The Significance of Assertive Leadership Style in School Organizational Development

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Abstract: The principal is the leader of the school organization. The leadership of the principal is related to the role of influencing his subordinates to always follow his direction in carrying out school administration tasks in the context of developing school organization. In developing school organizations, leaders need to apply an assertive leadership style. Assertive leadership style is defined as the ability to express emotions, defend the truth and maintain interactions with others honestly, responsibly and free from anxiety. This study used content analysis, which is a form of textual analysis that is used to describe and explain the characteristics of the messages in the text. The content analysis allows two approaches, namely qualitative and quantitative. The purpose of this research is to emphasize that in the development of educational organizations, it is necessary to implement assertive leadership.

Keywords: leadership, assertive, organization, school

PRELIMINARY

Leadership is one of the most important factors for educational institutions because most of the successes and failures are determined by the leader (Abdilah, 2020). The principal is a leader in the school organization and even the key holder of success in achieving the goals set in a school institution (Rohiat, 2012). The leadership of the principal is related to the role of influencing his subordinates to always follow his directions in carrying out school administration tasks in order to develop and advance the school (Hardono, 2017). There are at least two key words to assess the notion of leadership (including in the field of education), the first one is the leadership which is the science / art of influencing and moving people to achieve the desired goals, and the second one in an effort to influence and mobilize such a leader must have the following characteristics: respect differences, respect differences and then seek to build strength. A person cannot be a leader if they are separated from the group because leadership is a characteristic of group activities, everyone as a member of a group can contribute their thoughts for the success of their group (Ekosiswoyo, 2007). In this case, of course, an assertive leadership style is needed so that the development of school organizations can be carried out properly.

The abilities that must be possessed by the principal include conceptual skills, human skills, and technical skills. Principals are required to have good and adequate management and leadership skills so that they can generate ideas to improve school quality. The new

paradigm views the duties and functions of school principals as educators, managers, administrators, supervisors, leaders, innovators and motivators. Even in the future the principal must be able to become a figure and mediator for the development of society and the environment (Naway, 2019). A school principal certainly has subordinates such as teachers, administrative staff and others. Communication between the principal and subordinates is often a problem in school organizations, resulting in disharmony. Harmonious working relationships can be seen from the quality of communication that occurs. In communicating, according to De Vito (Sendjaja, 2014), in order for communication to run effectively it is necessary to have openness and empathy between the communicant and the communicator. Openness shows the willingness to respond to others honestly and frankly about everything he says or is called assertiveness (Rozali, 2018).

Assertive (assertiveness) is defined as the ability to express emotions, maintain the truth and maintain interactions with others honestly, responsibly and free from anxiety (Willis & Daisley, 1995) (Yuli, 2018). According to Lioyd (1991) assertive behavior is behavior that is active, direct and honest. This behavior is able to communicate an impression of respect for ourselves and others so that we can view our wants, needs, and rights the same as the wants, needs and rights of others or can be interpreted as a normal style that is nothing more than a direct and honest attitude and full respect when interacting with others (Khalisah, 2016). According to (Irsyadi, 2009) by communicating assertively each individual will make it easier to build a communicative and conducive working relationship. Because, an assertive person has win-win solution tactics and conflict management strategies and sees problems from two directions wisely so that it will increase work morale, performance, productivity, and form solid teamwork in the organization (Widyastuti, 2017).

In school organizational leadership, one-way communication often occurs, causing gaps (the relationship becomes disrupted) between the principal and subordinates, causing an unharmonious relationship even when the teacher perceives the principal as an authoritarian boss, does not want to listen to other people's opinions, is only oriented results will tend to form submissive behavior, which tends to only accept and even give up on everything that happens, even if things are bad (Yuli, 2018). In addition, a submissive subject does not dare to reject or say no even though he knows the consequences (Yuli, 2018).

Building interactions with teachers and existing devices in the school through communication is a key to the success of the principal because with the leadership communication the principal can run well in accordance with a confident, active, straightforward, open and honest attitude. However, the reality is that there are still principals who do not realize the importance of communication, so when the school principal finds ineffective conditions in the school organization the principal does not dare to speak up, so the school organization creates bad conditions.

Through this paper, the authors wish that assertive leadership styles can be applied in school organizations (especially school principals) so that the development of school organizations can run well.

Assertive Leadership Theory

The ability to communicate is one of the interpersonal skills a leader must possess. Maintaining a positive attitude in communication is an important thing that must be

considered for anyone who wants good two-way communication, without one party misinterpreting the message we mean. A leader must have good communication skills in order to receive and convey messages (Irsyadi, 2009). One of the good communication behaviors to develop a school organization that is owned by a leader is assertive communication skills. Through assertive communication, leaders have a positive, honest, respectful nature without offending others so they feel free to express themselves, have an active view of life and are open to conflict (Garner, 2012).

Assertive communication is a skill that can be trained. Assertive communication is important so that communication between leaders and subordinates can be well established and does not cause misunderstanding or misperception between leaders and subordinates, every problem must be communicated properly in order to find the right solution in dealing with problems that occur between subordinates. Assertive communication must be carried out evenly with all subordinates so that there is no sense of discrimination or jealousy among employees.

According to Doris Hulbert in (Garner, 2012) there are six techniques in assertive communication: (1) Listening: An assertive person must listen to what is being said in order to understand and understand the root of the problem that occurred, (2) Expressing expectations clearly, an assertive person must say what he wants straightforwardly, honestly and clearly so that the other party can understand, (3) Noticing an assertive always tries to pay attention and focus on the things that happen and the problems that exist. (4) Compromise and negotiation, an assertive tries to compromise and negotiate in solving problems and making decisions, (5) Be persistent (persistent) and patient, an assertive person must maintain his stance and be patient in any situation and condition, (6) Providing effective criticism and building an assertive person always provides input and constructive positive feedback or criticism to solve problems or conflicts.

Martin and Poland (Marini and Andriyani, 2005) suggest several components of assertive behavior, including:

1. Compliance, relates to a person's efforts to reject or disagree with others. What needs to be emphasized here is someone's courage to say "no" to someone else if that is not what they want.

2. Duration of Reply, is the length of time for someone to say what he wants, by explaining it to others. Eisler et al. (In Martin & Poland, 1980) found that people with a high level of assertiveness gave a longer response (in terms of the time spent to speak) than someone with a low level of assertiveness.

3. Loudness, speaking louder is usually more assertive, as long as someone doesn't shout. Speaking in a clear voice is the best way communicate effectively with others.

4. Request for New Behavior, asking for the emergence of new behavior in other people, expressing facts or feelings in giving advice to others, with the aim that the situation changes according to what we want.

5. Affect, affect means emotion, when someone speaks in an emotional state, the intonation of his voice will increase. The message conveyed will be more assertive if a person speaks with moderate, unresponsive fluctuation monotonous or emotional response.

6. Latency of Response, is the time between the end of someone's speech until it is our turn to start talking. The fact that there is a brief pause before answering is generally more assertive than one without.

7. Non-Verbal Behavior, non-verbal components of assertiveness, among others:

    a. Eye contact in general, if we look at the person we are talking to, it will help in conveying the message and will also increase the effectiveness of the message. However, do not also stare or bow your head too much.

    b. Effective assertive behavior facial expressions require facial expressions that match the message conveyed. For example, a message of anger will be delivered directly without a smile, or during a happy moment, show it with a happy face.

    c. Physical distance should be made to stand or sit at a reasonable distance. If we are too close it can irritate others and appear challenging, while too far will make it difficult for others to understand what we are saying.

    d. Posture, an upright posture when dealing with other people will make the message more assertive. While the posture that is not upright and looks lazy will make other people judge us to easily back away or run away from problems.

    e. Body gestures with appropriate body gestures can increase openness, confidence and emphasize what we are saying, for example by pointing the hand out. While others can reduce, such as scratching the neck, and rubbing the eyes.

The principles of assertive training according to Corey, 1997 in (Purwanto, 2012), assertive training will help people who are unable to express feelings of anger and offense, show excessive politeness and always encourage others to precede them, having difficulty saying "no", having difficulty expressing affections and other positive responses, feeling that they do not have the right to have pre-feelings and thoughts of their own. According to Latipun (2005) states that assertive training is used to train individuals who have difficulty telling themselves that their actions are appropriate or correct. This exercise is especially useful for helping people who are unable to express feelings of offense, have difficulty saying "no", express affections or other positive responses. The method used is by role playing through the guidance of a counselor. Gunarso (1992) suggests that assertive behavior can be classified into three categories, as follows:

1. Assertive rejection Assertive rejection can be done subtly, such as sorry for an abnormal child, whereas if a counselor or therapist can do it firmly may "don't" and so on.

2. Assertive praise Assertive praise is characterized by the ability to express feelings of agreement, conformity, pleasure, love, admiration, praise and gratitude.

3. Assertive request Assertive request is training to ask other people to do something to achieve a certain goal without pressure and coercion "do you want to help me explain the application of this mathematical formulation and so on.

The way to become an assertive individual according to Sulvia (2012), learning to be more assertive is about respecting your own rights, beliefs and values while respecting the rights of others. There are several ways that someone can become an assertive individual, namely as follows: (1) Assertive is an important quality that must be possessed, (2) Increase self-confidence, (3) Say what you want, (4) Improve body language skills, (5) Don't apologize too much, (6) Dare to say "no", (7) Arm yourself with accurate information, and (8) No need to please everyone.

METHODOLOGY

The methodology used, namely content analysis, is a form of textual analysis used to describe and explain the characteristics of the messages embedded in the text. Content analysis allows both quantitative and qualitative approaches. Content analysis is useful as a method that allows researchers to organize and summarize large amounts of information, provide valuable historical and cultural insights into research problems, and triangulate with other research methods. Content / content analysis is carried out through the process of selecting text, unifying message units, creating content categories, coding text and explaining the results.

The steps in assertive research include: First, researchers must select texts that are relevant to their research question. If the database is limited, such as certain television shows or top ten songs over a period of time, the researcher can conduct a census. Second, researchers coded messages embedded in the census or text samples according to category. This requires the researcher to piece together, or identify, the right message units to code. Third, once the researcher has pooled, or identified suitable units of analysis, nominal measurement techniques are used to generate categories to which previously identified units can be placed. Fourth, after compiling and developing content categories, researchers train coders to identify appropriate categories for each unit. Researchers used at least two coders working independently and assigned each unit to the appropriate category. Fifth, the researcher must explain the results. The unit coding into nominal categories yields qualitative data; counting the number of units in each category yields quantitative data. Both data types are useful for describing the message content. Most often, researchers report baseline descriptive statistics followed by tests, such as the chi square, to assess differences in the number of units between categories, sometimes advanced statistical tests.

RESULT

One of the main factors of success both in organization and personally is the concept of leadership. Good leadership will produce something good. There are various types of leadership being developed today considering the development and change (disruption) of the world which is getting faster and demands an appropriate response from a leader. After reviewing several texts that explain assertive leadership, the results obtained are: Assertive leadership style is needed in the development of school organizations because in assertive leadership communication can be done not only in one direction but can be two ways. This if applied will create a more cooperative atmosphere and have an impact on performance results. In addition, the assertive leadership style makes the principal have to listen to what is being discussed in order to understand and understand the root of the problem that occurs. Assertive leadership style makes leaders act objectively. Leaders with an assertive style say what they want in a straightforward, honest and clear manner so that other parties can understand them. A leader who is able to build clear communication with the person being led so that the leader always tries to pay attention and focus on the things that happen and the problems that exist, tries to compromise and negotiate in solving problems and making decisions, takes a stand and is patient in situations and any conditions, always provide input and constructive feedback or criticism to solve problems or conflicts. The presence of assertive leadership is

able to create an atmosphere of work and interaction in a transparent manner and is able to create a culture of mutual respect.

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