

Standardization of Education and Leadership Education

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Abstract: The school principal as a leader have something educational role in the institutional specific system, but someone in a formal role does not necessarily have the leadership skills and not necessarily able to lead. Building a national education system as quality is a passion and vision for education institutions that implement it. Any innovation in education, in its implementation lies with the policies and the effectiveness of educational leadership including the principal. Changes in the management of educational institutions or schools to integrated quality management meant that the educational institutions more effective and productive. The principal as educational leaders in an educational institution should undertake initiatives to quality as a manifestation of our efforts to build the education system in school.

Keywords: Educational Role, Educational Institutions, Educational Leaders.

1. INTRODUCTION

Who is the principal in the sense that educational leadership? Is it man super all-knowing, which in addition to master and can act, act and make decisions as they please? He was a human being with all its limitations, it has an excess of something, but it also has shortcomings in something, he must want to learn, and with compassion and spirit of sacrifice he helped teachers, administrative staff and students as a form of accountability to institutional lead.

The school principal as a leader have something educational role in the institutional system specific, but someone in a formal role does not necessarily have the leadership skills and not necessarily able to lead. While the leadership of the principal are basically related to the skills, aptitudes, and the degree of influence of a person, because it is the principal's leadership could be owned by people who are "not the principal". While the concept of lead is used in the context of the results of one's role in particular principal in certain educational institutions associated with the ability to influence others in a variety of ways.

It is true that every leader is a principal or supervisor of a group of people as subordinates to be moved, so that together can give you devotion and contributions to the organization, especially in the way work is efficient, effective, economical, and productive. A principal in educational institutions have a strategic role in growing, maintaining and developing a cooperative climate in school life.

The challenge for a school principal is to be a driving force or a pioneer of institutional change his school. According Blachard (Syafaruddin, 2002: 62) "Development of the organization and the productivity achieved from the fruit of effective leadership. It will produce quality on an ongoing basis in educational institutions ". It is true that the principal's leadership in the education system is important in the pursuit of quality of the expectations of the current educational institution. Of course, educational institutions will only be developed if they are led by visionary, has managerial skills, as well as personal integrity in performing their duties with the intention to worship Him.

Each school principal must be willing to lead the organization into a new paradigm of uncertainty that requires diligence and sincerity to manage uncertainty and change so quickly. But of course, to achieve this condition, a school principal should not only be able to act as a supervisor who want and need to be followed. Of course, a high school principal who was given the confidence to become a leader in the institutional formal education, should always tried to keep its

leadership in environmental acceptability with subordinates, so that it can be perceived boost the spirit of cooperation in a climate of democratic and conducive.

2. PRINCIPAL LEADERSHIP IN DEVELOPING NATIONAL EDUCATION SYSTEM

Building a national education system as quality is a passion and vision for education institutions that implement it. The problem is how to generate the desire and the desire to build a national education system that certainly for the sake of improving the quality of education itself. Petters and Austin (Sallis, 2006: 169) in his book *A Passion for Excellence* convince them in his research that determines the quality of an institution is leadership. They found a particular leadership style can deliver the quality of institutions in the revolution, a force that they are short by MBWA (management by walking about) or management by implementing. MBWA concept emphasizes the importance of a leader's life and an understanding of their views of employees and the institution. The desire for quality, for a superior can not be communicated from behind the counter.

Petters and Austin (Sallis, 2006: 170-171) give specific consideration to the educational leadership in a chapter entitled *Excellence in School Leadership*. They believe that the principal as educational leaders need the following perspectives. a. Vision and symbols. Principals should communicate the values of the institution to the staff, students, and the wider community. b. MBWA is the leadership style needed for an institution. c. For students. The term is synonymous with "close to the customer". This ensures that the institution has a clear focus on its main customers. d. Autonomy, experimentation, and the anticipation of failure. Educational leaders must make innovation among its staff and prepared to anticipate failures that accompany these innovations. e. Create a sense of kinship. Leaders must create a sense of family among the students, parents, teachers, and staff of the institution. f. Sincerity, patience, passion, intensity, and enthusiasm are traits that are required essential personal quality education agency leaders.

From the above, it seems clear that the principal as educational leaders in an educational institution should undertake initiatives to quality as a manifestation of our efforts to build the education system in school. The problem, whether the principal's role as educational leaders in an already seeking institutional quality initiatives, including the integrated quality (total quality management)?

Related to quality needs to consider the main functions of the principal as educational leader delivered by Sallis (2006: 173-174), as follows:

1. have integrated quality vision for the institution;
2. have a clear commitment to the process of quality improvement;
3. communicate the quality message;
4. ensure customer needs at the center of policy and practice of the institution;
5. directs the development of employees;
6. careful to not blame others without any real evidence;
7. leading innovation in the institution;
8. able to ensure that the organizational structure has clearly defined responsibilities and is able to prepare a proper delegation;
9. commitment to remove barriers, both organizational and cultural;
10. Develop appropriate mechanisms for monitoring and evaluating success.

Furthermore relation to principals in educational leadership at the school is certainly related to behavioral aspects of educational leadership in bamboozle teachers to improve the quality of learning. While his relationship with the authorization empowering teachers to improve the quality of learning many revealed by Stanley Spanbauer as chairman of Fox Valley Technical College has introduced an integrated quality management of vocational schools in the United States. In the opinion of Spanbauer (Sallis 2006: 174-175), which in outline is senagai follows:

1. In a quality-based approach, leadership in school depends on empowering teachers and other staff involved in the learning process. Teachers are empowered to take decisions so that they have a great responsibility. They were given the freedom and autonomy to act.
2. Commitment is far more important than just deliver his annual speech on the importance of quality in the school. Commitment requires progress with new methods and ways. Commitment requires a review of each and every action.

3. Leaders must guide the educational institutions and assist others in developing similar characteristics, thus giving birth to an interactive work environment.
4. Leaders should run and discuss the quality and able to understand that change happens little by little, not necessarily.
5. Leaders have a very important role in guiding teachers and administrators to work together as a team group.

If the note appears that Spanbauer directives are closely related to the need for the principal as leader for empowerment. He has submitted a briefing to the principal's leadership about the need the ability to create new educational environment and a commitment to progress in developing the education system. Furthermore, in the conclusion of an important aspect of the role of the principal as educational leader in empowering teachers according to Spanbauer (Sallis, 2006: 176-177) requires that the principal as educational leader:

1. Involving teachers and all staff in problem solving activities, by using scientific methods, principles of statistical quality and process control.
2. Choose to ask their opinion about things and about how they run the project and not just convey how they should behave.
3. Convey as much information management for the development and improvement of their commitment.
4. Ask the opinion of the staff of the systems and procedures which prevents them in delivering quality to customers, students, parents, and partners work.
5. Understand that the desire to improve the quality of the teachers are not in accordance with top-down management approach.
6. Move the responsibility and control of the development of professionals directly to teachers and technical workers.
7. Implement a systematic and continuous communication between everyone involved in the school.
8. Develop problem-solving skills and negotiation in order to resolve the conflict.
9. Have a helpful attitude without having to know all the answers to every problem and without inferiority.
10. Providing learning materials quality concepts such as team building, process management, customer service, communication and leadership.
11. Provide a good example by showing the desired characteristics and use the time to see the situation and condition of the institution to listen to the wishes of teachers and other customers.
12. Learn to act as a coach and not as a boss.
13. Provide autonomy and risk-taking.
14. Provide impartial attention in providing quality for external customers (students, parents, and others), and to its internal customers (teachers, teachers, and other workers).

From the above opinion, of course, many obtained and should be important to follow up by the school head as education manager for the build quality and standardization of national education. But of course everyone is back on the intention and motivation of the principal as leadership education itself. In this case the self-awareness course should be for any leader in establishing educational institutions in this country.

3. THE PRINCIPAL COMPETENCES AS LEADER OF EDUCATION

There are some competencies that are required to be owned by each principal as educational leader who is expected to achieve success as well as the answer in establishing national education standards in the global era. An outline of important records submitted by Hoy et al. (Syafaruddin 2002: 63-66) associated with a list of competencies required in the application of quality management for educational leaders, including principals are as follows:

- a. Vision, namely (1) the ability to propose goals and objectives as desired school, (2) ability to carry out temporary needs in certain situations, (3) the ability to predict the needs according to the task, (4) generating authenticity, revealing the imagination to identify tasks, and (5) the ability to demonstrate an awareness of the value dimension and preparedness to challenge assumptions.

- b. Planning skills, namely (1) the ability to plan for an achievement of targets, (2) the ability to assess the order of strategic alternatives prior to implementation of the plan, (3) the ability to realize the appropriate time frames, (4) the ability to set priorities, (5) the ability to analyze important element, and (6) the ability to develop a detailed and logical sequence of plans to achieve the target.
- c. Critical thinking, namely: (1) the ability to think analytically and critically, (2) ability to apply concepts and principles, and (3) the ability to distinguish routine thinking and analytical thinking.
- d. Leadership skills, namely: (1) the ability to direct the actions of all people towards agreed upon objectives, (2) structure the interaction to reach a goal, (3) lead the deployment effectively all resources, (4) the willingness to accept responsibility to act collectively and for the purpose, and (5) the ability to act decisively in appropriate circumstances.
- e. Steadiness, namely (1) the readiness to make a sequence of strategies to achieve solutions to the problems, (2) the ability to demonstrate a commitment to the task, and (3) the ability to recognize when the necessary climate provides flexible response.
- f. Influencing skills, namely: (1) the ability to have an impact on the others to act or pattern, (2) the ability to obtain the involvement of others in the management process, (3) persuade the staff to balance the needs of individual and organizational needs, and (4) persuade personnel to pay attention to the breadth of the various options.
- g. The skills of interpersonal relationships, namely: (1) the ability to build and maintain a positive relationship, (2) the ability to feel the needs, concerns and personal circumstances of others, (3) the ability to recognize and resolve conflicts, (4) the ability to use the skills and listen effectively , (5) the ability to inform, interpret, respond to non-verbal behavior, (6) the ability to effectively use a sequence of oral and written communication, and (7) the ability to provide appropriate feedback in a sensitive atmosphere.
- h. Confident, namely: (1) the ability to have confidence in the potential of private and assessment, (2) the ability to demonstrate the behavior of firm without moving the hostilities, (3) the ability to compose and receive feedback from one's performance and management style, (4) ability to deliver challenge to others to organize their confident attitude, and (5) the ability to provide feedback to develop confidence.
- i. Development, namely: (1) the ability to actively find ways to develop personal skills, (2) ability to demonstrate an understanding of the forms of learning is another self, (3) the ability to actively looked at opportunities to handle the growth in self and others, (4) the ability to enter development needs. (5) the ability to design, implement and evaluate development programs, and (6) the ability to implement and positive climate conducive to growth and development organization.
- j. Empathy, namely: (1) the ability to express an awareness of the needs and the needs of a member of the group, (2) the ability to listen and communicate in a constructive atmosphere, and (3) the ability of states to be sensitive to influence decisions for others.
- k. Tolerance to stress, namely (1) the ability of states behavior appropriate in a state of stress, (2) ability to demonstrate steadfastness / resilient in stressful situations, (3) the ability of leaving effectively an employment levels, (4) the ability to maintain a balance between several priorities, and (5) the ability to take into account the levels of the stress of others

Skills principal as educational leader as disclosed above is coverage to be met. It is therefore necessary education, training, and experience to strengthen the leadership skills of every director of education including the principal. In addition to knowledge and experience, then exercises leadership and management of educational institutions including schools is also very necessary.

Similarly, the success of the principals to the task is to measure the ability to create a conducive learning environment. Its activity is to influence, encourage and encourage teachers, students, and school staff to carry out their respective duties with high commitment. The creation of a climate of learning in an orderly, smooth, and effective, regardless of the quality management activities undertaken in his capacity as the principal leaders in the school.

Any innovation in education, in its implementation lies with the policies and the effectiveness of educational leadership including the principal. Changes in the management of educational institutions or schools to integrated quality

management meant that the educational institutions more effective and productive. This can only be achieved if all the personal resources have an understanding and be able to apply all the philosophy, principles and techniques of integrated quality management in education. Continuous quality improvement in education will meet customers' satisfaction. This condition is seen as strategic in leadership principals to establish standardization in the national education system.

4. MORALS IN EDUCATION LEADERSHIP

On this occasion will see how important and strategic position along with the morals of the variables as the basis of educational leadership in an effort to establish national education standards. The leader is the subject as well as an object that is always used as the size of the community environment. Given exemplary leader will automatically draw the attention of those around him, especially those they lead. That's why leaders must have a special character.

More so at the present time is so complex problems in education, so that the absolute existence of leaders who have a certain qorimah is a need and necessity. Whatever the activities undertaken by the leaders and the led point of departure is the existence of morality. As the handle, some things need to be considered by leaders including educational leadership delivered by Mohammad (1978: 14-18) "Leaders must ensure himself, has a good character, which includes istiqomah, nourish yourself, thoughtful, calm, patient, simple life, not arrogant, fair, honest, steadfast, and trust in Allah. "

1. Istiqomah:

In this case of course including the principal leaders must have a firm stance and followed by a steady personality as reflected in the words and deeds. A school principal must hold on to things that have been believed and to survive in earnest to the principles that have been taken. He was not swayed by any kind of influence, he acted decisively and have the conviction that what is done in accordance with the vision, mission and programs of the organization consistently as a form of worship to Him.

One guarantee of Allah SWT. for those who remain istiqomah, ie do not be afraid, do not waver, and do not need to be disturbed. God will protect them and will give a good reply.

2. Care for Yourself:

Maintaining yourself is one thing that does need to be done. Relation to the self-preservation is certainly a need for self-awareness to always calculate and analyze every step taken so full of prudence. This principle is of course indispensable in leadership including educational leadership.

When a leader including the principal or an individual failure is common and self alone should be corrected early. The error does not need to be delegated to others, and do not need to find a scapegoat, not to prioritize finding fault his men, except after making sure absolutely that he is innocent. In a hadith the Prophet Muhammad that have been told by a friend Dailami of Anas: "Blessed are those who love researching her mistake and did not have time to find fault with other people, and she is willing to provide the advantages of fortunes and willing to prevent excess words".

3. Wise:

Prudence must be owned by each principal as educational leaders include any individual who leads him. It is a requirement that makes the calculations much before doing so. Analyze the internal and external environment to formulate a vision, mission, and programs of work organization is part of the job of a leader.

Overview of a principal as a leader must be far into the future, measures certainly bring prosperity institutional choice. Deeds and actions certainly did not offend other people even though his men probably guilty. Punishment to the guilty actions carried out in accordance with the rules of the organization with full consideration, not in a hurry and do not foster an adverse institutional conflict leads.

4. Quiet:

Poise is of course necessary to make decisions which are programs or goals of the organization he leads. With complete peace is not easily mistaken choice. Similarly, in taking tough decisions and difficult though, the poise is necessary, so as not to cause confusion.

With a calm demeanor Similarly, those who are under his leadership did not lose confidence in him. Conversely if the principal does not quiet, then his followers will be anxious and indecisive. If the principal does not quiet in making decisions, then his men would lose confidence in the ability of the principal to solve the problems at school.

5. Patience:

From the state of calm will give birth to patience, which is a powerful refrain from doing something inappropriate. Surely the patient will be able to act with calm and to avoid regret what he did. Patiently may refrain which is then used to consider what it will do, how it comes out, and what will happen before and after. People who endure promised by Allah SWT. in surah Al-Baqarah 155-156: "And for sure we will test you with a quick sense of worry and hunger, lack of funds, friends and good luck, then announce to those who are patient. (155). People who, when misfortune befalls them, they say 'We belong to Allah, and indeed to Him we will return (156) ".

6. Simple Living:

Of course the nature of the patient is strong, a principal or residents who leads can get a win in all respects. As the implications will be able to live a simple life of moderation in all matters. But of course a simple life are highly relative, only the individual concerned can measure and receive about simple living, although it can also determine the environmental variables of the simple life.

The simple lifestyle of a school principal is heavily dependent on the ability and the circumstances and conditions of the neighborhood where he resides. A school principal with a simple life would not be like committing a redundant, state of life is not flashy, it is no exaggeration to things that are not necessary, although of course a luxurious life is not a bad thing while there is no need is more important than that. The school principal is fine luxury living, as long as there are no people he leads can not meet the needs, and if possible posh attitude was already congregation, together in the environment, so that the principal will be cherished by all citizens in the school.

7. Not arrogant:

Arrogant nature should be shunned by every leader, especially in educational leadership. There is nothing striking in themselves leaders including the principal, so it will not boast itself superfluous, as well as in deed, word or attitude is not too excessive. School principals are not arrogant to be able to humble himself to those lower than him, poorer, younger, weaker, low position and rank, and not become a barrier to be honored appropriately. At least willing to accept their opinions as appropriate and do not necessarily reject the opinions of others before seen the merits of that argument.

Allah SWT. says in Surah Luqman verse 18 "And thou shalt not turn your face away, belittle others, and also you do not walk the earth with conceit, Allah does not like the proud and arrogant". While in a letter Asysyura paragraph 215: "Let you be gentle toward the believers followers". When a school principal was able to survive by not bragging about himself, then he will get the sympathy of his followers and he will be loved by the environment.

8. Lying:

Principal who respected his subordinates, who loved his community, need to always maintain the confidence entrusted to him. The school principal should not be broken promise and do not promise too much clearance, let alone forget his promise. Once he broke his promise, his subordinates would despair of his hopes to get help and protection leader. It is not impossible good services and trust that had been cultivated will be separated by omission fulfill what has been promised.

Promises the slightest of a school principal will be remembered by the people, although it may be because the principal preoccupations forget his promise. Therefore, a principal who wisely did not sell the promise, even not a few who do not like to make an appointment. If there is a problem as soon as possible without the successful completion of a delayed-retreat and promised to resolve the problem. Even if forced to make appointments are for things that are very important, because the less made a pact will be more memorable and fulfillment.

9. Fair:

In every decision taken by a school principal would have to promote an attitude of justice. With justice means have been able to put something in its proper place. Disclosed by Atha (2000: 55) "What should leaders do is establish justice among them and safeguard their rights".

The injustice of a school principal would arise because of the division of an improper or unnatural. Hence a school principal should be able to give something according to their rights and organize something with thoughtful consideration. Giving obligations, assignments, penalties and so everything would need to be implemented with a reasonable and fair.

10. Honest:

A school principal is required to say and do things in accordance with properly. He should not dare to make the story and the fact that not the case with the truth. He should be able to fulfill the mandate entrusted to it. When a school principal dishonest means he has been unfairly and he had felt out of fear of sanctions from the treatment injustice.

A school principal who is dishonest in his actions will certainly result in a loss in the leads, even in institutions and others in their environment. Of course, these conditions will harm not only the educational institution he leads, but destructive to the nation.

11. Steadfast:

A school principal it should have a resilient nature, are hard at will, but it is followed by the razor business. Resilient people are those who have strong personalities and these conditions are indispensable in today's leadership.

In any organization where the principal of the school is required stoic capable of facing the challenges and threats coming from the outside or from within. All challenges will be overcome with the nature of the fortitude of the headmaster. A school principal was not easy back and do not give up before it managed to achieve what would be earned, except backwards to set the strategy.

12. Resignation to God:

The nature trust only in Allah absolutely must be owned by the principals and those they lead. A leader must entrust including the principal policies that have been chosen by Allah SWT. For himself and his group. According Shubhi (2001: 29) "the priest must precede action, because it is a resource for their peace of mind before one determine a particular action". Therefore, in doing various actions, a leader must surrender completely to God AWT. after he endeavored as much as possible.

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