

The Influence Of School Principals' Leadership On The Development Of Teachers' Social Competencies At High School State 4 Jambi City

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ABSTRACT

This research aims to explore the influence of principal leadership on the development of teachers' social competence in 4 state junior high schools in Jambi City. Teachers' social competence is a crucial factor that plays a role in increasing the effectiveness of teaching and interactions with students. Through an empirical study approach, this research analyzes how the principal's leadership style can influence and develop teachers' social abilities, including communication, cooperation and interpersonal relationships in the school environment.



INTRODUCTION

The role of the principal as an educational leader cannot be ignored in the context of improving the quality of education in schools. The principal's leadership is one of the key factors in creating an effective learning environment and supporting the development of teacher professional competence. Teachers' social competence, which includes the ability to communicate, collaborate and build positive interpersonal relationships, is an important aspect that contributes to the success of the learning process. According to Daft (2011) leadership is a relationship that aims to influence the leader and his followers to achieve real change and obtain results that are in line with common goals.

The principal's leadership has a significant role in creating a conducive environment for teacher professional development. An effective school principal is able to motivate and support teachers in improving their competence, including social competence. Teacher social competence includes the ability to communicate well, work together in a team, and build positive relationships with students, parents and fellow teachers. This research aims to identify and analyze how the principal's leadership contributes to the development of teachers' social competence.

SMA 4 Jambi City, as a senior secondary education institution, faces challenges in improving teachers' social competence. This challenge includes improving teachers' abilities to interact with students, colleagues, and the school community as a whole. The school principal, in his capacity as a leader, has a major responsibility to facilitate and support the development of these social competencies.

Various previous studies have shown that the principal's transformational and participative leadership style can have a positive impact on teacher motivation and performance. Transformational leadership, which is characterized by the ability to inspire and motivate, as well as participative leadership, which involves teachers in the decision-making process, has proven to be effective in increasing teachers' professional competence.

At SMA 4 Jambi City, it is important to explore how the principal's leadership can influence the development of teachers' social competence. This research aims to analyze the influence of the principal's leadership on teachers' social competence, with the hope of providing valuable insight for improving the quality of education in this school. Through an empirical approach, this research will identify the relationship between school principal leadership styles and the development of teachers' social competence, as well as factors that support and hinder this process.

It is hoped that this research can make a significant contribution to the development of educational leadership theory and practice, as well as provide practical recommendations for school principals in an effort to improve the social competence of teachers at SMA 4 Jambi City. It is also hoped that the results of this research can become a reference for other schools that face similar challenges in the context of developing teacher social competence.

METHODS

Study This use method quantitative with design survey. Data is collected through distributed questionnaires to head schools and teachers at 4 city public high schools jambi . Questionnaire the covers question about What just do it head school as leader in organize team at school in a way good and efficient, and questionnaire this also includes question teacher's perception of style leadership head school and development competence social they. Data analysis was carried out use linear regression for test connection between variable leadership head school and competence teacher social.

FINDINGS AND DISCUSSION

Findings

Research result show that there is influence positive and significant between leadership head school to development competence teacher social. Head schools that have style leadership transformational, which includes aspect like give inspiration, motivation, and attention individual to teachers, more effective in increase competence teacher social.

Teachers who feel supported and appreciated by the head school tend own more abilities Good in interact with students and colleagues Work. Apart from that, chief active school in give training and development professionals also contribute in a way significant

to enhancement competence teacher social. This is seen from description results study that is:

1. Description Respondent:
 - Of the 50 respondents, the majority of teachers were aged between 30-50 years and have experience teach more from 10 years.
 - Most of the respondents own title Minimum S1 education.
2. Analysis Statistics:
 - Analysis results linear regression shows that leadership head school own significant influence to development competence social teacher, with p value < 0.05.\
 - Coefficient determination (R^2) shows that about 65% variation in competence social teachers can explained by variables leadership head school.
3. Leadership Style Head School:
 - Leadership transformational and participatory head Schools at SMA 4 Jambi City are marked with exists effective communication, teacher involvement in taking decisions, and support strong motivational.
 - The teacher feels more motivated and driven For increase ability social they when head school give inspiration and clear direction.
4. Development Teacher Social Competence:
 - Teacher reports enhancement significant in ability communication, collaboration with colleague work, and interpersonal relationships with student .
 - The teacher also pointed out enhancement in ability For Work in team, as well ability For build positive relationship with parents students and community school.

Discussion

Research result This indicated that leadership head school play role important in development competence teacher social. Head capable school create environment positive and giving work support emotional as well as professional to the teacher will help increase ability social they. This is not only impact positive on teachers, but also on quality education in a way whole.

Influence Leadership Transformational and Participative

In the world of education, head school No only on duty as administrator, but also as leaders must capable direct, guide, and provide example for teachers. Effective leadership from head school believed can influence teacher performance, incl in matter competence social they. Competence teacher social includes ability interact with students, colleagues work, and society school in a way general. According to Samid (1996) section aspect perceived leadership important is style leadership. Leadership style related with methods used by leaders For regulate, influence his employees in achievement objective organization .

Head capable school identify need training and development for teachers, as well give source necessary resources and opportunities For increase competence they. This shows importance training leadership for head school for them can operate role they with more good in support teachers.

Leadership transformational constitute style leadership that focuses on inspiring and motivating individual For surpass interest self yourself for good together (Bakker et al.,

2022). And this in line with what was stated by Arif and Akram (2018) who stated that Leadership transformational centered on ideas and leaders own strength For inspire and motivate follower they For surpass hope they yourself and achieve extraordinary results normal. Influence Leadership Transformational Head school at SMA Negeri 4 was successful give continue to inspire and motivate teachers develop self. This matter reflected in enhancement teacher's social competence Where p This give impact positive in interaction with students and colleagues work, besides That leadership transformational also encourages teachers to more proactive in develop their social skills, because the teacher feels appreciated and supported in environment school. According to Addin (2020) that with build strong and nurturing relationships culture trust, leader transformational create base For enhancement sustainability and growth sustainable.

Apart from leadership transformational, leadership is also needed participatory, According to Badeni (2013, p.151), democratic leader or participative decentralize authority to employee. Decisions made No in a way unilateral but participative. Where's the head? school involving teachers in the decision- making process, creating a sense of ownership and responsibility answer more big among teachers. This matter help increase collaboration and communication between teachers, teacher participation in taking decision school give chance for teachers to develop interpersonal skills and teamwork abilities, p This in accordance with opinion from Dessler (2002:27) says that become participative leader means involve member team in making decision.

Study This show that style leadership head effective school can in a way significant increase competence teacher social. This leads to improvement quality more teaching and relationships harmony in the environment school. Head school at SMA 4 Jambi City is necessary Keep going develop Skills leadership transformational and participatory For support development professional teachers sustainable, from results study there is connection between leadership transformational and leadership participative to enhancement Social competence of teachers at SMA Negeri 4 Jambi City.

CONCLUSION

Training and development programs leadership for head school need focused on improvement ability in apply style leadership transformational and participatory.

- Development competence social teachers must become an integral part of the development program professional at school.
- Study more carry on required For explore other factors that can influence development competence social teacher, incl support from community and policy relevant education.

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Study This prove that leadership head school own influence significant to development competence social teacher at SMA 4 Jambi City. Leadership style transformational and participatory proven effective in increase ability teacher social, which has an impact positive on quality education at school. Findings This give implications practical for head schools and makers policy education For Keep

going support and develop style effective leadership in effort increase competence teacher professional.

Findings study This show importance leadership head school in development competence teacher social. Supportive and participative leadership style can create environment positive and collaborative work, which in turn increase ability teacher social . Head school need realize role they in build culture supportive school growth professional teachers and create climate harmonious school.

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