Analysis of Choosing Quality and Character the Principal Canditate

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Abstrak Penelitian ini mencakup pengalaman empiris kami kemudian melihat fenomena yang ada tentang pengembangan kualitas pendidikan dan karakter kepemimpinan, tujuan penelitian untuk berkontribusi pada dunia pendidikan adalah bagaimana memilih pemimpin, karakter kepemimpinan yang memiliki visi dan misi dalam meningkatkan budaya mutu pendidikan dan kemampuan evaluasi. Penelitian ini bersifat universal, untuk kepemimpinan di tingkat sekolah dasar atau perguruan tinggi. Masalah utama dalam penelitian ini menyangkut kriteria kepemimpinan lembaga/sekolah, baik menyangkut karakter, mentalitas pemimpin maupun kemampuan manajerial di sekolah/lembaga yang dipimpinnya. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif dengan model fenomenologis, karena penulis menganggap hal ini sebagai fenomena pada saat ini. Penelitian dilakukan sekitar 4 bulan (16 minggu), dengan 5 kepala sekolah diminta untuk berpartisipasi selama penelitian. , hasil analisis penelitian ini ada lima fase penting dalam memilih kepemimpinan di lembaga/sekolah. Untuk penelitian yang lebih komprehensif, silakan untuk menggunakan pendekatan kualitatif atau kuantitatif, untuk mendapatkan kebaruan(Novelty)

Kata Kunci: mengembangkan kualitas pembelajaran; psikologi; kepemimpinan; budaya belajar

Abstract This research includes our empirical experience and then looks at the phenomena that exist about developing the quality of education and leadership character, the purpose of research to contribute to the world of education is how to choose leaders, leadership characters who have a vision and mission in improving the culture of education quality and evaluation ability. This research is universal, for leadership at the elementary school or college level. The main problem in this study concerns the leadership criteria of the institution / school, both regarding the character, mentality of the leader and the ability to do managerial in the school / institution being led. The method used in this study is a descriptive qualitative phenomenological model, because the authors consider this to be a phenomenon at the moment. The study was conducted around 4 months (16 weeks), with 5 school leaders being asked to participate during the study. , the results of the analysis of this study there are five important phases in choosing leadership in institutions / schools. For more comprehensive research, it is invited to use a qualitative or quantitative approach, to get novelty**.**

Keywords: developing learning quality; psychology; leadership; learning culture

INTRODUCTION

The background of this research is the psychological character of leadership in developing a culture of quality of learning and the ability to evaluate the results achieved by a leader in the institution / school he leads, because so far the research about this is rarely specific about a psychological factor of a leader, because a leader must also have the ability to regulate himself and then organize his subordinates, and the impact of course is to improve the quality of learning in the school / institution under his leadership, the management of the institution / school is actually the same as managing the project, and how to make the project successful . Quoting from the opinion (Syaukani, 2001), that education is a passport for the future, because without education, a nation will be left behind, according to, opinion, (Bada & Prasadh, 2019), Effective school education is very important to achieve strategic goals set by any government. Education is very important in shaping the future of children. Providing better education ensures good health, better income and makes life happier.

In the opinion (Radojkovica & Sjecavica, 2017), the project manager must consider the scope of elements greater than time, cost, and quality when making managerial decisions. So the most important thing is a leader must be able to consider time, cost and quality, and in making decisions that .Then the ideal leader is a leader who is able to provide experience to staff or teachers, so that the transformation of knowledge occurs, such as ,according from (Levine, 2017), Teacher leaders limit their work based on their knowledge of the norms, past experiences of those involved in leadership, and the culture that exists in their schools. leadership with character, and also able to improve the quality of learning and learning culture among teachers and students in schools, which is in accordance with education management and well organized, as well as implementing transformational and transactional models .According to opinion (Taufik, 2017), Leaders with transformational spirit are leaders who are able to provide, knowledge and experience to staff / teachers in schools or institutions, while the transactional model is leaders who are able to give awards for the performance of staff / employees or teachers in schools or an institution where he is a leader, ideally a leader must have both models In research on the character of leadership and the improvement of the quality of learning culture, the author takes several reviews as literature and as a comparison, because in this study the writer wants to see the development and definition or the results of previous studies.

In leadership can not be released with the transactional and transformational models, as a complement to the character of leaders who have the vision and mission to improve the quality of education in schools such as opinions (Hoxha & Duraku, 2017), the leadership style of school leaders is considered as an influential factor in teacher character reflection, however, several studies have explored the relationship between transformational and transactional principals' leadership styles and teacher's self-reflection, for the development of culture in improving the quality of learning in schools.

An institution / school certainly cannot be separated from the success of a leader who is able to manage / managerial on his staff and run the programs that have been included in the planning but success in leadership must be seen from the psychological character of a leader in the institution / school, this proves there is a close relationship between the fields psychology and leadership as ,according (Ferreira et al, 2016), educational psychology involved in all levels of school space work: pedagogical, administrative, and political. In addition, the multi-dimensional theory approach to human development provides input to reflect the role of educational psychologists in schools as a whole.

A leader is not only able to become a leader but he must also be able to become a psychologist, in seeing the character and behavior of his subordinates, and a leader who has a leadership character, in an effort to improve the quality of education culture / quality of learning in the institution / school they lead. Succes in improving the quality of culture is also inseparable from the character of leadership that is wise, skilled and intelligent, because this will affect the performance of teachers as partners of school leaders, in the opinion (Ertesvag, 2009). Leadership in the classroom is one of the challenges faced by the largest teacher. This includes supporting students and also supervising activities inside and outside the classroom such as learning, social interaction, and student behavior leadership competence is also a matter that can influence a person in leading an institution / school, opinion (Spencer & Spencer, 1993). In order for a job to be successful, someone does it with an "unbiased", then can compare between successful / unsuccessful work, and be able to identify the mindset , choosing a leader with character is not easy, therefore leadership recruitment certainly must be evaluated from various aspects of leadership, including the selection of school leaders such as, opinions (Farah, 2013), School principals are school leaders and managers but this task requires experience and knowledge different from others (have more experience than others).

In Stacey's complexity theory, leadership views organizations as non-linear systems with irregular dynamics in which the results can only be partially predictable and often unpredictable, in (see, Booker, 2013). Opinions from Stacey empirically sometimes occur and often we even get leaders who have

unexpected behavior / outside the program or planning, then, opinions (Bissessar, 2014), For distributed leadership to work there needs to be 'sincere interaction between followers and trust in each member is very important, if not trusted, valued and feel comfortable, they will not want to dedicate time to joint leadership responsibilities or to take risks.

Leaders the quality of learning and culture on student learning habits. Factors of education and experience of a leader will influence the leadership style of someone such as, opinions of (Kotur & Anbazhagan, 2014). implies that one's leadership on the influence of education, will adjust or at least be able to try to adapt to the environment, that is, education brings changes in environmental behavior. The ideal leadership in an institution / school must also understand the behavior of a learning culture, because the culture of learning will give birth to a culture of quality in the development of quality learning in schools such as, opinions (Bendermacher et al, 2017). Leaders are the main 'mover' of developing a quality culture through their ability to influence resource allocation, clarify and be responsible,(Nurkhairina ,2021) create partnerships and optimize people and manage processes. In the opinion of Ebony Bridwell-Mitchell (education management expert), researchers who have studied culture have tracked and demonstrated a strong and significant correlation between organizational culture and organizational performance. Once principals understand what constitutes culture, once they learn to see it not as an obscure and intangible mass, but as something that can be properly demonstrated and designed and they can begin to implement a cultural vision, (learning culture), (see Shafer, 2018), Transactional or transformative theory leadership styles that are generally applied. While Darwin's concept of educational leadership, according to (lnbar, 2009), said about leadership in education emerged gradually as "successful people of a system," or those who have escaped climbing the hierarchical ladder, and are considered capable of becoming leaders, and able to develop organizations professionally

Then the ,according of (Avolio, 2007) To inspire a shared vision, where leaders raise others in sharing a shared vision by involving the person's values, interests, hopes and dreams, so that a leader is not only able to be a manager in a school or development but also has the ability, to build new concepts of thought for staff and subordinates to create a system of mutual support, for the development of the organization they lead(Aruni ,et al, 2021).

Then learning culture and quality culture are the results of the implications of organizational culture and this is certainly not free from leadership management that has character in leading an organization (institution / school). In this study, the authors analyze the psychological characteristics of leadership that are related to psychological factors of someone who is a leader in schools, from the results of this analysis there are five indicators related to psychological leadership, and the main problem in this study is about the importance of choosing leaders who have mental readiness (psychological) and spiritual, not just intellectual readiness because all this time, leadership recruitment always prioritizes intellectual readiness.

The purpose of this research is to provide a mindset in the form of analysis for policy makers (government or other institutions), in choosing leaders, so that when becoming a leader one can do managerial for himself, control his emotions, and then be able to innovate in the institution he leads .

Changing the mindset of leaders into leaders who are ready and able both mentally and spiritually, that is the benefit of the five phases of the results of this study.

Methods

Participants

The leadership character that is able to improve the management of the quality of learning and is part of the culture in improving the performance and quality of learning in schools which is a phenomenon in life. Many things that can call attention when entering the area or environment of the research subject, because of the variety of physical and non-physical aspects of the agency that are indirectly highlighted for public attention. Without guidance in making observations, it will take too long to obtain data and information that is substantially needed in research. For this reason, the observation

guidelines are compiled so that the data collection is truly directed, focused and selective.

Systematic observations are made based on the problem to be explored and observing the goals that represent the problem. There are three main problems in this study. In this study the authors conducted a study of five school leaders as participants and also became an important step, to explore information, observations, interviews and documentation, comprehensively, the time of the study was about 4 months (16 weeks), and the location of the study in five elementary schools , in the research object. Conducting interviews refers to structured designs in the form of a list of questions that are used as core guidelines. For the depth of data and information, questions can be further developed to find important points that support the ful fillment of research data needs. Not all questions on the list are emphasized equally in each data source, although it is offered to all data sources, but the weight is distinguished by considering the position and capacity of representative data sources for the institutions they represent. Interviews are open, carried out by observing.

Manners of communication to the intellectual community, respecting data sources as valuable partners and paying attention to ethical standards in research. This research is a deepening of the character, psychological of a person, so the author sees that the research must be conducted with a qualitative perspective approach and a phenomenological model, as ,according from, (Lowery, 2018), I question my own cultural competence as a teacher and principal. Changing reflective views on my life experience as an educator creates a space where I try to make meaning from the phenomenon of culturally relevant practices in education, then opinions from (Creswell, 1998.p.15), a qualitative, as "a process of understanding inquiry based on the tradition of different inquiry methodologies that explore social or human problems" (Creswell, 1998.p 15).

Phenomenological Qualitative Research Design,the problem of leadership is a social problem and is a phenomenon that often occurs in daily life ,according from(Moustakas,

1994) Phenomenology / phenomenon is a philosophical expression and also a model approach in qualitative research. Basically, phenomenology deals with understanding of how every day, world, behavior is inter-subjective or also the real world (reality) In addition to conducting interviews the author also gave a limited questionnaire (purposive sampling) to five participants, this questionnaire was to ask participants to answer questions in writing, so that the analysis of the data that the author received received two answers both written and oral, and conducted in-depth interviews with participants

In qualitative research using a questionnaire is not to look for populations as in quantitative research, but in qualitative research the use of a limited questionnaire is to explore more specific information for participants, who are considered to meet the criteria as informants.

Uses data collection techniques and data analysis, using the IPA (Interpretative Phenomenological Analysis) model, from (Smith, 2009), Stages, (a). Read and re read (b). Initial notes (c). Developing Emergent themes; (d) Look for connections in all themes that appear; (E). Move the next case; (f). Look for patterns in all cases.The author validates the data by processing it in accordance with qualitative research procedures, by deepening the analysis of the data obtained, and processing the interview data. Broadly speaking, data collection is done through interviews and field observations, also strengthened by a review of relevant documents. Interviews were conducted in the form of individual conversations, as well as groups (in the form of discussions) both informal and formal with regard to data sources. While obervasi or direct and attached observations are done by involving themselves in work situations that occur in the research subject environment. The document review is conducted on written data and information available from data sources and from third parties who have relevant information or are related to the research topic. For each of these purposes, a kind of guideline was prepared which was used as a guide for researchers in the field. Throught the accuracy and reliability of the data and verification of data analysis, and from the results of the analysis process

produces five phases (stages) in selecting prospective leaders in the institution or at school.

Result and Discussion

The results of the author's analysis of choosing a prospective leader of the institution or school, not only through work performance but also must go through five stages.

Leaders are policy makers, so they must have character and authority, be smart, and be responsible, therefore recruitment must be done properly. And be able to control emotions, when there are problems.

The first phase is the selection / selecting / sorting staff / teachers (prospective leaders) who fall within the criteria of the requirements in the field of administration (according to applicable rules, for example: Rank / class, Education; years of service, etc.), for other institutions that are not bound by the rules / requirements are enough phase two to five . The second phase is a test for honesty and how to do it; By giving the prospective leader responsibilities (duties) related to financial matters, and other administrative tasks (related to leadership administration), for one year.

The third phase is the test of problem solving, and the value of solutions, technical problem solving, rules or wisdom and emotions (thinking maturity)

The fourth phase is a psychological test; After the problem solving test is done, look at psychological changes, in prospective leaders, usually those who have a strong mentality will remain confident and able to solve problems.

The fifth phase of the fit and proper test is carried out after the prospective leader who is considered worthy of being a leader passes the four previous stages four phases are carried out in secret, the prospective leaders are not notified if they are under supervision and evaluation, while the fifth phase is fit and proper test, because this is open, and in accordance with the purpose of testing (can be informed), to prospective leaders

These five phases are done before choosing leaders in the school, so that when they become leaders in the institution / school

they can overcome their work assignments and be able to develop a culture of quality learning and school quality development, and these five phases can also be used in standards to elect leaders at other institutions

Then who judges the prospective leader? This can be done by the principal or school supervisor or the team that has been formed and of course must maintain a code of ethics (confidentiality during the assessment). So far, most of the habits in choosing leaders are 'as long as there are adequate administrative requirements', then take a test of propriety and eligibility, graduate and then be chosen to be a school / institution / office leader.

How ever, this will be difficult to do if the mentality of the assessment team and the assessed on still cannot. separated from the style of KKN (Corruption, Collusion and Nepotism).

In carrying out this study the authors also included the results of direct interviews with five participants, and the findings of a limited questionnaire (purposive sampling), which were analyzed comprehensively, through the IPA (Interpretative Phenomenological Analysis) technique.

These are of interviews with five participants who were willing to be interviewed by the author about leadership, cultural quality and learning development. Participant I, Name: FG, Age; 52 years, Status; School leader (question how was your process appointed as school leader?), Participant's answer: I was appointed as the principal, because my rank and tenure was longer than the others (interview, 23 Nop, 2021). Participant II, Name: JN, Age; 47 years old, Status; School leader, (question about how your process was appointed as a school leader?), Participant's answer: I was appointed as the Principal, because of my rank and education, and my longer service life than other teachers (interview, 23 Nop 2021) . Participant III, Name: NW, Age; 50, years, Status: School leader (question about how your process was appointed as school leader?), Participant's answer: I was appointed as the Principal, because I have been a model teacher twice (achievers), (interview on Nop 23), 2021

Participants IV, Name: YT, Age; 47 years old, Status; School leader (questioning how your process was appointed as a school

leader?) „ Participant's Answer: I was appointed as the Principal, because being a vice-principal and my principal suggested that I take the exam to become a school principal, (interview, 25 Nop 2021). Participant V, Name: BR, Age; 51 years, Status; School leader (question how was your process appointed as school leader?),

Participant's answer: I was appointed as the principal, in addition to my rank and class, and I was a senior at the school where I worked, and I was appointed at another school, (interview , date, Nop 25, 2021). Reading and examine the results of interviews and questionnaire answers from five participants, in their appointment as school leaders, for various reasons, but it can be seen that the appointment, has not fulfilled the five phases of the researchers' analysis, did they meet phase one (administrative requirements)!. Have they been tested in the second phase? Have they been tested in the third phase? Have they been tested in the fourth phase? Have they been tested in the fifth phase? Have they been tested in the fifth phase?

Conclusion

Assessment, this happens on all fronts, at this time. Because this research is a theoretical analysis, it needs to be followed up to implement the five phases of the analysis results, and to other researchers, or other, institutions, who try to apply it to conduct further research, because good research is research that can be redeveloped.

Choosing a candidate for leadership in an institution or school cannot be done simply by looking at momentary achievements (at that time), but must go through a process: Recruitment, honesty and intFrom the results of this theoretical analysis research produced five phases / stages that must be passed to select prospective leaders, who have the vision and mission to build a culture of quality learning, educational development and also have a maturity pattern of thinking and acting, the purpose of this theoretical research will give birth to candidates - capable leader candidates,

All prospective school leaders must go through an ongoing competition test until a person is appointed as school leader.

The implementation must be carried out by the school leadership or the school supervisor will form a system process and an assessment team, in this case the evaluation of the candidates for leadership determined by implementation will provide insight values and the determination of policies issued in the design process that will guide the implementation of work. work implementation unit as the core of performance appraisal will show all components of work performance both in individual units, teams and the environment of the school or institution they lead .

Prospective leadership applied here greatly influences the performance process that will be carried out, after being elected as school leader. Performance evaluation and monitoring of school leaders' performance is carried out by school supervisors and through institutions that are authorized in these activities. As a form of performance improvement process set by the government, the supervision system is needed by establishing a gradual supervision in the voters of prospective school leaders. With this determination, the regional government hopes for an increase in the performance of its ranks will be formed in accordance with the specified goals and objectives. where the leadership style will provide value in a good motivation to provide direction, understanding and encouragement for the process of improving performance in prospective leaders

Job performance is the work achieved by every prospective school leader in an organizational unit in accordance with work goals at school and work behavior. the next aspect of the prospective leaders' Job Target assessment

The target of selecting a school leadership candidate is to prepare a candidate for leadership who will replace the assignment of each job assignment. Evaluation and work behavior as well as psychological character, also need to get serious attention, attitudes or actions taken by prospective school leaders. or do something that should be done in accordance with statutory provisions.

References set in selecting work leadership candidates (institutions) so that that will be achieved as a translation of the goals and programs that have been determined by the prospective leadership assessment

system. The executor evaluator component of the leader by the school supervisor / headmaster is in evaluating the prospective school leader and who is assessed, with a rating system that is kept secret to the prospective leader

Job Performance of a prospective leader who is a component of the assessment is the value of Objective, Measurable, Accountable, Pastrisipative and Transparent. This includes employee work goals and behavior. This can be realized on the basis of determining the competency of prospective leaders. In the current era of regional autonomy, competency of apparatus resources is a necessity. Without adequate competence, the regional autonomy policy to produce excellent public services is not possible. In other words, we can conclude that high HR competencies, and supported by institutional capacity and budget capacity, are the main requirements for running a program based on the curriculum, so that quality education will be achieved.

Expectations on improving the quality of learning and the culture of learning itself are motivated by the gap between the expected recruitment (intended performance) and the actual performance produced (actual performance) by school leaders. We have to admit that at this time there are still many found in efficiency in a job because of the inability of prospective leaders when elected as a leader, which is clear evidence of low competence.

In this case, an organizational unit can be said to have high competence if in total the system (input-process-output) carried out in the organization shows high performance as well, so competence is not only as a work breakdown owned by a body / individual holding certain positions, but are also interpreted as the level of ability to exercise the authority possessed optimally.

Competence of apparatus in the regions in various fields is one of the efforts that must be made for the creation of apparatus in regions that are qualified, have the ability, utilize, develop and master knowledge and technology. The development of apparatus competence in the regions to be able to meet the challenges of increasing development that is increasingly rapid, efficient and productive, needs to be done continuously, so that the apparatus in the region remains a productive resource

The selection of prospective school leaders or institutions does need serious handling because they are candidates for the leadership of the institution / school to be led, therefore the principal or supervisor, must be able to provide an accurate and valid assessment, if there are elements that can influence the assessment, such as KKN (Corruption, Collusion and Nepotism), this will make the selection of candidates for leadership will be damaged and not objective.

It is difficult to eradicate the three components that often damage the program in the selection of prospective leaders, so that when someone is chosen because they take action, it will have a negative impact on the performance system, because they have not had the technical, leadership, management and authority capabilities.

It is common knowledge to get a position, there are some people who do things that are not commendable, namely by approaching the money system so that it is easy and without comprehensive aelligence tests, problem solving tests, psychological tests and tests of propriety (eligibility)

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