

PRINCIPAL'S LEARNING LEADERSHIP TO DEVELOPING STUDENT LEADERSHIP IN VOCATIONAL HIGH SCHOOLS

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Abstract

The principal has an important role as a manager in school management that affects the quality of the school. Learning leadership from a principal is needed to design and implement educational programs. This study aims to describe the implementation of learning leadership by principals in developing student leadership. This research is a type of qualitative research that produces descriptive data and is analyzed in the form of written words from observed individual behavior. The methods used in this research include interviews, observation, and documentation to collect data. The results of the research at SMK Negeri 7 Surakarta show that learning leadership by the principal has an important role in developing student leadership. The principal's efforts in implementing effective learning leadership have improved student leadership through giving voice, choice, and ownership according to expectations that are planned, implemented, and evaluated. SMK Negeri 7 Surakarta also encourages the development of student leadership through the activities of the Intra-School Student Organization (OSIS), extracurricular activities, entrepreneurial spirit development and collaboration with other students and teachers. This helps to increase students' active participation in the implementation of school programs. Internal factors that influence the implementation of learning leadership include school strengths and weaknesses, facilities and infrastructure, teachers, principals, and financing. While external factors include external opportunities and challenges such as government policies, information and communication technology, and cooperation with other parties such as IDUKA. Internal and external factors also influence the implementation of learning leadership.

INTRODUCTION

Students are one of the important factors in the continuation of education in schools. Without this factor it is impossible to organize a school as a formal educational institution. The school program, which is manifested in various forms of educational situations and the teaching and learning process, will only take place if the management of these factors is carried out properly. A school that is empowered and successful as a formal educational institution requires management of the student factor, so the concept of student management is needed. One of the focuses of student management is how students can develop their talents and interests so that later they can make achievements both academically and non-academically.

Student management also plays a role in making students able to have a leadership spirit so that they can compete when entering the workforce. In this regard, education requires an internal role as a system that can instill a student-centered leadership spirit in creating an effective learning environment. Students should be given the opportunity to choose and control their own

learning environment, a voice in their learning, and have responsibility for their own achievements. Walton (2018:13) states that giving students control over their own learning experiences can help address the opportunity gap between students. Giving students the opportunity to choose, speak up, and have an active role in learning is very important for teachers and principals to do. In line with that, Muhammad (2020:30) states the importance of giving students the opportunity to choose and develop their own expertise and understanding, giving them a voice in learning, and helping them develop a sense of ownership over their achievements. According to Robinson (2011:15) "Student leadership brings the power and ability of students to influence their own learning experiences and foster a deeper understanding of learning".

Success in instilling student leadership needs to be supported by various resources such as principals, teachers, education personnel, students, facilities and infrastructure and a conducive environment. All these elements should be managed with good managerial skills by school leaders, in this case the principal. Gorton (1976:135) states that the task of the principal is to organize the resources in the school efficiently and effectively to achieve educational goals. The success of the school is largely determined by the quality of the principal's leadership significantly (Wahjosumidjo 2003: 81). According to Priansa (2014:49), the principal can be defined as a teacher who has the responsibility to lead the school where the teaching and learning process occurs and the interaction between teachers and students. One of the principal's tasks is instructional leadership. Eggen & Kauchak (2004) define instructional leadership as actions taken by principals to create a productive and satisfying work environment for teachers, so that students' learning conditions can improve. Meanwhile, according to Bush and Glover (2013), learning leadership is leadership that emphasizes components that are closely related to the learning process, including curriculum, learning methods, assessment, teacher development, optimal services in learning, and building learning communities in schools.

School characteristics are determined by the human character in the school itself, there are two characteristics, namely behavior and style (Makmur, 2007: 111). According to Rivai (2007:64) that "style is an attitude, movement, behavior, beautiful attitude, good gestures, strength, ability to do good". Leadership style is the leader's way to influence his subordinates (Reksohadiprodjo, 2002). According to Nawawi (2006: 115) leadership style is the behavior or method chosen and used by leaders in influencing the thoughts, feelings, attitudes and behavior of organizational members. The Introduction section should provide: a clear background, a clear statement of the problem, the relevant literature on the subject, the proposed approach or solution, and the new value of research which it is innovation (within 3-6 paragraphs).

The principal as the owner of the highest power has a great responsibility to achieve educational success in the school he leads. A principal must be creative and innovative in his leadership, or in other words, the principal needs to have a variety of approaches in an effort to move all existing reproductive elements so that all resources can be optimized. Professional principals must always be creative and productive in innovating education to improve the quality of education (Danumihardja, 2001). Rivai (2004) argues that leadership is a process of influencing and determining organizational goals, motivating follower behavior to achieve goals, and influencing the process and expenditure of leadership. Mulyasa (2004) states that leadership style is a norm of behavior that a person uses when that person tries to influence the behavior of others as he sees it. Leadership style is a pattern of behavior of a typical leader when influencing subordinates, leadership style is formed by the leader's way of acting to influence group members. According to Engkoswara and Aan (2011) there are four basic leadership styles, namely: authoritarian, pseudo democratic, laissez faire, and democratic.

a. Authoritarian (authoritative), is a leadership style that emphasizes absolute power and compliance of members. The leader becomes an absolute ruler who always dictates members to carry out something according to his wishes.

b. Pseudo democratic, is a leadership style that emphasizes the creation of a situation that gives the impression of democracy even though the leader is very good at herding the thoughts /

ideas of members to follow his will, often the leader conducts meetings, discussions to ask for the opinions of members even though he already has his own opinion that will be used in his policy.

c. Laissez faire. A leadership style that does not show the leader's ability because he lets the organization and members carry out their respective activities without a clear policy direction from the leader. He does not show qualifications as a leader. He does not show qualifications as a leader because he does not contribute anything to the performance of the organization.

d. Democratic, is a leadership style that emphasizes good interpersonal relationships. He expects the members of the organization to develop according to their potential. For that the leader seeks to guide, direct by participating in activities and recognizing their work proportionally.

From the description above, then how is the role of the principal as a learning leader with his leadership style? It describes the implementation of the principal's learning leadership in developing student leadership.

METHOD

This research is a qualitative research that produces descriptive data in the form of written or spoken words from individuals and observable behavior. This research was conducted at SMK Negeri 7 Surakarta. Data collection techniques used in this research include interviews, observation, and documentation. As for data analysis, this research uses non-statistical methods, namely descriptive data analysis. This method uses data obtained from research on the implementation of learning leadership by school principals reported in accordance with the circumstances, and then analyzed descriptively in order to obtain a description of the facts. The steps in presenting data include data reduction, data presentation or display, and conclusion making. The focus of this research discusses the principal's learning leadership with his leadership style in developing student leadership at SMKN 7 Surakarta with a description of the focus of developing student leadership through the involvement of SMKN 7 Surakarta students in running school programs and understanding the internal and external factors that contribute to developing student leadership at SMKN 7 Surakarta. This research is expected to be used as information in developing student leadership, especially in SMKN 7 Surakarta.

RESULTS

The data collected from this research are in the form of observation results, interviews with teacher and student respondents and documentation. The results showed that the leadership style used by the head of SMKN 7 Surakarta in developing student leadership tends to apply a democratic style including the involvement of student council management personnel in meetings and coordination of school program implementation, involving students in committee activities as well as in decision making, delegation of tasks / orders, and school activities. However, the principal also applies the Laissez Faire leadership style but only for teachers and students who have shown independence and good performance. The principal's approach to carrying out his duties involves consideration of aspects such as maturity, on-task behavior, interpersonal relationships, personality, the situation at hand, and his managerial and situational strengths. All of these influence the leadership style applied by the principal.

DISCUSSION

The results showed that the principal's democratic leadership style had a direct effect on student leadership. This effect can be seen from the level of student involvement in the implementation of school programs, be it intra-curricular, co-curricular, or extracurricular activities. The development of student leadership requires an important role of the principal's behavior in encouraging student participation by showing a friendly, close, and considerate attitude, both individually and in groups.

The results of Siswadi's research (2021) are also in line with these findings. The study stated that democratic leaders tend to take the initiative to encourage their team members to convey their ideas and ideas. Democratic leaders realize that when team members' ideas and ideas can be expressed and combined, this can result in an outstanding educational program. Based on this context, principals provide opportunities for students to communicate their ideas and opinions, often referred to as "voice". Principals who are effective in listening to students' voices empower those students so that they have the power to influence change. Authentic student voice opens up opportunities for them to collaborate with fellow students and other parties, such as teachers. Principals who provide opportunities for students to have choices are also important. For example, involving the OSIS in making a list of events and giving students the opportunity to decide what activities they want to do in the new school year. In addition, students are also given the opportunity to determine the plan, schedule or agenda for carrying out these activities. Giving choices to students can empower them, encourage engagement in learning, and introduce them to personal interests in learning experiences (Aiken et al., 2016).

In addition, giving students choice can also increase their motivation and autonomy, which in turn can have a positive impact on students' self-efficacy and motivation (Bandura, 1997). Principals and teachers give students responsibility for their own learning process, through the concept of ownership. Students become more responsible and actively involved in their learning process. This finding is in line with the results of Sri Lestari's research (2016) which states that principal leadership and teacher performance have a positive influence on student learning achievement.

In the field of educational leadership, many studies have been conducted that explain how leaders influence student performance through various practices. Research conducted by Hitt and Tucker also revealed similar things. Although there are differences in the substance of the frameworks that emphasize the areas in which leaders should engage, all these studies show that principal leadership has a significant role in improving student performance.

Student leadership development

Leadership development of SMKN 7 Surakarta students is pursued through organizational and extracurricular activities to nurture students' interests and talents, such as: OSIS, PMR, Scouting and entrepreneurial spirit development. This activity can also be a school promotion, which is inseparable from the guidance and monitoring of the principal as a leader. Student guidance is a formal and non-formal student development activity carried out in the classroom and in the form of extracurricular activities so that students feel part of school activities and understand the vision, mission and goals as well as the rules that must be obeyed in order to maintain school discipline. This is inseparable from the role of the principal as a motivator.

Student leadership can also be seen from the ability of students to collaborate with other students and teachers. Students from the student council at SMKN 7 Surakarta have implemented collaboration with teachers to carry out school activity programs such as the commemoration of Language Month, Indonesian Independence Day and the school literacy program by holding various competitions that can capture students' interests and talents so that they can be further developed. The potential that is explored in these activities can be honed more intensively so that potential students will be obtained to represent the school in the Student Competency Competition from city to provincial levels.

School learning leadership can be actualized realistically and objectively in managing all activities in the school they lead, then learning leadership towards student leadership can work well and get effective support. The ability and good intentions of school principals to actualize objective learning leadership ultimately have a positive impact on student leadership. The principal's role is to display an appropriate and expected leadership style to build his/her work and improve interpersonal relationships with teachers and students for the betterment of the school organization he/she leads. Some of the thoughts referenced above can strengthen the

findings in this study regarding how strong the influence of the principal's leadership style is on student leadership.

Principals can understand the needs of students including recognizing their potential, interests and talents. The principal develops data on the needs and wants of each customer segment (students) and utilizes the information obtained to be compiled in a strategic framework. This means that the better the principal's leadership and service, it will have an impact on increasing student satisfaction. Conversely, if the quality of leadership with the leadership style is not appropriate, it will hinder the process of developing student leadership.

SMKN 7 Surakarta is a center of excellence school as a reference for other schools in driving the implementation of the independent curriculum. The learning leadership possessed by the head of SMKN 7 Surakarta can be an effective strategy to implement independent learning as the spirit of the independent curriculum. Learning leadership in the concept of independent learning provides ample opportunities for students to have voice, choice and ownership so that students are actively involved in creating change together with teachers. Student leadership in schools is an important factor in realizing schools that transform and always adapt dynamically according to the times.

Internal factors in student leadership development

1. There are two internal factors that influence the development of student leadership, namely factors that become strengths and factors that become weaknesses. Strength factors are factors that encourage the development of student leadership while weakness factors are factors that hinder the process of developing student leadership at SMKN 7 Surakarta. Some of these internal factors include:
2. Facilities and infrastructure, overall the facilities and infrastructure at SMKN 7 Surakarta are sufficient to support the implementation of the student leadership development process, but the weaknesses faced are the uneven internet network in every corner of the school so that students need to use personal internet data for student activities.
3. Teachers, to improve the performance of teachers, it is important for them to participate in various trainings and trainings. Teachers can improve their skills and knowledge which will then have an impact on their performance at school, one of which is mentoring in order to develop student leadership. However, there is a weakness in this regard as there are still some teachers who are honorary staff. As a result, they may be constrained by activities outside of school that can interfere with their focus on improving their performance in mentoring.
4. The principal, to help teachers improve their performance, conducts classroom visits and provides motivation to teachers. However, in developing leadership in the school, principals face several problems, such as lack of monitoring of teachers' discipline, interpersonal relationship problems, internal financial problems, and principal policy issues. In addition, principals need to be more assertive in dealing with teachers who do not perform their duties well.
5. Financing, the school obtains funding for the implementation of student activities with the School Operational Fee (BOS) and Independent Business (USMAN) managed by the school together with students, but the decrease in the amount of BOS fund disbursement and the free school policy has an impact on the lack of funding for student activities so that some student activities such as competitions and other internal and external activities are constrained and cannot be fulfilled optimally. This also has an impact on the lack of student involvement in school activities and programs that require substantial funding.

External factors in student leadership development

External factors that contribute to the development of student leadership at SMKN 7 Surakarta can be seen from two directions, namely from the opportunities and challenges faced by the school.

1. Government policy factors, the government encourages the improvement of student leadership development with various interest and talent development programs and student competencies through training or training. While the challenges faced are the absence of government financial support for the implementation of training activities for students.
2. Information technology factors, the use of technology is very helpful for students in carrying out the learning process in the classroom and carrying out activities from the school program. Students can obtain the information needed by utilizing existing technology. While the challenges faced are that there are still students who cannot utilize technology to the fullest because the devices they have are not supportive, such as device specifications that are still low and not compatible with the technology used.
3. Cooperation between the school and the World of Industry and the World of Work (IDUKA)/the community. Students can learn leadership and management skills directly in the context of the world of work. The world of industry/work also provides input to schools regarding the curriculum and programs that need to be developed to prepare students as competent leaders in the future. This collaboration also provides opportunities for students to build networks and relationships that are important in their careers. Challenges that may arise in this collaboration include finding suitable partnerships, integrating leadership programs into the curriculum, ensuring the relevance of programs to the world of work, and overcoming financial challenges through cooperation between schools and industry partners.

CONCLUSION

Based on the descriptive results, it is concluded that the learning leadership of the head of SMKN 7 Surakarta generally applies democratic style, authoritarian style and Laissez Faire in certain conditions. The development of student leadership through student leadership style can be seen from the active involvement of students as well as in decision making in the implementation of school programs. This is known from the presence of voice, choice and ownership in the planning and implementation of school programs. Based on the background and results of the discussion, it can be concluded that the principal's learning leadership has an influence in developing student leadership. The development of student leadership can be seen from various programs and achievements of student activities. Principal learning leadership can build positive cooperation and student leadership through coaching and motivation.

Internal factors that can facilitate the development of teacher performance include adequate facilities and infrastructure at school, teacher participation in various training and development, and support and motivation provided by the principal. Some internal factors that can hinder the development of teacher performance include not maximizing the use of technology due to the lack of supporting equipment, the existence of teachers with honorary status, financing that does not support student leadership development activities, teacher discipline problems, interpersonal challenges, principal policies, principal relations with the community, and lack of decisive action from the principal.

External factors that can support the development of teacher performance are government policies that implement competency development programs as well as students' interests and talents such as training and training, technological advances that make it easier for teachers and students to access information, and good cooperation between schools and IDUKA. However, the challenges faced include the lack of financial support for teachers with honorary status and the large workload of teachers, and there are still some teachers who have not utilized technology to the fullest.

Based on the results of the above research, it can be suggested that the principal should be able to build positive cooperation through coaching and motivating students so that student

involvement in various school programs increases, so that student leadership is formed which is the goal of student development in schools.

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