

ISHAK II

2-IJDR Vol 06.pdf

Sources Overview

18%

OVERALL SIMILARITY

1	sharing-fauzi.blogspot.com	3%
	INTERNET	
2	Izaak Hendrik Wenno. "Effect of Principal Managerial Leadership and Compensation towards Physics Teacher Performance in Senior Hi...	2%
	CROSSREF	
3	Astuti Istikaroh. "Qualification and Competence of Headmaster as A Supervisor According to Regulation of The Minister of National Edu...	1%
	CROSSREF	
4	ejournal.iainpurwokerto.ac.id	1%
	INTERNET	
5	eprints.unm.ac.id	1%
	INTERNET	
6	journalijdr.com	1%
	INTERNET	
7	www.ccsenet.org	1%
	INTERNET	
8	North West University on 2018-08-28	<1%
	SUBMITTED WORKS	
9	Asia e University on 2020-03-29	<1%
	SUBMITTED WORKS	
10	jurnal.iain-bone.ac.id	<1%
	INTERNET	
11	Mediarita Agustina, Muhammad Kristiawan, Tobari Tobari. "The Influence of Principal's Leadership and School's Climate on The Work ...	<1%
	CROSSREF	
12	oldpasca.undiksha.ac.id	<1%
	INTERNET	
13	Universitas Negeri Jakarta on 2019-12-06	<1%
	SUBMITTED WORKS	
14	Universitas Mercu Buana on 2018-10-18	<1%
	SUBMITTED WORKS	
15	Program Pascasarjana Universitas Negeri Yogyakarta on 2016-06-16	<1%
	SUBMITTED WORKS	
16	University of West London on 2016-03-18	<1%
	SUBMITTED WORKS	

17	Mukhtar, Minnah El Widdah, Hindun. "LEADERSHIP MADRASAH HEAD IN INCREASING THE EFFECTIVENESS OF MANAGEMENT OF M... CROSSREF	<1%
18	Universiti Putra Malaysia on 2018-07-16 SUBMITTED WORKS	<1%
19	Adrianto, Syamsurizaldi, Aidinil Zetra. "IMPROVEMENT OF TEACHER EDUCATION QUALIFICATION IN FACING THE ASEAN ECONOMIC... CROSSREF	<1%
20	St. Mary's College Twickenham on 2012-11-22 SUBMITTED WORKS	<1%
21	hdl.handle.net INTERNET	<1%
22	Ida Bagus Sidhi Wirtama, Junianto Tjahjo Darsono, Tanto Gatot Sumarsono. "Job Satisfaction as a Mediating of Leadership Style and ... CROSSREF	<1%
23	Mika Nusa Putri, Muhammad Kristiawan, Rohana Rohana. "MAPPING PRINCIPAL'S COMPETENCY OF SECONDARY SCHOOL", INTERN... CROSSREF	<1%
24	Universiti Putra Malaysia on 2012-02-01 SUBMITTED WORKS	<1%
25	repository.usd.ac.id INTERNET	<1%
26	trace.tennessee.edu INTERNET	<1%
27	International Islamic University Malaysia on 2019-07-31 SUBMITTED WORKS	<1%

Excluded search repositories:

- None

Excluded from Similarity Report:

- None

Excluded sources:

- None



ISSN: 2230-9926

Available online at <http://www.journalijdr.com>

IJDR

International Journal of
DEVELOPMENT RESEARCHInternational Journal of Development Research
Vol. 06, Issue, 10, pp.9870-9875, October, 2016

Full Length Review Article

EFFECTIVE LEADERSHIP IN SCHOOL

*Ishaq Shamad, M.

Faculty of Islamic Studies, Islamic State Institute, Bone, South Sulawesi, Indonesia

ARTICLE INFO

Article History:

Received 19th July, 2016
 Received in revised form
 27th August, 2016
 Accepted 22nd September, 2016
 Published online 31st October, 2016

Key Words:

Principal,
 Effective leadership,
 Schools.

ABSTRACT

Leadership in school is one topic that is always interesting to be studied and researched, because most observed and at the same time the least understood phenomena. The objective of this paper is to describe principal roles in practicing an effective leadership in school. The result shows a principals's leadership role as a driving force in the process of cooperation between people in the schools. An effective school leadership is a leader who has the intellectual capability, maximizing all its potential and continue to fix the potential to continue to learn. The principal has the authority and full responsibility for implementing all educational activities within the school environment. He's carrying out this task within several competencies (personal, managerial, entrepreneur, supervision, and social competence). Also an effective principals must know a good education is needed in schools, a required to improve the quality of schools, and managing the school to achieve the best performance.

Copyright©2016, Ishaq Shamad. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

INTRODUCTION

In line with public demands for the quality of education in Indonesia, lately many emerging ideas of modern schooling by various names, such as: School of Excellence, Integrated School, Pilot School, and so on. In some developed countries this movement is called the idea of Effective Schools. To realize the only effective school may be supported by the principal as an effective educational leaders. The principal as leader of the institution should be responsible for all school activities. He has the authority and full responsibility for implementing all educational activities within the school environment in his leadership. The school principal is not only responsible for the smooth running of the school is technically academic course, but all the activity, environmental conditions and the conditions and the situation of the school and the relationship with the surrounding community was his responsibility anyway. This view was advocated to the principals to understand their duties and functions as the educational leaders carefully so that effective leadership in a sense achieved the expected goals. The objective of this writing to describe the duties and responsibilities of school principal implementing an effective leadership in school.

*Corresponding author: Ishaq Shamad, M.

Faculty of Islamic Studies, Universitas Muslim Indonesia, Panaikang,
 Makassar, South Sulawesi, Indonesia

The concept of Leadership

The terms of leadership is derived from the word leader means leader or lead it means to lead. Leadership is one topic that is always interesting to be studied and researched, because most observed and at the same time the least understood phenomena. Leadership has become a separate study in the science of management. Most theories to explain the definition of leadership reflects the assumption that leadership is related to a deliberate process of a person to emphasize influence strong for others to guide, create structure and facilitate the activities and relationships in groups or visible similarities. Definitions differ in various things, including who can exert influence, and the result of the effect itself. If explored various sources will be found different notions on leadership, depending on the type of source and formulate such understanding. Researchers usually define leadership according to their personal views, as well as aspects of the phenomenon of interest is best for the experts concerned.

Stogdil (1974: 259) says: There are almost as many definitions of leadership as there are persons who have attempted to define the concept" (the number almost as many definitions of leadership with people trying to define that concept). Nevertheless, there seems to be agreement that includes a process influence leadership, as said Stephen P. Robbins (2003: 314): "Leadership as the ability to influence a group toward the achievement of goals." Thus, the definition of leadership in Oteng Sutisna (1982: 254) is the ability to

influence a group toward the achievement of goals and can also be defined as a process of influencing the activities of a person or group in efforts towards the achievement of objectives in certain situations. Thus, leadership is an influence process to achieve a future of an organization. Leadership is translated into terms: traits, personal behavior, influence on others, patterns of interaction, the relationship between co-operation between the role, the position of an administrative post, and the perception of others about the legitimacy of influence. (Wahyosumidjo, 2003: 17). According Soejorno Soekanto in his *Sociology An Introduction* (1990: 318) argues that: Leadership is the ability of a person (ie the leader or leaders) to influence others (ie headed or followers) so that the other person to behave as desired by the leader. It can be concluded that leadership is a person's ability to influence others to approach the nature, behavior, interaction patterns, and position so that his actions lead to the achievement of organizational goals.

Functions and Responsibilities of Principals

The principal is the school personnel who is responsible for all school activities. He has the authority and full responsibility for implementing all education activities in a school environment that led to the Pancasila and the 1945 Constitution. The school principal is not only responsible for the smooth running of the school is technically academic course, but all the activities, the state school environment to the conditions and situation as well as its relationship with the surrounding community was his responsibility anyway. And creative initiatives that lead to the development and progress of the school is the duty and responsibility of the principal. However, in an effort to promote school and overcome the difficulties experienced by the school either in the form or a material such as building repair, the increase in space, the addition of equipment and so forth and is concerned with the education of children, the principal can not work alone. Principals should enter into an agreement with a personal school. According H.M. Daryanto, (2005: 80), that school activities are the responsibility of the school principal, namely: Activities organize the learning process, organize, student activities, activities arrange personnel, activities organize teaching equipment, the activities set up and maintain school buildings and supplies, activities to manage finances, activity governs the relationship between the school and the community. E. Mulyasa (2009: 98), new paradigm of management education, principals should at least be able to function as: educator, managers, administrator, supervisor, leader, innovator, and motivator.

The principal as an educator must have the right strategy to improve the professionalism of teachers in the school, creating a school environment that is conducive to give advice to the school community, providing encouragement to all educators and implement learning model attractive. Principals should strive to instill, promote and enhance at least four different grades according to E. Mulyasa (2009: 98), namely fostering mental, moral, physical and artistic. Mental development is to foster the educators about the inner attitude and character. Moral guidance is guidance on good and bad deeds, attitudes and liabilities according to their respective duties. Physical coaching is coaching body, health and appearance, while the artistic development is enhancement of sensitivity to art and beauty. In order to improve performance as educators, principals must plan and implement programs with good

schools, among others: a. Include upgrading educators in order to add insight, also provide an opportunity for educators to improve their knowledge and skills by learning to a higher level; b. Moving the team evaluation of learning outcomes to motivate students to study harder and improve his performance, c. Use the time to learn effectively in school by emphasizing discipline. According to E. Mulyasa (2009: 103) the learning activities are at the core of the educational process and teachers is the executor and main developer of the curriculum in schools, principals who demonstrate a high commitment and focus on curriculum development and teaching and learning in school would be very concerned about the level of competency of the teacher, as well as will always trying facilitated and encouraged to enable teachers to continually improve their competence, so that teaching and learning activities can be run effectively and efficiently. Nana Fattah (2004: 49) said that the head of the school for the manager has the task to plan, organize, organize, coordinate and control in order to achieve the goals set. According to the plan for an A. Kauffman Roger is the process of determining goals or objectives to be achieved and define the street and resources needed to achieve that goal as efficiently and effectively which can not be separated from one with activity that can not be separated from one to the other activities. The activity is the formulation of objectives and selection of programs to achieve that goal.

Thus, the principal must be able to plan and to manage and control all of the programs that have been agreed. In managing the power of education, one of the important tasks that must be performed principal is conducting maintenance and professional development of teachers. In this case the principal should be able to facilitate and provide opportunity for teachers to do professional development activities through a variety of education and training activities, both implemented school, such as: MGMPs /MGP school level, in-house training, professional discussion and so on, or through education and training activities outside of school, such as: opportunity to continue their education or participate in various training activities organized by other parties. The school principal as an administrator is needed because school activities can not be separated from the administration that is recording and documenting the entire school program. In carrying out its function as the administrator, the principal should be able to master their tasks and carry out their duties properly. He is responsible for all school activities, regulate matters relating to student affairs, facilities and infrastructure, which is needed in teaching, administration, curriculum and regulate relations with the community, (Joshua Burhanuddin, 1998: 140). These activities need to be carried out effectively so that the school administration can be organized and carried out well. The ability of the principal as an administrator should be realized in the preparation completeness of administrative data of learning, guidance and counseling, lab activities, activities in the library, administrative data of students, teachers, employees of TU, the school watchman, technicians and librarians, extracurricular activities, administrative data school relationships with parents, administrative data of buildings and spaces and correspondence. The school principal as an administrator in this case also with respect to finances, that for the achievement of improvements in teacher competence can not be separated from the cost factor. How big is the school can allocate the budget to increase the competence of teachers will certainly affect the level of competence of the teacher. Financial problems are a sensitive issue. Therefore, in

managing principals must be careful, honest and open in order to avoid suspicion either of the staff or the community or parents. Many school needs to be financed, and the more necessary expenses. In this case the principal should have high creativity to be able to explore funding from various sources, which can be obtained for example from students or parents, communities, governments, foundations, philanthropists and so forth. Besides, the principal must also be able to allocate sufficient funds or budget for improving school.

As principal supervisor served to guide, assist and guide educators to appreciate and implement procedures for education in order to support the advancement of education. The school principal should be able to perform a variety of monitoring and control to improve the performance of educators. This is done as a preventative measure to prevent the educators did not deviate and more cautious in their duties. To determine the extent to which the teacher is able to carry out learning, principals need to regularly carry out supervision activities, which could involve activities of classroom visits to observe directly the learning process, especially in the selection and use of methods, media used and the involvement of students in the learning process. From the results of this supervision, can show the weakness simultaneously superiority teachers in implementing the learning, the level of mastery of the competency of teachers is concerned, further attempted solutions, guidance and follow-up of certain so that teachers can correct existing deficiencies while maintaining excellence in implementing the learning. The principal as leader; in theory at least we know the leadership of the two styles of leadership is leadership-oriented and task-oriented leadership in humans. In order to improve the competence of teachers, a school principal can apply the leadership style is both precise and flexible, adapted to the conditions and requirements that must be supported. His leadership within a good personality. The extent to which principals can realize the roles above, directly or indirectly, can contribute to improving the competence of the entire educational component, which in turn can take effect on improving the quality of education in schools.

Competence Principal

There are some competencies that must be owned by the principal according to the Minister of National Education Regulation 13 of 2007 on the Standards for School, namely; personal competence, managerial competence, entrepreneurial competence, supervision competence, social competence. Personal competence, includes; good morals, develop a culture and tradition of noble character, and become exemplary moral values in the community in the school; Having a personal integrity as a leader; Have a strong desire for self-development as the head of school; Be open in performing basic tasks and functions, control yourself for the problems on the job as head of the school, and have the aptitude and interest in the position as an educational leader. Managerial competence includes; develop school plans for different levels of planning, develop school organization as needed, lead the school in order to empower the school optimally, manage the change and development of the school towards an effective learner, create a culture and climate in the school innovative and conducive to the learning of students, manage the teachers and staff in order to empower human resources optimally, manage the infrastructure of the school in empowering optimally, manage the relationship between the school in order to find fresh ideas,

and funding for the school, manage learners in the hiring of new learners, and placement and capacity development of learners, manage curriculum development and learning activities in accordance with the direction and objectives of national education, manage the finances of the school in accordance with the principle of management that is accountable, transparent, and efficient, manage school administration / school in supporting the achievement of the goals of the school, special services unit managing the school in supporting learning activities and the activities of students in school, manage information system school in favor of arranging programs and decision making, utilizing to advancement of information technology to improve learning and school management, and to monitor, evaluate and report on the implementation of the program of the school with appropriate procedures, as well as follow-up plans.

Entrepreneurial competence, includes; creating useful innovations for the development of the school, work hard to achieve the success of the school as an effective learning organization, have a strong motivation to succeed in carrying out the task of their duties and functions as the leader of a school, never give up and look for a solution and always looking for the best solution in dealing with problems in the school, and having an entrepreneurial spirit in managing production activities / services of the school as a source of learners. Competence supervision, includes; plan academic supervision programs to improve the professionalism of teachers, implementing academic supervision of teachers by using approaches and techniques appropriate supervision, and following the results of the academic supervision of teachers in order to improve the professionalism of teachers. While, social competence as follows; cooperate with others in the school, participate in social activities, and has social sensitivity towards other people or groups (Muhaimin *et al.*, 2010: 42-44). Principals in leadership must have the competence to implement the above so that the school institution leading progress.

Effective School Leadership

A person's leadership role as a driving force in the process of cooperation between people in the organization, including schools. Leadership makes an organization can move directionally in an effort to make its intended purpose. Bernard Bass in his book "The Concepts of Leadership" suggests the concept of leadership, namely; As the focus of group process, as a personality attribute, as art of inducing compliance, as an exercise of influence, as particular kind of act, as a form of persuasion, as a power relations, as an instrument in the attainment of goals, as an effect of interaction, as a differentiated role, and as the initiation of structure ". The quote shows that variations in terms of leadership proposed by the experts, which is due to hit points given to leadership in the context of human life, from a process-oriented group, certain behaviors, to the oriented properties owned by individual leaders. But clearly all these approaches indicate the influence possessed by a leader, that leadership is the ability to influence other people who have the intention to achieve its intended purpose, (Uhasuharsaputra, 2010: 116). In affect, the leader can do so through motivate to move a person to do things according to the wish made by the leader. The ability to influence others indicate a communication and interaction between the leader and the led. Interaction is a form of activity that can affect and influence on the led. Therefore, leadership

is important especially in the context of the organization, because the quality of the received influence members of the organization will have an impact on the performance of the pad members ultimately impact the organization, (Uharsuharsaputra, 2010: 116).

The process of leadership is an interactive and dynamic process in influencing others, in the process, a leader must have the basic capability as well as skilled in moving his subordinates in order to work optimally. Ability and skilled leader is to influence the behavior of people / subordinates in order to think and act in such a way that through positive behavior a real contribution in the achievement of organizational goals. However, even though the leadership of the definition of the starting point of giving effect to others to carry out what was required for a leader to a destination effectively and efficiently, but it affects the process is done differently. The process of implementation of the different influences is then resulting in levels of leadership. Maxwell offers five stages of leadership, namely: 1. Level I, the leader for the things that are such a leader because the legality of the decree, 2. Level 2, the leader who leads with his passion, the leader at this level already led people not to lead the work, 3. Level 3, the leader of a more results-oriented, the leader of this level is a very important job performance, 4. Level 4, in this level leaders tried to cultivate individuals within the organization to be the leader, 5. Level 5 leader who has tremendous appeal. At this level the leader people want to follow him not only because of what was given leader personally or benefits, but also because of the values and symbols that are attached to that person (Muhaimin, 2010: 30), 6. In order for a school principal was able to move from level I to leader above level, up to level 5 leaders needed four elements, namely: vision, courage, reality, and ethics, (Muhaimin, 2010: 31).

The first element that must be owned by the principal to be able to become a great leader is to have a vision. To have good vision, someone principal should have an open mind, so that he is able to accept new things that might have during this contrary to what has been believed, so that the experience will enrich the perspective view of the head of something. The second element is courage. Principals who loves his work would have the high courage, due to his love of the job means that he does it with heart. Love of any kind would lead to a willingness to sacrifice variety, the ability to sacrifice is one of the elements of courage. With such courage, leaders will voluntarily take various initiatives to seek new breakthroughs are sometimes risky. With radiant courage and dedication to the work of the principal will be able to motivate their followers or to give a clear example. The third element is the ability to work in the nature of reality. School principals should be able to discern what is opinion and what is fact. He should be able to live in reality. If the condition of the schools still have enough resources, then the principal must be able to use the existing facilities, however it sustainably should always seek to fulfill these resources. In connection with the process, the principal should be able to create a system that is able to stream various facts to him, so that decisions are made completely resolve the problem or if the decision is a decision relating to the development, the development will be a priority and strategic. The fourth element that should be owned by the principal to be able to become a leader who is not only the leader of legality is a concern and a high sensitivity to human. The school principal work by relying on human values are

sublime, implanting them and punishing those who violate those values. Value investment in schools will make the institutions more productive at work. As an educational institution, implementing the values in the workplace is not only to increase productivity but also to strengthen the essence of the school as a social institution within mission is to educate and enlighten the public. Improve productivity in an agency that adopt and implement the noble values work place can be characterized by the dominance of control by institution. In institutions where people in them implement the values, then people would work based on these values, not based on the condition and the stimulus it receives. Each person has a good self-control so that the existing control agency instituted only duty is to find data and facts only to what is happening in the institution. On the other hand, internalized the values in the workplace would encourage people in an institution can motivate themselves, so that the workers would have higher productivity. Thus, the implementation of workplace values on the one hand improve efficiency and enhance productivity on the other side.

In connection with the superior leadership, Gina in (Muhaimin, 2010: 30). Split five successive levels of leadership, namely: the leader of a loved one, leaders believed, leaders that guide, leaders personality, and leaders are immortal. To be able to lead well, a leader must love people who is following him. Therefore a leader to be able to start leading well is to have the nature of affection or love toward the people he lead. By its nature, then the leader will make as a major asset the most important and is unmatched by any asset. Once able to lead and focus on the man with the advanced nature of the affection and love. Leaders must have high integrity to achieve the vision and ideals. With such high integrity will arise leader's courage in the face of obstacles and risks confronting. With integrity, courage, and commitment that leaders will gain confidence. With the trust does not mean then a leader exploiting his followers wished, but quite the contrary. The leader must be able to guide his followers to be able to be a good leader. At this stage, the leader will have high loyalty from his followers. Such loyalty obtained as a result of recognition is high as a result of the mentors of the leaders. To become a great leader, he should be able to know him and to control himself. And then the eternal leader is a leader who prioritizes conscience or its nature. School as an educational organization does not vary much with the leadership principles of the levels above. The leadership of both levels seen a lot of factors that must be present to be able to become a principal who is able to implement the changes for the better. To become a principal does not just have the Decree, although it can be used to open up the opportunity to become the principal good. However any person can not be called as a leader. With various definitions of leadership shown that to be a leader of the lowest level, a leader must be able to influence maximize to the people they lead a school principal should be able to love people lead. Once able to love the people he leads, leaders must show courage to face the challenges confronting and shows the deep commitment. Usually factors such courage and commitment will be raised automatically if the love that is in the principal arises. The love will always resulting in an extraordinary courage. With his love also the principal will be oriented to humans in school. According to Made Pidarta (2005: 196), so that the process of development of the personnel training went smoothly and continuously, among other needs effective leadership, he is a leadership that appreciates the efforts of subordinates, who

treat them according to their talents, abilities and interests of each individual, which gave impacts to develop direct yourself towards the achievement of educational institutions. According to the research leader are high in the second dimension of leadership is an effective leader. Neither leader who has high performan in the planning and management functions are also high in both dimensions of leadership. Two dimensions of leadership that is task-oriented leadership and leadership-oriented inter-relationships between people (Made Pidarta 2005: 1960).

Orientation to the task of leadership is leadership that emphasizes only the completion of tasks to his subordinates to ignore the development of talent, competence, motivation, interest, communication, and the welfare of subordinates. The important thing for him is to be smooth wheel travel organization. Such leaders perceive that the organization he leads is like a perpetual engine that will not be obsolete and worn-torn era. The person will work on a regular basis, diligent, obedient, and subject in appearance. These leaders are blind to the development and advancement of society. Which resulted in the organization soon became obsolete with the performance of his officers were out of date, just waiting for death. Instead of leadership orientated relationship between humans only develop the personnel, their satisfaction, motivation, teamwork, social, welfare. The important thing for him is the fate of the subordinates, about the interests of the organization is is number two. This leader as the personnel development and fate automatically considered educational organizations objectives will be achieved. But the facts show the man in this world is not always acting in good faith even though he was treated well. In general, humans difficult bounds satisfaction in living his life. As a result of the kind of leadership is also similar to the first leadership that makes the organization backwards, then death. Therefore, good leadership is the leadership that integrates a task orientation to the orientation of human interrelationships. Both orientations that need to be integrated and both improved. Only in this way will become effective leadership, ²⁴are able to achieve organizational goals in a timely manner. For effective leadership can carry out the functions manajemen well. The functions of the Management by G.R. Terry namely; Planning, Organizing, Implementation, ¹⁹supervision. Meanwhile, according L. Gullickmanajemen ¹⁹functions namely; Planning, organizing, staffing, directing, coordinating, reporting and budgeting. For the leadership effectiveness of school leaders should implement these functions optimally management.

Work in education done by leaders effectively said by Cunningham as a planning and management and the continuum namely: Managers discuss with subordinates, the manager assisted by subordinates, the manager helped his subordinates to get the best problem solving, and climate and organizational policies, measures approved by the subordinate managers. Fiedler mention how such a model of situational or contingency. (Uhar Suharsaputra, 2010: 7). According to H. Jodeph REITs (Nana Fattah, 2004: 98) as for the factors that influence the effectiveness of leaders include: personality and then school experience and expectations of the lead, expectations and employer behavior, characteristics of the expectations and behavior of subordinates, and expectations and behavior of peers. Results of research conducted by Slamet in 2007, shows the head of the school which is tough if it has: vision, mission and strategy, the ability to coordinate and harmonize their resources with the goal, ability to make

decisions skilled, tolerance to differences in people under estimate the quality, achievement, standards, and values, mobilize resources, combat enemies principal, using the system as a way of thinking, manage, and analyze school, using input management, running role as managers, leaders, educators, entrepreneurship, regulators, supervisors, the creator of the work climate, administrators, reformers and motivational, carry out the dimensions of the task, the environment, and personal skills, running symptoms four series, is to formulate objectives, select the functions required to achieve the target, perform a SWOT analysis, and seek measures to eliminate the problem, to encourage teamwork smart and compact, encourage creative activities, creating a learning school, implement school-based manajemen, focusing on the management of teaching and learning process, and empower the school. (Muhaimin, 2010: 38)

Gary Yukl (1995: 285) argues that the future leadership is a leader who continue to learn, to maximize energy and mastering the deepest feelings, simplicity, and multifocal. Therefore, it is stated that the quality becomes important and the quantity is no longer a competitive advantage. Looking for knowledge and explore the science should be done for future leaders. This is very important because science is a vital energy for every organization. In line with this Kotter (1998: 87), suggests that the ability of a leader of the future include intellectual ability and interpersonal skills to achieve organizational goals efficiently. Therefore, effective school leadership based on these theories ⁶is a leader who has the intellectual capability, maximizing all its potential and continue to fix the potential to continue to learn. Ronald Heifetz (1998: 342), believes the future leadership is a leader ¹⁶adaptive challenges, regulatory pressing, pay attention to the maintenance of discipline, gave authority to the employees, and maintain its leadership.

Therefore, effective school leadership is being able to see the opportunities and challenges, delegate authority, and enforce discipline. That is an educational institution that has great leaders, then the institution will grow and thrive well even in managerial less well. However, if the school has a managerial capacity can be reliably ascertained that the development of the school will be very fast in order to achieve excellence. Therefore, leaders of educational institutions should know their duties and responsibilities and should have leadership competencies. Effective school principals need to know why ⁶a good education is needed in schools, what is required to improve the quality of schools, and how to manage the school to achieve the best performance.

Conclusion

Leadership is the ability of someone to influence others so that his actions lead to the achievement of objectives. The principal is the school personnel who is responsible for all school activities. He has the authority and full responsibility for implementing all educational activities within the school environment. In carrying out this task there are several competencies that must be owned by the principal, namely; personal competence, managerial competence, entrepreneurial competence, supervision competence, social competence. Effective Principals must know a good education is needed in schools, the required to improve the quality of schools, and manage the school to achieve the best performance.

REFERENCES

- Burhanuddin, Yusak. 1998. *Administrasi Pendidikan*, Cet. I; Bandung: CV.Pustaka Setia.
- Daryanto, H.M. 2005. *Administrasi Pendidikan*. Jakarta : Rineka Cipta.
- Fattah, Nanang. 2004. *Landasan Manajemen Pendidikan*. Cet.VII; Bandung: PT.Remaja Rosdakarya Offset.
- Muhaimin,D.K.K. 2010. *Manajemen Pendidikan Aplikasinya dalam Penyusunan Rencana Pengembangan Sekolah School*.Cet: I; Jakarta:Kencana Prenada Media Group.
- Mulyasa, E. 2009. *Menjadi Kepala Sekolah Profesional*. Cet: X; Bandung: Remaja Rosdakarya.
- Pidarta, Made. 2005. *Perencanaan Pendidikan Partisipatori dengan Pendekatan Sistem*. Jakarta : Rineka Cipta.
- Ralp, M. Stogdill, 1974. *Handbook of Leadership: A survey of the literature*, New York Free Press.
- Ronald Heifets, 1998. *Leadership without Easy Answer*, Cambridge: Belnap Press of Harvard University Press.
- Soerjono Soerkanto, *Sosiologi Suatu Pengajar*, Jakarta: PT. Grafindo Persada, 1990.
- Stephen, P. Robbins, 2003. *Organizational Behavior*, Mexico: Prentice Hall.
- Suharsaputra, Uhar. 2010. *Administrasi pendidikan*. Bandung : Refika Aditama, 2010.
- Sutisna, Oteng, *Administrasi Pendidikan, dasar Teoritis untuk Praktek Profesional*, Bandung: Angkasa, 1982.
- Wahyosumidjo, *Kepemimpinan Kepala Sekolah*. Jakarta: PT Raja Grafindo Persada, 2003.
- Yukl, Gary, 1999. *An Evaluation of Conceptual Weaknesses in Transformational and Charismatic Leadership Theories*, *Journal of Leadership Quarterly*.
