

Leadership Programs And Models AT SMP Negeri 31 Medan

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Abstract. Education is a process of learning, skills and routines of a group of people that are inherited from one offspring to the next which is usually obtained through the teaching process. Leadership is the influence generated between individuals, which is carried out under certain circumstances and directed through the process of communication to achieve certain goals. In the world of education, the role of these leaders is needed in school stakeholders (teachers / staff, employees, students, and school residents). In the context of the leadership program at SMPN 31 Medan, there are challenges when developing leadership initiatives. For example, out of 10 programs submitted to the agency, sometimes these programs do not match or even exceed the plans that have been made, caused by the sudden need to create new programs such as teacher training for the independent curriculum, and so on. The purpose of this study explores the program and leadership model in SMP Negeri 31 Medan. Research methods involve observation, interviews, and analysis, documentation to understand the implementation of educational programs and leadership strategies in such schools. The respondents of this study consisted of the vice principal, a teacher and two students. The results of this study show that the leadership program and model at SMPN 31 Medan has been carried out, this is shown by changes when representatives and principals after carrying out their leadership through planning and reserve programs face every challenge that comes. Next, Leadership of teacher performance has demonstrated effective leadership of teacher performance. This is shown by constructive feedback in accordance with the direction of leadership, namely the principal often directs teachers in a good way also often gives constructive suggestions and this is responded well by teachers. And, Leadership towards students at SMPN 31 Medan has characteristics and provides positive change. It is shown that students obey and obey the rules of the school and the sense of fairness felt by students because no individuals are found to be treated specifically or deliberately ignored.

Keyword : leadership, teachers, students

INTRODUCTION

Education is a process of learning, skills and routines of a group of people that are inherited from one offspring to the next which is usually obtained through the teaching process. Education itself is an effort to advance the potential of one's personality and personality in order to act appropriately in various conditions that will be passed during life. (Somad, 2021) Schools are educational institutions that have a function as executors of education in accordance with the provisions of the government which are realized exclusively to guide students through teacher direction. (Riyatuljannah, 2020) The headmaster as an educator who is given the obligation of complement to lead the school, has dependents and an important role to advance the quality of the school. The principal as a plenary leader as well as a teacher has a role to carry out learning process activities. (Rahayuningsih & Rijanto, 2022).

Educational qualifications at every level and educational unit is one of the educational problems in our country. National education has been improved through training and improving teacher competence, procuring better books and lessons, improving educational facilities and infrastructure, and improving school management. However, education quality indicators have

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not shown significant improvement. Schools that are mainly in cities show encouraging improvements in the quality of education, but are still largely concerning. (Tuala, 2020) states as a unity that has the same goal, Every organization in any form certainly needs the figure of a superior who can act as a mover and guide where the direction of an organization's goals will move, but in the leadership process a superior cannot do everything alone, of course, help and cooperation with its members are needed.

(Sutrisno, 2020) states that leadership is an activity to move others to achieve expected results by leading, guiding, and influencing others. It can be concluded that leadership is the influence generated between individuals, which is carried out under certain circumstances and directed through the process of communication to achieve certain goals. Moreover, Leadership is a strength or potential that can improve relationships between people and form a more positive attitude in those they lead. Leadership determines the quality of cooperation and its results.

The way a leader influences his subordinates to work together and work productively to achieve organizational goals is known as leadership. School place-based management enables principals to manage their potential by involving all parties involved to improve the quality of the school. It is imperative that leaders are present because of the broad authority that the school has. A crucial part of management involves planning and organization. However, the main function of leadership is to motivate others to achieve goals. This suggests that a leader can be a less effective manager if they don't do careful planning, causing the group to move in the wrong direction.

Thus, although they may be able to motivate work teams, they fail to achieve organizational goals. This becomes more critical in facing the challenges of globalization, which is characterized by intense global competition. The relationship of human energy in a group that is organized systematically is closely related to the leadership function. In the context of program leadership at SMPN 31 Medan there are challenges when developing initiative leadership. For example, of the 10 programs proposed to the department, sometimes the programs do not match or even exceed the plans that have been made, because there is a sudden need to create new programs such as teacher training for independent curriculum, and so on. During his time as Governor of North Sumatra, Edy Rahmayadi carried out his leadership program in the field of education, namely the North Sumatra Provincial Government built 26 new schools (high school level), revitalized 6 schools, scholarship villages, 33 reading corners, as well as reading carts and library development. digital. Followed by the health sector

with the construction of an international scale Haj Hospital building. Based on the research and data above.

Researchers wanted to see how the programs and leadership models at SMPN 31 are based on consistent achievements, school culture that supports character development, and commitment to a leadership approach that is oriented towards developing the potential of all school residents. SMPN 31 may have strong aspirations to educate and shape students as future leaders. This can include the goal of producing a generation that has good leadership, creativity, and adaptability. We believe that engaging in this effort at SMPN 31 will open up opportunities to inspire, develop and advance both students and staff, creating a sustainable positive impact in a dynamic and changing educational context.

RESEARCH METHOD

This research uses a qualitative approach, using in-depth interview methods. This study was conducted to examine the Leadership Program and Model at SMP Negeri 31 Medan. Primary data was collected through direct interviews with the principal of SMP Negeri 31 Medan guided by an interview guide instrument. Secondary data was collected through literature originating from previous studies, journals and books related to the research problem. According to Sugiyono (2016) the qualitative descriptive method is a research method based on the philosophy of postpositivism used to research the conditions of natural objects (as opposed to experiments) where the researcher is the key instrument. Data collection techniques are carried out by triangulation (combination), data analysis is inductive. /qualitative, and the results of qualitative research emphasize meaning rather than generalization.

RESULTS AND DISCUSSION

To obtain the results of this study, we interviewed vice principals who play an important role in policymaking. In addition, we interviewed the teacher and two students who were at UPT SMPN 31 MEDAN. Here are some of the questions we gave in the interview process as well as answers from the respondents:

Table 1 :

Question	Answer by : Guardian of the Principal
What leadership programs are being implemented at this school?	in each school there is an initial plan in each school and problems are implemented, the program is already running, even outside the program it has been channeled because changes often occur, a backup program has been created to advance this school
Has the leadership program provided support for teachers in improving the quality of their teaching?	Some programs also have their own support for teachers who teach, such as having to involve

	structured and ongoing teacher development programs. The government needs to provide supportive regulations, adequate budget allocation, and real attention. towards improving the quality of education.
Is the leadership program able to identify and address specific challenges in the learning process?	With leadership, a teacher will make students more motivated and encourage better student achievement. In a lesson that takes place in class, students using the story method should be a special interest for students in understanding learning.

Leadership Role at SMPN 31 Medan

From the table above, it can be seen that the ongoing leadership program at UPT SMPN 31 MEDAN is a planning program for every activity that takes place at the school. The vice principal who was the resource person gave the answer that in every change to existing regulations, always conduct deliberation and make backup plans so that control efforts are carried out so that programs in schools can continue to run as they should. Planning is one of the quality improvement programs and is very important to be implemented through cooperation between school parties, obtained types of data, how to understand the vision and mission, analysis used for school development, and the beginning of the school year.

Furthermore, leadership programs have a role in helping teachers improve the quality of teaching. The resource person said that programs have a role in supporting teachers' personal development and in carrying out their obligations in teaching activities. Apart from being influenced by the teacher's personality, a teacher's performance is also influenced by the leadership in the school, and most importantly the role of programs that help teachers develop positively. In line with research by Bradley Setiyadi & Viona Rosalina (2021) entitled "School Principal Leadership in Improving Teacher Performance" it has been proven that the implementation of good learning cannot be separated from the role of the principal and deputy principal as managers in school institutions. The deputy and principal must be able to guide the school community to achieve goals in accordance with the vision and mission that have been set.

This change is evidence of the running of the leadership program in the school. These changes include changes in the way of thinking, in behaving and in acting or behaving. So this, also becomes a source of pressure for leaders who must use abilities in terms of knowledge and personality to support the running of the program and the objectives of the program. Meanwhile, whether the leadership program is able to identify and overcome specific challenges in the learning process is motivated and encourages better participant achievement. In a lesson that takes place in the class of students. Implementing the program that has been

prepared, be it at the planning, implementation, evaluation, or analysis of learning outcomes and implementing certainly helps to deal with various problems and frequent challenges. Good cooperation with teachers, employees and even students is one of the efforts of leaders to build satisfactory program implementation. The interrelation of employees in performing their duties, also when students study diligently regularly with awareness of their obligations. This is certainly one proof that the implementation of the leadership program, especially at UPT SMPN 31 Medan, is able to foster better solidity towards School development efforts.

Table 2 :

Question	Answers by Indonesian Language Teachers
What is your view on the leadership at SMP 31 Medan?	In my opinion, you are good at leading, especially since there was no one in this school for 3 months.
How do you give the school constructive feedback to the school that is in line with leadership direction?	If the principal gives instructions and suggestions, we will follow them well.
Do you think this school program is able to identify and overcome challenges?	In my opinion, the future cannot be even better if the program continues to develop and run well.

The Role of Leadership in Teacher Performance at SMPN 31 Medan

Researchers also used teachers at the school as respondents regarding their views regarding leadership at the school. He stated that the leadership implementation had carried out its duties well and the results that had occurred so far had been quite satisfactory. This proves that a good school principal must be able to improve teacher performance through the leadership program that has been implemented. The smooth running of the program can create harmony between leaders and members, because if everything can run smoothly. By possessing this characteristic, the leader will make human resources the most important and unrivaled main asset.

Reporting from research by Nur Nisfi Sana, Anne Effane (2023) entitled "The Role of Educational Leadership". In order for school goals to be achieved effectively and efficiently, effective school principal leadership is needed. Indicators of effective school principal leadership are (1) having a clear vision and being able to encourage all school members to make it happen; (2) have high expectations for student achievement and the performance of all school members; (3) programming and providing positive and constructive feedback; (4) encouraging efficient use of time; (5) utilize various learning resources; (6), monitoring student progress both individually and in groups; and (7), carry out continuous evaluation and improvement.

Based on the results found by the researchers, the deputy and principal and teachers have provided constructive feedback according to the direction of leadership, he replied that the principal often directs teachers in a good way, also often gives constructive suggestions and this is responded well by teachers. This shows that effective leadership has been carried out on teacher performance at UPT SMPN 31 Medan during the research of Nur Nisfi Sana, Anne Effane (2023). This leadership has a goal so that all programs and activities in schools can run well and have a positive impact. The development of standards in schools as an institution provides a functional-constructive addition to its leaders. No exception to changes in developments in the field of leadership. School principals are required to direct teachers, employees, and students to meet the availability of knowledge and skills that are needed. Educational programs are one of the important aspects that must be provided. So that schools through these educational programs can responsively adjust.

Furthermore, to the question of whether the school was capable enough to overcome the challenges that could occur at any time in the process of implementing leadership, the interviewee said it was not capable enough. He believes that various programs still need further improvement and they should be even better. Schools are one of the applications of organizational management. In its implementation, stable quality and standards are needed in order to achieve all the vision and mission that have been determined. This achievement can be done by creating programs that are self-developing. All of this cannot be separated from the leader's role as a strong decision maker in the organization. How this leadership works becomes a guideline for how smoothly each program can be planned, implemented, evaluated, controlled and improved.

Table 3 :

Question	Answers by students	Answer by schoolgirl
What is your view of the leadership at SMP 31 Medan ?	That's good sis, teachers are strict with their students, if there are students who are naughty they will be punished	The leadership is good, because the principal has provided good rules for each student and all are treated equally without distinction.
How you give contrudive feedback to the appropriate principal is directed at the leadership process	Obeying school rules, one example is does not arrive late, then study hard, and when the clock empty we stay in class / don't leave class carelessly	ust follow good lessons, don't throw rubbish anywhere, don't come late or obey the school rules and respect the teachers.

Do you think the leadership in this school can already cope all existing problems?	Already sis, for example we There is a problem, once it is not problems if repeatedly There must be punishment	able because each program already has rules because each program has its own sanctions, for example, if students are late, they will be punished and if we make the same mistakes repeatedly, they will be subject to SPO sanctions. So that students and teachers here are not arbitrary" in violating the program that has been arranged.
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The Role of Leadership for Students at SMPN 31 Medan

Researchers also interviewed two students to research their opinions about the leadership that has taken place at this school. They provide opinions regarding discipline. The regulations that are closely related to the programs run at the school are strict enough to limit all the bad things that students do and are also a way to train them to be able to lead themselves by implementing the rules that have been set. Other students also answered that the school was able to provide a feeling of fairness to its students because none of them were treated specially or ignored on purpose.

In line with the results of research entitled "Leadership Characteristics of School Principals in Developing Driving School Programs at SMA Negeri 1 Dumai City" which states that a leader has the characteristics of being firm and nurturing, tough and smart at solving problems, inspiring and building, intelligent and motivating, capable of building relationships. communication, skilled at influencing and directing, reliable negotiator, not easily hurt and forgiving, able to provide a sense of justice and creative and innovative. The answers given by students have proven that the principal at UPT SMPN 31 Medan has these characteristics. (Meldafani, 2023)

Providing constructive feedback to the school principal that is appropriately directed to leadership. Students admitted that they did this by following existing regulations and accepting the consequences for their mistakes as part of the smooth running of the disciplinary program which is also related to the leadership process. Regarding the question of whether leadership in schools was good enough to overcome existing problems, they answered that regulations

related to discipline were what they felt most about. So the program itself has provided positive changes to overcome student problems.

CONCLUSION

Based on the results of research and discussion of the Leadership Program and Model at SMPN 31 Medan through interviews, observations and documentation, it can be concluded that changes occurred after the deputy and principal of SMPN 31 Medan made plans and had a backup program to face every challenge that came. These changes include changes in the way of thinking, acting and acting or behaving. This is proof that the leadership program in the school is running. Furthermore, the leadership regarding teacher performance is the deputy and principal and the teacher has provided constructive feedback in accordance with the leadership direction. He answered that the principal often directs teachers in a good way and often provides constructive suggestions and this is responded to well. by teachers. This has shown that effective leadership has affected teacher performance. And, the leadership of students at SMPN 31 Medan has implemented regulations that are closely related to the programs run at the school, which have been strict enough to limit all the bad things that students do, as well as being a way of training them to be able to lead themselves by implementing the rules that have been implemented. established and able to provide a feeling of fairness to its students because no individual is treated specially or ignored intentionally. This has shown that there are leadership characteristics of the deputy and principal so as to provide positive changes to overcome student problems.

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