



THE LEADERSHIP ROLE OF THE SCHOOL PRINCIPAL IN IMPROVING MANAGEMENT INNOVATION LEARNING

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Abstract:

In facing the complex challenges faced by the education system Nowadays, effective leadership is the key to achieving goals increasing management innovation in learning, collection methods The data needed in writing this article was obtained by Library study technique (library research) is pure library research, that the principal's leadership has a very complex role and strategic in creating a quality learning environment and innovative.

Keywords: *Principal Leadership Role, Innovation, Learning*

INTRODUCTION

In facing the complex challenges faced by the system In today's education, effective leadership is the key to achieving the aim of improving the quality of education. The leadership role of the school principal which is transformative in developing the quality of education. Headmaster capable of articulating a strong vision, driving deep innovation learning, and creating an inclusive and collaborative school culture can motivate teachers, students and other stakeholders to work together achieve an increase in the quality of education. This transformative leadership has a positive impact on the quality of learning, student academic outcomes, as well conducive school climate and culture (Dimmock, C., & Walker, A, 2021).

The principal's leadership in all learning activities has a role that cannot be ruled out. Even if the principal doesn't be directly involved in the activities of implementing learning in the classroom. However, the principal is the main leader in the school environment has the responsibility to guide, direct, develop, manage and influence educators to be able to continue increasing learning innovation.

According to (Kippenberger, 2002) defining leadership is a fact of the process carried out by a leader to convince the people around him to have motivation and initiative in working together as a form of effort to achieve agreed goals together. (Robbins, 1991) also stated the same thing Leadership is an individual skill or ability a leader has the ability to influence and direct people who are in the same group to achieve objective. Meanwhile, according to Mulyasa (2003) the principal is someone who is able to act as a mediator and figure, both for educators in the institution, educational staff, or students as well as mediators and figure for the development of society and its surroundings. At least you have to be able to do it functions as an educator, manager, administrator, supervisor, leader, innovator, and motivator.

In facing the complex challenges faced by the system exists in education today, so that effective leadership becomes a key to achieving the goal of improving the quality of education. Role transformative leadership of school principals in quality development an education, a leader who can evaluate the potential to become stronger and encourage innovation in learning and creating a better school culture can especially motivate teacher or teachers and students in learning.

Then the school is a very institution important whose existence cannot be separated from the community environment. So one of the goals of school is how to educate the next generation who can contribute to society and even to the country. In an effort to improve education for the better, of course there are many factors One thing that must be considered is increasing the role as a school principal to increase internal innovation managing learning. So in this journal we take title: The role of school principal leadership in increasing innovation learning management.

RESEARCH METHODS

The method for collecting the data required in The writing of this article was obtained using the literature study technique (library research) is pure library research (Sutrisno Hadi: 2004). In terms of This is done by searching and looking for related books with the title of the article.

RESULTS AND DISCUSSION

1) *Principal Leadership*. Leadership comes from the word leader. Leaders come from The words "leader" and leadership come from the word "leadership". Leader is the most results-oriented person, where the results will be obtained if the leader knows what he wants (Priansa Donni June, 2004). In another sense, etymologically the term Leadership comes from the root word "lead" which means to guide or guide.

From "lead" was born the verb "leader" which means guide or lead. Leadership is the ability to mobilize, influence, motivate, invite, direct, advise, foster, guide, train, command, command, forbid and even punishing all organizational resources to achieve desired goals effectively and efficiently. This understanding shows that "in leadership there are three elements, namely leader (leader), members (followers), and situation (situation) (Mulyasa, 2015).

Basically, in every leadership style there are 2 elements main elements, namely the element of direction (directive behavior) and the element of assistance (supporting behavior). Meanwhile, based on personality, style Leadership is divided into (Thoha, 1995):

a) The charismatic leadership style is a leadership style that able to attract the attention of many people, due to various factors owned by a leader who is a gift from God. The basic personality of this model leader is yellow. Style overload This charismatic leadership is able to attract people. They fascinated by his uplifting way of speaking. Usually leaders with a yellow personality are visionaries. They really like change and challenges.

b) The authoritarian leadership style is a centralizing leadership style all decisions and policies taken by himself personally full. All divisions of duties and responsibilities are held by the person the leader is authoritarian, while the subordinates are only carry out the tasks that have been given. In leadership style authoritarian, the leader controls all aspects of the activity.

c) The democratic leadership style is a leadership style that give broad authority to subordinates. Every time there is Problems always involve subordinates as a team intact. In a democratic leadership style the leader provides lots of information about the duties and responsibilities of his subordinates.

d) The moralist leadership style is the most leadership style respect his subordinates. The basic personality of this model leader is blue. Usually a leader is moralistic in nature warm and polite to everyone. Moralistic style leader in basically has high empathy for people's problems his subordinates. All forms of virtue exist in this leader.

The school principal carries out the role of supervisor and leader of change in his educational institution. The school principal as a supervisor must be realized with the ability to prepare educational supervision programs and utilize the results. Educational supervision is assistance that is deliberately provided by supervisors (school principals) to teachers and staff to improve and develop teaching and learning situations including stimulating, coordinating and guiding so that educational goals are achieved effectively

and efficiently (Nur Efendi, 2015).

Educational supervision includes two types of supervision, namely academic supervision and administrative supervision. Academic supervision is a guidance activity aimed at improving both personal and material conditions that enable the creation of better learning situations in order to achieve educational goals. Administrative supervision, namely its implementation, is only focused on the teacher's teaching performance (centered on the teacher) which includes aspects of the teacher's teaching abilities which include the ability to organize learning planning, the ability to teach subject matter and personal social or social interactions with students (Ahmad Ashari, 2004).

In connection with this, it is clear that the main function the principal in an educational institution as a supervisor is help teachers and other staff to develop their potential and teacher's skills as best as possible. In the field of Head supervision Schools have the goal and responsibility of advancing teaching through continuous improvement of the teaching profession. Return To the supervisory function, the school principal plays an important role very important, including the following (Maunah, 2009): (a) Guiding teachers to understand the problem more clearly students' problems and needs, as well as assisting teachers in solve a problem. (b) Helping teachers overcome difficulties in teaching. c. Provide wise guidance to new teachers by orientation. (d) Help teachers acquire better teaching skills by using various teaching methods that are appropriate the nature of the material. e. Helping teachers enrich the learning experience, so that the atmosphere Teaching can make students happy. (f) Helping teachers understand the meaning of service tools. (g) Fostering group morale, fostering high morals within implementation of school duties for all staff. (h) Providing services to teachers so they can use all of them his ability to carry out tasks. (i) Providing effective leadership and democracy. One's role supervisor is to create an atmosphere such that the teacher feel safe and free to develop potential and power their creations with full responsibility.

According to Campbell, Corbally & Nyshand in (Mulyasa, 2004) proposed three classifications of the role of the school principal, namely: (a) Roles related to personal relationships, including heads school as a figurehead or symbol of the organization, leader or leader, and liaison or liaison (b) Roles related to information include school principals as monitor, disseminator, and spokesperson who disseminates information to all organizational environments (c) Roles related to decision making, which include school principal as entrepreneur, disturbance handler, provider all sources, and negotiators.

The principal as a supervisor plays the role of (Sulistiyorini, 2010): (a) Source person. School principals are required to know and understand teaching problems. (b) Consultant or advisor. The school principal should be able to help teachers do better ways and manage the process learning. (c) Facilitator. The principal must seek resources professional materials such as books and learning tools and resources humans, namely resource persons, modules obtained by teachers. (d) Motivator. The principal should generate and maintain teacher's enthusiasm for achieving better work performance. e. Pioneer of reform. The principal should not be satisfied with the way methods and results that have been achieved, but must have the initiative to make improvements so that teachers also do the same.

2) *Learning Innovation*. The word "innovation" (in English) is often translated as anything new or renewed. Innovation is everything something (in the form of ideas, practices, goods or objects) that changes carried out with systematic planning to provide change positive and considered new for a person or group of people use it. Innovation is used to achieve certain goals or solving a problem, while diffusion is a process communicating an innovation through certain channels over a period of time certain time to members of certain social groups (Rogers, 2003).

So the definition of innovation in education is an idea, strategies/methods, or goods, that are perceived and observed as things that are new to a person or group of people and will be used for achieve educational goals or to solve educational problems. How fast or slow the acceptance of innovation by the wider community is influenced by

the characteristics of the innovation itself and the accuracy of diffusing it.

Rogers said the innovation decision process consists of five stages, namely: (a) *Knowledge stage*, The innovation decision process begins with the knowledge stage, namely stage where someone is aware of an innovation and wants to know how the function of the innovation. The meaning of being aware of this is to open yourself to find out information. (b) *Persuasion stage (persuasion)*, At the persuasion stage in the innovation decision-making process, a person forms an attitude of liking or disliking innovation which is already known in the knowledge stage. If at stage knowledge of the processes of mental activity which are the main cognitive areas then At the persuasion stage, the main role is the affective or feeling. One cannot delight in innovation after it has passed have knowledge about that innovation and then believe that the innovation was useful to him. (c) *Decision stage (decision)*, Decision stage in the innovation decision-making process takes place if someone makes a choice to accept or resist innovation. Accepting innovation means being completely willing implementing innovation. Rejecting innovation means not implementing innovation That. (d) *Implementation stage (implementation)*, Implementation stage in the innovation decision-making process occurs when someone accepts and applies innovation. In This implementation stage takes place both mentally and physically deed. The decision to accept an innovation idea is clearly visible in practice. (e) *Confirmation stage*. In this confirmation stage, a person seeks reinforcement against the decision he has taken. At this stage he proved it what is the decision to accept and use the innovation useful for him. If it turns out that the invasion is in accordance with The hope is that he will continue to use this innovation so it becomes a habit. However, if the innovation is not according to his expectations, he will stop receiving and use this innovation.

To improve the quality of learning processes and outcomes in schools, then schools need to implement learning strategies that can categorized as innovation. Furthermore, the innovation has been diffused in such a way that it can be accepted and implemented by teachers and student. Although the school does not refer directly to the theory of defusion of innovation, steps taken in diffusing learning innovation it would be better if it was in line with the theory put forward by Rogers.

Examples of the application of innovative learning strategies and their diffusion are good in educational institutions and in the community through Village Banks, turns out to be able to solve problems through learning strategies innovative. The innovation exemplified can be successful if it is diffused effectively appropriate. To be able to innovate requires creativity and agency. change agents who understand innovation and techniques for diffusing it. The success of an innovation seems to depend a lot on understanding of innovation itself and mastery of techniques diffusion of innovation. The technique in question includes skills communicate and understand the characteristics of potential adapters. For To successfully achieve learning objectives, various things need to be done innovation in learning strategies so that learning can be realized creative, effective, efficient and fun. Thus, the goal learning can be achieved optimally as desired.

3) *The Role of Principal Leadership in Improving Learning Management*. Innovation In developing the quality of education it is very important mature strategic planning as the main foundation. Headmaster must be actively involved in preparing the school's strategic plan Involve all staff in the decision-making process. This matter in accordance with the theory of transformational leadership which emphasizes the importance of participation and collaboration in formulating the vision and mission clear. The important role of the school principal in providing direction, guidance, and support in improving teaching practices and learning at school.

Principals can use this approach with provide constructive feedback to teachers, make suggestions in curriculum development, and encouraging collaboration between teachers to share best practices). Apart from that, the principal also plays an important role in strengthening communication and coordination between all parties at school. They hold regular meetings with teachers and staff administration to ensure a common understanding of the strategy and the education quality policy implemented.

In this case, transactional leadership theory provides a basis strong, where the principal uses incentives and rewards as motivation to achieve common goals. Effectiveness Leadership is influenced by certain situations and contexts. In terms of This, the principal is expected to be able to identify and adapt their leadership style with unique needs and characteristics their school. For example, in a situation that requires change fast and adaptable, the principal can apply a leadership style transformational to motivate staff to face change (Anwar & Sumarni, 2021).

The principal must have great attention to development of teacher professionalism. They realize that quality education cannot be improved without support and development teacher quality. Therefore, the school principal actively provides training and relevant workshops, as well as providing time and resources enough for teachers to develop themselves. Leadership theory transformational, with a focus on developing individual potential, can be linked to the principal's efforts to strengthen teacher professionalism (Prastowo & Setyawan, 2020).

The leadership implemented by the school principal is one form of authority authority given to the principal to organize and condition the school according to the school's vision and mission the. Through the authority given by the principal, the school principal can implement a leadership model that is deemed suitable for the school's efforts achieve the school's vision and mission. There are many factors that influence leadership pattern or style applied by the school principal. Factor These include, among other things, the principal's experience and understanding of What is the ideal leadership concept in managing a school(Pratama & Harjanto, 2021).

Meanwhile, during learning activities, the principal will tend to apply their experiences as teachers (Halingger P, 2005). What does an effective learning pattern look like? then how to translate curriculum content into activities learning at school. The principal will be struggling with things This is a form of learning leadership. Headmaster oriented to the quality of learning, student achievement, and also Improving the quality of teachers in teaching is a series school principal activities in implementing learning leadership (Martinez R, 2014).

The learning leadership that is applied is by providing guidance to teachers as a form of the head's authority school as a leader in the school. Learning innovations carried out by the school principal is to modify the national curriculum with the local curriculum in schools without losing the essence from process standards, content standards, and assessment standards to be achieved. Involving external parties in developing learning innovations with a global outlook. Community involvement as a supporting capacity schools in developing learning programs in schools through communication forums built by schools and also collaboration between schools with the community in school development efforts.

CONCLUSION

The conclusion of this manuscript is that the principal's leadership has a very important role in improving the quality of education. Transformative leadership capable of articulating a vision, encouraging learning innovation, and creating an inclusive and collaborative school culture have a positive impact on the quality of learning, student academic outcomes, and the overall school climate and culture. In this context, head school is not only an administrator, but also a leader who can motivate teachers, students and other stakeholders to work together achieve an increase in the quality of education.

In carrying out his role, the school principal also plays a role supervisor and change leader. Educational supervision is key in helping teachers overcome difficulties in teaching, enriching learning experiences, and improving teaching abilities. Besides that, The principal also acts as a leader of change by introduce learning innovation. This innovation includes strategy new learning and changes in educational management for increasing creativity, effectiveness and efficiency of learning in schools.

The important role of school principals in increasing innovation learning management is also reflected in their involvement in school strategic planning. The

principal must be actively involved develop a school strategic plan that involves all staff decision-making. Thus, the principal's leadership is not focuses only on administrative aspects, but also on development teacher professionalism, effective communication, and implementation of innovation in learning process.

Overall, this text emphasizes that the principal has a very complex and strategic role in creating quality and innovative learning environment. Application transformative leadership, effective educational supervision, and recognition Learning innovation is the main key in achieving improvement goals quality of education in schools.

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