



Determination of Leaders in Education Management

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ABSTRACT. This article aims to describe the determination of leaders in education management. Library studies are conducted to explore a variety of relevant sources. The resources used came from reputable books and journals. The sources were searched and searched according to their intended purpose. Methods used to collect research data in the form of literature data that have been selected, searched, presented, and analyzed. The source of this research data looks for library data whose substance blinds the act of processing philosophically and theoretically. The data analysis techniques in the form of content analysis. The results of the library study revealed that the determination of leaders in education management includes the motivation of the work of leaders consisting of intentions, taqwa, and sincere; hard work; sincerity; confidence, and good quality of working life. A good leader is a leader who can perform his role and functions properly with a strong determination with measurable parameters. The results revealed the influence of leadership in education management.

Keywords: *Determination of Leader, Education Management*



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INTRODUCTION

A leader's determination in the management of education is seen from motivation, hard work, confidence, confidence, quality of work, spirit, and commitment in carrying out his duties. The leader is not only seen from one aspect but must be in its entirety from the appearance, the process of work, and the works it has produced. The leader who has the work is a leader who has a determination that is earnestness and ability.

A leader must have determination in exercising his leadership because a leader is one who is able to influence and govern others. The leader according to Fattah (2019) is someone who has the ability to influence the behavior of others in his work by using power. Whereas according to Rivai and Bachtiar (2013) the leader is someone who has leadership skills and influence without asking the reasons. They think leaders are the chosen people who have the ability to realize goals. This goal will not be achieved without the ability of a leader to organize or manage and influence its members, in this case when associated with an educational institution, namely the principal's ability to lead and manage his institution.

Meanwhile, leadership can be interpreted as what leaders do, which is the process by which leaders use their influence to clarify the organization's goals for its employees, subordinates, or leadership, motivate them to achieve that goal, and help create a productive culture within the organization, in this case, educational institutions (Fatah, 2019). Thus, to realize the educational goals, a leader (principal) is needed who is able to manage the education system properly. The principal's leadership is the role of the principal in managing and managing all the resources and

funds available in the school in which he is in charge (Hardono, Haryono, & Yusuf, 2017), the simple understanding of the principal is the leader of a school institution (Supardi, 2015).

Managing an educational institution is part of the obligation of a leader, namely a principal who starts from himself, the vice-principal, teachers, employees and students with the goal that good management can realize the vision and mission that has become a mutual agreement applied through the work program. Leaders also have a great responsibility in the implementation of each work program in terms of providing direction and evaluating each activity (Rivai & Bacthiar, 2013). Because he is in charge of leading a school education institution, then to become a principal must meet the requirements that have been set. The implementation of leadership, managerial, and teaching roles supported by the principal's type of transactional, transformational, and visionary leadership will be effective. The effectiveness of the principal's leadership will lead to the effectiveness of the school (Supardi, 2015).

According to Lunenburg (2010), effective principals can be seen in two categories of tasks namely building bureaucratic linkages and building cultural linkages. The category of building bureaucratic linkages of principals is related to building relationships with the office, monitoring organizational information, coordinating school activities, managing finances, maintaining school buildings, directing school support services, and staffing. While the category of building cultural linkages is related to creating an atmosphere conducive to learning, setting high expectations, setting school goals, learning leadership, organizational communication, establishing community relations.

Based on the introduction above, the purpose of writing this article is to describe the Determination of Leaders in Education Management.

METHOD

This study uses a type of qualitative research library study. Analysis of the determination of leaders in education management is carried out from primary and major references sourced from reputable books and journals. The relevant data is collected, reviewed, and compiled so that a conclusion is reached intact in a paragraph. Methods used to collect research data in the form of literature data that have been selected, searched, presented, and analyzed. The source of this research data looks for library data whose substance blinds the act of processing philosophically and theoretically. Data analysis techniques in the form of content analysis.

RESULT AND DISCUSSION

Result

This study highlights the determination of leaders in education management which includes 1) the motivation of the work of leaders consisting of intent, *taqwa*, and sincerity; hard work; 2) earnestness; 3) confidence, as well as 4) good quality of working life. A good leader is a leader who can perform his role and functions properly with a strong determination with measurable parameters. This can be achieved if a leader has a strong work motivation towards the mandate he or she has. In addition, earnestness, confidence, and quality of work are also integral parts of a leader's determination in managing an educational institution.

Discussion

Work Motivation

In the opinion of Muchdarsyah (2003) that a leader's determination is seen from his motivations so that it appears his sincerity and conviction. Understanding determination is closely related to a leader's psychological level, namely work motivation, sincerity, confidence, and good

quality of work. Determination is not only seen from his level of leadership but judging by his sincerity and ability to lead.

Motivation is an important element in a work activity (Triyaningsih, 2012) because motivation is the driving force that will realize behavior. According to Hastuti and Tirtono (2013) motivation is the mental and mental attitude of a human being who energizes, encourages activities or movements that lead and channel behavior towards achieving the needs that member satisfaction or reduce the imbalance. Robbins and Coulter (2017) highlight that motivation is a willingness to carry out efforts in achieving organizational goals conditioned by the ability to meet specific individual needs. Reksohadiprojo and Handoko (2003) comment on motivation as a person's personal circumstances that encourage an individual's desire to perform certain activities.

Similar comments were made by Kadarsiman (2013) that motivation is a set of attitudes and values that influence individuals to achieve specific things according to individual goals. These attitudes and values are invisible that gives the power to encourage individuals to behave in achieving goals. Thus, it can be concluded that motivation is energy sourced from within that awakens, directs, and gives the power to remain in that direction to the individual in achieving a goal. Simply put, motivation is commonly referred to as the driver or spirit of work.

Wood, et.al (2001) stated that work motivation is determined by individual beliefs about the relationship between effort performance and different outcomes from different performance levels. According to Werner and DeSimone (2006), work motivation is defined as the psychological process that leads to the onset of action, which has direction and continues to achieve the goal. A similar definition also revealed Faslah and Savitri (2013) that work motivation is something that gives encouragement or spirit of work to a person (employee) who does a job to achieve a goal. The third gives the idea that motivation is a strong spirit that exists in a person to perform an action.

In the opinion of Hasibuan (2013) that work motivation is the cause, channeling, and supporting human behavior, in order to be willing to work diligently and enthusiastically achieve optimal work results. Work motivation can also be interpreted as a willingness to spend a high level of effort for the purpose of the organization, conditioned by the ability of that effort to meet an individual's needs (Kadarsiman, 2013). Therefore, work motivation can be interpreted as a potential force that exists within a human being, which it can develop on its own or developed by a number of outside forces that essentially revolve around monetary and non-monetary rewards, which can affect the outcome of its performance positively or negatively, depending on the situation and conditions faced by the person concerned. Thus it is concluded that work motivation is the encouragement from within a person and from outside oneself to do the work that is the obligation in order to achieve a certain goal.

Each leader's work motivation varies depending on the background. So far, many leaders or people have worked to pursue material for the benefit of the worldly world, and they have not in the least cared about the importance of the hereafter. Therefore, it is time for leaders to work with work motivations that can provide a better personality and meet the characteristics: 1) good intentions and right, 2) taqwa in work, and 3) sincere in work. The results revealed the influence of work motivation on performance. As researched by Setiawan (2015) that there is a direct work motivation influence on performance is 26.68%. The motivation of the principal's work is to direct and encourage a teacher to take action and overcome all challenges and obstacles in an effort to achieve Iskandar, U. (2013) educational goals.

The motivation of the principal's leadership work affects the performance of teachers. As a principal, the role and leadership pattern of the principal will not be separated from the success and failure of a school. Leadership relates to the role of influencing its followers to always follow its lead in carrying out school organizing duties in order to develop and advance the school

(Hardono, et al. (2017). The results of Hardono's research, et al (2017) showed that the improvement in teacher performance was due to increased work motivation factors.

Sooth

According to Nadiroh and Setyaningrum (2016), sincerity is a person's tendency to be responsible and reliable. Meanwhile, according to Saragih (2020) who cited his opinions Ivancevich, Matteson, and Konopaske (1990) states that sincerity is one's tendency to be reliable, organized, thorough, and responsible. In his opinion, there are similarities in interpreting the seriousness of reliability and responsibility. This understanding indicates that reliability and responsibility are an integral part of the bonfire variable. That is, a person's sincerity can be seen from his or her worth in doing something and his responsibility to achieve the purpose of that thing.

His relationship with the leader of an educational institution, sincerity is defined as the capacity of a leader –in this case, the principal – in carrying out his trust and responsibility to advance the education process through all efforts that can be organized, thorough, and responsible. This shows the seriousness of the leader in the main capital for the progress of an educational institution based on the blindness of strong determination. This is in line with his opinion Iskandar (2013) that a leader has the determination or sincerity to move all the potential that his employees have.

Bana's research (2016) highlights that transformational leadership and physical work environment and work motivation are proven to improve employee performance, this ability starts from the seriousness and seriousness of a leader. The seriousness of a leader in leading education will be influential in their work performance (Hasibuan, & Hasibuan, 2016). Therefore, education leaders should have excellent earnestness so that performance in leading educational institutions can be achieved optimally. This is reinforced by his opinion Juliandi (2014) that the achievement of the work is seen from four criteria: the quality of work (including accuracy, precision, skill, and cleanliness), a quantity of work, reliability, and attitude.

Confidence

According to Muflihin (2008) in his article stated that a leader must be confident and have full attention to the personal identity of the member. Confidence is the ultimate basic capital in a person to be able to realize themselves (Komara, 2016). Therefore, confidence is one of the works of positive self-actualization. By having confidence, a person is able to develop the talent, interest, and potential that is in him so that it can develop into a success or so-called achievement. A confident attitude has a great contribution to motivation. Thus, the confidence of the education leader can influence his motivation in working to realize a quality educational institution and a freeze.

Confidence is very influential and determines a person's success in his or her life (Komara, 2016). The results revealed that trust in employers has a significant positive effect on employee productivity (Widodo, 2009). This means that a leader in education must have confidence because a leader's confidence can influence his or her motivation in working so as to positively impact the performance of employees. The results of this study are also strengthened by the results of research from Iswandi, Djaelani, and Priyono (2018) that trust in leadership has a significant effect on employee productivity. That is, employee productivity is influenced by trust in their leaders. This shows that a leader must have confidence in order for employees to follow the performance of their leaders.

Confidence greatly influences success in learning and working (Komara, 2016), in family environments, and in social relationships with others. Individuals who have good confidence have confidence and always try to develop their full potential and show the best of themselves proven by an achievement. On the other hand, a leader who has less confidence, they are unable to float

the talents, interests, and potentials that exist within him and are not able to realize themselves to the maximum and are passive. Therefore, a leader's confidence in education should continue to be fostered and developed so that it is always in the spirit of his work.

Quality of Work-Life

The quality of a person's work greatly influences his performance in his place of work, and this becomes the consideration of a leader in giving judgment. The quality of work referred to here is that when they do the work process, an employee is able to show the quality of the resources he has by making the maximum contribution to the company he works for (Lagale, et al., 2014). The quality of work is defined as the quality of an employee in carrying out his duties including accuracy, completeness, and neatness. The indicators used in the quality of work according to Wilson and Heyel (1987) are the results of the work obtained, the suitability of the work results to the objectives of the organization, and the benefits of the work. The results of the study from Lagale, et al., (2014) found a positive influence on the quality of work on work performance.

Quality of work life is a way of thinking about people, jobs, and organizations, focusing on the impact of work on workers and the effectiveness of the organization in addition to providing ideas, the involvement of organizational members in problem-solving and organizational decision making. Operationally, the quality of the principal's working life describes activities that can be felt by the principal leading to the creation of effectiveness of the work due to the support of the environment that provides a sense of comfort and calm in the work. Studies related to the quality of working life will be related to performance (Aketch, et al., 2012; Kazem, et al., 2012).

The quality of work-life includes physical dimensions and non-physical dimensions. Physical dimensions mean circumstances that can be directly seen and felt outwardly from the worker, such as the physical environment of work, rewards or salaries, and facilities. While the nonphysical dimensions related to the inner state such as a sense of security and comfort at work, feeling of participating in the organization and engaging in conflict resolution (Imanni, & Witjaksono, 2014). The quality of work-life can foster the desire of employees to stay and survive within the organization. It can also be judged that employees show satisfaction with the company's treatment of him. Satisfaction can be seen as a positive statement resulting from the employees' assessment of what the company has done to its employees. Employee satisfaction will be able to grow employee commitment and loyalty.

The concept of quality of working life basically reveals the importance of appreciation to humans in their work environment. The quality of working life ensures decent work facilities, a fair reward system, career opportunities, and the need to understand that every member of the organization has an important role to play in building healthy communication (Ekada, et al., 2016). With a good quality of working life, it allows the principal to work quietly, comfortably, and passionately so that it is expected to improve the quality of its performance.

There are two views on the intent of the quality of working life. The first view says that the quality of working life is a number of circumstances and practices of the company's objectives such as enrichment of work, democratic supervision, worker engagement, and safe working conditions. While others stated that the quality of work-life is the perception of employees that they want to feel safe, relatively satisfied, and have the opportunity to be able to grow and develop like human beings (Arifin, 2012). The concept of quality of working life reveals the importance of respect for humans in their work environment. Thus the important role of the quality of work is to change the working climate so that the organization technically and humanely leads to a better quality of working life.

CONCLUSION

The motivation of the principal's leadership work affects the teacher's performance. Therefore, the direction in the implementation of its duties in organizing education in the deep school needs to be developed continuously. Education leaders should have the highest sincerity so that performance in leading educational institutions can be achieved optimally. A person who has good confidence has confidence and always strives to develop his full potential and show the best of himself evidenced by his achievements. The important role of quality of work is to change the working climate so that organizations technically and humanely lead to a better quality of working life.

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