

The Influence of Authoritarian Leadership on Educators' Competency

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Abstract: The Authoritarian Leadership Style adopted by the Principal as a leader in an educational institution will have an impact on the competence of educators, both positive and negative impacts. Authoritarian leadership classically has a more structured relationship within an organizational scope, especially in directing the teaching staff under it as a whole and intact because there is no intervention in directing the direction of the institution. This article aims to determine the impact manifested by the Principal's Authoritarian Leadership Style as the head of the agency and the relationship between authoritarian leadership style to the competence of the teaching staff. This research method uses a literature study that describes previous research to find existing data and findings and present them in the discussion of the problems of this article. The findings presented point to the emergence of negative and positive impacts and their relationship to the competence of educators in an educational institution that uses the Authoritarian Leadership Style of the Principal as the head of the agency.

Keywords: Authoritarian Leadership, Competence of Educators, Relationship

INTRODUCTION

The component that is considered the most important in learning activities is the role of a teacher. Selvi (2010) revealed that the government provides a policy for setting standards for the education process in an effort to improve the quality of education, it is the teacher who will carry out and determine the quality of learning which in fact will affect the quality of education in general. Teachers are also the ones who will implement ideal government policies according to their abilities. As is well known, through written regulations the government has begun to spoil teachers with the issuance of teacher certification in office. This is clear evidence that the government pays serious attention to the welfare of teachers. Of course, this policy is not only issued to provide allowances that are not patterned, but of course it is given so that teachers can improve their quality so that they have an impact on the development of the quality of education in Indonesia.

Educational institutions in the leadership milestone held by a school principal require wisdom from the principal in determining the style when leading a school. The leadership style of each school principal has its own differences and forms policies that are always

different for each individual who has responsibility as a leader or principal. The difference in leadership styles to the form of policies by each school coconut, this occurs due to experiences, role models, educational backgrounds and different personalities for each individual. Chatib (2014: 30) states that Experience, role models, educational backgrounds and different personalities are the keys in the formation of the principal's style in carrying out his leadership and make each principal have his own leadership style.

A leadership style that is marginalized and feared if this style is owned and used by a leader or principal to lead an institution, especially in educational institutions, that is, an authoritarian leadership style. Authoritarian leadership style is seen as a leadership style that is frightening, curbs freedom and is even considered cruel. The view of authoritarian attitudes which are identified as frightening, cruel, and trigger conflict in groups makes authoritarian leadership styles considered inappropriate for use by school principals in leading educational institutions. Chatib (2014) states that Apart from the negative side of the consequences of the authoritarian attitude used in leading groups and even educational institutions, doesn't every other leadership style also have its own negative side and have almost the same consequences, namely the emergence of the seeds of conflict. In the leadership style, it is an adjustment to who and the state of the institution to be led and the way the school leader or principal influences the school community.

Selvi (2010) explains that leadership with an authoritarian attitude is not something that must be avoided or eliminated in the way of leading. The optimal and good leadership style depends on the leader himself in carrying out his leadership. If a school leader or principal decides to have an authoritarian style in leading his educational institution, it is the responsibility of the school principal to influence members or school members. Authoritarian leadership styles can be optimized well, if the leader or principal makes the concept of leadership well and orderly.

METHOD

In this article, in conducting research, using the literature study method or literature study. In the literature study method, literature collection activities are carried out related to authoritarian leadership in education and the concept of leadership, the competence of educators and then a review of these literatures is carried out by the author more specifically towards the influence of authoritarian leadership on the competence of educators according to under the title of this article.

RESULTS

A school leader / principal who is authoritarian will appear as in the characteristics previously mentioned. In addition, in carrying out the wheels of leadership, authoritarian school leaders / principals often use dictating and selling style strategies. The style of dictating can be used when educators and education personnel are at a low maturity level, so they need clear instructions and supervision. This style is called dictating because leaders are required to say what, how, when and where tasks are performed. This style is emphasized on the task, while the relationship is only modest. The selling style is used when the conditions of educators and education personnel in schools are at a low to moderate stage, so that they

have the willingness to improve their professionalism but have not been supported by adequate abilities. This style is called selling because the leader provides many leads.

Selvi (2010) explains that in this level of maturity of educators and educational personnel, high tasks and high relationships are needed in order to maintain and improve the abilities and abilities they already have. An authoritarian school leader / principal can trigger a variety of behaviors in educators and education personnel who are their subordinates, in this case the teachers. Such as paternalistic behavior, pseudo obedience, independence in work is weak, consensus, and avoidance.

Paternalistic behavior in leadership raises the attitude and reluctance of subordinates to express thoughts, opinions and criticism of superiors because they are worried that they are considered to be against their superiors, the dominance of school leaders / school principals prevents the emergence of renewal ideas from below. Pseudo obedience behavior is obedience, loyalty and respect as long as the school leader / principal is in a leadership position. Loyalty will be lost after the leader is replaced or has a rotation. In this alliance approach human resources are often used ineffectively.

The behavior of independence is lacking because it is conditioned by the habit of waiting for orders and instructions from superiors so that there is less initiative, creativity and responsibility for subordinates. Consensus behavior is a product of deliberation on the basis of mutual cooperation, but in reality, it is often manipulated into an arena for cultivation, if necessary with pressure.

School leaders / principals should be open but still maintain a distance from educators and education personnel, so that they can bring up various problems faced in carrying out their duties as educators and education personnel. Thus, any problems faced by educators and education personnel can be immediately resolved and resolved together, so that there are no protracted problems that interfere with the main task that must be done.

Moreover, Chatib (2014) states that an authoritarian leadership has an impact that is proportional to the competence of educators in developing as a development of the quality of education in an educational institution or school. When the leadership is authoritarian, decision making will be faster because there is only 1 head without requiring more time to unify the thoughts of the leader and subordinates in making decisions in a discussion discussed at the meeting. So that in a meeting the mechanism is just socialization and briefing without a unification of thoughts that need to be wordy to solve a problem. The results conveyed by the leadership themselves or the principal will not cause a complex polemic because later the follow-up of the responsibility of the issue is understood more deeply and the concept is mastered by the leadership without requiring time to consider the decision to ask the clarity of the concept of a deliberation.

Teacher discipline itself will be more orderly and structured with authoritarian leadership, why? Obviously, because an authoritarian leadership will naturally discipline subordinates who are structurally under him without any negotiation asking for relief, whose urgency is less important, so subordinates will be very respectful and obey the system imposed by the leadership to form a good system. Transactional leaders are prone to be negotiated and bargained for by their subordinates because often transactional leaders are in some cases too tolerant of subordinates who do not run the code of ethics properly so that the competence of teachers will also be bargained with offers that are often communicated by

subordinates. Dominant authoritarian leaders have strong power and authority so that subordinates will respect all decisions without any job negotiations so that performance achievement targets and work deadlines will be more controllable.

Burkle (2019) states that an authoritarian leadership will convey different thoughts to subordinates who also have concepts in the implementation of education so that this will result in new problems because they are prone to disobedience and influence education personnel to be invited to rebel leaders because they feel the concept is better than the concept carried out and applied by their leadership. Inaccurate selection or decision making, if not at all right, authoritarian leadership will also result in dissatisfaction or distrust of subordinates in the performance and direction that is intended in accordance with the vision, mission and goals of the school to convey new concepts in the future is less reliable if in this case the goals may not achieved so that his subordinates will also be influenced not to consider the leader in the forum even not respected anymore to run a system from a good structural.

The output of the teaching staff's own competence in a school actually returns to the concepts and thoughts of the authoritarian leadership. Authoritarian leadership with careful thinking will provide a renewal of the varied performance styles of subordinates in running the system and even provide a well-integrated system implementation. However, if the authoritarian leader has less mature thinking, then things will happen such as the negative impact that has been exposed, especially on dissatisfaction and distrust of not respecting their leader because they feel unreliable.

DISCUSSION

Authoritarian Leadership

in the general public is understood as the attitude of an individual who is too hard on the principles that have been believed and has the assumption that these principles are true and cannot be violated by himself or those around him. An authoritarian attitude that is identified with rigidity, absolute, absolute, and irreversibility makes an authoritarian attitude less valuable to be used in leading, especially considered unsuitable in schools or madrasahs. Burkle (2019) states that general public has the opinion that a leader who uses authoritarian leadership will curb the freedom of all the members they lead to act, express opinions and develop the potential of its members. With such a paradigm or a very extreme view in understanding authoritarian leadership, the majority of people who do not want to be taken free reject this authoritarian leadership. An understanding of the taking or deprivation of someone's freedom by force, this can be said to be the main factor or point why authoritarian leadership is avoided in any institution, especially schools or madrasahs.

The understanding of authoritarian leadership stated above is not wrong, but in the author's perspective it is. nor is it considered absolutely correct. Authoritarian leadership from the literature review that has been carried out cannot be denied that authoritarian leadership is closely related to the attitude of a leader who has confidence in his authority and his right to lead fully and completely, which then indicates an attitude that is considered to curb all freedom of expression, innovation, and think critically and limit the space for the members to be creative. But there is a lack of our understanding of why authoritarian leadership can have a negative impact on the magnitude of what has been mentioned.

The negative impact or risk in the use of authoritarian leadership by a leader is a form of authoritarianism that is carried out in an extreme manner without a poor understanding of the leader or its members. A leader with an authoritarian leadership style is basically an individual who is hardworking, resilient, conscientious and orderly. The individual is accustomed to environments and routines that have strict rules and norms that must be obeyed. The basic behaviors and experiences that underlie the formation of the authoritarian nature of an individual or leader are actually a good thing for a leader to have. However, the author argues that there must be self-control from each individual to limit himself to his authoritarian behavior in certain places or situations.

Selvi (2010) states that leaders with an authoritarian leadership style must be willing to force themselves to learn to understand the circumstances and conditions of their members and the environment they lead. Therefore, in this article the author tries to convey views on things that leaders with authoritarian leadership should try to understand and do, especially in schools or madrasas, namely:

1. Availability of Listening Authoritarian leadership has the greatest risk in causing conflict in the form of rebellion from members and can potentially lead to the destruction of the school environment or madrasah being led. Therefore, leaders must try to listen to the aspirations, suggestions, and criticisms that exist both from members, school members and from the outside environment. The leader or principal here must learn to lower the ego, which feels that only he is the most righteous and powerful. Although in a way that does not have to be direct, it can be done secretly and gradually.
2. Exemplary Attitude The leader or principal in determining a policy that members want to comply with and implement properly, must understand that it must be done from himself first. The principal tries to provide an example or role model for school members and residents. With a leader or principal who is willing to provide an example of how to properly implement policies that have been set by himself, it will influence all members and school members to do the same thing that has been exemplified for them.
3. An Open Perspective In authoritarian leadership, it is always understood that leaders have absolute power in deciding everything that is considered to be related to policies or programs of the school or madrasah they lead. But the school leader or principal must be willing to learn to understand that what is needed to run a school or madrasah is not only a school principal but there are stakeholders associated with the school or madrasah he leads. Just as school principals want their perspectives or views to be understood by school members, school principals also need to understand and study and sort out the perspectives of school members openly but of course with predetermined boundaries.
4. Self-Evaluation The leader or principal is not an individual who can be free from mistakes and mistakes, therefore the leader or principal at least as an individual evaluates the way he behaves in others and himself. The leader or principal can ask personally from people who are considered capable of assessing or seeking information on how their members assess their behavior and leadership methods, so that the principal can improve and take advantage of the results of his self-evaluation for better self-development and improve self-image in front of school members.
5. Attitude of Tolerance Perhaps this is not easy for leaders with authoritarian leadership styles to do, but it needs to be considered as material for consideration. As in the military world, authoritarian leadership produces most of the

good and positive things in shaping the mental and behavior of an individual, with a note that things that are regulated in an authoritarian and absolute manner are orders or rules that are general in nature and very rarely regulate things that are very personal.

The Competency of Educators

Souto-Manning (2012:55) explains that teachers are obliged to improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology and arts. Based on this, teachers are required to continue learning and increase their capacity as a teacher, so that they can carry out their duties and responsibilities properly. This condition is in accordance with the phenomenal sentence that is often uttered, namely if someone wants to teach, he must not stop learning.

Selvi (2010) revealed that there are 9 competencies that an educator must have, namely: 1) field competencies, 2) research competencies, 3) curriculum competencies, 4) lifelong learning competencies, 5) social-cultural competencies, 6) emotional competencies, 7) communication competencies, 8) information and communication technologies (ICT) competencies, and 9) environmental competencies. From the description in the background section, it is revealed that there are 3 (three) major problems that hinder the improvement of the quality of Indonesian human resources through the learning process by teachers, namely 1) learning design (related to curriculum competencies), 2) research (research competencies), and 3) mastery of English (related to communication competencies).

Chatib (2014: 30) divides teacher competency levels as follows: 1) probation period, teacher probation period; 2) medium teacher, a teacher who has the motto just tell; 3) good teacher, a teacher who has a motto to explain; 4) excellent teachers, teachers who have a motto of model and 5) great teachers, who have a motto of inspiration.

CONCLUSION

Authoritarian leadership from the literature review that has been carried out cannot be denied that authoritarian leadership is closely related to the attitude of leaders who have confidence in their authority and their right to lead fully and completely, which then indicates an attitude that is considered to curb all freedom of expression, innovation, and think critically and limit the space for members to be creative. With a leader or principal who is willing to provide an example of how to properly implement policies that have been set by himself, it will influence all members and school members to do the same thing that has been exemplified for them. An Open Perspective In authoritarian leadership, it is always understood that leaders have absolute power in deciding everything that is considered to be related to policies or programs of the school or madrasah they lead.

The school leader or principal must be willing to learn to understand that what is needed to run a school or madrasah is not only a school principal but there are stakeholders associated with the school or madrasah he leads. The leader or principal can ask personally from people who are considered capable of assessing or seeking information on how their members assess their behavior and leadership methods, so that the principal can improve and take advantage of the results of his self-evaluation for better self-development and improve self-image in front of school members. As in the military world, authoritarian leadership

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