

THE LEADERSHIP STYLE OF MUHAMMADIYAH ELEMENTARY SCHOOL HEADMASTERS

Aji Heru Muslim¹, Sri Harmianto¹

¹ Universitas Muhammadiyah Muhammadiyah Purwokerto, INDONESIA

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ABSTRACT

This research aims to describe the headmaster's leadership style at Muhammadiyah Elementary School. This is a descriptive qualitative research. Subjects in this research are headmasters and teachers Muhammadiyah Elementary School in Banyumas Regency, namely Muhammadiyah Islamic Elementary School of Wangon, Muhammadiyah Elementary School of Cipete, and Muhammadiyah Islamic Elementary School of Pasirmuncang. Data collection technique used in this research is interview. Data validity is checked using technique of source triangulation. The findings show that the leadership style implemented by headmasters at Muhammadiyah Elementary School in Banyumas Regency is a democratic leadership style. This is shown in the way the headmasters carry out their leadership function. For example, as a leader, the headmaster gives information, evaluation, motivation, and innovation for school development, runs situational and non-authoritarian leadership, behaves wisely, and gives directions, examples, as well as rewards. The headmaster always prioritizes a sense of unity and togetherness with the school community. The headmaster uses a strategy of getting close to the community. In dealing with problems, the headmaster solves them calmly and gracefully and discusses them in deliberations in accordance with the development of the problem, and after the decision the problem can be resolved properly. Moreover, the school principal is open to accepting opinions, criticisms and suggestions from staffs.

Keywords: leadership style, headmaster, elementary school

INTRODUCTION

The quality of education in schools is largely determined by the performance of the headmaster in managing various aspects of performance at the school. Many private schools actually have faster progress, and the quality is better than public schools. This is because the school does not depend on the allocation of funds from the government [1]. The quality of private schools is inseparable from the role of the headmaster's performance and leadership style in managing the school. Headmaster's leadership style has an influence on the acceleration of the school quality improvement. The leadership style possessed by the school

principal influences the performance of teachers and staff employees, and also influences collaborative collaboration between the school and the school committee. So far, the good quality of schools will have an impact on people's attitudes towards the school, especially parents who will enroll their children in that school. Moreover, these parents will be willing to play an active role in the school. The quality of schools can be seen from the number of academic achievements and other fields they have, the large number of registrants received, the completeness of supporting infrastructure, the quality of teaching staff competencies, the learning environment, and graduates relevant to their objectives.

Problems that are often faced by Muhammadiyah Elementary Schools in Banyumas Regency in terms of headmaster's leadership style, based on interview with the head of Primary and Secondary Education Council of the Regional Board of Muhammadiyah Banyumas, are that most headmasters do not dare to make innovations, that most headmasters do not make approaches to the community, do not get along with the community well, are not well-known by the community so that the community does not recognize the performance and leadership style of the headmasters which results to a decrease in the quality of the school.

Based on the previously mentioned problems, the researchers are interested in analyzing the leadership style in SD/MI Muhammadiyah in Banyumas Regency. Based on the interview with the head of Primary and Secondary Education Council of the Regional Board of Muhammadiyah Banyumas, among 41 schools of SD/MI Muhammadiyah in Banyumas Regency, it is reported that:

1. MI Muhammadiyah Wangon and Muhammadiyah Cipete Elementary School are excellent schools with great achievements and students.
2. MI Muhammadiyah Pasirmuncang is a developing school with its total number of students and achievement that is increasing time by time.

The above problem can be drawn a conclusion that this research is in accordance with educational innovations, especially in providing recommendations for school principals' leadership styles that can provide useful information for other principals to be able to emulate good examples of information provided and experiences to be applied. Based on the background explained, How does the leadership style of the SD / MI Principal affect the achievement and number of students.

MATERIAL AND METHODS

Methods

The research method used is a descriptive qualitative method. A qualitative research is the one producing analytical procedures and does not use statistical analysis or other quantification methods [2]. The qualitative research is intended to understand phenomena about what is experienced by research subjects such as behavior, perception,

motivation, action, etc. holistically and manifested in the form of descriptions with words and language in a special natural context and by utilizing various natural methods.

The qualitative research paradigm is carried out through an inductive process, which means it starts from a special concept to the general and is developed on the basis of problems encountered in the field. In qualitative research data collection can be carried out in a stimulant manner by analyzing data during the study. The purpose of this study was to determine the leadership style of the School Hea. Qualitative research is always done in the natural setting of a phenomenon and adheres to the naturalistic paradigm.

Instrument

In qualitative research, the instrument or research tool used is the source interview itself or known as a human instrument whose function is to regulate the focus of the research, to select informants as data sources, to collect data, to assess data quality, to analyze data, to interpret data and to make conclusions on his findings. In qualitative research "the researcher is the key instrument" [3].

Procedures

This research is done in three Muhammadiyah Elementary School in Banyumas Regency as follows:

1. Muhammadiyah Islamic Elementary School of Wangon at Jl. Kauman No. 12 Wangon.
2. Muhammadiyah Elementary School of Cipete Jl. Raya Jombor Cipete Cilongok.
3. Muhammadiyah Islamic Elementary School of Pasirmuncang at Jl. Veteran No. 125 Purwokerto Barat

Samples in a qualitative research are not referred to as a respondent, but as a resource or participant, informant, friend and teacher in research [3]. Primary sources are data sources that directly provide data to data collectors, and secondary sources are sources that do not directly provide data to data collection [3]. Subjects in this qualitative research are primary and secondary participants. The primary participants in this research is the headmaster. In addition, the secondary participants in this research are teachers and staffs.

Data Analysis

Data analysis in this research is carried out before, during, and after activity in the place of the research. Analysis of the data used in this study refers to the Miles and Huberman model [3] which suggests that the activities in qualitative data analysis are carried out interactively and continuously until completion, so that the data is already saturated. The activities in data analysis include data reduction, data display, and conclusion / verification.

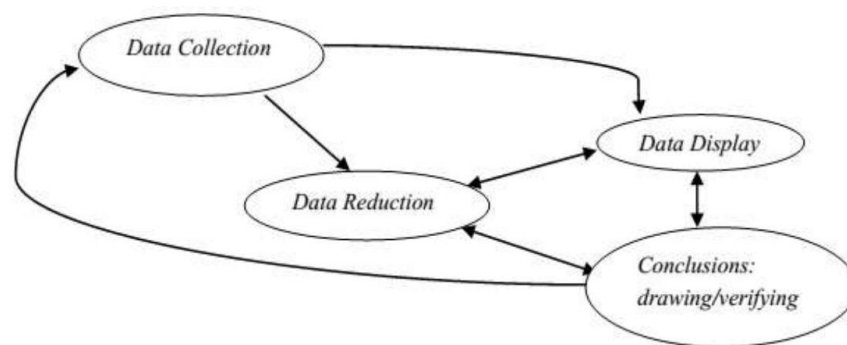


Figure 1. The Components in the Data Analysis

To test the validity of the data, this research uses a triangulation technique. The triangulation technique in testing credibility is interpreted as checking data from various sources in various ways and at various times [3]. The type of triangulation used in this research is the source triangulation. Source triangulation according to [3] is to test the credibility of the data carried out by checking the data that has been obtained through several sources.

RESULTS AND DISCUSSION

Results

The results and discussion on the leadership style of headmasters at SD/MI Muhammadiyah Cipete, Wangon, and Pasirmuncang are as follows:

Leadership Style of Headmaster at Muhammadiyah Islamic Elementary School of Wangon

This research is conducted at Muhammadiyah Elementary School of Wangon Islamic Character School "Accredited A" which was established in 1975 and is located at Jalan Kauman No.12, Wangon Subdistrict, Banyumas Regency. The school's vision is: The realization of students who excel in faith and piety (Iman and Taqwa) and in science and technology. The missions of the school are as follows: (1) Realizing learning and habituation in learning the Qur'an and carrying out the teachings of the Islamic religion, (2) Realizing the formation of Islamic character that is able to actualize themselves in society. (3) Carrying out quality education for the sake of academic achievement. (4) Increasing the knowledge and professionalism of teachers and staff in accordance with the development of the education world, (5) Carrying out effective madrasa governance that is efficient, transparent and accountable. Some of extracurricular programs in Muhammadiyah Elementary School of Wangon are Hizbul Wathan, UKS / Little Doctor, Drumbband, Tapak Suci, Qur'an Reading and Writing, as well as Drama and Dance club.

Based on the results of interviews of principals and teachers about the leadership style of principals in the Muhammadiyah Elementary School of Wangon environment with the result that the principal has exercised good leadership, such as providing information, evaluation, motivation, innovation, and not authoritarian to his

subordinates. In line with the opinion Danim, et al, leadership is every action taken by individuals or groups to coordinate and give direction to individuals or groups [4].

The results of interview with headmaster and teachers of Muhammadiyah Elementary School of Wangon indicate that the headmaster, as a leader, provides information, evaluations, motivations and innovations as well as is situational and not authoritarian to his/ her staffs. This is in line with the opinion Sudharta Vonny Anggeli, et al, which says that leadership style, based on psychological perception, has the meaning that a leader interacts with his/ her staff and must pay attention to the development of them [5]. The explanation of the results of interviews with headmaster and teachers of Muhammadiyah Elementary School of Wangon regarding the provision of information and evaluation to subordinates is as follows:

“Every Monday morning, the headmaster as the leader leads the briefing to provide information and evaluation of some activities such as teacher data, administration, and student assignments and holds monthly meetings and briefings after the flag ceremony with the aim to motivate, evaluate and provide information sourced from ministry of religion and education.”

The headmaster at Muhammadiyah Elementary School of Wangon uses a situational approach. This is supported by the opinion of Hersey and Blanchard which is an approach that seeks to find a middle way between views that say the principles of organization [6]. This is confirmed by the results of interview with teachers at Muhammadiyah Elementary School of Wangon stating as follows:

“The headmaster experiences to do improvement and betterment in handling certain situation and in making decision that is considered situational.”

The headmaster of Muhammadiyah Elementary School of Wangon is open in accepting constructive opinions, criticisms and suggestions. The first step taken after receiving constructive input is to hold meeting with related parties. This is confirmed by the results of interviews with teachers of Muhammadiyah Elementary of School Wangon:

“Surely every input or criticism is discussed in the meeting”

Decision making is done situationally. If urgent, the decision will be made by the school headmaster. Moreover, if it requires consideration from the teachers, the decision will be discussed through a meeting. The headmaster at Muhammadiyah Elementary School of Wangon also has innovations related to the entrepreneurial aspect that are beneficial for school development. This is confirmed by the results of the interview by the headmaster of Muhammadiyah Elementary School of Wangon:

“It is a must as a principal to innovate. The examples of innovations in terms of school services include the provision of shuttle cars, innovations in learning, and room management innovations such as renovations from year to year to make it more comfortable”

Based on the results and discussion of the research, it can be concluded that the headmaster at Muhammadiyah Elementary School of Wangon adopts a democratic

leadership style where every decision making is always discussed in a meeting. This is in line with the opinion Kartono, et al, that democratic leadership is a human-oriented and provides efficient guidance to followers. In addition, the school headmaster makes innovations in terms of school services, such as the provision shuttle cars, innovation in learning, then innovation in infrastructure such as renovations from year to year to make it more comfortable [7].

Leadership Style of Headmaster at Muhammadiyah Elementary School of Cipete

This research is carried out at Muhammadiyah Elementary School of Cipete which was established in 2004 and is located on Jalan Raya Jombor Cipete, Cilongok, Banyumas Regency. Muhammadiyah Elementary School of Cipete, which is A Accredited by BAP-S / M Central Java Province in 2010 is the first Private Elementary School in Cilongok that uses an integrated system of Science-Technology and Islamic Values. Muhammadiyah Elementary School of Cipete always tries to develop innovations in school programs such as the ones held in the academic year of 2016/2017, opening Regular classes, Intensive Classes and Islamic Boarding Schools.

The vision of the school is to realize spiritual, intellectual, emotional intelligence on the basis of the values of the Qur'an and the sunna as well as being a superior Islamic school in terms of achievement and character. Meanwhile the school's missions are as follows: (1) to carry out education and teaching by developing an integrative curriculum between Iman and Taqwa (IMTAQ), Science and Technology and Akhlak; (2) to foster and develop student achievement through the core curriculum, local content, and extracurricular activities; (3) to foster Islamic school life and environment; (4) to foster and develop language skills as a means of communication, media knowledge, logical thinking, systematic and creative skill; (5) to develop students' spirit in learning activities; (6) to foster a healthy and environmentally friendly school.

The specialty of Muhammadiyah Elementary School of Cipete is that it has an enrichment program such as: Qur'an Literacy, Lifeskill Education, Computer Practice, Character Building / Night of faith and devotion (Mabit), Outdoor Study, Outbound Study, Marching Band, Dance, Painting, Calligraphy and Hadroh Art. Other specialties owned by SDIT Muhammadiyah Cilongok are Daily and Weekly Activities carried out by school residents, namely: Dhuha Prayer and Dhuhur Jama'ah; Individual services (read, write, count, Iqro, Al Qur'an); Tahfidzul Qur'an, hadiths, daily prayers; Habit customization before and after prayer and eating; Extracurricular (Scouting, Hadroh, Dance, Painting, Marching Band); Friday Prayers for sons, Liqo Studies for daughters; Outdoor and Outbound Study.

Muhammadiyah Elementary School of Cipete has indicators of Student Quality Competencies as follows: 1) Completeness of all Subjects and National Examination Scores > 7.1; 2) Ability to read Al-Quran with Tartil; 3) Respect and Devotion to Parents; 4) Memorizing Al Qur'an at least 1 Juz and Memorizing 42 Hadith Arbai'in Nawawi; 5) Mastering simple conversations with English and Arabic. The school is supported by 15 professional teaching staff, 90% of whom are graduates and partially certified.

The headmaster Muhammadiyah Elementary School of Cipete is not authoritarian in carrying out his leadership. According to Kartono, et al, the authoritarian leader acts as a dictator towards the members of his group, mobilizes and coerces the group [7]. The

headmaster at the Muhammadiyah Elementary School of Cipete in carrying out his leadership is not authoritarian because he always prioritizes deliberation. This is confirmed by the results of the interview with teachers at Muhammadiyah Elementary School of Cipete:

"The school headmaster is not authoritarian because everything is directly discussed by the school community. For example, if many ideas come from the teacher, the headmaster will perform his leadership function that can determine the result of the deliberation/ discussion."

Based on the results of interviews with headmaster and teachers at Muhammadiyah Elementary School of Cipete, it can be concluded that the headmaster in carrying out his leadership is in a form of giving information, giving evaluations, motivating school residents, creating innovations for school development, using situational approaches in his leadership, and not running an authoritarian leadership, but deliberation. This is in line with the opinion Sari Dewi Puspita, which suggests that leadership style of people-oriented theory is a leadership style that emphasizes human relations with subordinates/ staffs. This leadership style theory is characterized by an emphasis on peer relations, mutual trust, mutual respect, and the warmth of relationships among members [8].

Leadership style, according to Purwanto, is the way or technique of someone in carrying out a leadership [6]. The school headmaster at Muhammadiyah Elementary School of Cipete treats the teacher / staff like family. This is proven based on the results of interview with teachers of Muhammadiyah Elementary School of Cipete as follows:

"The headmaster treats the teachers, staffs and students well and does not do any discrimination between teachers. All considered the same as family"

The headmaster at Muhammadiyah Elementary School of Cipete does not really implement formal authority such as a strict and rigid attitude towards teachers / staffs. He is more flexible, but the rules are still obeyed. This is proven by the results of the interview with teachers at Muhammadiyah Elementary School of Cipete as follows:

"Not necessarily. All is flexible. There are some things that are rigid and there are some things that are not, for example, School Operational Support Funds (BOS) that cannot be paid to teachers more than 30%. That rule can't be broken. Things like that must be strict because of the government's rule, but if the rules are not too binding, there are occasional leeway."

The headmaster Muhammadiyah Elementary School of Cipete prioritizes a sense of unity (togetherness) and kinship between teachers, staff and school residents. For instance, everything related to the school program must be discussed with the teachers / staff so that later there will be no disputes and overlaps between teachers / staff and the desired results can be carried out together with the good. This is in line with the opinion Baharun Hasan, which says that the success of the principal is influenced by the leadership style of the teacher [9]. The leadership style can be explained in the path-goal theory in which the leader style affects the satisfaction and performance of subordinates. This is confirmed by the results of interview with teachers of Muhammadiyah Elementary School of Cipete as follows:

"Yes, it is clear, the headmaster always prioritizes a sense of unity and togetherness and builds a sense of family".

The result shows that the headmaster Muhammadiyah Elementary School of Cipete always gives an example before ordering something. For example, in the case of discipline, the headmaster always comes earlier (6 am already at school) and leaves later. This is proven by the results of the interview with teacher of Muhammadiyah Elementary School of Cipete as follows:

"Certainly. For example, in terms of discipline, the headmaster always comes earlier than the teachers as well as comes home from school later. The headmaster's discipline is very good."

The result of interview on the sanction and rewards for teachers, staffs, and students shows that the headmaster Muhammadiyah Elementary School of Cipete gives warning before sanction. Moreover, rewards for teachers and staffs are in a form of thanking and certificate or some amount of money, and students' rewards are in a form of trophy and some amount of money. This is proven by the result of interviews with Muhammadiyah Elementary School of Cipete teacher, saying that:

"The headmaster will usually give a warning to us. But if we still ignore the reprimand, the sanctions will affect the rewards that we usually receive. For example, if we keep coming late, the amount of reward that we usually receive will be deducted. If our violations are too severe, we will be dismissed as teachers and returned to the foundation. "

The way the headmaster Muhammadiyah Elementary School of Cipete faces a problem is with a graceful attitude and always brings every problem development into the deliberations and after a decision is made the problem is resolved properly. This is in line with one of the elements of leadership according to Blake and Mouton stated that the Decision Making that should be made is a good one, does not make people disappointed and frustrated, or decisions that benefit the majority of the people involved[10]. Some examples of problems at school include teacher / staff problems, student problems, and problems with parents of the students. The problem is something that must be solved as explained in one of the elements of leadership according to Blake and Mouton namely Conflict Solving which states that if conflicts arise within the organization, then it is the obligation for leaders to resolve them [10]. This is confirmed by the explanation of teacher at Muhammadiyah Elementary School of Cipete:

"Yes, basically all issues related to students, teachers, parents of students and other schools are discussed together with the teachers and not decided by the headmaster himself. He still asks for opinions and inputs, but the final decision is given by the headmaster".

Based on the results and discussion of the research, it can be concluded that the headmaster at Muhammadiyah Elementary School of Cipete adopts a democratic leadership style meaning that he/she treats residents of schools like family, does not rely on formal authority such as strict and rigid behavior towards teachers / staff but rather to flexible attitudes, but the rules are still the priority. The headmaster solves the problem with grace and always brings into the discussion every progress of the problem, and the problem will be resolved properly after a decision is made. The headmaster is very open in accepting opinions, constructive criticism and suggestions, and it will be

accepted and used as input. The step taken after receiving constructive and constructive input is by holding consultations with related parties.

Leadership Style of Headmaster at Muhammadiyah Islamic Elementary School of Pasirmuncang

This research is conducted at Muhammadiyah Islamic Elementary School of Pasirmuncang which was established in 1988 with "B" accredited. This school is a religion-based school that not only prioritizes religious education but also general education. The school's vision is: to form a "Knowledgeable" Generation (Islamic, Modern, Excellent). And the school's missions are: (1) To explore and practice Islamic values in the madrasa environment, (2) To build a scientific culture in the madrasa environment, especially the culture of reading, writing and discussing. (3) To cultivate the exemplary character, science and technology. (4) To build a culture of achievement for all elements of madrasa personnel. (5) To encourage students to have skills in accordance with the needs and guidance of modern society.

Muhammadiyah Elementary School of Pasirmuncang has a core program which includes Hafal Juz 'amma, Khatam Al Qur'an and Batik Painting. Some of extracurricular activities at Muhammadiyah Elementary School of Pasirmuncang are Scouting, Rhetoric, Qiro'ah, and 3 Language Communication. The other programs in Muhammadiyah Elementary School of Pasirmuncang are Character Building in Schools such as greeting the teacher; studying the iqro and the quran before the core lessons; praying before the core lesson; memorizing the Qur'an before the core lessons; carrying out Iqro graduation and Al Qur'an graduation; performing Dzuhur prayers; practicing ablution, prayer, dhikr and daily prayer every Friday morning; conducting outbound learning; coaching achievement students; communicating with teachers and parents of students. The facilities available at Muhammadiyah Elementary School of Pasirmuncang are class implementation with a maximum of 20 students/ class; internet, laptop, and LCD.

The headmaster of Muhammadiyah Elementary School of Pasirmuncang leads the school with a wise attitude, gives direction and has to give an example to his subordinates. For example, in a meeting the headmaster tells the tasks and responsibilities to be carried out in addition to their existing responsibilities. This is in line with the opinion Nurkolis, that leadership style is the norm of behavior used by someone when the person is trying to influence the behavior of others [11]. As a leader, the headmaster of Muhammadiyah Elementary School of Pasirmuncang school must "see right and left" which means he sees the community as partners. The headmaster Muhammadiyah Elementary School of Pasirmuncang has a strategy in leading the school by getting closer to the community to build good communication from the community, community leaders and school administrators. This is confirmed by the result of an interview with teacher Muhammadiyah Elementary School of Pasirmuncang that the headmaster in implementing his leadership has been planned.

According to Purwanto, leadership style is a way or technique of someone in carrying out a leadership [6]. The headmaster at Muhammadiyah Elementary School of Pasirmuncang treats the teachers/ staffs as partners and as friends where at work he does not discriminate. There are times when the headmaster acts decisively and there

are times when the headmaster behaves like friends. This is confirmed by the result of interview with teacher of Muhammadiyah Elementary School of Pasirmuncang as follows:

"The headmaster of this school is very social, meaning that he and the teacher do not distinguish the status of the position that he is the principal. But, he treats the teachers as a colleague at work."

The headmaster Muhammadiyah Elementary School of Pasirmuncang is leading without reliance on formal types of power such as strict and rigid attitudes towards staff, teachers, and students. The headmaster at the school is flexible, and there are times for him to be strict when rules apply. For example, in the morning, teachers cannot come late unless there are sudden objection related to family. This is confirmed by the result of the interview with teacher Muhammadiyah Elementary School of Pasirmuncang:

"Our headmaster is not rigid about the existence of bureaucracy. In here he is social, communicative and flexible and acts as he is".

The headmaster always prioritizes a sense of unity and togetherness because without togetherness it is impossible for the school's vision and mission to be achieved. This is in line with the statement Gusman Hagi Eka, which says that leaders who are oriented to subordinates, are described as individuals who are more interested in building integrated work groups and ensuring that their members are satisfied with their work and creating good human relations [12]. His view must be in line with a vision and mission of the school. If there are teachers with differing views, the principal has a duty to set it straight. This is confirmed by the result of the interview with teacher of Muhammadiyah Elementary School of Pasirmuncang:

"It is true that the headmaster always prioritizes a sense of unity and togetherness in his daily life".

The result of interviews related to giving sanctions and awards to teachers / staff and students at Muhammadiyah Elementary School of Pasirmuncang shows that the headmaster in giving sanctions is usually in the form of reprimands/ warning. However, that is conveyed not in a public forum or meeting, but informed face to face and given a solution to the problematic teacher. The sanctions are given to students in a mild manner such as punishment for sweeping class and cleaning the toilet. This is confirmed by the results of an interview with teacher of Muhammadiyah Elementary School of Pasirmuncang saying that:

"It is more like a suggestion which educates the teacher/ staffs. If that remains the same until the third warning, the problem will be discussed together with the board of foundation "

The headmaster of Muhammadiyah Elementary School of Pasirmuncang gives awards to teachers / staff and students in various forms. To the teacher, the headmaster always expresses his thanks. However, no special prizes are given to the teachers who excel because the schools applies the same sense of equality. Awards for students are in the form of prizes and certificates for students who are disciplin and smart every year.

This is confirmed by the results of the interview with teacher Muhammadiyah Elementary School of Pasirmuncang, saying that:

"Yes, there is a reward for teacher and students from the school ".

The headmaster of Muhammadiyah Elementary School of Pasirmuncang faces the problem calmly and always shares with the teacher and will hold the discussion with board of teachers if the problem is related to the school. Problem solving in making decision is by deliberation in a meeting with attention to the development of the problem, and the problem is resolved properly after there is a decision from the headmaster. This is confirmed by the result of an interview with teacher Muhammadiyah Elementary School of Pasirmuncang, saying that:

"The headmaster solves the problem calmly and will then convey it to the teachers if it is related to his duties as the principal. For example, if the headmaster has a duty from the supervisor, he will tell the teacher and staff then to share the assignment with all teachers about what the supervisor has ordered. After a decision is made by the headmaster, the resolution of the problem becomes clear. "

The headmaster Muhammadiyah Elementary School of Pasirmuncang is open to accepting opinions, criticisms and suggestions. The headmaster asks for constructive suggestions and criticism from teachers, staff, students and the community. This is confirmed by the results of interviews with teacher of Muhammadiyah Elementary School of Pasirmuncang as follows:

" Yes. He accepts suggestions and criticisms gracefully and seeks joint solutions and does not scold him. Because criticism is indeed needed for the school, the headmaster must collaboratively solves it."

The first step taken by the headmaster of Muhammadiyah Elementary School of Pasirmuncang after receiving criticism and suggestion is to hold meeting with the board of teachers as the headmaster believes those criticism is for the sake of school improvement. In addition, the headmaster of Muhammadiyah Elementary School of Pasirmuncang is always open in accepting opinions, criticisms, and suggestions from subordinates. This is confirmed by the result of the interview with a teacher of Muhammadiyah Elementary School of Pasirmuncang, saying that:

"The first step is to do self-correction, then what is criticized by the teacher will be improved. if the it is related to him, he will immediately improve it"

Based on the results and discussion of the research, it can be concluded that the headmaster of Muhammadiyah Elementary School of Pasirmuncang is a democratic leadership. In carrying out his duties, the headmaster is open and even expects opinions, criticisms and suggestions from his subordinates. The headmaster of Muhammadiyah Elementary School of Pasirmuncang in taking the lead is also wise and close to the community. This is in line with the opinion Muhaimin, which states that leadership is one of the factors that play an important role in the organization because the merits of the organization largely depend on the leader factor [13].

CONCLUSION

Based on the results and discussion of research, it can be concluded that the headmaster in carrying out his leadership provides information, evaluation, motivation, innovation, being situational (not authoritarian), being wise, giving direction and he always gives examples and rewards to his subordinates. The headmaster always prioritizes a sense of unity and togetherness with the school community. The headmaster is handling the problems calmly and gracefully in a discussion by considering the development of the problem. After the decision is made, the problem is resolved properly. The headmaster is open to accepting constructive opinions, criticisms and suggestions from subordinates. Based on the description of the results and discussion of the research explained previously, it can be concluded that headmasters at Muhammadiyah Elementary School Cipete, Wangon and Pasirmuncang use a democratic leadership style.

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