

The Principal's Democratic Leadership Style in Improving Teacher's Pedagogical Competence at SMPIT Auladina Indonesia, Bandar Lampung City

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ABSTRACT

The democratic leadership style of the principal of SMPIT Auladian Indonesia in Bandar Lampung City, in improving teacher pedagogic competence, namely decisions are made jointly between subordinates and leaders, respecting every potential possessed by subordinates, listening to criticism, suggestions/opinions from subordinates, collaborating with subordinates. To be able to assess the democratic leadership style of the madrasah principal, it can be seen from how many teachers have implemented pedagogical competence at SMPIT Auladina Indonesia, Bandar Lampung City. This study aims to determine the democratic leadership style of the principal in improving the pedagogic competence of teachers. This research method is a qualitative method which aims to find out a systematic, factual and accurate description of the facts in the field. To collect the necessary data, the authors use several methods, namely, interviews, observation, documentation. The subjects are the principal, and the teacher. Then analyzed using data analysis which consists of stages of data reduction, data presentation, and drawing conclusions. The conclusion of this study is that with the democratic leadership style of the principal in making decisions, the principal has made decisions by jointly making decisions by all parties involved from the teachers, and staff, then the principal way of appreciating every potential possessed by the teacher is by encouraging and supporting every activity made by the teacher, in listening to criticism, suggestions / opinions the principal always listens so that teachers and staff at SMPIT Auladina Indonesia, Bandar Lampung city are not awkward in talking with the madrasa principal. Principal also cooperate well with teachers and staff through cleaning activities.

Keywords: *Democratic Leadership Style, Principal, Pedagogic Competence.*

A. INTRODUCTION

Success a leader in organization good public nor private is also influenced by style his leadership. A leader must understand Correct about ability alone, background behind followers and the situation at hand, together with that leader could choose method behave in influence his subordinates or his followers. because of that, understanding to style leadership that need for a leader so that you can made base footing in influence subordinate or followers. Schools as educational organizations need leaders who pay attention to aspects of teacher job satisfaction. Teachers who have high job satisfaction will work with passion, thus providing an opportunity to achieve high results of work. Teachers who have competence in the field will have a more positive impact on student development in understanding the subject matter (S. Ahmad and Eddy 2020).

The teacher is the most dominant factor, because it is in the hands of the teacher that learning success can be achieved. The quality of teaching teachers directly or indirectly can affect the quality of learning. Teachers must be able to act as designers (planners), implementors (implementers), and evaluators of students. Therefore, the presence and professionalism of teachers is very influential in realizing the goals of national education (Prayitno 2019).

Head of Madrasa as leader unit education is figure key in push development and progress school. Success something institution education is very dependent on leadership madrasa head (Pasha Akhmad 2022). Because the head of the madrasa is leaders in their institutions, then he must capablebring the agency toward achievement goals that have been set, it must capable see existence change as well as capable see the future in more global life good. Head of Madrasa as a educators, administrators, leaders, and supervisors are expected with alone could manage institution education toward more development good and canpromising future (Prananosa et al. 2018).

Head of madrasa in implementation influenced by several factors, namely; (S. Ahmad and Eddy 2020)

1. Personality, past experiences and expectationsleader. This thing covers values, background back and experience will affect choice in style leadership.
2. Expectations and behavior superior related with destination leadership, namely each other advise in truth and patience.

3. Characteristics, expectations, and behavior subordinate affect to style applied leadership.
4. Needs task, every Duty subordinates will also affect style leader.
5. Climate and policy organization affect expectations and behavior subordinates.
6. Expectations and behavior colleague organization tied by rope brotherhood.

Teacher competency development by principals emphasizes on improving pedagogical competence. As a leader the principal must be able to run school management, which is acting as a consultant for teachers who experience various kind of problem. Principals are required to try to improve the abilities of teachers and staff to cooperate (Prayitno 2019).

In leadership democratic there is emphasis on self-discipline, from group for group. Sodelegation authority in climate democratic that no means loss power leader, but precisely strengthen position leader supported by all member. And the leader can crystallize thinking as well as aspirations from all member group in making real. All problem faced and solved by together(Bahrissalim and Fauzan 2018).

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1. Fertilization excitement work,
2. Upgrade productivity,
3. Improved morale,
4. Repair efforts condition social in general.

The various leadership styles are: 1) Autocracy type/Authoritarian i.e. Government or power held by a person who is plenipotentiary and indefinitely in his time. While those who hold power are called autocrats who usually held by a leader who has the status of a king or who using the royal system. 2) Laissez-Faire type i.e. Principal as a laissez faire type leader wants all components' educational actors to carry out their duties freely. 3) Type Democratic Democratic leadership is leadership based on a democracy whose implementation is called a participatory leader leadership). Leadership participation is a

way of leaders who its strength lies in the active participation of each citizen of the group (Baihaqi 2015).

The principal has a significant relationship and influence, specifically between leaders and their subordinates who share the same goal of achieving genuine change (Rahmadi, Arafat, and Setiawan 2021). Leaders and subordinates influence each other because they interact democratically to decide what changes they want to make. As a result, the principal's leadership will have a significant impact, if not be decisive, on the school's progress. Because a leader is always in the midst of the members of the organization he leads, the principal's leadership must be of high (Amalia 2019).

Table 1
Survey Results Leadership Style Research Democratic Head SMPIT Auladina
Indonesia School, Bandar Lampung

No	Indicator	Sub Indicator	Implemented	
			Yes	Not
1	Decisions are made together	a. Authority leader not absolute.		
		b. Decision made together between leaders and subordinates.	✓	
		c. Wisdom made together leaders and subordinates.	✓	
2	Appreciate the potential of each subordinate	a. Supervision to attitude, behavior behavior , deed or activities of subordinates conducted by reasonable ,	✓	

Similar to the importance of teacher competence, school leadership is an important part of a school organization, but it is not the same as management. School leadership is in a wider scope than management (Amalia 2019). School leadership is important because it will affect how school management will run, how the leaders of the school will lead the school and of course it means it will affect the school quality as well. Leadership is the power of a person to stimulate people to accomplish school targets. Management includes functions such as planning, organizing, monitoring and evaluation to achieve school goals (Hariri et al. 2020).

B. METHOD

Study this uses a qualitative method that is research conducted with a stage study field to target object for obtain and collect the necessary data. The technique used observation, interview, and documentation. Subject Study in study this is Head SMPIT Auladina Indonesia School, Bandar Lampung City. Object study in this article is Leadership Style Democratic Head School In Increase Competence Teacher Pedagogy. Source of data in study this there is two kind, that is primary data sources and secondary data sources. Primary data sources include the subject that is Head Schools and Teachers as the place look for information. Whereas secondary data source that is like documents or notes about related school with study that is covers profile school, Vision and Mission state facilities and infrastructure as the data obtained through Field Curriculum and Administration.

It can be understood that with the Work Culture of the principal is the behavior of the head school in leading, directing, fostering and influencing subordinates in creating behavioral values that become good habits and have a good impact on the result of the work of individuals or institutions. Based on this, the Work Culture indicator the principals in this study are Work Discipline, Openness, Respect, Cooperation, Habituation to support, commitment with Punishment (Djafri 2020).

C. DISCUSSION

Table 2

**Observation data style leadership democratic helald school in
Increase competence leadership pedagogy at SMPIT Alulaldina Indonesia
Bandar Lampung City**

No	Indicator	Sub Indicator	Implementation		
			Very good	Well	Not good
1	Decisions are made together	a. Authority is not absolute b. Decision is made together between leaders and subordinates . c. Wisdom is made together between subordinates ,	✓ ✓ ✓	✓	
2	Appreciate the potential of each subordinate	a. Supervision to attitude, behavior, deed or activities of subordinates conducted by relational ,		✓	
3	you hear ? criticism , suggestions/opinio ns from subordinates	a. Communication place 1 reciprocally , both things help Among leaders and subordi nates nor Among fellow subordinates . b. Many opportunities for subordinates to convey suggestions,	✓ ✓		

		considerations , or Opinion .			
4	Cooperating with subordinates _	<p>a. Talks to subordinates given with more cheerful response and on instructions .</p> <p>b. Not quite enough help in successful organization of the school and subordinates .</p>	<p>✓</p> <p>✓</p>		

Source : Observations at SMPIT Aladina Indonesia , Bandar Lampung City.

From observation data on about style leadership democratic head of SMPIT Aladina Indonesia Bandar Lampung City. who have writer do, can taken conclusion that head school stylish leadership democratic that is with make decision together through meeting every week, appreciate the potential of the teacher, principal school encourage and support full what does the teacher do in give thing positive to environment school listening critique, suggestion/opinion from his subordinates headmaster always listen to suggestions or opinion from his subordinates for later normal repair leadership becomes more good, and no disinclined to do work same with his subordinates , chief school does work same with community service or clean up, so that the environment of SMPIT Aladina Indonesia, Bandar Lampung City. becomes clean and beautiful.

From result observation too, can writer conclude that competence Teacher pedagogy at SMPIT Aladina Indonesia Bandar Lampung City is good , because teachers have ability understanding good about basic education and teachers also understand about participant education have ability in develop curriculum or syllabus and lesson plans, even the teachers at SMPIT Aladina Indonesia Bandar Lampung City are very qualified in utilization technology.

Based on discussion and analysis of interview and observation data could drawn conclusion about style leadership democratic head school in increase competence teacher pedagogy at SMPIT Auladina Indonesia Bandar Lampung City, principal school has give freedom to all teachers for innovate in method study with style leadership democratic the head of the madrasa, then madrasa head also followed include teachers in talking decision, appreciate every the potential a teacher, listening criticism and suggestions, and do cooperation with teachers and staff. In increase competence madrasa head teacher pedagogy already ok, teacher understand character participant students, teachers understand background behind family participant students, teachers understand style study participant students, teachers facilitate development potency participant educate, master theory and principles learning, developing curriculum, design educational learning, implementing learning that educates, evaluates processes and outcomes. Complete teachers capable use technology like that laptop because all teachers have age young so that fast adapt.

However, no significant relationship exists between high school principals' leadership styles and teacher self-efficacy according to (Djafri 2020) study. All teachers rated their sense of self-efficacy to be relatively high to high, and with no data available to compare relatively low to low scores and principals' leadership style. The data regarding the existence of a relationship between the variables was inconclusive, and the null hypothesis was accepted. (Ali, Nasruddin, and Lin 2010). also mentioned no significant differences between teacher descriptions of important leadership behaviors and teacher descriptions of self-efficacy in either high or low performing schools, although frequency analysis yielded substantial findings between the two groups. (Tyagita and Iriani 2018) in his study revealed that for the variables of self-efficacy in student engagement and classroom management, there was not a statistically significant relationship with any of the transformational leadership practices.

D. CONCLUSION

Leadership style democratic head school in increase competence teacher pedagogy at SMPIT Auladina Indonesia Bandar Lampung City, obtained conclusion as following: In taking decision the head of the madrasa made decision together with good that is always by include teachers and staff to talk about meeting and results decision made together. Head way school in nature value every the potential a teacher that is with encourage and support

every activities made by teachers in schools. Head school always listen critique, suggestion/opinion from his subordinates so that teachers and staff at SMPIT Auladina Indonesia Bandar Lampung City do not cumsy in speak with madrasa head. Head way school in nature To do activities carried out every Friday that is Friday clean, head school always follow as well as in activity cleaning up thel so that work same Among head school intertwined here

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