

## Analysis of Principal's Leadership at Unesa Lab School

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Submitted: 04-02-2022

Revised: 30-03-2022

Accepted: 03-04-2022

**ABSTRACT.** Principals have an essential role in realizing schools that excel, excel, and even. A school principal's ability is not only in carrying out his role as a leader and manager but also, more importantly, as a motivator, innovator, and supervisor, including the principal in the Unesa Lab School Environment. This study aims to analyze the performance of school principals in carrying out their functions as innovators, motivators, and supervisors. The research method uses descriptive quantitative. Research respondents included school principals and educators at Lab school Unesa Junior High School (JHS) 1, Unesa Lab school JHS 2, and Unesa Lab school Unesa Lab school JHS 3. The analysis technique used percentages. The results of this study indicate that the principal's leadership is carried out optimally. The data shows that the principal of Unesa Lab school JHS 1 has a score of 4.31, Unesa Lab school JHS 2 has a score of 4.30, and Unesa Lab school JHS 3 has a score of 4.55. In general, the principal's leadership in carrying out the functions of innovator, motivator, and supervisor has been excellent, and this must be maintained and even improved. For this reason, the principal must have the ability to receive and provide information to subordinates and their environment. As innovators, Principals have tips for establishing a harmonious relationship with a new climate of ideas, and they must also be able to integrate every activity. In carrying out his function as a motivator, the principal must be able to encourage a strong will and will with enthusiasm and confidence for teachers, staff, and students in carrying out their respective duties. The principal's supervisory function can be seen in composing and implementing educational supervision programs and taking advantage of the results.

**Keywords:** *Innovator, Leadership, Motivator, Principal, Supervisor*

 <https://dx.doi.org/10.32678/tarbawi.v8i01.5692>

**How to Cite** Nusantara, W., Roesminingsih, MV., & Widyaswari, M. (2022). Analysis of Principal's Leadership at Unesa Lab School. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 8(01), 37-48. doi:10.32678/tarbawi.v8i01.5692.

### INTRODUCTION

The foremost institution in carrying out the function of education is the school. Education policy is macro-focused on schools through the learning process. To move the various components in the school so that the teaching and learning process in the school runs well, it turns out that the principal has a significant role. The role of principals in the 21st century is to participate more in learning, which is 91%. This shows that the principal has a significant role in improving the quality of school learning (Raman et al., 2019). If seen by the principal, it is not enough to participate in education. Instead, the principal must become an innovator, motivator, and supervisor, considering that currently, principals are faced with various changes, primarily related to the digitalization era, which has penetrated the world of education (Kartini et al., 2020).

The principal entirely holds school leadership, so the principal in his leadership needs a lot of knowledge and conceptual. This ability is used to see the whole of an organization in development (Wening & Santosa, 2020). The functions of this organization are dependent on one



another. Its changes will affect all the other parts so that the principal is responsible for preparing the school. Technically, however, all school activities are the principal's responsibility (Sebastian et al., 2018). A professional principal innovates and adapts to existing changes. The need for innovation and creation in developing education will impact–developed innovations such as empowering the facilities and infrastructure used in technology. The principal entirely holds school leadership, so the principal in his leadership needs a lot of knowledge and conceptual. This ability is used to see the whole of an organization in development (Asbari, 2020). The functions of this organization are dependent on one another, and its changes will affect all the other parts so that the principal is responsible for preparing the school and technically. However, all activities in the school are the responsibility of the Principal. A professional principal innovates and adapts to existing changes. The need for innovation and creation in developing education will impact developed innovations such as empowering the facilities and infrastructure used in the use of technology.

The principal is the highest leader in an academic unit, so the principal is the person who is responsible for finding the proper form and strategy for processing education (Irmayani et al., 2018). Therefore, the principal must have adequate competence and can manage it well. The government has made various efforts to improve the quality of education to produce valuable outputs for society and the nation. The more significant the role and performance of the principal given, the greater the success rate of the goals to be achieved (Witteman et al., 2019).

Role and function as a principal, a principal should have the right strategy to empower education personnel through cooperation or cooperation, provide opportunities for teachers to improve their profession, and encourage the involvement of all teachers and employees who support the program (Hulmiati, 2021). Principal management activities are the basis for optimal teacher performance improvement (Andriani et al., 2018). Management requires various other resources such as tools such as individuals (humans), materials, techniques, and methods in a company. This means that the direction of the principal will be carried out by Human Resources, which in the world of education, these resources come from teachers. It is undeniable that qualified resources must manage educational institutions and stand on the correct principles.

The principal's performance is the performance or performance of the principal in carrying out his duties as a leader. The quality of the principal's performance will significantly determine the quality of educational outcomes because the principal is the party that has the most direct impact on the sustainability of the education process (Grissom et al., 2019). Moreover, to understand the principal's performance, it will first be stated the meaning of performance and how to manage performance to achieve organizational goals effectively and efficiently.

In the new paradigm of education management, principals must function as educators, managers, administrators, supervisors, leaders, innovators, and motivators (Komalasari et al., 2020). According to Greenfield (Juharyanto et al., 2020), indicators of effective principals, in general, can be observed from three main things as follows: first; commitment to the school's vision in carrying out its functions, second; making the school's vision as a guide in managing and leading the school, and third; always focuses its activities on learning and teacher performance in the classroom.

Indicators of effective principal leadership are as follows (Juharyanto et al., 2020): Applying participatory leadership, especially in the decision-making process. Have a leadership style that is democratic, straightforward and open; Set aside time to communicate openly with teachers, students, and other school members; Emphasizing on teachers and all school members to comply with learning norms with high discipline; Monitor student learning progress through the teacher as often as possible based on achievement data; Organizing meetings actively, periodically and continuously with school committees, teachers and other school madrasah residents on topics that require attention; Guiding and directing teachers in solving work problems, willing to

provide proportional and professional assistance; Conduct class visits to observe activities in class; Provide support to teachers to enforce discipline; Demonstrate exemplary attitudes and behaviors that can be role models; Provide broad opportunities for consultation and discussion on problems faced at school; Building active and creative and productive work; Provide space for school empowerment to all school members.

Ekosiswoyo's (2016) research proves that the principal's leadership is the key to achieving quality education. Riski et al. (2021) also added that the principal's leadership could support all activities in the school environment, be able to make changes in the school environment, and produce quality graduates. Minsih et al. (2019) emphasized that school principals must have several roles in carrying out their duties, namely as an educator, manager, administrator, supervisor, leader, innovator, and motivator. This role becomes a strong character possessed by the leader so that it can have a positive influence on his leadership style and success.

The principal, as a leader, has duties and responsibilities as a counseling center for teachers and students and a school research division to collect, analyze, and evaluate information related to teaching and learning activities. Moreover, they were then a planning center for school problem solving and initiating school improvement, a resource center to encourage creative work of coordinating agents who foster healthy relationships between schools and the community, and a center for coordinating school activities or businesses (Komalasari et al., 2020).

Universitas Negeri Surabaya (Unesa) Lab school has nine academic units: two kindergartens, two elementary schools, three junior high schools, one senior high school, and one vocational school. This study focused on Unesa Lab school junior high school. Unesa Lab school is located in four areas, namely Ketintang, Lidah Wetan, Teratai, and Kawung. Given the variety of school locations, which are also related to the community around the school and the principal's perspective in carrying out their performance, in this study, research was appointed on the Analysis of Principal Leadership in the Unesa Lab School Environment.

This study aims to analyze the leadership performance of school principals in the Unesa environment. The novelty of this research is to provide an overview of building the image and developing an educational institution, namely Unesa Lab School, which has quality from the principal's perspective as the primary leader and determinant of the success of educational institutions. These indicators consist of functions as innovators, including the initiator of innovation (agent of creation); updates in teacher training; updates in extracurricular activities; explore resources with the school committee, while; functions as motivators include: partnership cooperation; exemplary; democratic, and transparent; structuring the work environment; a conducive working atmosphere; awards; application of sanctions; and functions as a supervisor include: developing a teaching supervision program; implement a teaching supervision program; utilizing the results of teaching supervision.

## **METHOD**

This study uses a descriptive quantitative approach. The research locations are Unesa Lab school JHS 1, Unesa Lab school JHS 2, and Unesa Lab school JHS 3. This research was conducted for six months (January-June 2021). The population in this study were principals and educators at all levels of education at the Unesa Lab School. Then the samples in this study were random sampling at Unesa Lab school JHS 1, Unesa Lab school JHS 2, and Unesa Lab school JHS 3. Respondents in this study were principals and educators at the Unesa Lab School. The data collection technique developed in this study: a questionnaire was used to collect data on leadership performance, innovator function, supervisor function, and motivator operation. Interviews were used to supplement the principal's performance questionnaire data. Observations are used to observe the implementation of the principal's performance.

Data analysis techniques in this study use percentages. Activities in data analysis are grouping data based on variables and types of respondents, tabulating data based on variables from all respondents, presenting data for each variable studied, and performing calculations to answer the problem formulation. Descriptive statistical analysis with percentages is an analytical technique used to see the frequency of respondents' answers and phenomena in the field. This step is also to see the respondents' answers' size so that different data results can be easily analyzed. There are procedures in the percentage analysis: 1) Data Checking Phase (Editing). At this stage, the researcher examines the data. This stage is critical to determine the level of validity of the data collected, 2) Coding step, at this stage, the researcher provides a code to facilitate data analysis. The coding of respondents' answers is classified into specific codes, 3) Tabulation stage, at this stage, the researcher tabulates, namely grouping respondents' answers briefly and systematically based on the same category into tabular form, 4) Calculating the frequency of responses or data, 5) The percentage calculation stage uses the percentage technique from each data obtained, 6) The data result from the scene is made in tabular form, and 7) Data analysis stage.

## RESULT AND DISCUSSION

### Result

#### Principal's Leadership Performance at Unesa Lab school

Describing the Principal's Leadership in the Unesa Lab school Environment is divided into three principal functions: an Innovator, Motivator, and Supervisor. Harmonious with the environment, can find new ideas where the new pictures can inspire teachers to always be creative and innovative in improving their competence. In detail, the various functions of the principal in the Unesa Lab school environment can be explained in the following table.

**Table 1** Principal Leadership Score in Unesa Lab school Environment

Name of School	Innovator Function Score
Unesa Lab school JHS 1	4,31
Unesa Lab school JHS 2	4,30
Unesa Lab school JHS 3	4,55

*Data source: processed by researchers*

The principal is the school personnel responsible for all school activities and has the authority and responsibility to organize all educational activities in the school environment he leads. Every principal must understand the key to successful principal leadership, indicators of effective central leadership, ten keys to successful top leadership, ideal main leadership models, future principals' leadership, teacher expectations of principals, and principals' leadership ethics. These dimensions must be owned and integrated into every principal to carry out management and leadership effectively, efficiently, independently, productively, and accountably.

As an innovator, the principal takes innovative actions on an ongoing basis. Creative actions of school administrators are carried out by optimizing the resources that are owned or obtained from the environment. The principal has the right strategy to motivate teachers and staff to carry out various tasks and functions as a motivator. The principal supervisor supervises various main tasks and operations teachers and all staff performs. As previously explained, it turns out that two school principals are suspected of having not carried out their functions optimally. To describe the condition of the part of the principal separately, the following description can be observed.

## **Principal Innovator Function**

The principal's innovative actions can be seen as the creativity involved in optimizing their resources. To carry out their role and function as an innovator, school principals need to have the right strategy to establish a harmonious relationship with the environment, seek new ideas, integrate every activity, set an example for teachers and education staff, and develop innovative learning models. This encourages principals to always seek and find solutions to any existing problems. For instance, in using learning methods, teachers must use varied learning methods so that learning is not monotonous, mainly when learning uses electronic media such as laptops, projectors, and other practical tools.

One of the teachers at Unesa Lab school JHS 1 explained the policy of the Unesa Lab School leadership regarding the new learning method as follows.

*“As a teacher here, I see that the leadership is very innovative, especially in developing learning methods. While online we are encouraged to be technology literate and not monotonous in explaining”*

During the Covid-19 pandemic, innovation in learning methods was also carried out before the Covid-19 pandemic, as stated by the teacher at Unesa Lab school JHS 2.

*“Before the pandemic, we were also encouraged to carry out Out-of-Class Learning, which is a kind of concept of learning activities that are carried out directly in certain places and have been adapted to the material needs of the existing subjects.”*

Out-of-Class Learning was explained by one of the teachers at Unesa Lab school JHS 3.

*“One of the aims of out-of-class learning is to introduce important places in Surabaya and the events that occur and are identical to those places. Thus, a conducive and fun atmosphere will be created in history learning, because students not only get theory and material in class, but also get interesting learning experiences outside the classroom. In addition, this activity also helps students get to know more about historical places, especially those around the city of Surabaya. This is expected to build a sense of love and concern for students towards cultural heritage.”*

**Table 2** The score of the Principal Innovator function in the Unesa Lab school Environment

<b>Name of School</b>	<b>Innovator Function Score</b>
Unesa Lab school JHS 1	4,47
Unesa Lab school JHS 2	4,23
Unesa Lab school JHS 3	4,58

*Data source: processed by researchers*

The principal with the lowest score in innovating is Unesa Lab school JHS 2. In contrast, the highest score is the Principal of Unesa Lab school JHS 3. The data illustrates that not all school principals around Lab school Unesa have become maximal motivators. The average leadership performance of the principal in the Unesa Lab school environment can be categorized as very good because 7 out of 9 principals get a score of 4.2 and above.

The Principal of Unesa Lab school JHS 1 can be categorized as very good in carrying out the innovator function. However, two things must be optimized: the principal is trying to foster extracurricular activities in schools carried out by competent teachers in their fields. Moreover, the principal proactively explores resources from the school committee or the community to improve the quality of teaching and learning services.

Although the Principal of Unesa Lab school JHS 2 can be categorized as very good in carrying out the innovator function, three things must be optimized. Namely, the principal has the initiative to renew teaching programs in the classroom. The principal controls the implementation of teaching and learning activities regularly. The primary schools proactively explore resources from school committees or the community to improve teaching and learning services.

In carrying out the function of an innovator, the principal of Unesa Lab school JHS 3 can be categorized as very good. However, it must still be maximized for positions related to the principal proactively exploring resources from the school committee or the community to improve the quality of teaching and learning services.

### Functions of Principal Supervisor at Environment Lab School Unesa

As the leader of educational institutions, the principal must be responsible for all school activities. He has full authority and responsibility to organize all educational activities within the school environment he leads. The principal, as a supervisor, has the burden of the role and responsibility of monitoring, fostering, and improving the teaching and learning process in the classroom or at school. These responsibilities are known as supervisory responsibilities. To succeed in improving teaching, the principal needs to understand and use the appropriate models and techniques in supervision. Strictly speaking, the principal role of the principal is also as a teaching supervisor. In carrying out his duties as a supervisor, the principal should be organized democratically. The teacher also conveyed the description of the Unesa Lab school leader as a supervisor.

*“Leader respects the teacher’s opinion and provides opportunities to generate ideas and opinions. Decisions are taken through deliberation because the goal to be achieved is a common goal.”*

**Table 3** The score of Principal Supervisor function in Unesa Lab school Environment

Name of School	Innovator Function Score
Unesa Lab school JHS 1	4,26
Unesa Lab school JHS 2	4,37
Unesa Lab school JHS 3	4,54

*Data source: processed by researchers*

Supervision has the function of assisting (assisting), providing support (supporting), and inviting participation (sharing). Judging from its position, it is clear that supervision is essential for school principals. From the data obtained related to the description of the supervisory function of school principals in the Lab school Unesa environment, it turns out that there are still two principals who have the lowest scores, namely the Principal of Unesa Lab school JHS 1 and the lowest Principal of Unesa Lab school JHS 3. To provide an overview of the functions of the Principal Supervisor in the Unesa Lab school environment, it can be explained as follows.

Regarding the supervisory function carried out by the Principal of Unesa Lab school JHS 1, it turns out that there are still shortcomings, especially the principal, in carrying out teaching supervision by conducting class visits when the teacher teaches—not done well. In addition, the principal has also not identified the teaching problems teachers face from the results of maximum supervision activities. Even the principal has not communicated the supervision program that has been prepared to all teachers.

Related to the supervisory function of the Unesa Lab school JHS 2 principal, what happened is (1) the principal has not identified the teaching problems faced by the teacher from the results of the supervision activities; (2) The Principal has not optimally carried out teaching supervision by conducting class visits when the teacher is teaching. Besides that, the principal has also not correctly and orderly utilized the results of teaching supervision to improve learning by teachers.

There are still shortcomings, especially regarding the function of the principal in carrying out teaching supervision by conducting class visits. At the same time, the teacher is teaching, and this condition makes the principal unable to take pictures of the teacher's work in teaching directly in the field.

## Functions of Unesa Lab School Principal Motivator

The principal has a function as a motivator. In this case, the principal creates conditions that can develop teachers to work better. Setting a harmonious working atmosphere between school residents and work partners is necessary to foster teacher motivation in carrying out implementation. The principal must motivate education staff to carry out various tasks and abilities as a motivator. This motivation can be grown through structuring the physical environment, creating a comfortable working atmosphere, discipline, encouragement, rewards effectively, and providing various learning resources.

**Table 4** The score of the Principal Motivator function in the Unesa Lab school Environment

Name of School	Innovator Function Score
Unesa Lab school JHS 1	4,19
Unesa Lab school JHS 2	4,25
Unesa Lab school JHS 3	4,53

*Data source: processed by researchers*

The teacher also conveyed the description of the Unesa Lab school leader as a motivator. *“At Unesa Lab School, workshops and training are held, usually at that time there is motivation for teachers. In addition, there are comparative study activities to motivate us as teachers and institutions.”* In this case, the principal as a motivator does not have to be the principal who has to motivate because he listens every day but by sending teachers to compare and motivate himself to be even better.

Principals transparently inform about finances, and School Principals provide the broadest possible freedom without control to teachers in carrying out overall activities. The principal offers an example of discipline and responsibility in carrying out their duties and uses. The principal transparently informs about school finances. The principal gives the broadest possible freedom without control to the teacher in carrying out his duties.

## Discussion

By paying attention to the data obtained, it is known that the Principal of Unesa Lab school junior high school is mainly in the outstanding category. However, there are still several items that show that the results are not optimal. From several questions or things related to indicators of leadership functions, it can be explained if the leadership function as an innovator turns out to be lacking because the principal has not given special attention to teachers who have high creativity. Most schools are still indifferent to teachers or staff who have creativity in carrying out their duties. Even principals feel displeased if creative teachers or staff have achievements. This is certainly inappropriate for a school principal; they should support teachers or technicians with innovation and creativity.

If seen closely, the keyword for innovation is "change." Ideas, ideas, and thoughts for changes can lead to improvement and renewal. A school principal must be able to innovate continuously; this is done to meet the demands of the quality of future education according to the demands of local and global community needs (Komalasari et al., 2020). A school principal must have the ability to innovate by developing creativity to optimize all existing resources in the school and those obtained from the environment (Bafadal et al., 2019). For this innovation to be achieved, the principal must have a strategy for establishing communication with the territory, looking for new ideas, integrating every activity, and providing exemplary examples to all school members. As the central figure driving the school organization, the principal must create new things to develop the school he leads because he also innovates. To carry out its role and function as an innovator, the principal must have the right strategy to establish a harmonious relationship with the environment, seek new ideas, integrate every activity, set an example for all educators in the school, and develop models (Kurnianingsih, 2018).

The essence of supervision is a process of guidance from superiors to teachers and other school personnel who directly handle students' learning and improve learning situations to learn effectively with increasing learning achievement (Munawarah et al., 2021). Activities carried out in supervision are guiding teachers carried out by school principals so that the quality of learning increases (Suchyadi et al., 2019). As a supervisor, the principal has the role and responsibility to monitor, foster, supervise, and improve the learning process in the classroom. According to Wildatun Ulya (Prasetia, 2021), a supervisor has several principal roles: can arrange supervision programs, namely KBM programs and extracurricular programs; carry out all supervision programs made, namely class supervision programs, clinical supervision programs, and extracurricular programs; the results of follow-up supervision are used as a follow-up to improve teacher performance.

Regarding the supervisory function of the principal in the Unesa Lab school environment, it turns out that there are still several shortcomings, including: (1) The Principal has not carried out teaching supervision by conducting class visits when the teacher is teaching. (2) The Principal has not identified teachers' teaching problems from supervision activities. (3) Principals have not been maximal in assisting teachers in solving teaching and learning activities problems based on findings in supervision activities, and (4) Principals have not utilized the results of teaching supervision to improve teacher learning. There are still some assumptions if the supervisory function is carried out more to meet administrative needs for the benefit of supervisory duties by the relevant agencies. Still, in terms of realization, it has not been done much.

As a supervisor, the principal's task is to provide direction, guidance, service, and supervision. As a supervisor, the principal at the elementary school is outstanding because every month, a teacher meeting is held to evaluate any tasks and problems experienced at school. In the session, the principal encourages teachers so that they are not slack in carrying out their duties, namely educating students so that the quality of education in the school increases (Lisna & Munastiwi, 2020). The principal also provides guidance when teachers/school residents experience difficulties carrying out their duties and supervising the tasks assigned to teachers or school residents.

The principal, as a leader, must be able to provide encouragement or motivation to their members always to be willing to work together so that a common goal can be achieved. The encouragement can be in the form of giving awards for the achievements of teachers, staff, and students giving sanctions/punishments for violating regulations and codes of ethics for teachers, staff and students, and creating a conducive learning environment. The principal, as a motivator, is in charge of encouraging/supporting all his subordinates to work together in achieving the goals that have been set (Sonedi et al., 2018). Principal as Motivator (Creator of work climate); Able to manage the work environment, both physical and non-physical; Establish the principle of reward and punishment; Creating a democratic, harmonious, and dynamic working relationship among teachers, employees, and students, the community environment; Instilling the values of nationalism. Encouragement and appreciation are two sources of motivation that school principals effectively apply. The success of an organization is influenced by various factors, both internal and environmental factors. Of these multiple factors, motivation is a factor that is quite dominant and can move other factors towards work effectiveness. Motivation is often equated with the engine and steering, which function as driving forces and guides. Motivation is stimulating people to improve on past accomplishments while earning additional psychic income from what they do.

Regarding the motivator function carried out by the principal in the Unesa Lab school environment, there are still several items that have not been carried out optimally, namely: (1) The Principal has not informed the teachers quickly about the results of meetings with related agencies and foundations as needed; (2) The Principal has not paid attention to the teacher's work space by preparing the necessary supporting facilities; (3) The Principal has not created a



harmonious relationship to create a conducive/fun work atmosphere; (4) The Principal has not given awards to teachers who can show good work performance; (5) School principals have not provided equal opportunities to outstanding teachers to improve their careers; (6) The Principal has not motivated teachers to continue their education to a higher level and (7) the principal has not taken a personal approach to teachers who are considered undisciplined in car Related to the leadership performance of the principal, many expectations were conveyed by the teacher including (1) To establish harmonious communication and openness in every task and finance. Programs are communicated with the teaching council. (2) facilities and infrastructure in each class are given air conditioning like another lab school. (3) for children, they can still be proud, (4) Pay attention to the welfare of teachers. Teachers are given HR according to the UMK in Surabaya, considering that the SPP of children is relatively high, so they cannot submit TPP to the Dispendik. (6) Giving awards to teachers who excel. (7) Provide career paths to all teachers uniforms for regular teachers every year like the previous management. (8) improve Management systems such as recruitment, financial transparency, job disk, and providing rights according to the working mass of employees. (9) Internally, able to create a fair working atmosphere and give birth to many outstanding students who become the center of innovative learning resources. (10) Pay more attention to actual field conditions to better understand the existing problems and provide the appropriate and best solutions. Hopefully, it will become superior, competent, and able to compete with other schools, and maybe there can be student exchanges. There are also scholarships for outstanding students. Thanks (11). Hopefully, the administrative system will be further improved, such as requests for teaching decrees and additional assignments for teachers! Thanks (12) The importance of regular motivation to teachers from BPSL so that there is a sense of belonging and enthusiasm to make Lab school the school of choice (13) Increasing the togetherness & personal relationship of the principal with teachers not only to certain teachers but to all teachers so that in solving a problem can be wiser and wiser. Always think positively of all teachers. (14) Often go to the field to understand each school's condition. (15) Closer to educators and education staff to establish synergistic collaboration drying out their duties.

From this broad scope, it can be interpreted that the leader is the determination of policy and decision-making in an institution. Professional leaders are needed to develop the quality of institutions, including educational institutions. Therefore, leaders of educational institutions need to have several roles, including innovators, motivators, and supervisors. This is as educational leadership functions are classified into seven: *Educator, Manager, Administrator, Supervisor, Leader, Innovator, and Motivator (EMASLIM)* (Sola, 2020). In this case, this role is owned by the leadership, including the leadership at Unesa Lab School to facilitate and develop and complement the needs of the school community.

## **CONCLUSION**

Based on the results of the research and discussion described in the previous chapter, it can be concluded that the principals of Unesa Lab school JHS 1, Unesa Lab school JHS 2, and Unesa Lab school JHS 3 as leaders in the majority have been able to carry out the functions of innovator, motivator, and supervisor to support the achievement of educational goals. As innovators, Principals have tips for establishing harmonious relationships with the environment in search of new ideas, and they must also be able to integrate every activity. An innovator can be an example to all school members and develop innovative learning models. As an innovator, the behavior of a principal can be seen from how he carries out his duties and work in a constructive, creative, delegation, integrative, rational, and objective manner, pragmatic, disciplined, adaptable, and flexible.

The principal, in carrying out the function as a motivator, must be able to: encourage the emergence of a strong will with enthusiasm and confidence for teachers, staff, and students in carrying out their respective duties, while also providing guidance and directing teachers, staff and

students as well as providing encouragement. Moreover, encourage and always stand at the forefront of progress and inspire the school in achieving its goals. Motivation for the citizens of this school can be grown through setting the physical environment, setting the work atmosphere, discipline, encouragement, rewards effectively, and providing various learning resources. The principal's supervisory function can be seen in developing and implementing educational supervision programs and taking advantage of the results. The supervisory capacity of the principal can be realized through the preparation of a class supervision program and the development of a program for supervising extracurricular activities, libraries, laboratories, and examinations. The limitation of this research is that it only examines one level at Unesa Lab School, namely JHS 1, JHS 2, and JHS 3. So it is recommended for further researchers to develop further research at another level of education at Unesa Lab School or in a different location.

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