

THE HEADMASTER LEADERSHIP OF SMP IT AR-RAIHAN BANDAR LAMPUNG

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ABStRAK

This article tries to explain the leadership pattern of SMPIT Ar-Raihan Bandar Lampung Headmaster in an effort to advance the school which is located in the middle of Bandar Lampung City. Data collection was through observation, interview and documentation, subsequently, the data was processed and analyzed qualitatively. The findings showed that in the aspect of ability to encourage teachers, the school principal was less optimal because there were still teachers who did not observe the provisions and rules directed by him, either verbally in teacher meetings or posters posted in the school surroundings. On the aspects of exemplary in motivating teachers has been seen in his daily life at school which is reflected as a friendly headmaster but still disciplined. However, the weakness of the headmaster was depicted on giving influence to the teachers in the term of presenting rewards to the disciplined teachers as well as weak control and sanctions for less discipline teachers. In the aspect of ability to create self-confidence to teachers was still not optimal which can be seen from the lack of competitiveness of teachers outside of the school both in the aspects of hard skills and soft skills.

Keywords: *Leadership, Headmaster of SMP IT Ar-Raihan, Discipline*

ABStRACT

Artikel ini berupaya untuk menjelaskan tentang pola kepemimpinan Kepala SMP IT Ar-Raihan Bandar Lampung sebagai upaya untuk memajukan sekolahnya di tengah Kota Bandar Lampung. Perolehan data dilalui melalui observasi, wawancara dan dokumentasi, setelah itu data diolah dan dianalisis secara kualitatif. Temuannya adalah, bahwa pada aspek kemampuan mempengaruhi guru, kepala sekolah kurang optimal karena masih ada guru yang tidak mengindahkan ketentuan-ketentuan dan aturan yang diarahkan olehnya baik verbal di dalam pertemuan guru maupun poster-poster yang di pasang di lingkungan sekolah, pada aspek keteladanan dalam memotivasi guru sudah terlihat dalam wujud kesehariannya di sekolah sebagai kepala sekolah yang ramah namun tetap disiplin, namun dalam tahapan pengaruh pada diri guru terlihat ada kelemahan pada aspek pemberian reward bagi guru yang disiplin, begitu pula dalam kontrol dan sanksi yang lemah bagi yang kurang disiplin, pada aspek kemampuan dalam menciptakan rasa percaya diri guru masih belum maksimal, hal ini dapat dilihat dari kurangnya kreasi kompetitif guru di luar sekolah baik pada aspek hard skill ataupun soft skill mereka.

Kata Kunci: *Kepemimpinan, Kepala SMP IT Ar-Raihan, Kedisiplinan*

INTRODUCTION

Hasibuan described that there were several factors that could influence teacher's discipline, including leadership¹. In order to make people in the organization can carry out their duties properly, it is necessary to have a leader who can direct the resources towards achieving goals. The success or failure of an organization's goal is influenced by two factors, namely the

leader and the person he leads. Toha explained that leadership is an activity to influence people to be directed to achieve organizational goals².

The success of education in schools is largely determined by the headmaster in managing the teaching and educational staffs available at the school. The headmaster is one of the education components that has an influence in improving teacher discipline. For



this reason, school headmaster must be able to carry out their roles and responsibilities as an education manager, educational leader, education supervisor and administrator.

Interestingly, there is one school in Bandar Lampung which has been a favorite since 2018 in Lampung Province, and even those who are outside Lampung Province are also interested, namely the Integrated Islamic Junior High School (hereinafter referred to as SMP IT) Ar-Raihan. However, when it was carried out initial research to get preliminary data about the discipline of teachers, it was found that, for several times, there were some teachers who were late coming to school. Based on these preliminary data, this article will describe how the leadership pattern of SMP IT Ar-Raihan Bandar Lampung Headmaster in managing the teachers to be disciplined in their duties at the school.

RESEARCH METHODS

This article is the result of field research at SMP IT Ar-Raihan Bandar Lampung which draws data in three ways, namely; observation, interview and documentation. After the data was obtained and tested for its validity, the data was presented in the form of narrative-deductive and qualitative analysis of the leadership of the school headmaster in an effort to improve teacher discipline, so that this article can be a new discovery in coloring the scientific treasures of Islamic education management.

HEADMASTER LEADERSHIP

Freeman, and Gilbert, stated "leadership is the process of directing and influencing the task related activities of group members", leadership is the process of directing and influencing members in various activities that must be carried out, namely as a process,

and as attributes³. For this reason, in organizational practice, the word "lead" contains the connotation of moving, directing, guiding, protecting, fostering, setting an example, providing encouragement, providing assistance, and so on⁴.

The definitive explanation above shows that a key element of leadership is the influence it has to motivate others in certain organizations or institutions to achieve goals. To achieve this, there are at least three interrelated elements, namely the human element, means, and goals. To be able to treat these three elements equally, a leader must have knowledge, skills and proficiencies to carry out his leadership.

Knowledge and skills can be obtained from theoretical learning experience or from experience in practice during being a leader. In practice, unconsciously a leader performs his leadership in his own way, and basically the methods used are reflections of the attributes of his leadership. Thus, leadership is a matter related to the process of moving, providing guidance, fostering and counseling, showing the way, giving an example, taking risks, influencing and convincing others.

In order to assess the three elements of a leader, it can be seen from three types of leadership, namely;

1. Autocratic: This type treats the organization he leads as a private property. So only his will has to take place and is reluctant to pay attention to criticism from his subordinates. He thought that those who were led were merely his subordinates. Therefore, he is usually closed to criticism, suggestions and opinions of others. He assumed that as if his thoughts and opinions were the most correct, because it had to be carried out and obeyed absolutely⁵.

2. Paternalistic: This type assumes that the person being led is never an adult, so he rarely gives the opportunity to the people he leads to develop the power of creation, initiative and take decisions in the area of the task assigned to them. This type of leadership depends on the figure, and usually, if the figure dies, the organization will become stagnant, backward or collapse⁶.

3. Charismatic: This type is always moving other

¹Malayu Hasibuan, *Manajemen Sumber Daya Manusia* (Jakarta: Bina Aksara, 2000), 126.

²Miftah Toha, *Kepemimpinan Dalam Manajemen* (Jakarta: PT. RajaGrafindo, 2006), 5.

³Husaini Usman, *Manajemen Teori, Praktik Dan Riset Pendidikan* (Jakarta: Bumi Aksara, 2009), 218.

⁴Anoraga, *Pendekatan Kepemimpinan Lembaga Pendidikan* (Surabaya: Usaha Nasional, 1990), 349.



people by utilizing the advantages or privileges in the personality traits possessed by the leader⁷.

4. *Laissez Faire*: This type is the opposite of autocratic leadership patterns. The dominant behavior in leadership is compromise behavior. The leader in this leadership pattern is located as a symbol or symbol of the organization. Leadership is carried out by giving freedom to all members of the organization in determining decisions and their implementation according to their respective desires. This leadership is also called leadership free of control⁸.

5. *Democratic*: This type seeks to synchronize the interests and goals of the organization with the interests and goals of those they lead. The leader of this model usually prioritizes cooperation. He is more open, willing to be criticized and accept opinions from others. In making decisions and policy, this type of leadership emphasizes on deliberation⁹.

Based on the explanation above, a headmaster leadership is effective because it is influenced by his leadership style towards teachers and education staff. Hersey and Blanchard explained "the style of leaders is the consistent behavior patterns that they use when they are working with and through other people as perceived by those people," that is, the leadership style is the consistent behavior patterns of leaders they perform when they work with and through others as perceived by the people¹⁰, for example by delegating tasks, establishing effective communication, motivating subordinates, exercising control and so on.

According to Tracey, there are basic skills or abilities that must be possessed by any level of leader, which includes; conceptual skills, human skills and technical skills¹¹. Based on these three skills, as a headmaster,

he must be able to manage leadership functions in his school which include; planning, actuating, controlling, coordinating and evaluating¹¹. To make it happen then the personality of the headmaster must be reflected in each teacher and education staff, i.e.; honest, confident, responsibility, dare to take risks and decisions, big-hearted, stable emotion, and role model¹³.

PROFILE OF SMP IT AR-RAIHAN IN BANDAR LAMPUNG

The establishment of SMP IT Ar-Raihan Bandar Lampung was initiated by the chairperson of the Dian Cipta Cendikia Foundation who at that time was still in charge of Foreign Language Academic known as DCC ABA Bandar Lampung. Where at that time some Lampung education leaders proposed the establishment of a school with basis of information technology.

Precisely on November 6, 2007 became the first step of a noble idea to contribute to better education by establishing SMP IT Ar-Raihan. This idea was formed through a discussion forum between several related educational figures, especially those in the auspices of the Dian Cipta Cendikia Bandar Lampung Foundation, in this case Drs. Gunadi Rusydi, M. Kom and Mariani Fourina, SE as the owner of the foundation.

SMP IT Ar-Raihan stands on an area of 6000 m² which at the time was the building where Drs. Gunadi Rusydi, M.Kom and family residing which is located on Jalan Purnawirawan No. 114 Gunung Terang, Langkapura Sub-District, Bandar Lampung. With the initial concept as formal education conditioned with a comfortable environment such as being at home, so students do not feel bored and fed up with teaching and learning activities, but still in line with the vision that is fostered, that is to become a superior Islamic educational institution in order to produce young generations to be the people who are pious, intelligent, skilled, independent, Islamic and have an international

⁵Sondang P. Siagian, *Tipe-Tipe Kepemimpinan* (Jakarta: Gramedia Pustaka Utama, 2009), 63.

⁶Siagian, 64.

⁷Kartini Kartono, *Pemimpin Dan Kepemimpinan* (Jakarta: Raja Grafindo, 2005), 65.

⁸Kartono, 67.

⁹Kartono, *Pemimpin Dan Kepemimpinan*. Sugeng, "Perilaku Kepemimpinan Kepala Sekolah dalam Meningkatkan SDM" (Malang, PPs UIN Malang), 39.

¹⁰William R Tracey, *Managing Training and Development System* (USA: AMACOM, 1974), 53-55.

¹¹Wuradji, *The Educational Leadership: Kepemimpinan Transformatif* (Yogyakarta: Gama Media, 2008), 20.

¹²E. Mulyasa, *Manajemen & Kepemimpinan Kepala Sekolah* (Jakarta: Bumi Aksara, n.d.), 115.

¹⁴Kepala Sekolah, "Data Guru dan Staf Ar-Raihan 2020" (SMP IT Ar-Raihan Bandar Lampung, 2020).

¹⁵Kepala Administrasi, "Data Siswa SMP IT Ar-Raihan Bandar Lampung TP. 2019-2020" (SMP IT Ar-Raihan Bandar Lampung, 2020).

¹⁶Farhan Syakur, *Kepala Bidang Kurikulum SMP IT Ar-Raihan Bandar Lampung*, Tatap Muka, May 16, 2018.

al perspective.

In order to run an academic organization at SMP IT Ar-Raihan, the foundation recruits forty-three teachers with an average educational qualification of undergraduate graduates, and fourteen administrative workforces as educational staffs¹². The number of students in the 2019-2020 academic year for seventh grade was 117 students divided into five classes, for eighth grade students there were 124 students who were also divided into five classes, and for ninth grade there were 104 students with four class divisions¹³.

THE CAPABILITY OF SMP IT AR-RAIHAN HEADMASTER INFLUENCES TEACHERS

The indicator of the principal's leadership is the activity of influencing the teachers and staffs to be able to work according to his orders, in this case influencing teachers with exemplary of work discipline, in making joint program planning, implementing learning programs, involving and empowering teachers and staff at SMP IT Ar-Raihan.

The results of researcher interviews with one of the teachers, M. Farhan Syakur, revealed the data that the Principal of SMP IT Ar-Raihan has sufficient ability to influence teachers and staffs, by providing exemplary of work discipline by involving teachers in determining the program for the next year, making plans for student learning achievement, as well as involving the teacher to make learning improvement activities such as the use of Arabic or English in activities inside and outside of the classroom. In this way the teacher plays an active role in the preparation of a school work program together, this will foster a sense of teacher responsibility towards the progress of the school, so that what is the vision and mission of the school will be realized and achieved¹⁴.

Other findings in terms of decision making, both short-term and long-term programs always involve the entire board of teachers and staffs, through school meetings towards the beginning of the new school year, this is intended so that teachers and staffs in the school take part in planning and also its implementation, starting from the distribution of teaching assign-

ments, work programs that will be carried out in the long and short term, the preparation of school organizations, and the person responsible for extra-curricular activities at school, these are for the sake of the school and student achievement progresses¹⁵.

The headmaster of SMP IT Ar-Raihan has a simple and open personality, this is an advantage for him to bring subordinate influence, with models and examples of behavior possessed by the leader, so that the subordinate will implement and emulate them, hence the process of influencing will easily accepted by teachers and staffs. The process of education in the school not only creates students who are intellect, but also forms a personal piety for both students and teachers.

This is also reinforced by the results of observations made on how the principal interacts with the teachers and staffs, so that subordinates like the school organizational structure and details of school personnel and extra-curricular activities want to implement and apply the rules that run in the school. The data is also strengthened by the results of interviews with several teachers, one of which is Ahmad Sofwan, who stated that the headmaster always involves teachers in the preparation of school work programs for the next year, as well as making planning of student learning achievement targets and planning of learning improvement activities¹⁶.

Other data was also obtained from observations of programs compiled by the school headmaster including the vision and mission development of SMP IT Ar-Raihan, as well as the preparation of the school's organizational structure along with the detailed tasks of school personnel and extra-curricular. Data from the results of research interviews with administrative staffs, that the Principal of SMP IT Ar-Raihan, is very thorough and careful in his work. In terms of admin-

¹²Syakur.

¹³Ahmad Sofwan, Guru SMP IT Ar-Raihan Bandar Lampung, Tatap Muka, May 19, 2018.

¹⁴Citra Puspita Andrian, Kepala Administrasi SMP IT Ar-Raihan Bandar Lampung, Tatap Muka, May 19, 2018.

¹⁵Zaiyad Namiri, Kepala SMP IT Ar-Raihan Bandar Lampung, Tatap Muka, May 20, 2018.

¹⁶Ashepi Zulham, Kepala Bidang Kesiswaan SMP IT Ar-Raihan Bandar Lampung, Tatap Muka, May 20, 2018.



istration, he is quite neat and orderly about archives and other important documents; this has a positive impact on teachers to be more thorough and professional at work¹⁷.

The leadership of SMP IT Ar-Raihan headmaster is demanded to be able to establish good communication with school personnel and the community around the school. The results of interviews conducted by researchers with the headmaster of SMP IT Ar-Raihan Lampung in order to capture communication with teachers, the headmaster conducts an evaluation covering all administration stuff related to the teachers, for improving the teacher discipline. This is done to facilitate communication with individual teachers, as well as the guidance becomes the task of him¹⁸.

Zaiyad Namiri, the headmaster, was quite open to suggestions and criticisms from outside which was deemed necessary for the progress of the school, routine teacher meetings were held, visiting to the home of the teacher was carried out if there was a teacher or his family affected by disaster like sick or died as a form of kinship and sympathy for the teacher and his family. These may strengthen brotherhood and friendship among teachers and school headmaster¹⁹.

The headmaster efforts to establish open communication with the teacher in providing and receiving information are noted. In terms of personality, the principal has a friendly and open personality. The results of the interview with a deputy headmaster, it was found that the headmaster was very friendly, he did not hesitate to say hello first to the teacher he met, in terms of administration he was not too bureaucratic as a permit for illness and other needs. The Principal sometimes calls the teacher first to ask about the condition and accepts the permission even though only informing via SMS or BBM if conditions are not possible to send a letter at that time. When the teacher returns to school then the permission letter may be submitted afterward. More than just a matter of permission, advice and ideas from the teachers related to the development as well as criticism, were openly accepted by the school headmaster²⁰.

The strategy adopted by the headmaster in col-

lecting various information on the progress of school especially teacher conditions is to receive various information from one trusted student in each class, without the knowledge of the teacher or other employees. The student can provide information about how the conditions and class progress for example: teacher attendance and teaching, teacher hours to begin and end the classroom²¹. The results of these findings are conveyed to all teachers in the form of a percentage in the teacher meeting. The presentation did not publish the names of the intended teachers. In addition, these findings are also used for teacher development. To sharp the point, before the meeting was conducted, the principal also controls walk around the school to monitor class progress. As a result, based on the above findings data, it can be seen that the headmaster of SMP IT Ar-Raihan has sufficient ability to influence teachers and staffs so that they can work in accordance with the substance of the headmaster work²².

However, there are still gaps, namely weakness and less optimal influence of the headmaster on some (person) teachers because there are still teachers who do not heed the provisions and rules directed by the school headmaster in the teacher meeting verbally and posters posted in the school environment. A concrete example that can be seen is the aspect of the use of Arabic/ English in the school environment, both inside and outside of the classroom.

THE ABILITY OF SMP IT AR-RAIHAN HEADMASTER TO GIVE ORDERS TO TEACHERS

As explained in the previous section, that all aspects of administration are neatly arranged. All activities, correspondence, decision letters, class schedules and so on, are sufficiently well available and organized. Particularly, the policy aspects that must be understood by teachers and school staffs are conducted by

²²Widodo Tri Hardjanto, Wakil Kepala Sekolah, Tatap Muka, May 21, 2018.

²³Sofwan, Guru SMP IT Ar-Raihan Bandar Lampung.

²⁴Zulham, Kepala Bidang Kesiswaan SMP IT Ar-Raihan Bandar Lampung.

²⁵Andrian, Kepala Administrasi SMP IT Ar-Raihan Bandar Lampung.

²⁶Zulham, Kepala Bidang Kesiswaan SMP IT Ar-Raihan Bandar Lampung.



guiding teachers for empowering the existing human resources in the school to carry out programs according to plan and by delegating tasks to teachers.

The head of administration explained that the headmaster was quite disciplined in administration, in terms of evaluating student administration, teacher administration, staff administration, and general administration. He also established good communication and coordination with the vice-headmasters and business leaders and teachers. Coordination meetings between vice headmasters and administration head are held once a week, on Saturdays, while regular school meeting involving teachers are held once a month, in order to discuss about school progress²³.

Likewise with urgent and strategic decision making, such as delegation of class teacher assignments, committees and extra-curricular supervisors, the headmaster decides to involve the vice headmaster and head of administration. But sometimes the school headmaster also act strict and firmly, as in emergency matters such as students who cannot be controlled by the teachers, the principal will take over what decisions will be taken to handle them²⁴.

When confirmed to the headmaster, he explained that he wanted his teachers to have a lot of skills and abilities that could improve their competence as a teacher, by getting to know the character of each teacher he had, so that the headmaster knew enough about the teacher and it was not difficult to give responsibility or to delegate a teacher or educational staff in any activities related to education²⁵.

Sofwan explained that there had been a division of labor, because of the high urgency, the headmaster made a decision first in the form of a decree and then the teachers only accepted the assigned tasks, applicable to both the homeroom teacher and other positions²⁶. However, it seems that the aspect of giving orders to the teacher that has been illustrated above still less optimal gaps in the discipline of the coming time, which can be seen that there are some teachers

who do not arrive on time or are late. When one of the teachers who had arrived late was interviewed, it was explained that the tardiness was not an intentional purpose, but because of the traffic jam and the location of the house which was quite far from the school.

THE ABILITY OF SMP IT AR-RAIHAN HEADMASTER TO MOTIVATE TEACHERS

The efforts made by the headmaster in motivating teachers include giving fair and proportionate and quite challenging tasks; this is because the level of potential maturity of teachers in SMP IT Ar-Raihan. He gives the opportunity to continue their education and gives reward to subordinates who excels in his work. Developing education personnel is an effort to be more optimal in working together.

For the knowledge and professional developments of teachers, the headmaster has a planning program of research workshops. Teachers in schools are required to always carry out teaching and are not allowed to leave their duties to become outside trainers. While his hope is, teachers are trained not only to be prepared as instructors, but also to develop their knowledge in order to improve expertise and understanding, so that it has a positive impact on discipline. In addition to training, the school headmaster also greatly facilitates permits and even motivates others to also hope that this year can have time to continue their education to a higher level.

In addition, the headmaster monitors all classes, if he finds an empty class without a teacher; he explained that he will follow up with the counseling of teachers

²⁷Namiri, Kepala SMP IT Ar-Raihan Bandar Lampung.

²⁸Syakur, Kepala Bidang Kurikulum SMP IT Ar-Raihan Bandar Lampung.

²⁹Namiri, Kepala SMP IT Ar-Raihan Bandar Lampung.

³⁰Syakur, Kepala Bidang Kurikulum SMP IT Ar-Raihan Bandar Lampung.

³¹Namiri, Kepala SMP IT Ar-Raihan Bandar Lampung.

³²Syakur, Kepala Bidang Kurikulum SMP IT Ar-Raihan Bandar Lampung.

³³Zulham, Kepala Bidang Kesiswaan SMP IT Ar-Raihan Bandar Lampung.

³⁴Namiri, Kepala SMP IT Ar-Raihan Bandar Lampung.

³⁵Sofwan, Guru SMP IT Ar-Raihan Bandar Lampung.

³⁶Syakur, Kepala Bidang Kurikulum SMP IT Ar-Raihan Bandar Lampung.

³⁷Namiri, Kepala SMP IT Ar-Raihan Bandar Lampung.

³⁸Namiri

³⁹Namiri

⁴⁰Zulham, Kepala Bidang Kesiswaan SMP IT Ar-Raihan Bandar Lampung.



who have left the class without permission. He said this would have a bad impact on student learning outcomes; students in class were noisy and had a great chance of doing things that could cause problems. For teachers themselves, this can also have an impact on the poor assessment of teacher evaluation²⁷.

The discipline of teachers coming to school including entering and leaving the classroom is still not optimal. The teacher usually neglects learning time of up to several minutes, if it is accumulated, there will be accumulated wasted time. This can be analyzed from the motivation of the teacher or this can also be because the teachers reside far away from the school. In school management, the school headmaster is very concerned about vertical and horizontal relations, the vertical relation is related to agencies and foundations, while the horizontal is good relations with the wider community, especially those around the Ar-Raihan site. The headmaster always approaches and communicates well to all parties, and respects the existing procedures, this can be seen from the success of the headmaster in fighting for the capacity of the number of students in one class. He also improves the quality and quantity of school infrastructure, like the installation of CCTV in every class, as a support for the control of the progress of learning conditions and school safety.

The headmaster activities in guiding and directing teachers are realized by providing individual consultation to teachers in their work. Data is obtained that the headmaster always provides individual consultation in making learning media, guides and directs teachers in achieving the vision and mission of the school²⁸.

Other obtained data relating to the activities of guiding teachers done by the headmaster including the provision of guidance such as work team, mutual cooperation, mutual respect, mutual value, character and morals, the headmaster states that they are very important, because the school is an educational institution characterized by religion which shapes generations who have good character, sense of empathy for others and high sense of piety towards their creator. This is usually conveyed during the flag ceremony or

during meetings with the teacher or committee²⁹.

In the effort of the school headmaster to improve teacher discipline, he will appoint each teacher to be the coordinator of the activity and this is done alternately with each teacher, when such teachers are asked to coordinate one another, help each other, both in extra-curricular activities and curricular activities in schools, they will find that discipline is a prerequisite. These findings can explain that the headmaster in guiding the teachers and their subordinates has been quite good, but for optimal results still need to be improved again. This can be seen from the side of the influence on the teacher that there are weaknesses in the aspect of strengthening (reinforcement) and aspects of reward for teachers who are disciplined, as well as in control and punishment (sanctions) are weak for those who are lack discipline.

THE ABILITY OF SMP IT AR-RAIHAN HEADMASTER CREATES TEACHER CONFIDENCE

The headmaster has a strong will to prove that he is very worthy and able to lead the school to the betterment. Commitment and strong self-confidence possessed by a leader not only makes his personal feel high self-assurance so that it will facilitate him to carry out his duties as a leader, but also provides positive energy to subordinates in following the direction of his leadership³⁰.

One of the traits that can strengthen the headmaster confidence in carrying out his duties and functions is to feel he is mandated by higher leader and he must be responsible. Responsibility is a burden that must be filled and it is attached to the headmaster. Taking responsibility is the duty of a leader in a variety of situations and conditions. A leader's responsibility must be proven that at any time he must be prepared to carry out the task. In order to build trust and responsibility, every headmaster in carrying out his leadership function must be able to empower education staffs and all school members to be willing and able to make efforts to achieve the school goals.

In giving an example, it can be seen from the headmaster who always enters the class during his teach-

ing hours based on the teaching timetable, even when there are guests who come to see him, he asks for permission to enter the classroom to teach and asks the guest to be willing to wait until the teaching time is over. The headmaster of the school always tries to come earlier and not late unless there is an external visit, while for the leaving time, he often goes home the latest after the other teacher returns.

Modeling is an equally important dimension in the leadership of the school principal. Through intensive coaching, this exemplary problem should always be reminded. The behavior of the school headmaster who is always a good example for his subordinates will be one of the main assets for effective school management.

The headmaster exemplary behavior can also be shown by always respecting subordinates. He valued teachers and staff opinions, he would also respect other parties such as students. The quality that must be possessed by the headmaster is not only the traits that relate to the type of leadership such as democracy or compromiser, but also must be accompanied by traits such as wanting to pay attention to ethics. Ethics relating to the values and norms prevailing in this society must be used as a guide in acting so as not to cause undesirable things.

One of the requirements to be a leader is a strong confidence in a leader. When the leader looks confident his subordinates will become more determined and confident to follow the leader. The headmaster indicator as a manager is to have short-term, medium-term and long-term programs. The headmaster also makes the school organizational structure, forms a committee, gives direction, cares about the facilities and their maintenance, gives teaching hours in accordance with the area of duty and competence of the teacher, and can work with the vice-headmaster and the teacher council.

The success of an institution in carrying out organizational plans and programs needs to be supported by creative leadership that can drive active participation from existing human resources for the realization of the set vision and mission. Referring to the physical

and material aspects of the school, SMP IT Ar-Raihan completes facilities and infrastructures to support teacher discipline, even though in reality the utilization of facilities is not yet optimal by the teacher, this was conveyed by the vice headmaster of curriculum.

Expertise qualifications and the ability to use IT will always be improved. However the characteristics of teachers varied one another. For example old fashioned teachers who have long teaching experience, they still consider and retain the old ones that they think are better and more correct. Some teachers are easy to adapt, the others are very slow. Steps to be taken by school headmaster in this case are to provide understanding, conduct training, monitoring and returning to assumption that the wheel rotating continuously³¹.

The headmaster as a leader must be able to motivate subordinates to have good discipline by providing adequate facilities and infrastructure including efforts to motivate teachers to work optimally. From the results of interviews with the headmaster of SMP IT Ar-Raihan, the obtained data revealed that in the activities of facilitating teachers by providing adequate facilities for the successful work process carried out by teachers, for the sake of achieving the vision and mission of the school, namely improving student learning achievement³². The data is corroborated by the results of researcher observations of the facilities and infrastructure in SMP IT Ar-Raihan.

From the results of an interview with one of the teachers, it was obtained that the headmaster of SMP IT Ar-Raihan facilitated award for teachers to create competitive atmosphere. This had the effect of motivating the teacher to develop further. The award given is merely not material but can also be in the form of gratitude that can also make the teachers feel their work is appreciated. Providing ease in proposing special awards for outstanding teachers can motivate teachers to continue to excel³³. However, the ability of headmaster in creating teacher confidence is apparently still not maximum, this can be seen from the lack of competitive creation of teachers outside of school both in the aspects of their hard skills and soft skills.



Other findings from interviews with other teachers, that the school headmaster always supports both motivation and facilities in each extracurricular activity, so that the teacher is eager to be creative and more innovative, because in his opinion working with heart will be counted as a worship because of sincerity in doing it³⁴. The finding data is strengthened by the results of researcher interviews with the headmaster, that in working everything must be intended for worship, so that in the implementation it must be sincere, not blended with other intentions³⁵.

The results of interviews with the headmaster of SMP IT Ar-Raihan obtained data that in facilitating teachers, the headmaster tried to fulfill the needs of teachers and students with adequate facilities and infrastructure for successful learning. The facilities and infrastructures are in the form of books, libraries, laboratories, and sports facilities as well arts. The programs are run based on the arrangement the utilization school facilities is regulated to be used appropriately for the sake of successful learning activities for student. The data is corroborated by researchers' observations of the facilities and infrastructure in SMP IT Ar-Raihan³⁶.

According to the findings from the interviews between the researcher and the headmaster revealed that the headmaster worked together with the teachers and staffs in preparing, implementing and evaluating the program designed by the school. This was done so that the teachers were directly involved to develop the school by hoping the teachers and staffs at SMP IT Ar-Raihan will work together in making the school goals together³⁷.

Other finding obtained from interviews with a number of teachers is that the teachers at SMP IT Ar-Raihan are often involved to play role as a committee for implementing school activities or events, both intra and extracurricular activities, such as the new student admission committee and the committee for national day activities. This will foster a sense of togetherness among the teachers and students³⁸. The data is strengthened by observations made by researchers through looking at the learning documents, every teacher supervision book as well as the headmaster's

notes in evaluating the teachers, and the meeting report owned by teachers.

Every year the school headmaster designs a parent committee meeting, where parents are invited to discuss the orientation of school programs, motivations, the election of new committee members, and the school development program. The data is corroborated by the results of observations on school facilities and infrastructure.

CONCLUSION

Based on the elaboration presented on the previous section, the construal can be made on the aspect of the headmaster ability to influence the teachers which is less optimal because there are still teachers who do not heed the provisions and rules commanded by the school headmaster verbally in the teacher meeting or through posters posted in the school environment appealing an obligation on the use of Arabic language / English in a school setting. In the exemplary or modeling aspect in motivating teachers, it has been seen in the form of daily life in the school as a friendly headmaster but still disciplined, but in the aspect of encouragement to the teachers there is a weakness in strengthening (reinforcement) to give reward for disciplined teachers, as well as weak in controlling and punishment for those who are lack of discipline. In the aspect of his ability to create self-confidence among the teacher is quite good even though it has not been maximum, this can be seen from lack of competitive atmosphere among teachers outside of school both in the aspects of their hard skills or soft skills.

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