

How is Principal Leadership Related to Effective School?

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Abstract: This article examines the leadership of school principals to create effective schools. This study is in the form of a literature review to understand how principals create effective schools and their impact on improving the quality of schools in general. Researchers conducted an analysis of 20 articles published in the period 2010-2022. All articles are written in Indonesian. The results showed that research on the topic of principals' leadership has implications for the creation of effective schools. This finding specifically highlights the creation of effective schools in three ways, namely 1) principal leadership characteristics, 2) principal leadership strategies, and 3) principal leadership style.

Keywords: principal leadership, leadership characteristics, leadership strategy, leadership style, effective school

INTRODUCTION

Schools are formal institutions that provide education, teaching, and mentoring for students to reach the stage of intelligence and maturity. Thus, schools as organizations can only achieve their goals effectively if they have reached the level of effective schools. This effective school refers to the empowerment of all school components as a place of learning organization based on their respective main tasks and functions in the program structure (Komariah & Cepi, 2005).

School effectiveness (*school effectiveness*) is related to the performance of a school. School performance can be expressed through *the output (output)* which is measured based on the parameters of graduates' abilities. In addition, school effectiveness can be seen from the input, process, and output of the school as a whole and how the relationship between the three is. Thus, a school can be said to be effective if it has a level of conformity between what was formulated and what has been achieved. In addition, this effective school model is also to determine the level of success of each school (Nurdin, 2011). Effective schools show conformity between the results achieved and the expected results (Fadhli, 2016). To be able to

create effective schools, innovation from school principals is needed in carrying out their leadership (Mugizi, Tumuhaise, Samanya, & Dafiewhare, 2019). With the right leadership, principals can lead their schools to achieve effective schools, although there will be a number of leadership dynamics of principals in developing effective schools (Widiyastuti & Arikunto, 2015). Referring to the characteristics of effective schools according to (Riswandi, 2009) not many Elementary Schools (SD) are able to achieve it, even this implementation has never been found for PAUD institutions. One of the factors that determine efforts to achieve effective schools is the principal (Isnanto & Yustika, 2020) and the leadership style and work culture in schools (Djafri, 2020). Through innovative leadership, principals can mobilize and facilitate school resources to achieve goals (Djafri, Arwildayanto, & Sukung, 2020). In other words, the leadership of the principal also contributes to realizing an effective school (Mutmainah, 2017).

METHOD

The design of this research is *Literature Review* or literature review. Library research or literature review (*literature review, literature research*) is research that examines or critically reviews knowledge, ideas, or findings contained in *academic-oriented literature*, and formulates theoretical and methodological contributions to certain topics. (Cooper, 2010). The researcher examines the principal's leadership to create an effective school.

RESULT AND DISCUSSION

Table 1. Research Results on Effective Principal Leadership

Researcher	Research Title	Research result
Sukendar, S., & Usman, H. (2013)	Characteristics of effective leadership of the principal of SMP Negeri 1 Banguntapan	Characteristics of effective leadership. Principals at SMP Negeri 1 Banguntapan Bantul are: a) visionary or have and understand a complete vision of the school, b) have the ability to communicate and always build good communication with school residents and c) have a good personality which is reflected in the behavior of the principal. school to school residents.
Widiyastuti, M., & Arikunto, S. (2015)	Dynamics of Principal Leadership in Developing Effective Schools at Kanisius Kadirojo Elementary School, Sengkan, Duwet	The principals of SD Kanisius Kadirojo, Sengkan, and Duwet have values that become positive energy , fostering self-confidence and mutual respect for employees in more or less the same way: setting an example, trust, opportunity, duties and responsibilities, enthusiasm, and appreciation , motivating employees to work optimally, creating a positive culture by creating a <i>cozy atmosphere</i>

Researcher	Research Title	Research result
		, building a culture of discipline, and achievement.
Berliani, T., & Dagau, E. (2020)	Leadership of Female Principals in Effective Private Schools in Palangka Raya City	The effectiveness of leadership in realizing effective schools is basically not determined by gender characteristics. Although the figure of the principal tends to be feminine, which can be seen from the way he nurtures teachers and staff with love and affection like a mother to a child, with a strong commitment to realizing the vision, mission and goals of the school as well as his ability to manage the school well and her ability to establish synergistic collaboration with all school personnel, committees/parents as well as the community and school stakeholders, a female principal is able to realize school effectiveness.
Azhar, S. (2017)	Effective Principal Leadership (Islamic Education Perspective)	A tough school principal is a school principal who is smart and personable, as well as a <i>visionary</i> and has the <i>Fastabiqul Khairat ethos</i> . Namely an educational institution manager who is able to mobilize, coordinate and empower all existing or necessary resources to achieve school goals.
Fadhli, M. (2016)	Effective Principal Leadership in Creating Effective Schools	As education leaders in schools, principals change the energy of human resources and situations to achieve the goal of improving the quality of education, working with and or others to optimally transform organizational resources in order to achieve goals.
Winardi, J., Nurkolis, N., & Yuliejantiningih, Y. (2017)	The Effect of Principal Leadership and Teacher Professional Competence on Effective Schools at SMP Negeri Rayon Patebon, Kendal Regency	The effect of the principal's transformational leadership on effective schools is 35.5%.
Marhawati, B. (2017)	Leadership of Female Principals in Effective Schools	The strategies carried out by female school principals in achieving effective schools at MIT Al-Ishlah Gorontalo City include: (1) optimizing learning, empowering student

Researcher	Research Title	Research result
		potential, collaborating with various parties to support student achievement.
Sumarno, S., & Herawan, E. (2014)	The Effect of Principal Instructional Leadership and School Climate on Effective Schools	The principal's instructional leadership has a strong enough influence on effective schools in elementary schools throughout the Gegesik District, Cirebon Regency.
Karmu, K. (2010)	Principal Leadership Capacity And School Climate In Implementing Effective Schools	The leadership capacity of the principal has a significant effect on effective school implementation. Thus, the level of effective school implementation is explained by the leadership capacity of the principal. The magnitude of the influence of the principal's leadership capacity on effective school implementation is 9.20%
Yuningsih, E., & Herawan, E. (2015)	Principal's transformational leadership and school climate towards effective schools in public elementary schools in Purwakarta	The principal's transformational leadership has a strong and significant effect on effective schools.
Anizah, A., & Maretta, WF (2017)	Principal Effective Leadership in Developing Teacher Professionalism	Effective leadership of principals in developing teacher professionalism means empowering teacher competencies, fulfilling professional teacher requirements, creating professional teacher characteristics as evidenced by the implementation of learning administration and supported by adequate learning facilities and infrastructure.
Istikomah, I. (2019)	Principal's Leadership Strategy in Efforts to Realize Effective Schools	Effective schools require effective principal leadership. Effective principal leadership applies leadership strategies that are adapted to the context, especially the characteristics and abilities of their followers. Principal leadership strategies that may be applied in an effort to create an effective school are: bartering, building, binding, and bonding.
Mardalena, M. (2019)	Principal Leadership in Creating Effective Schools	Principals change the energy of both human and situational resources to achieve the goal of improving the quality of education. The principal must be able to work together with and or other people to optimally transform organizational resources in order to achieve

Researcher	Research Title	Research result
		meaningful goals in accordance with the achievement targets that have been set. The principal must be able to change the energy that exists in the school community from potential energy to actual, from minimal to optimal, and from formality to actuality.
Mardiyani, A. (2010).	Effective Principal Leadership of the Free Trade Era	Effective principal leadership is a principal who in leading consistently is able to make an effective contribution to changes in the activities of school members and the community towards achieving school goals. This is very much needed in the era of free trade, regional autonomy and school autonomy
Ridho, MA (2019).	Principal Leadership in Developing Effective School Culture in Elementary Schools	The principal of SD Plus Nurul Hikmah Pamekasan in developing an effective school culture is as follows: Developing harmonious relationships among all school members, which is carried out with the intensity of communication and increasing participation; developing school security which is carried out with written regulations, integrity pacts, KKS (Student Control Card), teacher picket, security support facilities, and empowerment of security officers, posterization of security messages; Developing a conducive school environment for learning by developing a religious school environment/religious culture, developing a clean, beautiful, and comfortable physical school environment, developing a conducive academic environment, increasing discipline, developing a culture of competition for achievement.
Muljawan, A. (2018).	Principal Leadership in Managing Effective Schools	Principal leadership who is able to direct, motivate, guide, and supervise teachers, staff, students, and all school members then applies leadership indicators and principal criteria and understands the principal's leadership model so that schools can be realized effectively and efficiently.
Purwanto, MB (2022).	Effective Principal Leadership at SMAN Palembang City	Effective principal leadership as many as 9 respondents or 75% belong to the good category, while those that are classified as

Researcher	Research Title	Research result
		sufficient are 3 respondents or 25%, with low qualifications as many as 0 respondents or 0%.
Palupi, ER (2021).	<i>Effective Principal Leadership Case Study at SDK St. Yusuf Madiun</i>	The principal really cares about the teachers through motivation, example and caring. The principal makes the teachers more enthusiastic in doing their work. The principal has a very high concern for teachers. The principal is very open and always helps the teachers whenever they face problems or difficulties. The principal also provides solutions for any problems or difficulties faced by teachers. The principal provides motivation, sets direction and is a good role model for teachers.
Riswandi, R., Sukamto, I., & Oktaria, R. (2021).	Effective Schools, Learning Organizations, and Principal Leadership	There is a significant relationship between effective schools, principal leadership and learning organization. The three are interrelated, effective schools require good principal leadership, so that a learning organization can be implemented, and vice versa.
Amini, A., Damanik, K., & Bahri, S. (2021).	Effective Principal Leadership in Improving Teacher Performance at SMA Negeri 5 Pematangsiantar	Effective principal leadership is leadership based on the condition that the leader has a dominant leadership style and suggests that leaders must learn how to match their leadership style to the quantity of control in leadership situations and assume that there is no best principal leadership style, but depends on the situation. and school conditions.

Principal Leadership Characteristics

The characteristics of effective leadership include being visionary or having and understanding a complete vision of the school, having the ability to communicate and always building good communication with school residents and having a good personality which is reflected in the behavior of the principal towards school residents (Sukendar & Usman, 2013) . Other characteristics of effective leadership are setting an example, trust, opportunity, duties and responsibilities, enthusiasm, and appreciation, motivating employees to work optimally, creating a positive culture by creating a cozy atmosphere , building a culture of discipline, and achievement (*Widiyastuti* , & Arikunto, 2007). 2015). The principal also has a strong commitment to realizing the school's vision, mission and goals as well as his ability to manage schools well and his ability to establish synergistic collaboration with all school personnel,

committees/parents of students as well as the community and school stakeholders (Berliani & Dagau, 2020). The leadership of a strong principal is one who is intelligent and has personality, as well as *visionary* and has the *Fastabiqul Khairat ethos* , which is a manager of educational institutions who are able to mobilize, coordinate and empower all existing or necessary resources to achieve school goals (Azhar, 2017). The principal changes the energy of both human and situational resources to achieve the goal of improving the quality of education, collaborating with and/or other people to optimally transform organizational resources in order to achieve goals (Fadhli, 2016).

Table 2. Characteristics, Strategies and Leadership Styles of Effective Principals

	Principal Leadership Characteristics	Principal's Strategy	Principal's Leadership Style
Sukendar & Usman (2013)	visionary, communication skills, good personality.		
Widiyastuti, & Arikunto (2015)	be a role model, responsible, enthusiastic, able to motivate employees, discipline		
Berliani & Dagau (2020)	have a high commitment, and synergize with others		
Azhar (2017)	intelligent, visionary, and able to mobilize resources		
Marhawati, (2017)		optimizing learning, empowering student potential, collaborating with various parties	
Muljawan (2018)		directing, motivating, guiding, and supervising teachers, staff, students, and all school members	
Istikomah (2019)		leadership strategies adapted to the context, especially the characteristics and abilities of followers.	
Ridho (2019)		develop harmonious relationships among all school members, develop a conducive school environment for learning,	

	Principal Leadership Characteristics	Principal's Strategy	Principal's Leadership Style
		develop a conducive academic environment.	
Palupi (2021)		provide motivation, role model and care	
Yuningsih & Herawan , (2015); Winardi et al (2017)			Principal's transformational leadership
Sumarno & Herawan (2014)			Principal's instructional leadership

Principal's Strategy

The strategies carried out by female heads in achieving effective schools include: optimizing learning, empowering student potential, collaborating with various parties to support student achievement (Marhawati, 2017) . The principal directs, motivates, guides, and supervises teachers, staff, students, and all school members then applies leadership indicators and principal criteria and understands the principal's leadership model so that schools can realize effectively and efficiently (Muljawan, 2018) . Effective principal leadership applies leadership strategies that are tailored to the context, especially the characteristics and abilities of their followers. The principal's leadership strategy may be applied in an effort to realize an effective school, namely: *bartering*, *building*, *binding* , and *bonding* (Istikomah, 2019) . The principal changes the energy of both human and situational resources to achieve the goal of improving the quality of education. The principal must be able to work together with and or other people to optimally transform organizational resources in order to achieve meaningful goals in accordance with the achievement targets that have been set. The principal must be able to change the energy that exists in the school community from potential energy to actual, from minimal to optimal, and from formality to actuality (Mardalena, 2019) . The principal develops a harmonious relationship among all school members, which is carried out with the intensity of communication and increased participation; developing school security which is carried out with written regulations, integrity pacts, KKS (Student Control Card), teacher picket, security support facilities, and empowerment of security officers, posterization of security messages; Developing a conducive school environment for learning which is done by developing a religious school environment/religious culture, developing a clean, beautiful, and comfortable physical school environment, developing a conducive academic environment, increasing

discipline, developing a culture of competition for achievement (Ridho, 2019) . The principal provides motivation, role model and care. The principal makes the teachers more enthusiastic in doing their work. The principal has a very high concern for teachers. The principal is very open and always helps the teachers whenever they face problems or difficulties. The principal also provides solutions for any problems or difficulties faced by teachers. The principal provides motivation, sets direction and becomes a good example for teachers (Palupi, 2021).

Principal's Leadership Style

The principal's transformational leadership has a strong and significant effect on effective schools (Yuningsih & Herawan, 2015) . The influence of the principal's transformational leadership on effective schools is 35.5% (Winardi et al, 2017) . The principal's instructional leadership has a strong enough influence on effective schools in schools (Sumarno & Herawan, 2014) . Effective principal leadership is leadership based on the condition that the leader has a dominant leadership style and suggests that leaders must learn how to match their leadership style to the quantity of control in leadership situations and assume that there is no best principal leadership style, but depends on the situation. and school conditions (Amini et al, 2021).

CONCLUSION

Principal leadership creates effective schools in three ways, namely 1) principal leadership characteristics, including: visionary, communication skills, good personality, being an example, responsible, passionate, able to motivate employees, discipline, high commitment, and synergy. with others, intelligent, and able to mobilize resources; 2) the principal's leadership strategy includes: optimizing learning, empowering student potential, collaborating with various parties, directing, motivating, guiding, and supervising teachers, staff, students, and all school members, developing harmonious relationships among all school members , develop a conducive school environment for learning, develop a conducive academic environment, provide motivation, role model and concern for teachers; and 3) the principal's leadership style, namely: transformational leadership and instructional leadership.

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