Leadership Style in Vocational High Schools (SMK)

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Abstract

This study explores the influence of the principal's leadership style on teacher performance and student learning outcomes in Vocational High Schools (SMK). Research findings show that democratic and transformational leadership styles are most effective in creating a positive and productive school environment. The findings show that democratic and transformational leadership styles are the most effective in creating a positive and productive school environment. Leadership, with transformational, its focus on values such as empowerment and long-term, can inspire and motivate teachers and values while encouraging innovation and high-level commitment. such as empowerment and long-term, can inspire and motivate teachers and students while encouraging high-level innovation and commitment. Democratic leadership leadership, which encourages active participation in decision-making, increases the sense of belonging and appreciation of each school employee, thus having a positive impact on their motivation and work performance. In contrast, authoritarian control, through strict and centralistic control, gradually inhibits creativity and participation and develops resistance and tension. Therefore, it is recommended that the head of the vocational school use democratic and transformational leadership practices in order to improve teaching standards. Vocational school principals use democratic and transformational leadership practices to improve teaching standards.

 Keywords: leadership style, vocational school, democratic, transformational

Introduction

Leadership style is the most important key factor in the success of an organization, also in the field of education such as vocational schools. Only gender inequality does not have a negative impact on the work of teachers and staff, but also has a silent negative impact on the educational process and student development.negatively impacting the work of teachers and staff, but also negatively impacting the educational process and student development. In the vocational school environment, school principals and administrative staff have an important role in developing a consistent school climate, fostering a work ethic, and facilitating cooperative learning among all components of the school. The environment, the principal and administrative staff have an important role in developing a consistent school climate, building work ethic, and facilitating cooperative learning between all components of the school.

In the ever-evolving education landscape, the challenges faced by school principals are becoming increasingly complex. The challenges faced by school principals are becoming increasingly complex. They are expected to have high adaptability and innovation, as well as the ability to inspire and motivate all school employees .high level of adaptability and innovation, as well as the ability to inspire and motivate all school

employees. The types of leadership types practiced in vocational schools are very diverse, ranging from situational leadership to democracy, transformational leadership, and authoritarian leadership. Each type of leadership has different characteristics and implications depending on the school day and the achievement of educational goals. The characteristics and implications vary depending on the school day and the achievement of educational goals.

A strong sense of leadership is very important to understand the needs and dynamics that exist in vocational schools. It is very important to understand the needs and dynamics that exist in vocational schools. For example, transformational leadership emphasizes emphasiswhich emphasizes vision and positive change can encourage student learning growth and create an inspiring learning environment. A positive vision and change can encourage student learning growth and create an inspiring learning environment. In contrast, authoritarian leadership may not be effective in the long run because it can lead to resistance and low participation of students and teachers.It will not be effective in the long run because it can cause resistance and low participation of students and teachers. (Rahayu et al., n.d.; *Tadib,+Manager+Journal,+Leni+Marlina+2*, n.d.)

The current theory of leadership was formulated by Lao Tze about 2000 years ago, and is widely discussed in the literature of Taoist Te Ching. Some of the quotes from the above writing, such as "a thousand-mile journey begins with the first step," illustrate the philosophy of leadership. One of China's most famous strategists, Sun Tzu, stated that "the best strategy is one that maximizes potential without the need to back down." The next statement is conveyed in The Art of War namely, "Know yourself and your enemies will lead you to 100% victory." Leads you to 50% success, know yourself but not your opponents. (Zuhri Ahmad et al., n.d.)

Therefore, it must be investigated and understood, to investigate and understand the various forms of peer pressure and how it works in vocational schools. various forms of peer pressure do not work in vocational schools. Research and studies in this area can provide valuable insights for other education leaders and principals in an effort to improve teaching standards and achieve more effective school goals. to improve teaching standards and achieve more effective school goals. The purpose of this article is to further explain the different forms of student leadership in vocational schools and assess their

impact on student learning outcomes, teacher workload, and school climate. explain more about the different forms of student leadership in vocational schools and assess their impact on student learning outcomes, teacher workload, and school climate.

Research Methods

The study employs this qualitative descriptive approach to analyzing and understanding the leadership culture in Vocational High Schools (SMK). to analyze and understand the leadership culture in Vocational High Schools (SMK). The method is criticized because it makes it difficult for researchers to analyze data that highlights the phenomenon being studied, namely the phenomenon of leadership, as well as its implications for teacher work and student learning outcomes. Therefore, it is difficult for researchers to analyze data that highlight the phenomenon being studied, namely the phenomenon of leadership, as well as its implications for teacher work and student learning outcomes.

1. Research Subject

The subjects of this study include the principal of SMK Negeri 2 Sungai Panjang, school staff, instructors, and students who were selected using the purposive sampling technique. The Head of SMK Negeri 2 Sungai TFull School, school staff, instructors, and students were selected using *the purposive sampling* (Nurul Qamar et al., 2018; Sugiyono , 2010) technique. Purposive sampling is used to identify schools with various characteristics related to size, location, and quality so as to provide a more comprehensive perspective.

2. Data Collection Techniques

Some of the data collection techniques used, as follows:

a. In-Depth Interviews

Interviews are held to gather information about the type of leadership being implemented, the challenges faced by the head, deputy head, and teachers, as well as their concerns regarding the effectiveness of the leadership in question. Semi-structured interviews will be utilized to allow for completion in the best possible exploration of the topic. (Student et al., 2021)

b. Observation

The purpose of observation is to observe secretly how students, teachers, and school managers interact throughout daily activities at school. The observation is intended to show how gender inequality manifests in real-world situations and how this affects school dynamics.

c. Questionnaire

Questionnaires were distributed to instructors and students to obtain quantitative data on their perception of the principal's practice and its influence on their motivation and then work habits. The use of the Likert scale questionnaire to estimate respondentsTo estimate respondents' response time to various survey questions.

d. Documentation Studies

Documents such as schoolwork, attendance records, and school policy documents are analyzed to obtain relevant information regarding the policies and procedures implemented in the school. Attendance records, and school policy documents are analyzed to obtain relevant information regarding the policies and procedures implemented in the school.

3. Data Analysis Techniques

Data acquisition was analyzed qualitatively using thematic analysis methods, the following data analysis:

a. Transcription and Coding

To identify the main themes that emerge, which emerge, interview transcripts and observation notes are used.

b.   Theme Identification

Subjects that are relevant to the principles of leadership and their consequences for the school will be identified and examined further.

c. Triangulation

In triangulation, data from various sources (such as interviews, observations, questionnaires, and observation documentation) are compared, to ensure their validity and reliability) rather than to ensure the validity and reliability of research findings.

Research Results

Based on data obtained through in-depth interviews, participatory observations, questionnaires, and documentation studies, several main findings regarding the leadership style at SMK Negeri 2 Sungai TFull were found.

1. Dominant Leadership Style

From the results of interviews and observations, several leadership styles applied by the principal at SMK Negeri 2 Sungai TFull were identified, namely:

a. Transformational Leadership

Principals who apply this style focus on long-term vision, positive change, and empowering teachers and students. They tend to provide inspiration, motivation, and strong support.

b. Democratic Leadership

This style is characterized by the active participation of teachers and students in decision-making. Democratic principals encourage open discussion, listen to feedback, and build consensus.

c. Authoritarian Leadership

Some school principals apply an authoritarian style with strict control and decisions taken centralistically. This style tends to provide less space for participation and initiative from teachers and students.

2. The Influence of Leadership Style on Teacher Performance

The questionnaire distributed to teachers showed that transformational and democratic leadership styles had a positive impact on teachers' performance and motivation. Teachers feel more valued, motivated, and have the freedom to innovate in the learning process. In contrast, authoritarian leadership tends to create tension and resistance among teachers, which can ultimately reduce their performance.(Halomoan Sitorus & Agustian, 2023)

3. Impact on Student Learning Outcomes

Data from student questionnaires and documentation results show that schools with transformational and democratic leadership tend to have better learning outcomes. Students feel more motivated, supported, and actively involved in the learning process. On the other hand, authoritarian leadership often creates a less conducive learning environment, where students feel pressured and less free to develop their potential.

Discussion

The findings of this study confirm that the leadership style applied by the principal has a significant impact on teacher performance and student learning outcomes at SMK Negeri 2 Sungai Panjang. Transformational and democratic leadership styles have proven to be more effective in creating a positive and productive school environment. This is in line with the literature that states that supportive, participatory, and inspiring leadership can improve the performance of individuals and the organization as a whole.

1. Transformational Leadership

Transformational leadership has succeeded in creating a strong vision and motivating all members of the school to work towards a common goal. Transformational principals are able to inspire teachers and students to achieve higher achievement by providing emotional and intellectual support.

2. Democratic Leadership

Democratic leadership increases the participation and involvement of all parties in decision-making, which in turn increases a sense of belonging and commitment to the school. Teachers and students feel valued and listened to, which increases their motivation and performance.

3. Authoritarian Leadership

In contrast, authoritarian leadership often hinders creativity and participation. Tight controls and lack of space for discussion and initiative can degrade the morale and performance of teachers and students. While it may be effective in certain situations that require high levels of compliance and order, in the long run this style is less likely to be effective in supporting individual development and achieving optimal learning outcomes.

Implications and Recommendations

This finding has important implications for leadership development at SMK Negeri 2 Sungai Panjang. School principals need to adopt a more democratic and transformational leadership style to create a positive and supportive learning environment. Professional training and development for principals also needs to be focused on improving effective leadership skills.

Additionally, it is important for policymakers to create a framework that supports the implementation of a positive leadership style in schools. This includes providing

adequate resources, as well as building a school culture that values participation and innovation.

Conclusion

It is recommended that principals in vocational schools adopt a more democratic and transformational leadership style. Professional training and development for principals also needs to be focused on improving effective leadership skills. In addition, policymakers in the education sector need to create a framework that supports the implementation of positive leadership styles in schools.

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