The Effect of Strategic and Directive Leaderships on School Leader's Performance

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A R T I C L E I N F O

A B S T R A K

Kepala sekolah memiliki sejumlah peran yang harus dijalankan bersama, antara lain pendidik, pengelola, administrator, supervisor, motivator, entrepreneur, dan leader. Peran kepala sekolah sebagai pemimpin dan sebagai pemimpin instruksional khususnya. Penelitian ini bertujuan untuk menganalisis hubungan antara kepemimpinan strategis dan direktif terhadap kinerja kepala sekolah. Analisis yang digunakan adalah pendekatan kualitatif dengan desain korelasi. Penelitian ini dilakukan dengan menggunakan metode survei. Populasi dalam penelitian ini adalah staf pimpinan (kepala dan wakil kepala) sekolah dari TK sampai SMA/SMK. Sampel diambil dari seluruh pimpinan yang ada. Metode yang digunakan adalah regresi dan korelasi serta uji signifikansi dengan uji F dan koefisien determinasi (R2). Populasi dalam penelitian ini adalah staf pimpinan (kepala dan wakil kepala) sekolah mulai dari TK sampai SMA/SMK. Sampel/populasi diambil dari seluruh pimpinan yang ada sebanyak 18 orang. Penelitian ini juga menggunakan teknik wawancara dan angket yaitu mengadakan tanya jawab dengan narasumber yang representatif untuk menjawab permasalahan di lapangan (sekolah). Analisis yang digunakan adalah pendekatan kualitatif dengan desain korelasi. Hasil penelitian menunjukkan bahwa kepemimpinan strategis dan direktif berpengaruh signifikan terhadap kinerja kepala sekolah. Kepemimpinan strategis memiliki pengaruh yang lebih kuat terhadap kinerja kepemimpinan, sedangkan kepemimpinan direktif memiliki pengaruh yang lebih lemah.

A B S T R A C T

School leaders have a number of roles that should be played together, including educators, managers, administrators, supervisors, motivators, entrepreneurs, and leaders. The role of school leaders as leaders and as instructional leaders specifically.This study aims to analyses the correlation between strategic and directive leadership on school leaders performance. The analysis used is a qualitative approach with a correlation design. This research was conducted using a survey method. The population in this study was the leader staffs (head and deputy head) of schools from kindergarten to high school/vocational school. The samples were taken from all existing leaders. The method used was regression and correlation as well as a significance test with the F test and the coefficient of determination (R2). The population in this study were the leadership staff (heads and deputy heads) of schools starting from kindergarten to high school/vocational school. The sample/population was taken from all the existing leaders, as many as 18 people. This study also used interview and questionnaire techniques, namely holding questions and answers with representative sources to answer problems in the field (school). The analysis used is a qualitative approach with a correlation design. The results of the study showed that Strategic and directive leaderships have a significant effect on the school leader's performance. Strategic leadership has a stronger influence on leadership performance, while directive leadership has a weaker influence.

1. INTRODUCTION

School leaders need a Strategic in moving and coordinating school elements so that they can run effectively. Educational institutions are complex and unique institutions. It is complex because educational institutions are organizations in which there are various interrelated dimensions to achieve educational goals (Madrazo & Dio, 2020; Rodríguez-Abitia & Bribiesca-Correa, 2021). The uniqueness of educational institutions is due to the existence of various characteristics such as the teaching-learning process as the empowerment of mankind. The complexity and uniqueness of educational institutions demands the effectiveness of educational leadership which is very fundamental in realizing the achievement of the goals of educational

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institutions (Hendriks & Scheerens, 2013; Simanjuntak, 2021). Leadership is a very decisive factor for the success of an educational institution. Although many factors influence the success of educational institutions, leadership occupies a very vital position for the course of the system or subsystem contained in the organization (Díez et al., 2020; Lawrence & Tar, 2018).

Education is a conscious human effort to prepare humans to have the ability to play an active role in shaping their future. Education is a process and system that leads to the attainment of certain goals which are considered and believed to be the most ideal (Tanjung et al., 2022; Usman, 2016). The purpose of education for the Indonesian nation has been explained in Law no. 20 of 2003 in Chapter II article 3 that national education functions to develop capabilities and shape dignified national character and civilization in order to educate the life of the nation aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, competent, creative, independent and become democratic and responsible citizens (Aisyah & Astuti, 2021; Raharjo, 2018). In achieving these educational goals school leaders must have skills in influencing, encouraging, guiding, directing, and mobilizing other people who have something to do with the implementation and development of education and teaching (Dike, 2019; Subandi, 2018). So that all activities can run effectively and efficiently which in turn will achieve educational goals. and prescribed teachings. The expected leadership is future-oriented leadership. Leadership involves a process of social influence, in this case a person's intentional influence on others to structure activities and relationships within a group or organization (Bush & Glover, 2016; Kristiawan & Yuliandri, 2017).

Today's leadership is a very interesting issue to be discussed when it is associated with strategic management. Leadership has many different roles including acting as a visionary, administrator, motivator, negotiator, decision maker, strategic implementer and mentor. Leadership is generally defined as the ability in readiness possessed by a person to be able to influence, encourage, invite, guide, move, direct, and if necessary force people or groups to accept this influence and then do something that can help achieve certain goals that have been set (Kalkan et al., 2020; Lie et al., 2019; Mukhlasin, 2021). Leadership is the process of influencing the activities of an organized group towards setting and achieving goals. While educational leadership is an ability and process of influencing, guiding, coordinating, and mobilizing other people who have to do with the development of educational science and the implementation of education and teaching, so that the activities carried out can be more efficient and effective in achieving educational goals and teaching (Chan et al., 2022; Minsih et al., 2019; Sunaengsih et al., 2019).

Strategic leadership, is the personal ability to anticipate, envision, maintain, be flexible, think strategically and work with others to initiate changes that will shape a better future for school organizations (Mjaku & Ph, 2020; Navaridas-Nalda et al., 2020). Moreover Principal leadership is very supportive of the achievement of effective and efficient school management (Sunaengsih et al., 2019; Zuryati et al., 2015). The leadership style adopted by the principal will be related to the results and effectiveness of the principal in leading and implementing the education process in schools. Strategic is very important in leadership patterns, but because the implementation of education in schools is very complex, a directive type of leadership is needed, so that it is more focused in achieving goals (Dike, 2019; Zia-ud-din et al., 2017).

It is in line with previous study that show strategic leadership has a positive and significant influence on employee performance (Zia-ud-din et al., 2017). Other study added that strategic leadership plays a very important role in improving performance, has a clear vision, tasks, goals and policies to lead an organization towards performance (Kim & Mauborgne, 2002). These results indicate that when strategic leadership is implemented properly, it will also have a good impact on performance. Strategic leadership is able to use the knowledge and enthusiasm of these leaders to provide strategic leadership for their subordinates in achieving high performance in implementing the plans of these leaders, strategic leadership as implementing the right strategy towards organizational transformation and leadership ability measured by awareness, adaptability, and creativity is achieved (Dike, 2019; Navaridas-Nalda et al., 2020). Leaders always respond to employees to develop abilities, leaders always provide feedback for employees who work with satisfactory results where partially the directive leadership style variable has been tested this means that the directive leadership style has a significant influence on employee performance as explained in the results of the analysis from multiple linear regression (Mukhlasin, 2021; Sunaengsih et al., 2019; Ulfathmi et al., 2021). Thus, seen from the responses of respondents and seen from the results of multiple linear regression analysis, both have been tested and partially positive, have a significant influence on performance from the results of previous research showing that the application of strategic and directive leadership, has a very good influence on performance (Putra et al., 2013).

In general, the purpose of this research is to find out 1) strategic and directive leadership in schools within the Dwijendra Foundation, 2) analyzing the relationship between strategic and directive leadership with the performance of school leaders within the Dwijendra Foundation, 3) knowing the influence of strategic and directive leadership on the performance of school leaders within the Dwijendra Foundation. The results of this research were expected to be useful for 1) school leaders in transforming the changes experienced by schools in achieving the goals of both curriculum changes and community conditions, as well as government policies, 2)school leaders can practice and implement strategic leadership in school organizations.

2. METHOD

The method of this research was survey method and analysed using verifying descriptive analysis. Verifying analysis is the type of data analysis and test statistically. Descriptive analysis is the process of analysing tangible data. The variables of this research were strategic leadership relation as X1 independent variable and directive leadership as X2 independent variable, teacher performance as Y variable (dependent variable). The population of this research was all school principals in Yayasan Dwijendra Denpasar. The data were collected from primary and secondary data collected from interview and questionnaire. This study used an interview survey method. The qualitative approach is to interpret the data obtained based on visible data. In this study, the variables studied were the strategic relationship of leadership as the directive variable X1 as X2 as the independent variable and leadership performance as Y (the dependent variable).

The population in this study were the leadership staff (heads and deputy heads) of schools within the Dwijendra Foundation starting from kindergarten to high school/vocational school. The sample/population was taken from all the existing leaders, as many as 18 people. This study also used interview and questionnaire techniques, namely holding questions and answers with representative sources to answer problems in the field (school). Interviews were conducted with 5 (five) school principals and 13 vice principals to obtain objectivity and to strengthen the results of statistical or quantitative analysis (Creswell & Poth, 2016). The interview technique used is unstructured with regard to the formulation of the problem so that the research results become more objective, accurate and complete. The analysis used is a qualitative approach with a correlation design.

3. RESULT AND DISCUSSION

Result

The results of the study show that the effect of strategic leadership on leadership performance has a regression coefficient of 0.597. In other words, if strategic leadership increases in value, it will affect leadership performance by 59.7%. The definition of performance can be equated with performance is the result of work that can be achieved by a person or group of people in an organisation, respective authorities and responsibilities, in an effort to achieve the goals of the organisation concerned as a whole. According to previous study the notion of performance relates to the main aspects of the task, namely: behaviour, results, and organisational effectiveness. One of the strategic leaderships that support improving the performance of leaders is an understanding of the vision, mission, and goals. How should the school be in the future, by anticipating changes so that they can always adapt to face competition. Besides that, there is also an understanding of strengths and weaknesses both internally and externally, by always preparing a network of human resources, in implementing the strategies that have been set.

The results of the regression significance test show that the magnitude of the coefficient of determination (R^2) is: 0.723 or 72.3%, the strategic and directive leadership factors together influence the performance of the leadership very well, while 27.7% of the performance of the leadership is influenced by other factors. Schools managed by the Dwijendra Foundation, in the end, must implement performance management, to integrate the work behaviours of leaders and teachers with the goals of the school or the Foundation. The goal is that all of them can translate school goals and leaders can measure the success of performance according to the targets set.

Discussion

In carrying out their duties and responsibilities, the school principals must be oriented towards the vision and mission of their school. They have to identify solutions and appropriate strategies to mobilize teachers and school staff in achieving these goals. The ideal school principals are the ones who behave as a channel of communication in the school environment they lead; act and have the responsible for all actions taken by teachers, staff and other employees at school. Previous study argues that a leader

is essentially someone who has the ability to be able to influence the behavior of other people in their work by utilizing their power (Marmoah, 2016). Meanwhile, according to other study the efforts to improve the professionalism of school principals could not be achieved without the principals' motivation, internal awareness, as well as a passion to serve, which will create a school vision and the principals' conceptual abilities (Avidov-Ungar, 2016).

In carrying out their duties and responsibilities, the school principals are expected to be oriented towards the vision and mission of their school, and to identify solutions and appropriate strategies to mobilize teachers and school staff in achieving these goals. The ideal school principal is seen as someone who behaves as a channel of communication in the school environment they lead, and who is responsible for all actions taken by teachers, staff, and other employees at the school (AlAjmi, 2022; Subandi, 2018). It is also suggested that efforts to improve the professionalism of school principals should include motivation, internal awareness, and a passion to serve, which can create a school vision and enhance the principals' conceptual abilities (Flores & Derrington, 2017; Şemin, 2019). Directive leadership also had an impact on performance, with a coefficient of 0.331. It is understood that the activities carried out by leaders in an organization or school are influenced by the leadership style as displayed in their behavior patterns. Therefore, performance is the behavior shown in activities aimed at achieving goals. The results show the effectiveness of individual behavior, both objective and subjective, while organizational effectiveness is a measure of the results of organizational considerations that emphasize process aspects (Nurdin et al., 2020; Nurmala & Widyasari, 2021). The success or failure of a leader's behavior pattern is determined by various parties, including the leader themselves and the parties they lead. There are at least three forces that can influence the leadership style, including the strengths of the school principal, the strengths within the subordinates (teachers), and the strengths of the situation, including from the units of the foundation (Purnama. et al., 2019; Shulhan, 2018).

The implementation of performance management within schools at the Dwijendra Foundation should include two elements: defining performance to provide a better understanding and support organizational strategy, and measuring performance as an effort to take corrective action, not only to see results but also to objectively provide motivation and rewards. By aligning the actions and behaviors of school principals and teachers with the goals of the school or foundation, and by implementing performance management, it is hoped that the leadership performance of these schools can be improved and that the goals of the organization can be more effectively achieved. There are several suggestion from the researcher in this research such as, Dwijendra foundation needs to optimize the performance of leaders in facing of the very tight competition between schools in denpasar, since the research results prove that strategic leadership and directive leadership have a very large influence on leadership performance by conducting periodic coordination in order to evaluate the programs that have been implemented and determine new targets according to the situation and conditions. Beside that school principals are expected to continue maintaining commitment and providing examples and motivation for teachers to improve their performances in order to achieve school targets both in quantity and quality.

4. CONCLUSION

This study analysed the impact of strategic and directive leadership styles on leadership performance in schools managed by the Dwijendra Foundation. It found that strategic leadership had a stronger effect on leadership performance, while directive leadership had a weaker effect. Performance management should be implemented in these schools in order to align the behaviours of leaders and teachers with the goals of the school or foundation, and to measure the success of performance according to the targets set. The ideal school principal is seen as someone who behaves as a channel of communication in the school environment they lead, and who is responsible for all actions taken by teachers, staff, and other employees at the school. It is also suggested that efforts to improve the professionalism of school principals should include motivation, internal awareness, and a passion to serve, which can create a school vision and enhance the principals' conceptual abilities.

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