



## PRINCIPAL LEADERSHIP IN THE IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT

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### Abstract

This article aims to describe the implementation of School-Based Management at SMA Negeri 2 Medan and to describe the strategy and leadership style of the principal in implementing School-Based Management at SMA Negeri 2 Medan. This study uses a qualitative research type with a descriptive approach, the data sources in this study were school principals, teachers, TU staff, students, and committees, and a total of 14 informants. The data collection process is carried out employing observation, in-depth interviews, and document studies, the researcher uses the analysis technique of Miles and Huberman in Sugiono's book in the form of data reduction, data presentation, and verification (concluding) after which an examination of the validity of the data is carried out with credibility, transferability, dependence. and certainty. The results of this study indicate that: (1) Implementation of School-Based Management at SMA Negeri 2 Medan has been well implemented and developed by the school with great programs so this school has become one of the favorite schools in the city of Medan. (2) The strategy carried out by the principal in implementing SBM is by delegating authority, making decisions by deliberation, and in determining policy the principal always holds open meetings, builds communication, and conducts evaluations. (3) The leadership style of the principal of SMA Negeri 2 Medan has a democratic leadership style that always invites his subordinates to work together to achieve the school's vision, mission, and goals.

**Keywords:** School-Based Management, Leadership, Style, Strategy

### Abstrak

*Tujuan penelitian ini adalah untuk mendeskripsikan pelaksanaan Manajemen Berbasis Sekolah di SMA Negeri 2 Medan, mendeskripsikan strategi dan gaya kepemimpinan kepala sekolah dalam pelaksanaan Manajemen Berbasis Sekolah di SMA Negeri 2 Medan. Penelitian ini menggunakan jenis penelitian kualitatif dengan pendekatan deskriptif, sumber data dalam penelitian ini adalah kepala sekolah, guru, staf TU, siswa dan komite dan jumlah keseluruhan 14 informan. Proses pengumpulan data yang dilakukan adalah dengan teknik observasi, wawancara mendalam dan studi dokumen, peneliti menggunakan teknik analisis Miles dan Huberman dalam buku Sugiono berupa reduksi data, penyajian data dan verification (penarikan kesimpulan) setelah itu dilakukan pemeriksaan keabsahan data secara kredibilitas, keteralihan, ketergantungan dan kepastian. Hasil penelitian ini menunjukkan bahwa: (1) Pelaksanaan Manajemen Berbasis Sekolah di SMA Negeri 2 Medan telah terlaksana dengan baik dan dikembangkan oleh pihak sekolah dengan program - program yang hebat sehingga sekolah ini menjadi salah satu sekolah favorite dikota Medan. (2) Strategi yang dilakukan kepala sekolah dalam pelaksanaan MBS dengan cara pelimpahan*

*newenang, pembuat keputusan yang dilakukan dengan musyawara, dan dalam penetapan kebijakan kepala sekolah selalu mengadakan rapat terbuka, membangun komunikasi serta melakukan evaluasi. (3) Gaya kepemimpinan kepala sekolah SMA Negeri 2 Medan memiliki gaya kepemimpinan demokratis selalu mengajak bawahannya untuk bekerja sama mencapai visi, misi dan tujuan sekolah.*

**Kata Kunci:** Manajemen Berbasis Sekolah, Kepemimpinan, Gaya, Strategi

## INTRODUCTION

Education is an investment for human resources for the future which greatly affects human civilization throughout the World. In essence, education is also a strategic thing in the progress of a nation. Education is a process of changing attitudes and behavior for the better.<sup>1</sup> In addition, through the educational process can change knowledge from those who do not know to know. Education is important for a country because without education it is impossible to create quality Human Resources (HR).<sup>2</sup>

Therefore, the development of education is very necessary for human resources in developing their intellectual, spiritual, and emotional potential during the rapid development of science and technology.<sup>3</sup> In forming quality human resources, it is necessary to have educative interactions, namely the teaching and learning process. Supporting a good teaching and learning process for improving the quality of human resources, in this case, the role of the principal's leadership is very important. The principal is the driving force for determining the direction of policy toward the success of schools and education in general.<sup>4</sup>

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<sup>1</sup> Yanthy Herawaty, Rudi Hartono, and Hedy Ramadhan, "Strategic Management in Improving The Quality of Education in The Midst of The Covid-19 Pandemic," *EAI*, 2020, <https://doi.org/10.4108/eai.26-9-2020.2302768>; John V Hamby, "Vocational Education for the 21st Century," in *Vocational Education for the 21st Century* (Melbourne: The University Of Melbourne, 2018), 1–11; Teo Boon Chui et al., "Evaluation of Service Quality of Private Higher Education Using Service Improvement Matrix," *Procedia - Social and Behavioral Sciences* 224 (2016): 132–40; Helle Merete Nordentoft, Rie Thomsen, and Gitte Wichmann-Hansen, "Collective Academic Supervision: A Model for Participation and Learning in Higher Education," *Higher Education* 65, no. 5 (2013): 581–93, <https://doi.org/10.1007/s10734-012-9564-x>.

<sup>2</sup> Hasan Baharun et al., "Knowledge Sharing Management: Strategy for Improving the Quality of Human Resources," *AL-TANZIM: Jurnal Manajemen Pendidikan Islam* 5, no. 1 (March 31, 2021): 129–39, <https://doi.org/10.33650/al-tanzim.v5i1.1831>; Anwar Sa'dullah and Muhammad Fahmi Hidayatullah, "Design of Improving The Quality of Human Resources Based on Islamic Schools in Anak Saleh Foundation, Malang City," *Nazhruna: Jurnal Pendidikan Islam* 3, no. 2 (July 31, 2020): 260–72, <https://doi.org/10.31538/nzh.v3i2.740>.

<sup>3</sup> Barnoto Barnoto, "Merespon Perubahan Dalam Pemenuhan Kebutuhan Sumber Daya Manusia Di SMP Negeri 1 Pacet," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 1, no. 1 (2020): 1–10, <https://doi.org/10.31538/munaddhomah.v1i1.27>; Abu Darim, "Manajemen Perilaku Organisasi Dalam Mewujudkan Sumber Daya Manusia Yang Kompeten," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 1, no. 1 (March 25, 2020): 22–40, <https://doi.org/10.31538/munaddhomah.v1i1.29>.

<sup>4</sup> Ni Komang Theda Febrina Subagia, Made Yudana, and Dewa Gede Hendra Divayana, "KONTRIBUSI SUPERVISI KLINIS KEPALA SEKOLAH, MOTIVASI KERJA, IKLIM KERJA DAN TUNJANGAN PROFESI TERHADAP KEPUASAN KERJA GURU TK DI KECAMATAN KUTA UTARA," *Jurnal Administrasi Pendidikan Indonesia* 10, no. 2 (2019): 101–10; Rika Ariyani, "Kepemimpinan Kepala Sekolah Dalam Pengembangan Profesionalisme Guru," *Al-Afkar: Jurnal Keislaman & Peradaban* 5, no. 1 (2017); Eci Sriwahyuni, Muhammad Kristiawan, and Wachidi, "Strategi Kepala Sekolah Dalam Mengimplementasikan Standar Nasional Pendidikan," *Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan* 4, no. 1 (2019): 16; Yusrizal, Sakdiah Ibrahim Zulfikar, "Supervisi Akademik Oleh Kepala Sekolah Dalam Meningkatkan Kompetensi Profesional Guru Sd Negeri 2 Calang Kabupaten Aceh Jaya," *Jurnal Administrasi Pendidikan : Program Pascasarjana Unsyiah* 5, no. 3 (2017): 192–98.

The task and role of the principal's leadership are to improve the professionalism of the teacher's work because the effectiveness of the school organization is largely determined by the leadership of the principal's management.<sup>5</sup> In addition, it also affects the interpretation of follower events, organizing activities to achieve goals, maintaining cooperative relationships and group work, and obtaining support and cooperation from people outside the group or organization.<sup>6</sup> One of the duties of the principal who has an important role in improving the quality of schools is related to management in schools. Management in schools or commonly known as school-based management is the most important part of improving the competence of teachers and education personnel so that they can raise the level of school quality.<sup>7</sup>

In addition to education management, efforts to improve the quality of education are one of the effects of School-Based Management (SBM). School-based management (SBM) is an educational paradigm that provides broad autonomy to schools within the framework of national education policies.<sup>8</sup> Educational management according to SBM is different from previous education management, which is centralized, while SBM provides broad autonomy to the school unit itself and involves the community, be it parents, students, teachers, officials, principals, and beneficiary groups from the community and local organizations. The implementation of SBM is expected to increase the independence, responsibility, and accountability of schools.<sup>9</sup>

Implementation of SBM provides freedom from a great power in schools, accompanied by a set of responsibilities. With the autonomy that gives responsibility for managing resources and developing SBM strategies according to local conditions, schools can further improve the welfare of educators so they can concentrate more on their duties and

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<sup>5</sup> Akhmad Sirojuddin, Andika Aprilianto, and Novela Elza Zahari, "Peran Kepala Sekolah Sebagai Supervisor Pendidikan Dalam Meningkatkan Profesionalisme Guru," *Chalim Journal of Teaching and Learning (CJoTL)* 1, no. 2 (2021): 159–68; Akhmad Sirojuddin, "BUDAYA SUPERVISI KEPALA SEKOLAH DENGAN PROFESIONALISME GURU DI SDN TARIK 1 SIDOARJO," *Nidbomul Haq: Jurnal Manajemen Pendidikan Islam* 5, no. 1 (April 8, 2020): 119–41, <https://doi.org/10.31538/ndh.v5i1.589>.

<sup>6</sup> Bukman Lian, *Kepemimpinan Dan Kualitas Kinerja Pegawai*, ed. Dessy Wardiah & Dian Nuzulia (Palembang: Noer Fikri, 2017).

<sup>7</sup> Khalid Arar and Muhammed Abu Nasra, "Linking School-Based Management and School Effectiveness: The Influence of Self-Based Management, Motivation and Effectiveness in the Arab Education System in Israel," *Educational Management Administration and Leadership* 48, no. 1 (2020): 186–204, <https://doi.org/10.1177/1741143218775428>; Matronillo Martin, "The Implementation of School-Based Management in Public Elementary Schools," *Asian Journal of Assessment in Teaching and Learning* 9, no. 1 (2019): 44–56, <https://doi.org/10.37134/ajatel.vol9.no1.5.2019>; Jaime Echávarri and Cecilia Peraza, "Modernizing Schools in Mexico: The Rise of Teacher Assessment and School-Based Management Policies," *Education Policy Analysis Archives* 25, no. 90 (2017): 90, <https://doi.org/10.14507/epaa.25.2771>; Chidi Idi Eke and Shakila Singh, "Social Networking as a Strategic Tool in the Management of School-Based Violence," *South African Journal of Education* 38, no. 1 (2018), <https://doi.org/10.15700/saje.v38n1a1320>.

<sup>8</sup> E Mulyasa, *MANAJEMEN BERBASIS SEKOLAH (Konsep, Strategi & Implementasi)*, 12th ed. (Bandung: Rosda Karya, 2019).

<sup>9</sup> Elson Szeto, "School Leadership in the Reforms of the Hong Kong Education System: Insights into School-Based Development in Policy Borrowing and Indigenising," *School Leadership and Management* 40, no. 4 (2020): 266–87, <https://doi.org/10.1080/13632434.2019.1616172>; Siti Rohma, Edi Harapan, and Dessy Wardiah, "The Influence of School-Based Management and Teacher's Professionalism toward Teacher's Performance," *Journal of Social Work and Science Education* 1, no. 1 (2020): 13–23, <https://doi.org/10.52690/jswse.v1i1.6>; Raden Bambang Sumarsono et al., "Opportunities for the Implementation of School-Based Management in the Eastern Area of Indonesia," *International Journal of Innovation, Creativity and Change* 5, no. 4 (2019): 180–96.

functions. The flexibility in managing resources and in involving the community to participate and encourage the professionalism of school principals in their roles as managers and school leaders.<sup>10</sup>

One of the schools that have implemented SBM is SMA Negeri 2 Medan. SMA Negeri 2 Medan is one of the favorite schools in Medan and has won many national and international achievements. In 2019 as many as 76 students passed the SNMPTN invitation path from the science and social studies major. Won a gold medal at the Advanced Innovation Global Competition (AIGC) in November 2019 which was held at Nanyang Technological University Singapore. SMA Negeri 2 has a good image in society. This is proven by the results of observations made that the reason people choose this school is that SMA Negeri 2 has good and quality teachers, has a learning system that supports students to develop talents and learn to organize, and has complete learning facilities and infrastructure.

### METHOD

This study uses a qualitative research method with a descriptive approach. In this research procedure, descriptive data is obtained, namely verbal and written words that come from the observed actors, aimed at the background of the individual as a whole (holistic) without isolating the individual and his or her organization in variables but viewing them as part of a whole.<sup>11</sup> In general, this research is based on the principles of descriptive analysis/descriptive analysis. Descriptive analysis is understood as a form of analysis aimed at this research related to Principal Leadership in the Implementation of School-Based Management at SMA Negeri 2 Medan. References for this research were obtained from books, journals, articles, reports of previous research as well as field data. The author describes the formulation of the problem in this study: (1) How is the implementation of school-based management at SMA Negeri 2 Medan? (2) How is the principal's leadership strategy in implementing school-based management at SMA Negeri 2 Medan? (3) How is the principal's leadership style in implementing school-based management at SMA Negeri 2 Medan?

### RESULT AND DISCUSSION

#### Implementation of School-Based Management at SMA Negeri 2 Medan

School-based management (SBM) at SMA Negeri 2 Medan is well implemented. In its implementation, it is by government regulations and developed according to the times and their abilities in various aspects of the need to achieve an increase in the quality of education as well as achievement at SMA Negeri 2 Medan. The principal believes that with the implementation of SBM well, they will know the strengths, weaknesses, and things that endanger the leadership as well as the school so that if something happens the school can handle it as well as possible and optimize it by utilizing existing resources in the school. involving school members and school committees to make decisions to create transparency and democracy.

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<sup>10</sup> Lukas Manu and Jusuf Blegur, *Manajemen Berbasis Sekolah (Mbs)* (Kupang: JAL (Jusuf Aryani Learning), 2017).

<sup>11</sup> Loexy J. Maleong, *METODOLOGI PENELITIAN KUALITATIF* (Bandung: Remaja Rosdakarya, 2000).

The implementation of School Management at SMA Negeri 2 Medan is carried out by the principal referring to the management function, namely, (1) Planning, the principal as leader carries out management in the school by making decisions as wisely as possible by discussing and trying to be democratic with the assistance of his subordinates to be made systematically so that it can be used as work guidelines in programs made to achieve goals. (2) Organizing, the principal always involves his subordinates in the division of tasks by the talents and abilities of his subordinates so that they can work together to carry it out. (3) Guidance, in carrying out the duties of each of his subordinates, the principal directs his subordinates to be able to carry out the programs that he has made systematically to achieve the goals of SBM through the program and the development of the educational era. (4) Supervision, in this case, the principal, as well as subordinates who have been given the authority, must be able to control the activities that have been programmed so that they can foster and straighten out if there are obstacles in their implementation. By monitoring effectively, the implementation of quality improvement and monitoring activities can run well.

The results of research in the implementation of School-Based Management (SBM) at SMA Negeri 2 Medan by implementing 7 components in SBM, namely.

#### **Curriculum and Learning Management**

The implementation of the curriculum at SMA Negeri 2 Medan uses the 2013 curriculum and this is based on the Regulation of the Minister of Education and Culture Number 36 of 2018 concerning changes to the regulation of the Minister of Cultural Education Number 59 of 2014 concerning the 2013 Curriculum for SMA/MA. In implementing the curriculum and learning, the principal and the curriculum team organize and develop learning curricula according to educational developments to achieve educational goals.

The curriculum structure at SMA Negeri 2 Medan starts from Core Competencies (KI), subjects, learning load, and Basic Competencies (KD). The structure of the SMA / MA curriculum consists of 1) General subjects of group A, 2) Subjects of group B, and 3) Subjects of academic interest in group C. For academic specialization subjects, group C has grouped again into specialization subjects: 1) Mathematics and Natural Sciences, 2) Social Sciences, and 3) Language and Culture.

#### **Management of Educators and Education**

In teaching and educational resources at SMA Negeri 2, the role is the same, except that an educator has the role of delivering learning according to the field of study he carries, while the role of educational staff or Administrative Staff (TU) realizes the process of learning activities systematically through administration.

Educators make a big contribution to the success of learning in schools. Educators play a very important role in supporting the development of students to achieve their life goals in a good way. Educators are the main determinants in determining the improvement of the quality of education.<sup>12</sup> The obligation of educators with the development of science and

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<sup>12</sup> Muhamad Arif and Sulistianah Sulistianah, "Problems in 2013 Curriculum Implementation for Classroom Teachers in Madrasah Ibtidaiyah," *Al Ibtida: Jurnal Pendidikan Guru MI* 6, no. 1 (June 30, 2019): 110–23, <https://doi.org/10.24235/al.ibtida.snj.v6i1.3916>; Prastio Surya and Muhammad Husnur Rofiq, "Internalisasi Nilai Karakter Jujur Dalam Proses Pembelajaran Di Kelas VIII Madrasah Tsanawiyah Unggulan Hikmatul

technology is increasing sharply in the development of science and technology. Educators are obliged to do so as an important element of the world of education so that they can follow the development of science and technology that develops in society to become professional teachers (educators). An educator is not only a teacher but also an educator.

The leadership of the principal in this case seeks to carry out activities for maintaining and developing professional teachers so that the teaching staff at SMA Negeri 2 Medan has a fairly good quality. Such as professional development activities in education and training, both carried out independently in schools and outside of school. So that the teachers at SMA Negeri 2 Medan are trying to be mentors for students and can be very good role models for students to follow and imitate. And one of the teaching methods used by students is the use of teaching media devices. Educators who provide learning content for diverse students become fun to follow or commonly referred to as active, innovative, and creative, maybe boring because they are not monotonous. Students in the learning process in class. So educators provide subject matter to students who take advantage of current gadget developments to pay more attention to the delivery of the material so that it is not boring. Through education, schoolteachers hope that they will produce students who are competent and have a broad perspective. The number of teachers at SMA Negeri 2 Medan is 95 teachers, both civil servants and GTT (non-permanent teachers/honorary teachers).

While the education staff or administrative staff (TU) in this case are in charge of planning, recruitment, development, compensation, and punishment analysis as well as working together to evaluate the performance of school staff. Administrative staff must do the same to carry out their duties properly, paying attention to skills and abilities when performing assigned tasks. Duties and functions of the administrative staff (TU) at SMA Negeri 2 Medan the role is very important in supporting the duties and responsibilities of the principal. Who is responsible for all educational administrative management issues is the management staff who organizes, analyzes, records, receives, stores, and documents things in the school. Activity reports, usage, incoming and outgoing goods (such as inventory items and others), Reporting accountability, and ensuring it runs well.

### **Student Management**

In student management, the implementation of this management is carried out by the principal with full responsibility for organizing and scheduling student activities by appointing several teachers to direct and assist students and cannot be separated from the direction and control of the principal. All activities in schools are held to develop the interests and talents of students to be able to develop the potential that exists within them.<sup>13</sup>

Students are the subject and target of education, in learning students are the main goal that is needed for the implementation of educational activities in schools for the process of transferring knowledge and developing the skills needed by students. So, the presence of students in schools is not only part of the need, but their presence is a factor in the quality of

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Amanah Pacet Mojokerto,” *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 2, no. 1 (August 4, 2021): 31–37, <https://doi.org/10.31538/munaddhomah.v2i1.65>.

<sup>13</sup> B Santoso, Kms Badarudin, and Saipul Annur, “Pelaksanaan Tata Kelola Administrasi Data Kesiswaan Di Madrasah Tsanawiyah Darul Jannah Muara Burnai II,” *Studia Manageria* 3, no. 2 (2021): 149–60, <https://doi.org/10.19109/studiamanageria.v3i2.8359>.

educational institutions. The success of an educational institution must have supporters who come from students from various activities such as discipline, order, and the presence of active students in activities that support the improvement of students' talents, both academic and non-academic extracurriculars. Thus, MBS activities can be carried out properly.

### **Financial management**

Finance in learning activities has a very important role. With the existence of finance (Financial Management), financial sources will be clearer from income to allocation. Schools must know what the school needs in teaching and learning activities and schools will also provide flexibility in the form of activities that generate additional finance for school activities. So that everything in schools does not come entirely from the government.

These activities include donations from students through committees or direct student activities such as sports activities that have achievements so that there are donors in renovating sports fields and so on. And the funds obtained by SMA Negeri 2 Medan came from BOS, BOP, and SPP funds. And the leadership role of the principal of SMA Negeri 2 Medan in school financial management, by leading the process of budgeting the costs to be incurred in educational activities, directing and providing guidance, and discussing matters that need problem-solving or more urgent funding to prioritize and supervise and carry out two-way communication so that the tasks of teachers and staff can be carried out properly.

### **Facilities and Infrastructure Management**

The availability of infrastructure is very supportive of teaching and learning activities at SMA Negeri 2 Medan, without it, the teaching and learning process will run well. The role of management carried out by the principal of SMA Negeri 2 Medan, in this case, is to plan, manage and mobilize the role of the vice principal in the field of infrastructure to be able to use infrastructure as well as possible, to maintain it so that it can be used for a long time. The facilities and infrastructure are classrooms (with 18 AC Classes, and 23 non-AC classes), WiFi, CCTV, Library, Biology Laboratory, Physics Lab, Chemistry Laboratory, Musholla, UKS, Canteen, Toilet, Teacher Parking, Photocopy, Basketball Court, Volleyball Field, and Futsal Field.

### **School Relations Management with the Community**

The relationship between the school and the community is very important. The school community needs input to develop and implement relevant school programs. And on the part of the community, they need school programs that they want according to the development of education. The school and the community can occur if the school leadership has enthusiasm and plays an active role in relationships that need each other. The meaning of this relationship is an increase in the sense of care and support from the community, especially morals. The relationship that is needed in this case is its intensity and existence in the implementation of the educational function.<sup>14</sup>

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<sup>14</sup> Ahmat Nurulloh et al., "The Role of the Head of Madrasah's Policy in Improving Teacher Professionalism," *Nidbomul Haq: Jurnal Manajemen Pendidikan Islam* 5, no. 3 (November 28, 2020): 334–46, <https://doi.org/10.31538/ndh.v5i3.963>; Ninik Indawati et al., "Improving The Religious Character of Educators Through Exemplary of Principles," *AL-TANZIM: Jurnal Manajemen Pendidikan Islam* 6, no. 3 (June 1, 2022): 789–801, <https://doi.org/10.33650/al-tanzim.v6i3.3691>; Yeni Ciptaningsih and Muhammad Husnur Rofiq, "Participatory Learning With Game Method For Learning Completeness In Islamic Religious Education,"

The implementation of school-community relationship management is carried out by the principal with two-way communication between the school (represented by the public relations department/direct principal) and the community as a supporter of the functions and goals of education by fostering cooperation for the common good. The first thing that must be done by schools in the field of public relations is to explain to the community the purpose of the organization and the field of school public relations to become the radar so that school organizational activities can run well so that the community can also receive good information.

### **Special Service Management**

Management of special services such as libraries, school health, and safety, these three things are also very much needed by schools so that they are included in the SBM component effectively. A teacher is not enough to rely on the knowledge he has acquired while at school but must be able to develop it according to the development of science and technology so that there is a library for the development of knowledge for teachers and students.

The role of the principal, in this case, is to make plans in every scope of special service management such as library services, health services, counseling guidance services, laboratory services, and security services. And all of this has gone well. After making plans, the principal of the school organizes the form of a division of tasks, in the form of setting the implementation and supervision of service programs that have been running either directly or indirectly.<sup>15</sup>

Special service management schools are not only a place for the learning process but also in charge of maintaining and maintaining health, both physically and spiritually, besides that schools must also have security services during the learning process for all school members so that they feel safe and comfortable in the school environment.

### **Principal's Leadership Strategy in the Implementation of SBM at SMA Negeri 2 Medan**

Leadership is a production process in implementing school management. Through the leadership process, the principal is required to be able to interact and influence his subordinates to be able to carry out educational activities and the principal to monitor regularly so that learning activities run effectively. In addition, the principal is required to be able to motivate all available resources in the school to be able to play an active role between them, to create a good, enthusiastic, and productive relationship. In this case, the principal must be able to grow and improve creativity, discipline, a sense of interest in learning, and a high teaching spirit. This can describe the quality and success of a leader because the leader is a driving force and role model for the resources in the school, both teachers, staff, and students.

In this case, to be able to become a leader who successfully achieves organizational goals, a school principal must have a strategy in his leadership. The leadership strategies carried out by the principal at SMA Negeri 2 Medan are; Delegation of authority: Principals

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<sup>15</sup> Sutrisno Sutrisno and Juli Amalia Nasucha, "Islamic Religious Education Project-Based Learning Model to Improve Student Creativity," *At-Tadzkiir: Islamic Education Journal* 1, no. 1 (September 10, 2022): 13–22.

have authority in their leadership and develop professional policies in carrying out school activities. This strategy is carried out by the principal and given to those who can carry out tasks according to their respective job descriptions.

**Decision-making:** Decision-making is an important thing in running an organization to carry out activities, decision making cannot be separated from leadership. To make decisions, the principal always holds deliberation except in urgent circumstances.

**Policymaking:** Policymaking and policymaking are carried out by school principals by holding meetings to gather suggestions and aspirations from their subordinates. The principal builds active communication with all school members, committees, and the surrounding community.

**Supervise:** The principal supervises teachers and administrative staff or education staff as well as other support staff.

**Motivate and build a conducive working atmosphere:** Principals have a role in motivating teachers, staff, and students. The principal of SMA Negeri 2 Medan always motivates teachers and staff, and if there are teachers and staff who excel, the principal will give rewards in the form of involving them in designing and carrying out important tasks in school activities.

### **Principal's Leadership Style in the Implementation of SBM at SMA Negeri 2 Medan**

Leadership is a skill that must be possessed by a school principal because the principal is one of the most important components in educational institutions. Principals are education providers, coordinators, coaches, utilization, administrators, facilities, and infrastructure in carrying out the process of teaching and learning activities to achieve the goal of successfully improving the quality of education and producing graduates who have the skills and abilities independently to carry out a decent and better life.<sup>16</sup>

The leadership style of the principal of SMA Negeri 2 Medan from the results of interviews and observations, the type of leadership is a democratic style that always gives authority and responsibility according to the expertise possessed and based on the job description of his subordinates. The principal of SMA Negeri 2 Medan also carries out his duties with full responsibility and acts as a leader by controlling and rewarding his subordinates objectively. His leadership always develops staff and builds a motivational climate so that his leadership can be more effective.

The success of a school principal can be influenced by his leadership style, as stated by Titin Wulandari from his research journal entitled "Principal Leadership", said; "One of the successes of a school principal is the influence of his leadership style and the principal must also be able to combine his leadership style with the situation in his organization. In line with this, a leader must be able to motivate the performance of teachers to improve their performance, and control and supervise administrative processes, students, infrastructure, finance, and others by applicable regulations and goals to be achieved. The principal's

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<sup>16</sup> Siti Aisyah et al., "Kiai Leadership Concept in The Scope of Pesantren Organizational Culture," *Tafkir: Interdisciplinary Journal of Islamic Education* 3, no. 1 (January 29, 2022): 40–59, <https://doi.org/10.31538/tijie.v3i1.106>; Jamaluddin Malik, Sutaryat Trisnamansyah, and Agus Mulyanto, "Pengaruh Kompetensi, Motivasi, Sarana Prasarana, Dan Iklim Sekolah Terhadap Kepemimpinan Kepala Sekolah Di Sekolah Dasar Negeri," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 2, no. 2 (October 22, 2021): 81–94, <https://doi.org/10.31538/munaddhomah.v2i2.48>; Muhammad Anggung Manumanoso Prasetyo, "Pesantren Efektif: Studi Gaya Kepemimpinan Partisipatif," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 3, no. 1 (June 10, 2022): 1–12, <https://doi.org/10.31538/munaddhomah.v3i1.159>.

leadership style can be influenced by internal and external factors, meaning according to the circumstances, and what is applied by the principal according to his expertise in applying his leadership style.<sup>17</sup>

Based on the research results that good school-based management will be able to improve the quality of schools and increase educators and education personnel in the school. The principal has an important role because a leader in the school is the driving force in the school. The principal must be able to run the wheels of the school organization effectively so that he can provide good service to students.

### CONCLUSION

The implementation of School-Based Management at SMA Negeri 2 Medan has been carried out well, with the implementation of SBM which is freely developed by the school, the school leadership makes educational development programs in teaching and learning activities that involve many parties, namely principals, teachers, staff, students and society. All can be carried out following the programs that have been made with the coordination as well as the cooperation of many related parties in it, to achieve the goals of SBM and improve the quality of education.

The leadership strategy of the principle of SMA Negeri 2 Medan in implementing SBM with several strategies; (a) Delegation of authority, assigning tasks according to the abilities of their staff and the job descriptions carried out by each, (b) Decision making, carried out by the principal by holding deliberations with all teachers and staff, except in urgent circumstances, (c) Determination of policies, the principal holds an open meeting to collect suggestions, aspirations from all his subordinates then can choose the policies to be taken and then discussed to get the best policy with the smallest risk, (d) Build communication, the principal always builds good communication with all school residents and the wider community, (e) Conducting evaluations, evaluation activities carried out by the principal in the form of class supervision, learning supervision and direct review of student activities, both extracurricular and other activities.

The leadership of the principal of SMA Negeri 2 Medan has a democratic leadership style because the principal always invites his subordinates to work together in achieving goals. The principal has an attitude that can accept suggestions from his subordinates by discussing and involving his subordinates in making decisions and actions.

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<sup>17</sup> Titin wulandari, "Kepemimpinan Kepala Sekolah," *Jurnal Manajemen Dan Supervisi Pendidikan*, 2019, 1–4, <https://doi.org/10.31227/osf.io/qkpsb>.

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