.

1.1 Principal

The principal is the one who determines the center point and the rhythm of a school. The principal has a very important role in moving the school life to achieve the goal. There are two things that need to be considered by the principal in the lead are:

- a. The principal acts as a central force that becomes the driving force of school life.
- b. Principals should understand their duties and functions for the success of the school, and have a concern for staff and students.

The role of school principals in the perspective of national education policy by the Ministry of National Education has seven principal roles as educators, managers, administrators, providers, leaders, climate creators and entrepreneurs. In educational units, the principal occupies two important positions to ensure the continuity of the educational process as outlined by the legislation. First, the principal is the manager of education in the school as a whole. Second, the principal is the formal leader of education in his school, defined as the head, because the principal is the highest official in the school. That improving the quality of headmaster leaders required at least three basic abilities namely: (1) conceptual skill, namely the skills to understand and operate the organization, (2) human skills, the skills to cooperate, motivate and lead, (3) technical skills, ie skills using knowledge, methods, techniques and equipment to accomplish certain tasks. The principal as the top manager at the school should make every effort to optimize all school resources so that the expected school goals are achieved.

1.2 Educators and Education Personnel

Teachers members of society who are devoted and appointed to support the organization of education. While educators are qualified personnel as teachers, lecturers, counselors, tutors, instructors, facilitators, and other designations in accordance with the specificity, and participate in conducting education. Other Education Personnel are people who participate in the implementation of education in educational units,

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although indirectly involved in the education process include: 1) Representatives / Chiefs of general affairs educators who have additional duty in a special field, to assist the Head of Education Unit in the implementation education at the institution. Example: Head of Curriculum Affairs. 2) Administration is the Education Personnel assigned in the administrative field of the agency. Administration fields managed include: Administration of correspondence and filing, Staffing Administration, Student Administration, Financial Administration, Inventory Administration and others. 3) Laboran is a special officer responsible for tools and mater¹⁹ in the laboratory. 4) Librarian, Extracurricular Coach, Security Officer (school guard), Janitor, and others. Educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, conducting mentoring and training, and conducting research and community service, especially for educators at universities.

II. Research Methodology

2.1 Data and Research Subjects

The data collected in this research is data that is in accordance with the focus of research that is about leadership strategies of principals in improving the quality of educators and education personnel in Senior State High School 1 Batang Toru, the data collected can be descriptive in the form of words or pictures. Data can be obtained through interviews, field observation notes, portraits or photographs, individual documents, memoranda and official documents.

2.2 Research Sites

The research was conducted in Senior State High School 1 Batang Toru, in which the researchers interacted with the principal, vice principal of curriculum, representatives of teachers, school committees, supervisors and employees of TU, located around the settlement, precisely at Sibolga Street, Batang District Toru, South Tapanuli District, Aek Pining Sub-District, Postal Code 22738.

2.3 Time of Research

The time of this research is conducted from April to June 2017, but this planning is not absolutely applicable or can be changed according to the conditions in the field until the information is uniformly obtained from the informant.

2.4 Data Collection Techniques and Instruments

In this study researchers act as an instrument as well as gather data so that it can be said researcher in this study acts as a key instrument. This data collection activity is conditional that depends on the school atmosphere. The data collection procedure uses three ways: interview, documentation and field notes. Observation is very important for researchers to know what is done by the principal in improving the quality of educators and educational personnel.

2.5 Research Instrument Grid

To facilitate researchers in collecting information and data in the implementation⁵⁸ of this study, the researchers set up indicators that will be used as guidelines in the documentation tailored to the study of theories that have been prepared in the previous chapter.

1) Observation Sheet (Field Notes)

The first step is to carry out observation. Things that are observed starting from the physical state of the school, the strategies / steps that the principal does in improving the quality of education services, along with other personnel to the customers of education, the interaction between school residents and others. Observation guidelines are usually in the form of a check (checklist) or a list of fields.

2) Interview Guidelines

These interviews are structured and unstructured using field notes and tape records. In order for the interview process to be effective and efficient, firstly prepared the material of the interview related to the implementation of leadership principal leadership process in improving the quality service of the educator and the education staff in Senior State High School 1 Batang Toru and so that the data obtained is more tested, varied and valid, The interview was developed while in the field, which was then to ensure the validity of data triangulation was done. The informants in this study were principal and triangulation was done to the vice principal of the curriculum, representatives of teachers, supervisors, school committees, and TU officials.

3) Documentation Study

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Documents and records are used because they are a stable, rich and encouraging source. To obtain information and data of this research, researcher try to get document in the form of: announcement, instruction or rule, report, decision of Head of South Tapanuli Education Office, and others. From the data obtained, all collected and interpreted by the researcher, but there is another secondary instrument that can help the researchers ie photographs, notes and documents related to the research focus. Data collection techniques through documentation studies are used to complement the data and information obtained from the two previous techniques.

2.6 Field Note Model

This note is a very short sketch, containing key words, phrases, subject matter of content or observation, perhaps images, sketches, socio drama and others. The note is useful only as an intermediary tool that is what is seen, heard, felt, kissed, and touched with actual notes in the form of field notes. The notes were recently converted into a complete record and called field notes after the researchers arrived home. The process is done every time you finish the observation or interview, should not be neglected because it will be mixed with other information and one's memory is limited.

The recording of principals' efforts and tryings through interviews, observation is the result of a combined effort of seeing, listening and asking. The main data sources in qualitative research are words and actions, the rest are additional data such as documents and others. Researchers also use documents in obtaining data, documents usually shared on personal documents and official documents.

2.7 Data Analysis

Stages of qualitative data analysis are as follows: reading / studying data, marking key words and ideas in the data, studying key words, trying to find the themes that come from the data, write the "model" found. Furthermore, from the descriptions, the data reduction done by the researcher is by: (1) making temporary summary, (2) making code, (3) raising theme, (4) classifying information, (5) sorting data / information. (6) write a memo. This data reduction will continue from the field researchers until the final report is compiled. In this research, data presentation is used in the form of narration and matrix. Drawing conclusions, then in the stage of drawing conclusions, it can be argued that this stage has its own position in qualitative research, in the form of words, writing and social behavior. The initial conclusion is still loose but then increases into more detail and deep with increasing data and finally the conclusion is a complete configuration, with the interaction model of qualitative research data analysis the implementation of data collection, data reduction and conclusion is a cycle and continuous process until the discovery of a point saturated.

2.8 Validity of Research

In this study, the validity test data obtained by researchers is using the test of credibility by means of triangulation. In this research triangulation used is triangulation of source and triangulation technique.

1. Triangulation of Resources • The source triangulation used in this study is the principal, deputy head of curriculum, teacher representation, supervisor, school committee and TU employee. Data from these sources are described, categorized which have the same views, different views and which are specific.
2. Triangulation techniques □ Triangulation techniques used in this study is to use interview techniques, documentation and field notes. In this study, researchers reveal data about leadership strategies of principals in Senior State High School 1 Batang Toru with documentation.

III Result and Discussion

3.1. Research result

The success of an educational institution is highly dependent on the principal's leadership, since the principal is the institutionalized leader, then the principal must be able to bring his or her institution towards the achievement of the established goals, the principal must be able to see changes and be able to see the future in a better global life. In this chapter the researcher will discuss the findings outlined in the previous chapter which is about the exposure of the principal's leadership strategy in improving the quality of educators and educational staff regarding: Principal leadership strategy in improving the quality of educators and education personnel, the process of applying principal leadership strategy in improving quality of educators and educational staff, and the supporting and obstacle factors faced by the principal in improving the quality of educators and education personnel.

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3.1.1 Principal Leadership Strategy in Improving the Quality of Teachers and Education Personnel

In order to improve the quality and competence of Human Resources especially teachers, staff and stakeholders, the principal should be able to influence his subordinates to be more enthusiastic in working and commitment to the task, in this case the principal of Senior State High School 1 Batang Toru trying to motivate and inspire the teachers. The connection with the problem one of the strategies pursued by the principal of Senior State High School 1 Batang Toru in an effort to improve the quality of educators and educational personnel is by raising the spirit of the performance of teachers, as the results of the principal's narrative to researchers in interviews with the principal in the headmaster's office on May 17, 2017. The interviews indicate that the principal tries to influence teachers, staff and stakeholders to arouse enthusiasm for work and commitment to task goals, and foster a sense of belonging to the institution, thereby growing a sense of responsibility and reminded of the values of the struggle for a teacher, and helped and set an example in accordance with the expectations and plans that have been made.

From the description of above research results, the researcher can conclude some findings related to the principal leadership strategy in improving the quality of educators and education personnel in Senior State High School 1 Batang Toru as follows:

1. Increasing the morale of teachers by growing a sense of belonging to the institution so as to grow a sense of responsibility and high reminder of the values of the struggle for a teacher.
2. Development of cooperation with other institutions in the workshop, training to improve the competence that ultimately performance can increase.
3. Improved awards to high performing teachers and providing welfare beyond basic wages tailored to institutional capacity.

Based on the above explanation, it is clear that the strategy is achieving the ultimate goal or goal. But strategy is not a plan, so the strategy here is used for the development of educational institutions so that it can be implemented. The Hiersey and Blanchard, 1982, for recognition of the importance of leadership variables within organizations has been the basis for the analysis of the strategies of formulated behavior (Harsey and Blanchard, 1982), for example, sees effective leadership (which encourages performance subordinates) is a leadership that looks at two aspects simultaneously orientation to the task and orientation towards human, orientation to task and give leadership that has clear vision, clear task and permanent communication system, orientation to human beings bear the leadership of welfare, the hearts of subordinates, humanize subordinates and encourage subordinate participation in various aspects of organizational life.

3.1.2 Application Process Principal Leadership Strategy in Improving Quality of Educators and Education Personnel

In terms of planning, the strategy is a broad and integrated unity plan that connects internal organizational strength with external environmental opportunities and threats. Strategies are designed to ensure organizational goals can be achieved through proper implementation, the substance of the strategy is basically a plan. Thus the strategy undertaken to improve the quality of educators and educational personnel can be realized with the vision and mission has been established.

3.1.2.1 The Implementation Process Improving the Spirit of Performance of the Teachers by Growing the Possessing of the Institution, thereby Growing Sense of High Responsibility

In carrying out its leadership the principal performs his duties and roles as much as possible in order to improve the quality of educators and education personnel in Senior State High School 1 Batang Toru achieved according to the expected goals. So the principal of Senior State High School 1 Batang Toru is a principal who really has a role as a leader and educator as well as mentor, he (KS) not only govern but he is also able to accompany and he also still have shortcomings, the proof he (KS) still bring a team of experts to provide training to teachers to become more professional in their respective fields, and this is one of the process for teacher performance can increase which in the end education will achieve high quality. For the principal, he is a shared partner and consultant for advice and opinions in school management. This is because in the work the principal must meet many people with various backgrounds, conditions and problems faced. They should also be able to work equally well with individuals and groups.

Based on the observation of the researcher that the principal of Senior State High School 1 Batang Toru in carrying out his leadership duties always emphasizes cooperation with the teachers, he (KS) considers them as partners to achieve the goals of the institution, not regard them merely as subordinates or employed persons. This is as told by Mrs. Sanurilam, S. Pd as a teacher in Senior State High School 1 Batang Toru. From the results of the narrative that has been submitted by the teacher above can be clearly understood that the principal of Senior State High School 1 Batang Toru in an effort to improve the performance of teachers by taking some process of applying leadership strategy such as by treating the teachers as partners not just as people who are

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employed, because the principal is fully aware that without the teachers, no matter how well planned the program will be in vain, so teachers, staff and stakeholders are the most important aspect of resources that should get the attention of the principal.

3.1.2.2 The Implementation Process of Cooperation Development with Other Institutions In Attending Workshops, Training to Increase Competence Finally Performance Can Increase

The principal makes teachers as partners and relatives, so the principal assumes that fellow teachers must support each other for one purpose. Therefore the principal continues to seek, obtain and even facilitate and provide wide opportunities for teachers to be able to carry out professional development activities through various educational and training activities, whether conducted at schools such as MGMP / MGM at the school level, professional discussions and so on or through education and training activities outside of school such as: opportunities to continue education or attend various training activities held by other parties. In an effort to create a conducive culture and working climate, the principal should pay attention to the following principles: (1) teachers will work harder if activities are interesting and exciting, (2) the purpose of the activity needs to be clearly defined and informed to the teachers so that they know the purpose of their work, the teachers can also be involved in the preparation of the goal, (3) the teachers should always be informed of each job. (4) Reward is better than punishment, but at times punishment is also required, (5) try to meet the socio-psycho-physical needs of the teacher, so that the principal's satisfaction should be able to create renewal, comparative advantage, and exploit various opportunities. The principal with a strong entrepreneurial attitude will dare to make innovative changes in his school, including changes in matters relating to the student's learning process and the competence of his teacher.

Besides, the principal always make persuasive communication with the teachers and other staff at school and always meeting in solving all problems that occur in the institution he leads. With this strategy it turns out that teachers, staff and stakeholders will be more open to express everything to the principal especially related to the tasks of education as well as his personal problems sometimes, so in this way the principal will know better what teachers, staff and stakeholders so that he will more easily give guidance coaching in an effort to improve performance associated with school development programs to achieve the desired goals.

From the above description, the researcher can draw the conclusion that the process of applying the development of cooperation with other institutions in the workshop, the training to improve the performance competence, is done by: training or workshop to increase competence, persuasive with the teachers and other staff at school and always meeting in solving all the problems that occur in the institution he leads.

3.1.2.3 Price Enhancement Process for Achieving High Achievers and Providing Prosperity Outside Salary that Meets Institutional Ability

Provision of welfare or salaries of teachers, staff and employees outside the basic salary conducted principals of course by looking at the condition of the institution or tailored to the existing financial capabilities and conditions. Awarding strategy is done by the principal if there are teachers and staff who get the achievement in a way to be congratulated and also given an award in the form of certificates are also sometimes given a gift in the form of goods.

From the description of the above research results, the researcher can conclude some findings related to the process of applying principal leadership strategy in improving the quality of educators and education personnel in Senior State High School 1 Batang Toru as follows:

1. Conducting the development and guidance of teachers by bringing a team of experts in the field to conduct coaching.
2. Treating teachers as partners, not merely as people employed and developing cooperation with teachers to achieve the goals of other institutions in attending workshops, training to improve teacher competence.
3. The principal always persuasive communication with the teachers and other staff at school and always meeting in solving all the problems that occur in the institution he leads.

3.1.3 Supporting Factors and Inhibitors faced by the Principal in Improving the Quality of Educators and Education Personnel.

3.1.3.1 Providing Factors Principal Leadership Strategy in Improving the Quality of Educators and Education Personnel.

It can be said that the level of performance that teachers have in performing tasks at school depends on the small number of tasks that are the responsibility that everyday teachers should undertake and how to accomplish this task that is emphasized on the task of teaching, guiding and implementing school administration. The above description shows us that the supervision, discipline system and reward that have

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been done by the principal, also has a positive effect on attitudes and behavior of teachers, proved a significant change in behavior and this will have a positive impact on the process and learning outcomes which teachers do both inside and outside the school. Making learning tools and evaluation process including the use of instructional media is a very urgent thing to do by the teacher, because the learning tool is like a map that will show where the goal will be achieved, without learning tools and evaluation procedures are appropriate then the learning will be done will be biased to give meaning to the learners and will also be known to what extent the learners have achieved the purpose of learning is done, because the learning is done with no direction and clear goals.

In all the results of the above interviews, it turns out the impact / factor of strategies leadership that has been applied by the principal in improving the quality of educators and educational personnel in Senior State High School 1 Batang Toru showed a quite satisfactory change both in terms of classroom management, learning systems and climate classroom settings that is conducive, all of these will give a positive influence on the success of the process and learning outcomes of learners.

3.1.3.2 Factor inhibiting Principal Leadership Strategy in Improving Quality of Educators and Education Personnel.

In a process, no one can run perfectly, not least the leadership in Senior State High School 1 Batang Toru in improving the quality of the teacher. Although the process of improving the quality of education is designed, implemented and even evaluated with modern model management, but in the end whose name constraints / obstacles remain. In general, the obstacles encountered in the principal's leadership to improve the quality of teachers are still teachers who are low awareness to improve the quality of teachers, still the lack of competent teachers and the lack of teachers as needed. This is based on the results of interviews with principal Drs. MhdZuhdiPulungan, SH, M.Pd on May 17, 2017. In the revelation it can be understood that there are obstacles of principals in implementing their strategies to improve the quality of teachers. The obstacles are teachers who lack awareness of teacher quality improvement. Although not all teachers, staff and stakeholders have this character, but in effort to create a culture (culture) the quality of education will have an effect.

Another obstacle in efforts to improve the quality of teachers in Senior State High School 1 Batang Toru is the lack of teachers in accordance with the needs of schools. There are 42 teachers in this school. Based on documentary studies conducted did indicate the lack of teachers in certain subjects in this school. This is certainly one of the weaknesses of school principals in improving the quality of teachers in Senior State High School 1 Batang Toru.

3.2 Discussion of Research Findings

3.2.1 Principal Leadership Strategy in Improving the Quality of Educators and Education Personnel

Leadership run by principals in Senior State High School 1 Batang Toru is classified into the type of democratic leadership in making decisions are very concerned with deliberation, which is realized at every level and in each unit. The principal leads with a cooperative and non-dictatorial attitude, he always stimulates the members of his group to work together in achieving the goal. The principal performs its function well, it is reflected from the creation of a pleasant and not boring work climate. The principal does not limit the headmaster to the teachers, they all blend into one. But still the existence of professionalism, which when KBM took place all seriously doing each of his work, but when gathered in the teacher's room there was an atmosphere of intimacy, a lot of joke between the principal with the teachers. This can be seen from the interviews, observations and documentation, where the strategy applied has been done with steps that are organized and involve starting from the principal, vice principal, teachers, and employees.

In order to improve the quality and competence of Human Resources especially teachers, staff and stakeholders, the principal should be able to influence his subordinates to be more enthusiastic in working and commitment to the task, in this case the principal of Senior State High School 1 Batang Toru trying to motivate and inspire the teachers. The connection with the problem one of the strategies pursued by the principal of Senior State High School 1 Batang Toru in an effort to improve the quality of educators and educational personnel is by raising the spirit of the performance of teachers. The principal seeks to influence teachers, staff and stakeholders to generate employee morale on work and commitment to task goals, and foster a sense of belonging to the institution, thereby growing a strong sense of responsibility and improving the values of the struggle for a teacher, and helping and set an example in accordance with expectations and plans that have been made.

According to Drs. MhdZuhdiPulungan, M.Pd as principal we can see that in order to raise teachers to be more eager in improving the quality of educators and education personnel, the principal always reminded that being a teacher is a noble task, the value of his struggle includes the afterlife, the teacher is like oil fragrance that can hurt others, and the teacher is like the sun that can illuminate the others, the teacher is an unsung hero.

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Therefore there can be no born of great world leaders without the services of a teacher, so the teacher is the most superior profession. The principal also does not forget to always give an example first in completing tasks and obligations. Besides, the principal also strongly recommend to always work together in carrying out every work of the institution for the achievement of the goal, therefore the sense of belonging to the institution always he grows in mind all the teachers so that they all have a great responsibility and performance high enough to advance the institution he leads.

The strategy used by the principal in improving the quality of educators and educational personnel in Senior State High School 1 Batang Toru, which among them is a strategy to reward the achievers. Besides that the principal also always reminds the teacher that our task as a teacher is not just transfer knowledge to the students (teaching) but more importantly is the transfer of value (educate) and this is very difficult. Therefore, to be able to do the process of educating or transfer of values then the teacher must have a complete moral integrity or a teacher's personality competence should really be applicable. From the above explanation can be concluded that the position of the principal will determine the direction of an institution. The principal is a regulator of the existing programs in the school, because later it is expected the principal will bring the spirit of teacher work and school culture in improving the quality of educators and educational personnel.

3.2.2 The Implementation of Principal Leadership Strategy in Improving the Quality of Educators and Education Personnel

Schools that have implemented a strategy and work systematically based on a planned strategy to foster a sense of compliance, commitment, understanding and ownership of the school can produce successful learners, rather than schools that have no cultural identity. Strategy is not an annual determination issue, strategy takes time and security to run smoothly. The success that occurs because the strategy runs consistently over time, whereas failure can occur because the strategy is altered. Plans that have been made by a leader need to be tested for success by means of being implemented. In the process of implementation / strategy required controlling, therefore the principal needs to analyze, supervise and evaluate and make regular improvements if the applied strategy has deficiencies.

3.2.2.1 Application Process Improving the Spirit of the Performance of the teachers by Growing the Possessing of the Institute to Grow High Sense of Responsibility

There are four important elements to foster a work ethic which, among others, are as follows:

1. Honesty. Honesty is a basic trait that an employee or worker must possess. Being honest in yourself will be reflected in the daily behavior of a person. More honest will also gain more trust from the lian.
2. Responsibility. A sense of responsibility is a reflection of our commitment to what we do.
3. Mutual respect. The need for recognition or assessment of work performance, this will create a sense of mutual respect and appreciation of the work of each other within the company.
4. Caring. The above three elements need to be applied through a sense of concern both in the environment itself and the wider community.

Constraints that are often faced by an organization is the problem of human resources (HR). HR is a very important and inseparable part of the rotation of movement activities of the organization. Human resources are the main actors, they become valuable assets for the organization. HR is like the breath and the life of the organization. The organization can achieve its objectives because of the role of human resources, starting from the idea until finally giving birth to real action to realize the idea. What is the importance of human resources for the organization, therefore HR managers get special treatment in the system of organizational governance, so there is a simple statement that if the condition of healthy human resources, the organization is healthy and vice versa. The first step that must be done to bring a sense of love to the organization is fix the intention. Intention is a great power that drives your desires or your body. Intend to follow the organization only for God alone, as a form of worship to the Creator, because then we will have a firm grip in running every activity of the organization. With righteous and right intentions, there is no feeling of disappointment at the outcome of a meeting or activity decision, there will never be any resentment and dismay to an individual in the organization, there is only a positive attitude to everyone and on every decision resulting from intent only to God. The second is, we must understand correctly the ins and outs of the organization in follow, the direction, purpose, value or system adopted and the benefits. We must really understand exactly what organization we follow, so that every activity we do in the organization is familiar really can be understood base / base. Organizations that are followed must be able to bring benefits to others and of course yourself. After understanding the ins and outs of the organization, the next step is to ask our own hearts whether the organization we follow is appropriate or not with the conscience we believe in, the personality of our character, and our ideals. If we believe that the organization is compatible with everything we have, then convince ourselves that someday the organization will be very useful to us in every life, our ideals and beliefs.

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The next step is to convince ourselves that we mean a lot to the organization, every thought, presence, energy and everything we can give to the organization is really very useful for the success of the organization. In addition everyone in the organization desperately needs us, no one in the organization refuses and abandons us. Suppose that friend and organization is a new family for us who always faithfully accompany and help us. We are needed, convince it within us. Then rest assured of the abilities we have, we can develop the organizations we follow into successful large organizations.

Rest assured that we can help advance the organization with meaning. Love and belonging will appear within us, if we do the steps above, God willing if we have a sense of love to the organization, to the values held, to the people who are in it then we will not think up to 3 times to provide whatever is best for the progress and good of the organization. From there comes loyalty, responsibility, sacrifice, sincerity, high dedication to the organization and its values. In addition, the management system within the organization must also work optimally to foster a sense of love and belonging within the members. Another affinity that must be grown in us to advance the organization is in the form of mental nature of mutual understanding, mutual support, mutual attention, mutual trust and have the same purpose. From the results of the above research, the researcher can conclude that the effort of the process of applying principal leadership strategy in improving the quality of education and educational staff is by controlling, the principal need to analyze, supervise and evaluate and make periodic improvement if the applied strategy has deficiency.

3.2.2.2 The Implementation Process of Cooperation Development with Other Institutions in Following Workshop, Training to Increase Competence Finally Performance Can Increase

Teachers are one of the main pillars or main components that are dynamic in achieving educational goals and to realize quality education. Approach oriented to the improvement of facilities and infrastructure is not able to lift the quality of education significantly. A fact in the field of many learning facilities such as laboratory equipment, reference libraries, existing in schools are not optimally utilized by schools. Laboratory space in the classroom, the library space in the narrow and in the teacher room even the warehouse. One of the contributing factors is that teachers are not prepared to take advantage of the facilities provided by the various projects proposed to the school. From the results of the above research, researchers can conclude that the process of applying the principal leadership strategy in improving the quality of education and educational personnel is the formation of loyalty, responsibility, sacrifice, sincerity, and motivation that ultimately lead to improving the quality of human resources in the organization.

3.2.2.3 Price Enhancement Process for Achieving High Achievers and Providing Welfare Outside Basic Salary in accordance with Institutional Ability

In today's tough competition, performance makes it the only way to measure a teacher's quality. Therefore, the status of public, private, permanent or honorary civil servants is not particularly relevant in relation to the idea of a teacher's performance professionalism. In many large and advanced private institutions, the status of permanent employees makes private educational institutions unable to develop their teachers professionally, because they are well established. Likewise the civil servants, many who have been comfortable, so neglect to develop himself. Therefore, the teacher must return to his / her own identity that has certain characteristics, that is friendly, open, familiar, willing to understand and willing to learn continuously in order to show the identity of teacher.

From the description of the above results, the researcher can conclude some findings related to the process of applying principal leadership strategy in improving the quality of educators and education personnel in Senior State High School 1 Batang Toru as follows:

1. Controlling is required, the principal needs to analyze, monitor and evaluate and make periodic improvements if the strategies implemented have deficiencies.
2. The formation of loyalty, responsibility, sacrifice, sincerity, and motivation that ultimately lead to improving the quality of human resources in the organization.
3. The government provides minimum financial assurance to each teacher so that they can live decent and dignified as teachers.

3.2.3 Supporting Factors and Constraints Faced by the Principal in Improving the Quality of Educators and Education Personnel.

3.2.3.1 Providing Factors Principal Leadership Strategy in Improving the Quality of Educators and Education Personnel.

1. Always Make Lesson Planning

One form of teacher performance improvement in Senior State High School 1 Batang Toru is before teaching he made learning tools in advance so that the process of teaching and learning in the classroom can be directed to achieve the expected goals. In the context of teaching, planning can be defined as the process of

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composing the subject matter, the use of media, approaches and methods of learning, and assessment in a time allocation that will be implemented at a certain time to achieve the goals has been determined.

The need for learning planning as mentioned above, is intended to achieve improvement in learning. Efforts to improve learning is done with the following assumptions:

1. To improve the quality of learning needs to begin with the planning of learning embodied by the design of learning.
 2. To design a learning need to use the system approach.
 3. Learning design planning is referred to as how one learns.
 4. To plan a learning design referred to the individual student.
 5. The lessons learned will lead to the achievement of the learning objectives, in which case there will be a direct goal of learning and the purpose of accompaniment of learning.
 6. The ultimate goal of planning a learning design is the ease with which students learn.
 7. Learning planning should involve all learning variables.
 8. The essence of instructional design that is made is the determination of the optimal learning method to achieve the goals set.
2. Using a variety of learning methods and taking into account the condition of learners before using certain methods in the learning process

Similarly, the teachers in Senior State High School 1 Batang Toru have applied one form of performance improvement applied in their mastery to use varied learning methods, this is done so that the learning process is not boring that they hold is done during the day, in times when they are tired and began to drowsy. In order to keep the classroom atmosphere fun then the variety of learning methods they use.

3. Realizing a conducive classroom climate (positive classroom management for learning)

In effective classroom management, the physical environment is a very important factor. Therefore the physical environment must be well designed and more than just the arrangement of goods in the classroom. There are four principles that can be used in setting the class, namely:

- a. Reduce the density in the past
 - b. Make sure that the teacher can easily see all the children
 - c. Teaching materials and children's equipment should be easily accessible
 - d. Make sure students can easily view all class presentations
4. Use of instructional media and observe the principles of efficiency and Learning media is anything that can channel the message

It can stimulate the thoughts, feelings and willingness of learners so as to encourage the creation of learning process in the learners themselves. Similarly, has been applied by teachers in Senior State High School 1 Batang Toru in learning to teach the most important thing the process, because this process that determines the learning objectives will be achieved or not achieved. Achievement in teaching and learning process is characterized by a change of behavior. These behavioral changes are both concerning knowledge changes (cognitive), skills (psychomotor) as well as concerning values and attitudes (affective).

The results of research on the supporting factors faced by the principal to improve the quality of educators and education personnel are:

1. Always make learning planning.
2. Using a variety of learning methods and taking into account the condition of learners before using certain methods in the learning process.
3. Realizing a conducive classroom climate
4. The use of learning media and attention to the principles of efficiency and condition of learners in choosing learning media.

3.2.3.2 Inhibiting Factors Principal leadership strategy in Improving the Quality of Educators and Education Personnel

The results of research on obstacles faced by the principal to improve the quality of educators and educational personnel are: (1) Still the teachers are low awareness of teacher quality improvement. (2) There are still less competent teachers. (3) There is still a lack of teachers as needed. Compared with previous research, the researcher considers it important to study because the effort of improving teacher quality and the quality of education in the era of regional autonomy, so it can be considered in improving teacher performance and improving the quality of education in Indonesia, as well as this research, the researcher emphasizes on leadership strategy principals in improving the quality of educators and educational personnel in Senior State High School 1 Batang Toru, because the principal leadership strategy means the effort or effort of the principal to improve teacher performance with orientation to improve the quality of educators and education personnel and to the knowledge of the researcher, this research has not been done.

IV. Conclusion and Suggestion

4.1 Conclusion

Based on the results of research and discussion, it can be concluded several things as follows:

1. Principal leadership strategy in improving the quality of educators and education personnel in Senior State High School 1 Batang Toru as follows:

- Increasing the spirit of teacher performance with how to grow sense of belonging to the institution so as to grow a sense of responsibility and remind the values of the struggle for a teacher.
- Development of cooperation with other institutions to include workshops, training to improve competencies that ultimately improve performance.
- Improved awarding of high performing teachers and providing welfare beyond basic salaries tailored to institutional capacity.

Based on the results of the study gives the following implications:

- Planning improving the quality of educators and education personnel made with reference to the education policy that has been established. In order to make the planning of improving the quality of the teacher, the principal must perform the process of identifying, collecting and analyzing internal and external data (essential and crisis) to obtain current useful information for the preparation and implementation of long and short term plans in order to realize or achieve the goal of improving the quality of teachers in schools.
- As a teacher quality improvement officer, the principal can should be able to identify and formulate the work that the school wants to achieve and identify and formulate ways to achieve the expected results. Roles in this function include: setting goals and standards, determining school rules and procedures, planning and forecasting what will happen for the future.

2. The Implementation of Principal Leadership Strategy in Improving the Quality of Teachers and Education Personnel.

- a) The results of researchers on the process of applying principal leadership strategies in improving the quality of educators and educational personnel are:
- Conducting the development and guidance of teachers by bringing a team of experts in the field to conduct guidance in order to improve the quality of teaching.
 - Treating teachers as partners, not solely as people employed and developing cooperation with teachers to achieve the goals of other agencies in attending workshops, training to improve teacher competence.
 - Principals always communicate persuasively with teachers and other staff at school and always deliberate in solving all problems that occur in the institution he leads.
- b) The discussion of researchers on the process of applying principal leadership strategies in improving the quality of educators and educational personnel are:
- Controlling is required, the principal needs to analyze, monitor and evaluate and make periodic improvements if the strategies implemented are deficient.
 - The formation of loyalty, responsibility, sacrifice, sincerity, and motivation that ultimately lead to improving the quality of human resources in the organization.
 - The government provides minimum financial assurance to each teacher so that they can live decent and dignified as teachers.

Based on the results the study gives the following implications:

- To conduct the principal's strategy of evaluating the quality improvement of the teachers of Senior State High School 1 Batang Toru needs to be done in coordination with the supervisor of the educational unit to evaluate the quality improvement of teachers in Senior State High School 1 Batang Toru.
- The quality of teachers in the educational environment is a benchmark for educational institutions, because as an internal evaluation results for the school's own interest, its performance improvements from the eight national education standards (SNP). The quality of teachers is a self-checking school. One of the keys is honesty, judging what it is because by knowing the weaknesses and shortcomings will be done in need improvement.

3. Supporting Factors and Inhibitors faced by the Principal in Improving the Quality of Educators and Education Personnel.

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- Factors supporting the leadership of the principal in improving the quality of educators and education personnel in Senior State High School 1 Batang Toru are as follows: (1) always make learning planning. (2) Using varied learning methods and taking into account the condition of the learners. (3) To create conducive class climate. (4) Use instructional media and pay attention to principle of efficiency and condition of learners in choosing instructional media.
- Factors inhibiting leadership strategy of principals in improving the quality of educators and education personnel in Senior State High School 1 Batang Toru are as follows: (1) There are still teachers who are low awareness of teacher quality improvement. (2) There are still less competent teachers. (3) There is still a lack of teachers as needed.

Based on the results of the study gives the following implications:

- Quality and professionalism of teachers is very important in improving the quality of educators and education personnel, because teachers are one very important component in teaching and learning process. Therefore, the principal must be able to face all obstacles related to his strategy and efforts to improve the quality of teachers, as well as looking for alternative solutions to overcome obstacles encountered in improving the quality of teachers.

4.2 Suggestions

In line with the details of the problems and benefits of this research for the development of science, the following suggestions based on the description and in accordance with the following research conclusions:

1. For the Head of Education Office in the region, this research is expected as an input material in the framework of preparation and implementation of education planning in accountability, transparency and participation in the future especially in increasing the participation of business world and industry to graduate accommodated in the world of work.
2. For the principal of Senior State High School 1 Batang Toru to conduct routine and transparent evaluation activities to find out the quality of teachers, because by knowing the quality of teachers is the first step to improve the quality of human resources (HR).
3. For school supervisors, the results of this study provide input for supervisors in overcoming obstacles encountered in improving the quality of teachers in this school, so that the constraints can be resolved in Senior State High School 1 Batang Toru.
4. For the principal's principal school planning to improve the quality of Senior State High School 1 Batang Toru teachers should refer to the formulation of vision, mission and school goals. In addition to referring and based on the vision, mission and objectives of the school, the process of planning is done principals are based on the needs analysis (need assessment) and job position analysis (job analysis). This is intended to avoid targets, overlapping work and overload and to streamline and know the desired teacher candidates according to needs such as classroom development, science and technology development.
5. For teachers can information and input the construction for improvement of teacher resource development in Senior State High School 1 Batang Toru, especially related to improving the quality of educators and educational personnel.

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