

# Participatory Leadership of The Principal in Improving Teacher Competence

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## ABSTRAK

*Kepemimpinan kepala sekolah mempengaruhi kualitas sebuah sekolah. Kepala sekolah memegang peranan penting dalam lingkaran pendidikan suatu sekolah, sehingga dapat dikatakan sebagai ujung tombak keberhasilan pencapaian tujuan sekolah. Tujuan penelitian ini adalah menganalisis peran kepemimpinan partisipatif kepala sekolah dalam meningkatkan kompetensi. Metode penelitian yang digunakan adalah penelitian kualitatif dengan metode studi kasus. Informan dalam penelitian ini berjumlah 34 orang yang terdiri dari kepala sekolah, guru dan administrator. Teknik pengumpulan data menggunakan triangulasi. Teknik analisis data dalam pengumpulan data menggunakan teknik editing, kategori, data display dan interpretasi. Hasil penelitian menunjukkan bahwa kepala sekolah melaksanakan kepemimpinan partisipatif. Kepemimpinan partisipatif oleh kepala sekolah dapat meningkatkan kompetensi guru. Kompetensi profesional, guru memahami tugas pokok dan fungsinya. Guru menerapkan berbagai strategi dan cara mengelola kelas, serta merencanakan dan memanfaatkan berbagai sumber belajar yang tersedia. Guru menciptakan suasana keakraban dengan siswa, selalu berkomunikasi dengan baik dengan sesama pendidik, dan berkomunikasi dengan orang tua tentang kemajuan belajar siswanya. Guru memberikan teladan yang baik bagi siswa, konsisten dalam berpakaian sopan, dan berbicara menggunakan kata-kata yang baik dan sopan. Dengan demikian guru mampu meningkatkan kualitas dirinya, baik kualitas profesional, pedagogik, sosial maupun kepribadian.*

## ABSTRACT

Principal leadership affects the quality of a school. The principal plays an important role in the educational circle of a school, so it can be said to be the spearhead of the successful achievement of school goals. The purpose of this study was to analyze the participatory leadership role of school principals in improving competence. The research method used is qualitative research with the case study method. There were 34 informants in this study, consisting of school principals, teachers and administrators. Data collection technique is use triangulation. Data analysis techniques in data collection using techniques are editing, categories, data display and interpretation. The results of the study show that school principals carry out participatory leadership. Participatory leadership by school principals can improve teacher competency. Professional competence, the teacher understands the main tasks and functions. The teacher implements various strategies and ways of managing classes, and plans and utilizes various available learning resources. The teacher creates an atmosphere of familiarity with students, always communicates well with fellow educators, and communicates with parents about the learning progress of their students. The teacher sets a good role model for students, is consistent in dressing modestly, and speaks using kind and polite words. Therefore, the teacher is able to improve his quality, both the quality of professional, pedagogic, social and personality.

## 1. INTRODUCTION

Education has a very important role in life, where education is one of the sources to ensure one's survival (Amini & Kemal, 2021; Piper et al., 2016). Not only that, but education is also something that is a vessel for the intellectual life of the nation. Changes and improvements in the field of education include the various components involved in it, both education implementers in the field (teacher competence and quality of teaching staff), quality of education, curriculum tools, educational facilities and infrastructure

and quality of education management including changes in learning methods and strategies that more innovative (S. Z. Dewi & Hilman, 2018; Koedoes et al., 2020; Tambunan et al., 2020). The change and improvement efforts are aimed at bringing the quality of Indonesian education to a better level (Ariessanti et al., 2020; Nasution et al., 2021; Yuliandri, 2017). To advance a nation, it is necessary to have self-quality so that it can provide better ideas or provisions it can become a reference for the nation or country to develop and progress. Through good education, new things are obtained to create quality human resources. A nation, if it has quality human resources, can develop its nation to be more advanced. Therefore, every nation should have a good and quality education (Simanjuntak et al., 2020; Simatupang et al., 2020; Susiloningsih, 2016).

Principal leadership affects the quality of a school. The principal plays an important role in the educational circle of a school, so it can be said to be the spearhead of the successful achievement of school goals (Minsih et al., 2019; Purwoko, 2018). Participatory leadership is a leadership style in which a leader involves his members in action so that this leadership provides an opportunity to develop the creativity and activeness of its members (Akrim, 2020; Elfrianto & Tanjung, 2022). There are still many teachers who have not carried out learning activities optimally due to the lack of competence possessed by these teachers. Because there are still teachers who have not been able to plan the implementation of learning and syllabus, this must be further improved.

Participatory Leadership is when a leader provides support to their members and at the same time provides direction otherwise, a leader is said to be instructive if he gives a lot of direction but never supports the ideas of his subordinates (Ungirwalu, 2012; Wijania, 2017). Participatory leadership is a leadership style in which a leader consistently involves subordinates in making decisions and policies regarding issues in order to achieve the goals set (Kusumaningrum et al., 2020; Yayuk & Sugiyono, 2019).

Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competency, explains that Teacher Competency Standards are fully developed from four main competencies, namely Pedagogic Competence, Personal Competence, Social Competence and Professional Competence (Darmadi, 2015; Sartika et al., 2018). From the expert opinion above, the principal as the leader provides full support and fulfils the facilities and morale that generate the resources of the teacher. Teacher competence is a combination of personal, scientific, technical, social and spiritual skills which is a standard of competence for the teaching profession, mastery of teaching materials, including student understanding, educational learning, personal and learning as well as professional (Aisyah et al., 2021; Rosita & Suherman, 2020; Yulyani et al., 2020).

The essence of competence is mental and physical strength in carrying out tasks and skills learned through training and practice. Teachers have a unified role and function that cannot be separated, between the ability to educate, guide, teach, and train (Sarjani & Nursamsu, 2020; Sopian, 2016). These four abilities are abilities that cannot be separated from one another. The role and function of the teacher cannot be separated from the support of a leader (Hapwiyah et al., 2015; Jufri et al., 2018). In junior high school level education, the leader in question is the principal.

The school principal's participatory leadership model holds that leadership must provide space for the participation of subordinates to be more involved in decision-making (Mokoena, 2011). This is because in its application participatory leadership reflects high morale which will affect work achievement. The importance of this leader figure will have a considerable impact on an organization (Amini & Kemal, 2021; Ozaralli, 2015). In educational institutions, the lead school will be led by the school principal, in which the school principal will be held accountable for achieving goals, vision and mission in the school he leads (Angga & Sofyan, 2022; Minsih et al., 2019).

So it can be concluded that participative leadership is a leadership style in which a leader involves his members in making decisions. So in this case the principal will involve the teachers in making a decision related to the school (Estrada et al., 2019; Evy Ramadina, 2021). This leadership provides an opportunity to develop the creativity and activeness of its members (Kesumadewi, 2018; Putri & Wibowo, 2018). Teacher competence is the ability of a teacher to carry out his duties and responsibilities properly including in terms of material mastery, understanding of students, educational learning, personal development and also professionalism. The purpose of this study was to analyze the participatory leadership role of school principals in improving competence.

## 2. METHOD

This research uses a qualitative approach with the case study method where the data collected is in the form of words, pictures and not numbers, the research report will contain data excerpts to provide an overview of the principal's participatory leadership in improving teacher competence. The place of this research is SMP Negeri 3 Babalan, Langkat, North Sumatra. The research subjects consisted of school

principals, vice principals, teachers and administrators. In order to determine the validity (trust) of the data, inspection techniques are needed. There are four criteria that can be used to test the validity of data, namely the degree of trust (credibility), transferability, dependability and certainty of data and research results. In addition, triangulation was also carried out. Triangulation is a cross-examination of the various sources used. The triangulation that is widely used is triangulation with sources, namely comparing and re-examining the degree of trust in information obtained through different times and tools in research.

Triangulation is more clearly done by 1). Comparing interview data with observation, 2). compare what people say in public with what is said privately, 3). compare what people say about the research situation with what is said all the time, 4). comparing a person's situation and perspective with various views of people from various backgrounds, 5). comparing the results of the interviews with the contents of the relevant documents. Triangulation was carried out simultaneously with field observations so that researchers could record data completely. Thus, the data from the results of this study are feasible to be utilized. Qualitative research data analysis techniques in data collection using techniques; editing, categories, data display and interpretation (Clarck, 1999).

Subjects who are the source of data in this study are called informants. To determine informants in this study with certain considerations. The selected information serves to obtain maximum information, not to be generalized. The strength of people as a source of data is that they must at least be investigated in depth to provide a rich understanding of the topic (Moleong, 2010). In this study, the selection of informants was carried out using a purposive sampling technique. This technique is used to select and select informants who really understand information and problems in depth and can be trusted to become a trusted source of data. By using this purposive technique, researchers can determine the sample according to the research objectives. The sample referred to here does not represent the population but is based on the relevance and depth of information, not only based on the subjective nature of the researcher but based on the themes that emerge in the field.

As it is known that the quality and characteristics of the informants who are the source of the data are also taken. Researchers try to conduct studies and assessments to determine which informants will be tracked, traced, studied and verified and then determined as research participants. As previously disclosed, the determination of informants as research targets was carried out based on the quality and characteristics of the informants. In the data collection process, the total number of samples in this study was 34 people. All participants can be predicted to be objective data and it is hoped that data discovery is in accordance with the objectives of this study. Especially when researchers study the management of lecturer resource development, then of course this becomes very important for developments to occur in their research.

To obtain the data, the researcher traced the data to SMP Negeri 3 Babalan, to conduct interviews with the principal, vice principal, teachers and administrators. In addition to adding to the objective treasures, researchers also made observations and observations through visits to classrooms, lab rooms, libraries, teachers' rooms, leadership rooms, sports fields and the school environment in general. The researcher also traced written documentation data that was adjusted to the facts and data found through observational interviews.

### 3. RESULT AND DISCUSSION

#### Result

The success or failure of an organization in achieving its goals is very dependent on the ability of its leaders to foster good cooperative situations so that they can mobilize existing resources and use them properly. With these indicators, it can be concluded that the principal has implemented participatory leadership at SMP Negeri 3 Babalan. Based on the research findings regarding the participatory leadership of the school principal, it can be explained that the Principal of SMP Negeri 3 Babalan has implemented a participatory leadership pattern, this can be seen by the following indicators: first, the principal seeks to develop an atmosphere of familiarity with all school members. Second, the principal always gives the teacher the opportunity to express opinions. Third, the principal always hears and responds to all the teacher's difficulties. Fourth, the principal always rewards teachers so that they are always eager to work. Fifth, the principal always involves the teacher in making a school policy.

The Role of Principal Participatory Leadership in Increasing Teacher Professional Competence at SMP Negeri 3 Babalan. Based on the data obtained during the research, it was obtained and illustrated that the professional competence of SMP Negeri 3 Babalan teachers had increased sufficiently with the indicator that the teachers had made a Lesson Implementation Plan (RPP). This was disclosed by the school principal and supported by the teacher's and administrative staff's statement that SMP Negeri Babalan teachers generally made a Lesson Implementation Plan (RPP) before the start of the semester.

Based on these data it can be said that in general the professional competence of SMP Negeri 3 Babalan teachers has increased which will ultimately have a positive impact on the performance of teachers and will certainly support the realization of the school's vision and mission goals. Lesson plans are an important component of the education unit-level curriculum. In this case, the teacher plays an important role in planning the lesson plan, so a professional attitude is required of the teacher. The principle of preparing lesson plans is to pay attention to individual student differences, encourage active participation of students, develop a culture of reading and writing, give and follow feedback, linkage and integration, and apply technology and communication.

The Participatory Leadership Role of Principals in Increasing Teacher Pedagogic Competence at SMP Negeri 3 Babalan. Based on the data obtained during the research, it was obtained and illustrated that the pedagogical competence of SMP Negeri 3 Babalan teachers had increased sufficiently with indicators of teachers implementing various strategies and methods of managing classes. This was disclosed by the school principal and supported by statements from teachers and administration staff that the SMP Negeri 3 Babalan teachers had mastered and implemented various strategies and appropriate classroom management methods. Based on these data it can be said that in general the pedagogical competence of SMP Negeri 3 Babalan teachers has increased, this is inseparable from the efforts of the school principal who implements participatory leadership patterns on his subordinates. Because with participatory leadership the principal gives confidence to teachers to manage to learn in the classroom as well as possible so that the effectiveness of learning in class can be achieved to the fullest. The teacher's efforts are efforts to create and maintain conducive, optimal, and enjoyable learning conditions and atmosphere so that the learning process can take place effectively and learning objectives can be achieved optimally.

The Participatory Leadership Role of the Principal in Improving the Social Competence of Teachers at SMP Negeri 3 Babalan. The principal's participative leadership with a low profile style has created a very good family atmosphere at school and also in the environment and outside of school. This pattern of leadership has inspired teachers at SMP Negeri 3 Babalan so that teachers in general also behave like that and maintain good relations with all school members. This will create harmony and kinship which really supports the realization of the goals, vision and mission of the school. Based on the data obtained during the research, it was obtained an illustration that the social competence of SMP Negeri 3 Babalan teachers had increased sufficiently with the indicator that the teacher always communicated with parents of students regarding the learning progress of their children. This was disclosed by the school principal and supported by statements from teachers and administrative staff that SMP Negeri 3 Babalan teachers always communicate well with the parents of students. Teacher social competence is a capability that must be owned by each individual teacher regarding how to communicate and interact properly and effectively with students, fellow teachers, parents/guardians of students as well as residents around the school.

The Role of Principal Participatory Leadership in Improving Teacher Personality Competence at SMP Negeri 3 Babalan. The principal of SMP Negeri 3 Babalan has a pretty good personality, is wise, authoritative and is a role model for his subordinates, this is also supported by the participatory leadership pattern that he runs so that the principal is able to be an example for teachers to be a good person and imitated by teachers -Teacher SMP Negeri 3 Babalan. This situation resulted in teachers at SMP Negeri 3 Babalan in general having good personality competencies. Based on the data obtained during the research, it was obtained an illustrated that the personality competence of the SMP Negeri 3 Babalan teachers was quite good with the indicator that the teacher gave a good example to students. This was stated by the principal and supported by statements from teachers and administrative staff that SMP Negeri 3 Babalan teachers were good role models. This is supported in Government Regulation Number 19 of 2005 concerning National Education Standards, in the elucidation of Article 28 paragraph (3) point b, it is stated that: Personal competence means stable, stable, mature, wise and authoritative personality abilities, being role models for students and have noble character.

Based on the results of the research and supported by existing theories, the role of participatory leadership carried out by the Principal of SMP Negeri 3 Babalan has been able to bring about an increase in teacher competencies at SMP Negeri 3 Babalan, both in professional competence, pedagogic competence, social competence and competence personality and the quality of learning at SMP Negeri 3 Babalan. This can be seen from the results of research showing that the leadership role carried out by the school principal is able to have a good impact on teachers and also support school progress. Not only that, teachers also feel that the leadership carried out by the school principal is able to have a positive impact so that teachers feel more comfortable and are able to issue aspirations for school progress. From the results of this study, it can be seen that teachers feel protected by the leadership carried out by the principal. Teachers feel more valued by policies taken by joint decisions. All of this really supports the

realization of the goals, vision and mission of the school. And in a wider scope, it can improve the quality of education in Langkat Regency, North Sumatra Province.

## Discussion

The success or failure of an organization in achieving its goals is very dependent on the ability of its leaders to foster good cooperative situations so that they can mobilize existing resources and use them properly. With these indicators, it can be concluded that the principal has implemented participatory leadership at SMP Negeri 3 Babalan. Participatory leadership carried out by the principal has had a major impact on increasing teacher competency (Atika et al., 2022; Illah et al., 2022). At SMP Negeri 3 Babalan because participatory leadership carried out by the principal influences the behaviour patterns of teachers at SMP Negeri 3 Babalan. Teachers feel more valued by the principal because they are always involved in decision-making and are always asked for opinions by the principal about matters that the school will carry out for the betterment of the school (Ariyanti, 2020; Yahdiyani et al., 2020). Thus, teachers feel partly responsible for thinking about the progress of the school, which of course will bring the good name of the school and include the good name of the teachers in it. One form of the teacher's responsibility to bring the good name of the school and bring progress to the school is by increasing its competencies. So that it can be said that there is a correlation between the participatory leadership of the principal and the increase in teacher competency at SMP Negeri 3 Babalan. This is supported by research data which shows that the competence of teachers at SMP Negeri 3 Babalan is increasing.

Based on the research findings regarding the participatory leadership of the school principal, it can be explained that the Principal of SMP Negeri 3 Babalan has implemented a participatory leadership pattern, this can be seen by the following indicators: First, school principal strives to develop an atmosphere of camaraderie for all school members. Second, principal always provides opportunities for teachers to express opinions. Third, principal always hears and responds to all the difficulties of the teacher. Fourth, principal always gives appreciation to the teachers so that they are always enthusiastic to work. Fifth, The principal always involves the teacher in making a school policy.

The participatory leadership role of school principals in improving the professional competence of teachers at SMP Negeri 3 Babalan. Professional teachers or educators regularly and consistently are one of the most important factors in teaching quality. A teacher professional can teach students effectively to match the limitations resources and environment (Ariyanti, 2020; Wuryandani et al., 2014). However, not easy for a practice teacher professional. Teachers need more dynamic and creative in developing processes learn students, so that the educational process becomes effective and efficient (Maris et al., 2016; Triyanto et al., 2013). With the pattern of participatory leadership that is run by the principal, teachers are increasingly feeling a sense of responsibility to improve their professional competence. Based on the data obtained during the research, it was obtained and illustrated that the professional competence of SMP Negeri 3 Babalan teachers had increased sufficiently with the indicator that the teachers had made a Lesson Implementation Plan (RPP). This was disclosed by the school principal and supported by the teacher's and administrative staff's statement that SMP Negeri 3 Babalan teachers generally made a Learning Implementation Plan (RPP) before the start of the semester. Based on these data it can be said that in general the professional competence of SMP Negeri 3 Babalan teachers has increased which will ultimately have a positive impact on the performance of teachers and will certainly support the realization of the school's vision and mission goals.

Lesson plans are an important component of the education unit-level curriculum (Bin-Hady & Abdulsafi, 2019; Saputri et al., 2019). In this case, the teacher plays an important role in planning the lesson plans, so the teacher's professional attitude is needed (Anagün, 2018; Sithipon, 2012). The principle of preparing lesson plans is to pay attention to individual student differences, encourage active participation of students, develop a culture of reading and writing, give and follow feedback, linkage and integration, and apply technology and communication. Qualification professional one-person teacher is the following, that is the ability to master women lessons academic (women lessons teaching) at a time integrate the Skills teach him so that teacher they have authority or authority academic. Professional Competence is the ability teacher to face or dominate problems academic Which was related to implementation learning, so the teacher is entitled to the above competence during carrying out his job as an educator and teacher (Aisyah et al., 2021; Sartika et al., 2018). Expert education state that a competent teacher is the Wrong One requirement Which is very important for fulfilling task one person teacher on level whatever.

The participatory leadership role of school principals in improving teacher pedagogic competence at SMP Negeri 3 Babalan. Pedagogic competence is the ability to direct student learning which includes student understanding, design and implementation of learning, assessment of learning outcomes, and competency development (Rosita & Suherman, 2020; Yulyani et al., 2020). With this competence, learning

in the classroom will take place effectively, actively, innovatively, communicatively and fun. With a participatory leadership pattern that is run by the principal, teachers are given the flexibility to determine methods and management of learning in the classroom so that learning in class can be carried out optimally which focuses on students so that student's talents and interests will grow optimally (Elpisah & Hartini, 2019; Fitriani & Hakim, 2021).

Based on the data obtained during the research, it was obtained and illustrated that the pedagogic competence of SMP Negeri 3 Babalan teachers had increased sufficiently with indicators of teachers implementing various strategies and methods of managing classes. This was disclosed by the school principal and supported by statements from teachers and administrative staff that the SMP Negeri 3 Babalan teachers had mastered and implemented various strategies and appropriate classroom management methods. Based on these data it can be said that in general the pedagogic competence of SMP Negeri 3 Babalan teachers has increased, this is inseparable from the efforts of the school principal who implements participatory leadership patterns on his subordinates. Because with participatory leadership the principal gives confidence to teachers to manage learning in the classroom as well as possible so that the effectiveness of learning in class can be achieved to the fullest. In management class, learning as a process is a strategy intended for making effective learning (Rosita & Suherman, 2020; Yulyani et al., 2020). Effort teacher is an effort to create and maintain conditions and atmosphere of learning Which conducive, optimal, and pleasant, so that process learning can go on regularly and effective and objective learning can be achieved regularly optimal.

The participatory leadership role of the school principal in improving the social competence of teachers at SMP Negeri 3 Babalan. Social competence is the ability of a person to communicate actively and effectively with students, education staff, school members and also parents/guardians of students (Garte, 2015; Hakim, 2015). Good teacher social competence will create conditions or an atmosphere that supports the effectiveness of achieving the school's goals, vision and mission because with social competence built it will bring about good relations between fellow school members and even outside the school community (Rosita & Suherman, 2020; Yulyani et al., 2020). Principal participative leadership with a style low profile he has created a very good family atmosphere at school and also in the environment and outside of school (Elpisah & Hartini, 2019; Fitriani & Hakim, 2021). This pattern of leadership has inspired teachers at SMP Negeri 3 Babalan so that teachers in general also behave like that and maintain good relations with all members of the school. This will create harmony and kinship which really supports the realization of the goals, vision and mission of the school.

Based on the data obtained during the research, it was obtained an illustration that the social competence of SMP Negeri 3 Babalan teachers had increased sufficiently with the indicator that the teacher always communicated with parents of students regarding the learning progress of their children. This was disclosed by the school principal and supported by statements from teachers and administrative staff that SMP Negeri 3 Babalan teachers always communicate well with the parents of students. Teacher social competence is a capability that must be owned by each individual teacher regarding how to communicate and interact properly and effectively with students, fellow teachers, parents/guardians of students as well as residents around the school. The competence of the teacher refers to the ability to communicate with students in an environment like people old, neighbours, and Friends same age As a creature social, man must be capable no matter his nature. Therefore a teacher who is a social being must also treat students regularly fair and try to reach what they are for maximizing the potency of each student (Ananda & Fadhilaturrahmi, 2018; Winarti et al., 2021). Teachers must understand and apply the principle of study humanistic Which think that successful participants' educate determined by the talent or ability of para students. Instructions are the only responsible answer for serving them.

The role of the participatory leadership of the school principal in improving teacher personality competencies at SMP Negeri 3 Babalan. Personality is an ability possessed by a person who reflects himself and is mature, stable, wise, and able to be a good role model. A teacher has a good personality if he is able to act according to values and norms, is mature, wise, independent, authoritative and able to be a role model or role model for his students (Dewi, 2018; Rahaju et al., 2020). The principal as the highest leader in the school certainly plays an important role in achieving the goals, vision and mission of the school (Atika et al., 2022; Illah et al., 2022). The principal of SMP Negeri 3 Babalan has a pretty good personality, is wise, authoritative and is a role model for his subordinates, this is also supported by the participatory leadership pattern that he runs so that the principal is able to be an example for teachers to be a good person and imitated by teachers -Teacher SMP Negeri 3 Babalan. This situation resulted in teachers at SMP Negeri 3 Babalan in general having good personality competencies.

Based on the data obtained during the research, it was obtained an illustrated that the personality competence of the SMP Negeri 3 Babalan teachers was quite good with indicators that the teacher gave good examples to students. This was stated by the principal and supported by statements from teachers

and administrative staff that SMP Negeri 3 Babalan teachers were good role models. This is supported in Government Regulation Number 19 of 2005 concerning National Education Standards, in the explanation of Article 28 paragraph (3) point b, it is stated that competence personal means personality abilities Which stable, stable, mature, wise and authoritative, to be an example for student and own morality Which noble.

Competence personality teacher is an ability personality Which must be owned by one person educator or teacher to carry out taskers done regularly correctly and effectively, which at least covers personality believe and pious, behave noble, wise and wise intelligent, democratic, authoritative, stable, mature, Honest, athletic, example for student and public (Elpisah & Hartini, 2019; Fitriani & Hakim, 2021). Based on the results of the research and supported by existing theories, the role of participatory leadership carried out by the Principal of SMP Negeri 3 Babalan has been able to bring about an increase in teacher competencies at SMP Negeri 3 Babalan both in professional competence, pedagogic competence, social competence and competence personality and the quality of learning at SMP Negeri 3 Babalan. This can be seen from the results of research showing that the leadership role carried out by the school principal is able to have a good impact on teachers and also support school progress (Astuti et al., 2020). Not only that but teachers also feel that the leadership carried out by the school principal is able to have a positive impact so that teachers feel more comfortable and are able to issue aspirations for school progress. From the results of this study, it can be seen that teachers feel protected by the leadership carried out by the principal. Teachers feel more valued by policies taken by joint decisions. All of this really supports the realization of the goals, vision and mission of the school, and in a wider scope, it can improve the quality of education in Langkat Regency, North Sumatra Province.

#### 4. CONCLUSION

The principal of SMP Negeri 3 Babalan uses participatory leadership that has been implemented and structured quite well. The school principal always prioritizes joint decisions with the participation of its members in making or taking decisions related to the interests of the school. The implementation of participatory leadership will have an impact on increasing the competence possessed by teachers because the creation of the goals of an organization will depend heavily on the ability of its leaders to foster a good sense of cooperation so that the resources they have can be used properly. Participatory leadership carried out by the principal, can influence the mindset and behaviour of teachers at SMP Negeri 3 Babalan. In terms of decision-making, it can be seen that teachers will feel more valued if teachers can be involved and asked to provide opinions and input in making decisions related to schools.

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