

**Literature Review****EDUCATION LEADERSHIP****Siti Haliza<sup>1)\*</sup>, Ahmad Zabidi Abdul Razak<sup>2)</sup>**<sup>1)</sup> Universitas Malikussaleh, Indonesia<sup>2)</sup> Universiti Malaya, Kuala Lumpur, Malaysia

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**ABSTRACT**

**Background.** Leadership is the process by which a leader impacts the conduct of his subordinates in order for them to collaborate and work successfully in order for the organization's goals to be met.

**Research Purpose.** This research aims to determine education leadership.

**Research Method.** By gathering literature (material materials) from books, journals, and other sources pertaining to the field of educational administration, researchers employ the literature study approach. In order to create the article, more precise information on educational leadership resources will be gathered from these sources. The material will thereafter be arranged and modified to fit relevant conversations.

**Findings.** The leadership style of a leader in inspiring personnel to carry out corporate operations will decide the firm's or organization's effectiveness. A number of employees expect to be treated by leaders who are open and flexible in their work, while others hope that the leadership corrects more bad work because this will make subordinates work less productive and less participative in decision making.

**Conclusion.** Leadership is a branch of management that includes planning and organizing, but its primary job is to persuade others to achieve their goals.

**Keywords:** Education, Leadership Style, Review.

**BACKGROUND**

Education is a major factor in the formation of the human person. Education plays a very important role in shaping the good and bad of the human person according to normative measures. The school as an organization, in which there are elements that each individually or in groups carry out cooperative relationships to achieve goals[1]. The elements in question are none other than human resources consisting of principals, teachers, staff, learners or students, and parents of students. Leadership has been described as the completion of work through people or groups and the manager's performance will depend on his ability as a manager[2]. This means being able to influence people or groups to achieve the desired results and set them together.

Leadership is an important part of management, namely planning and organizing, but the main role of leadership is to influence others to achieve predetermined goals[3]. It is evident that a leader may be a weak manager if his or her planning is so poor that the group goes in the wrong direction. As a result, even though they can move the work team, they are

not moving towards achieving organizational goals. In order to address the challenges of globalization, which is characterized by a very tight and sharp global competition.

A school is a complex and unique organization that requires a high degree of coordination[4]. To assist school principals in order to organize the school appropriately, it is necessary to have an essence of theoretical thinking, such as the principal should be able to understand formal organization theory which is useful to describe the cooperation between school structure and results. Hence it is said that "a successful school is a school with a successful leader".

The success of education in schools is also largely determined by the success of the principal in managing the educational staff available at school. The principle is one of the components of education that is influential in improving teacher performance. The principle is responsible for the implementation of educational activities, school administration, coaching other educational staff, and utilization and maintenance of facilities and infrastructure[5]. This becomes more important in line with the increasingly complex demands of the principal's duties, which require increasingly effective and efficient performance support. In his role as a leader, the principal must be able to pay attention to the needs and feelings of those who work so that teacher performance is always maintained.

## **RESEARCH METHOD**

Scientific articles should be organized with systematic methods and steps to make it easier to conduct research. In this article, researchers use the literature study method by collecting literature (material materials) sourced from books, journals, and other sources [6]related to the science of Educational Administration. From these sources, it will be sought more specifically regarding educational leadership material in accordance with the article to be made. Later the source will be organized and adapted to related discussions; understanding of educational leadership, functions of educational leaders, factors that influence leadership, educational leadership, and educational leadership. Types of educational leadership, requirements of educational leaders, skills that educational leaders should have, approaches to educational leadership, and educational leaders.

## **FINDINGS**

### **1. Definition of Educational Leadership**

Leadership is one of the most vital for the implementation of management functions. The general definition of education is the ability and readiness possessed by a person to be able to lead, influence, encourage, invite, guide, mobilize, and if necessary force people or groups to accept this influence and then do something that can help achieve a certain goal that has been set.

According to other research leadership is the process of influencing the activities of organized groups towards the determination and achievement of goals. Leadership is a motor or driving force of all the resources, and tools available to an organization[7]. Researchers defines leadership as the overall action to influence and remind people, in a joint effort to achieve goals, or with a more complete definition it can be said that leadership is the process of providing an easy way of the work of others organized in the organization in order to achieve the goals that have been set.

While "Education" implies in what field and where the leadership takes place, and also explains the nature or characteristics that must be owned by the leadership. Thus, educational leadership is the ability to move the implementation of education, so that the educational goals that have been set can be achieved effectively and efficiently.

## 2. Education Leader Functions

The main functions of educational leaders include leaders helping to achieve an atmosphere of brotherhood, cooperation, with a full sense of freedom. Leaders help groups to organize themselves, namely participating in providing stimulation and assistance to groups in setting and explaining goals. Leaders help groups in establishing work procedures, namely helping groups in analyzing situations to then determine which procedures are most practical and effective. Leaders are responsible for making decisions together with the group. Leaders provide opportunities for the group to learn from experience. Leaders have the responsibility to train the group to realize the process and content of the work done and dare to assess the results honestly and objectively. Leaders are responsible for developing and maintaining the existence of the organization.

Meanwhile, the next definition indicates that a leader functions as a person who is able to create changes effectively in the appearance of the group. A leader functions to move other people, so that other people consciously want to do what the leader wants.

## 3. Factors that influence Leaders

Ngalim Purwanto (2004) describes several factors that influence leaders, as follows:

### 1) Skills and Knowledge

The skills and knowledge referred to here are the educational background or diploma he has, whether the educational background is in accordance with the leadership tasks that are his responsibility, work experience as a leader, whether the experience he has done encourages him to improve and develop his skills and skills in leading.

### 2) The type of work or institution where the leader performs the duties of his/her position.

Each organization or institution that is not similar has different goals, and leads to ways of achieving goals that are not samma. Therefore, each type of institution requires different leadership behavior and attitudes.

### 3) Leader Personality Attitudes

We know that psychologically, people have different traits, dispositions and personalities. Some are always hard and firm, but some are weak and lack courage. With the differences in character and personality possessed by each leader, although some leaders have the same educational background and are assigned the task of leader in similar institutions, due to differences in personality will lead to different behaviors and attitudes in carrying out their leadership.

### 4) Followers' personality attitudes

About the characteristics of followers, namely why and how group members accept and want to carry out orders or tasks given by the leader.

## 4. Types of Educational Leadership

Based on the concepts, traits, attitudes, and ways that leaders perform and develop leadership activities in the work environment they lead, educational leadership can be classified into 4 types, namely:

1) Authoritarian Type

In authoritarian leadership, the leader acts as a dictator to the group members. Excessive domination easily generates opposition or creates apathy, or traits in group members towards the leader.

2) "Laissez-faire" type

In this type of leadership, the leader actually does not provide leadership, he lets his subordinates do their will. The leader does not provide control and correction of the work of his subordinates at all. The level of success of the organization or institution is solely due to the awareness and dedication of some members of the group, and not due to the influence of the leader. The organizational structure is unclear and vague, everything is done without a plan and without supervision from the leader.

3) Democratic Type

Democratic leaders interpret their leadership not as a dictator, but as a leader in the midst of their group members. Democratic leaders always try to stimulate their members to work productively to achieve common goals. In his actions and efforts he always bases on the interests and needs of his group, and considers the capabilities and abilities of his group.

4) Pseudo-democratic type

This type is also called pseudo democratic or diplomatic manipulation. Leaders who are pseudo democratic type only seem to be democratic when in fact they are democratic. For example, if he has ideas, thoughts, concepts that want to be applied in the institution he leads, then it is discussed and deliberated with his subordinates, but the situation is arranged and created in such a way that in the end subordinates are urged to accept the idea / thought as a joint decision.

## 5. Qualifications of an Education Leader

In holding the position of an educational leader who can carry out his duties and play his role as a good and successful leader, it is required several physical, spiritual, and good morality requirements, even decent socio-economic requirements but in this section will be put forward only the personality requirements of a good leader. These requirements are: humility and simple, helpful, patience and emotional stability, believing in yourself, honesty, fair and trustworthiness, in-service skills.

## 6. Skills that Education Leaders must have

### a. Leadership skills

Leaders must master the ways of leadership, and have leadership skills in order to act as a good leader. For this reason, among others, he must master how to: develop a joint plan, invite members to participate, provide assistance to group members, foster group morale, jointly make decisions, avoid "working on the group" and "work for the group" and developing "working with within the group", dividing and assigning responsibilities, and so on. To acquire the above skills, experience is needed, and therefore the leader must really get along, cooperate, and communicate with the people he leads. The important thing is not just to know, but to be able to implement.

b. Human relations skills

Human relationships are relationships between people. There are two kinds of relationships that we usually face in everyday life: 1) functional relationships or formal relationships, which are relationships due to official duties or official work; and 2) personal relationships or informal relationships or personnel relationships, which are relationships that are not based on official duties or work, but are more family in nature. What is at the core of this relationship, whether it is a functional relationship or an informal relationship, is a personal relationship, or a personal relationship, is Subordinates should respect their superiors and in turn superiors should respect their subordinates.

c. Skills in group process

The main purpose of the group process is to increase the participation of group members as high as possible so that the potential of the group members can be maximized. The core of the group process is human relationships and shared responsibility. The leader should be the mediator, reconciler, moderator and not the judge.

d. Skills in personnel administration

Personnel administration includes all efforts to use the skills and abilities possessed by officers effectively and efficiently. Activities in personnel administration are: selection, appointment, placement, assignment, orientation, supervision, guidance and development and welfare. Finding the most important of the above activities is the selection activity in choosing the person best suited to his duties and work which is guided by "the right man in the right place".

e. Skills in assessing

Assessment or evaluation is an attempt to find out to what extent an activity has been carried out or to what extent a goal has been achieved. What is assessed is usually: the results of work, how to work, and the people who do it. The evaluation techniques and procedures are determining the purpose of the assessment, determining the norms/measures to be assessed, collecting data that can be processed according to the specified criteria, processing the data, and concluding the assessment results. Through evaluation, teachers can be assisted in assessing their own work, and knowing their shortcomings and strengths. Apart from teachers, other personnel staff, and so on, to determine their progress or lack thereof.

Katz suggests three skills that must be mastered by a leader, namely human relation skills, technical skills, and conceptual skills. How far the three skills must be owned by the leader according to his position. Human relation skill is the ability to relate to subordinates. Work together to create a pleasant and cooperative work climate. Good relationships are established so that subordinates feel safe in carrying out their duties.

Technical skills are the ability to apply their knowledge to implementation (operational) in order to utilize existing resources. Carry out tasks that are operational in nature. Thinking about solving practical problems. The higher the manager level, the relatively less urgent technical skills.

Conceptual skill is in seeing something as a whole which can then formulate it, such as in making decisions, determining policies, and others. In this connection, it should be emphasized that a good leader is a leader who does not carry out operational actions himself, but rather formulates concepts. This skill is also called managerial skill.

## 7. Educational Leadership Approach

### 1) Power influence approach

According to this approach, it is said that the success of leaders is seen in terms of the source and occurrence of all authority that exists in leaders, and in the way leaders use this authority to subordinates. This approach emphasizes reciprocity, the process of mutual influence, and the importance of exchanges between leaders and subordinates.

### 2) The traits approach

This approach emphasizes the qualities of the leader. The success of leaders is characterized by extraordinary skills possessed by leaders such as: tireless or full of energy, keen intuition, an uncompromising foresight, and a very compelling sense of conviction.

### 3) Behavioral approach

The behavioral approach views leadership as being learned from patterns of behavior rather than traits. This study looks at and identifies the typical behavior of leaders in their activities to influence group members or followers or on relationships with group members. This approach focuses on two aspects of leadership behavior: leadership functions and leadership styles.

### 4) Contingency/situational approach

The contingency approach emphasizes the leader's personal traits and the situation, suggests and attempts to measure or predict these personal traits, and helps the leader with useful behavioral guidelines based on a combination of personality and situational contingencies.

## **DISCUSSIONS**

Teachers, homeroom teachers, school principals, supervisors, heads of education offices at all levels, all educational personnel in the head office of the directorate within the directorate general of education, department heads, deans, rectors and their assistants in colleges, academies, institutions and universities, educational science experts and many more, they are educational leaders. In essence, everyone who has advantages in his abilities and personality, and with these advantages can influence, teach, guide, encourage, move, and coordinate other educational staff towards increasing or improving the quality of education and teaching, then he has carried out the function of educational leadership, and he is classified as an educational leader[7].

Official leadership is owned by those who occupy positions in the structure of educational organizations, either officially by the superior or the authorities or because it is officially elected to be a leader by members of the education implementing staff where he works. For example, school principals, heads of education offices are included in the category of official leaders and have official leadership in terms of their position and appointment system. Unofficial leadership can be possessed by those who influence, set an example and encourage improvement[8].

As an educational leader, the principal faces tough challenges, for which he must have adequate preparation. He should learn how to delegate authority and responsibility so that he can focus his attention on fostering the teaching program. The principal, as an educational leader, must be able to manage educational facilities and infrastructure, special



school services, and other educational facilities in such a way that teachers and students are satisfied in carrying out their duties.

## 8. Leadership models in education

Visionary leadership is a person who can be said to be a visionary leader in producing. Productive education, if during the implementation of his responsibilities as a leader can manage the educational process available (if possible procure new resources) has succeeded in creating output in accordance with the vision set and empowered to become reliable human resources in accordance with the expectations or desires of stakeholders/users of educational services, where the results can create graduates who have benefits to individuals who do it in the form of abilities or skills that are relevant to life and can help themselves and their families in their lives[9, 10].

In order to become a visionary leader, one must understand the concept of vision means that vision is an idealization of thoughts about the future of the organization which is a key force for organizational change that creates advanced organizational culture and behavior and anticipates global competition as a challenge of the times. Understand the characteristics and elements of vision, namely Clarify direction and purpose, easy to understand and articulate, reflect high ideals, foster inspiration, enthusiasm, passion, and commitment Create meaning for members of the organization, Imply the values upheld by the organization, Contextual in the sense of paying close attention to the relationship of the organization with the environment and the history of the development of the organization concerned.

Transformational leadership is built from two words, namely leadership and transformation. Leadership as explained earlier is any action taken by someone to coordinate, direct and influence others in choosing and achieving predetermined goals. The term transformation comes from the word transform, which means to transform or change something into another different form, for example transforming vision into reality, or changing something potential into actual. The person who is said to be the first to initiate it, defines transformational leadership as "a process in which leaders and followers raise to higher levels of morality and motivation". This kind of leadership style will be able to bring awareness to the followers by bringing up productive ideas, synergistic relationships, accountability, educational concern, and shared ideals, leaders with transformational leadership are leaders who have a forward vision and are able to identify environmental changes and are able to transform these changes into the organization, spearhead change and provide motivation and inspiration to individuals to be creative and innovative and build solid cooperation.

Research of Yuki concludes that the essence of transformational leadership is to empower followers to work effectively by building their commitment to new values, developing their skills and trust, and creating a climate conducive to the development of innovation and creativity. Transformational leaders are actually agents of change because it is closely related to the transformation that occurs in an organization[11]. His main function is to act as a catalyst for change, not as a control of change. A transformational leader has a clear vision, has a holistic picture of how the organization in the future when all the goals and targets have been achieved.

The characteristics of transformational leaders are as follows: 1) Leaders who have foresight and seek to improve and develop the organization not for now but in the future.

Therefore this leader can be said to be a visionary leader; 2) Leaders as agents of change and act as catalysts, that is, those who give the role of changing the system in a better direction. Catalyst is another term for a transformational leader because he plays a role in improving all existing human resources. Trying to provide a reaction that raises the spirit and power of fast work as much as possible, always appearing as a pioneer and carrier of change.

Implementation of transformational leadership in education and the transformational leadership model in the field of education does need to be applied such as school principals, heads of departments, directors general, and others[12, 13]. This leadership model does need to be applied as one of the solutions to the crisis of education leaders, especially in the field of education. As for the reasons why it is necessary to apply the transformational leadership model based on the opinion of Olga Eptropika suggests six things why transformational leadership is important for an organization, namely: 1) significantly improved organizational performance; 2) positively associated with long-term marketing orientation and customer satisfaction; 3) generate a higher commitment of its members to the organization; 4) increase workers' trust in the management and daily conduct of the organization; 5) improving worker satisfaction through work and leaders; 4) reduce performance stress and improve well-being.

The implementation of the transformational leadership model in educational organizations needs to pay attention to the following: 1) Refers to the religious values that exist in an organization or even a country; 2) Tailored to the values embodied in the organization's system; 3) Because the education system is a sub-system, it must show the larger system that is above it, such as the state system; 4) Explore the culture within the organization.

## CONCLUSION

Educational leadership as an ability and process of influencing, guiding, coordinating and mobilizing other people who have a relationship with education. Development of educational science and the implementation of education and teaching, so that the activities carried out can be more efficient and effective in achieving educational and teaching goals.

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