**PRINCIPAL’S PERFORMANCE AND SERVANT LEADERSHIP AT DEMPASAR NATIONAL TECHOLOGY VOCATIONAL SCHOOL**

**Ni Wayan Parwati Asih1**

1Ilmu Pendidikan, SMK Teknologi Nasional, Denpasar

e- mail:agekparwati0@gmail.com

**Abstract**

SMK Teknologi Nasional Denpasar is the only business and technology-based schools in Denpasar. In order to actualize the Vision and Mission of the SMK Teknologi Nasional Denpasar as a vocational school which preparing a competent workforce, leaders who can provide services becomes primary demand. This study aimed at determining the implementation of servant leadership principal at the SMK Teknologi Nasional Denpasar. The data in this study were collected throughout literature study and direct observation. The data analysis technique was carried out by reducing, presenting data and drawing conclusions. The implementation of the servant leadership of the principal at the SMK Teknologi Nasional Denpasar has been carried out, but was several problems remain occurred. It was happened because the principal had to teach with tight schedule, so that he had not been able to optimally carry out his duties as a principal, in carrying out the leadership of the are always try to serve well, be sincere, humble, persuasive, embrace subordinates, empower other parties, so that school goals can be achieved. Those services were provided to teachers, employees, students and the community.serviceable principal of the SMK Teknologi Nasional Denpasar. The main principle to implement leadership of serviceable.

*Keywords*: *Principal’s Performanc, Leadership, Vocational School*

1. **INTRODUCTION**

Education has a very large contribution to the advancement of a nation and in preparing skilled human resources. School as a forum or community under educational institutions that organize teaching and learning activities aims at improving knowledge and develop self-potential of students, in line with the development of science and technology. The school is usually led by a principal. The principal is a teacher who is formally appointed and assigned to be a leader for a school to empower and lead school resources in order to improve school quality (Muspawi, 2020).The existence of the principal in a school is like a captain on a ship whom becomes the controller and determines where the ship goes and docks. Likewise, the principal is the controller and determinant of where the school he leads is moving towards its target.

In Indonesia, school leaders are senior teachers who are qualified to occupy positions that can bring good influence to the organization that they led. The success of the educational process is largely determined and influenced by the ability of the education leader himself in the school, namely the principal (Imansyah, Arafat & Wardiah, 2020). Leadership (leadership) refers to a way of a leader in directing, encouraging and regulating all elements within the group or organization to achieve a desired organizational goal to obtain maximum employee performance. Increasing employee performance means that the achievement of the work of a person or employee in realizing organizational goals (Nasution & Ichsan, 2020). The success of achieving educational goals in a school is largely depend on the expertise of a principal in leading, with good leadership that direct all the potential possessed by the school to move and develop forward in accordance to the recent days’ needs and developments (Muspawi, 2020)

The qualities or characteristics of the leader that making the organization effective through its members are consisted of: (1) Intelligence. Leaders who are able to streamline the organization to achieve goals, generally possessed greater intelligence than other people in their community. (2) Maturity and breadth of social views. Leaders who are able to streamline the organization to achieve goals, generally have emotional maturity better than other people in that community so that they are always able to control critical situations. (3) Have motivation and desire for achievement. Leaders who are able to make the organization effective, generally have greater motivation to get things done well than others. (4) Relationships between individuals (Interpersonal Relationship). Leaders who are able to streamline the organization to achieve goals, generally believe that to achieve that goal he/she is dependent on the members of the organization. (5) Integrity. It refers to the tendency and honesty to translate words into actions. Leaders have a higher moral capacity in overcoming various dilemmas based on prevailing values ​​(Moizu, Kaltum & Sule, 2019).

In the Regulation of the Minister of National Education Number 13 of 2007 concerning the standards of principals stated that the competencies that must be possessed by school principals are personality, managerial, entrepreneurial, supervisory, and social competencies. Therefore, the principal is required to be able to organize and manage the organization he leads so that the work atmosphere can be pleasant for all school members. School leadership is a special position. The main role that must be carried out by the principal that distinguishes it from other positions is the role of an educational leader. Educational leadership refers to certain qualities that principals must possess in order to carry out their responsibilities successfully. The first quality is the principal must know exactly what he wants to achieve (vision), and how to achieve it (mission). Second, the principal must have a number of competencies to carry out the mission to realize that mission. Third quality is the principal must have a certain character that shows his integrity.

The main duties of school principals are described in Permendikbud RI Number 6 of 2018 concerning the assignment of teachers as principals, in chapter 6 article 15 as follows: (1) The principal’s workload is entirely to carry out the main managerial tasks, entrepreneurship development, and supervision of teachers and education personnel. (2) The principal’s workload as referred to in paragraph 1 aims to develop schools and improve school quality based on 8 (eight) national education standards. (3) In some cases of a shortage of teachers in the education unit, the principal may carry out the task of learning or mentoring so that the learning or mentoring process continues in the education unit concerned. (4) The principal who carries out the task of learning or mentoring as referred to in paragraph 3, the task of learning or mentoring is an additional task outside the main task. (5) The workload for school principals who are placed in Sekolah Indonesia Luar Negeri (SILN) in addition to carrying out the workload as referred to paragraph 1 and paragraph 3 also carries out the promotion of Indonesian culture.

The fact that there are many principals who seem authoritarian and just commanding remains found as dilemmatic problems. The principal should not just order his subordinates without any direct involvement in the work that he ordered. However, this can be happened because the employee cannot adjust their work with the leadership style of his own leaders. Hence, the employee feels less appreciated by the leaders in the school or organization that definitely brings huge impact towards the performance of subordinates and the achievement of school goals. The servant leadership of the principal is acquired. A leader who has good service and understands his subordinates is able to develop the potential and directs subordinates to do their jobs well. The principal is also expected to be a good example. The principal’s behavior must be able to encourage the performance of the teachers, by showing a friendly, close and considerate feeling towards the teachers, both as individuals and as a group (Aprilana, Kristiawan & Hafulyan, 2017).

Servant leadership is a leadership model that prioritizes service to other parties, both to company employees (members), customers and to the surrounding community. The practice of servant leadership is characterized by an increased desire to serve others by taking a holistic approach to work, community, and decision-making processes. Decisions that involve all parties (Iswanto, 2017). Servant leadership applied by the principal to his subordinates, explains that a principal is able to get closer without any distance from his subordinates (Laksmi, Agung & Sudirman, 2020). servant leadership of the principal is expected to be able to serve others rather than asking others to serve himself. The characteristics of servant leadership are: (1) serving sincerely, (2) being humble, (3) persuasive, (4) building community, and (5) deceiving others. Servant leadership is a leadership that is based on sincere feelings from the heart to serve, put the needs of subordinates as a priority, get things done with others and help others in achieving a goal (Wijania, 2017).

According to the Republic of Indonesia Law. No. 20 of 2003 concerning the national education system, vocational education is education that prepares students to be able to work in certain fields. The general goals of SMK are: (1) preparing students to live a decent life, (2) increasing the faith and devotion of students (3) preparing students to be independent and responsible (4) preparing students to understand the nation’s culture (5) preparing students to understand healthy living, environmentally friendly and art. The specific objectives of Vocational High Schools are: (1) to prepare students to be able to work both independently, or to fill jobs in DU/DI according to competence, (2) to prepare students to be able to choose a career, be tenacious, persistent, in competition and develop a professional attitude according to the field of expertise, (3) equip students with science and technology to be able to develop themselves through higher education levels.

SMK Teknologi Nasional Denpasar is the only business and technology-based schools in Denpasar. SMK Teknologi Nasional Denpasar or known as SMK Teknologi Nasional Denpasar is a Vocational High School which was established on February 10, 2009 under the PERDIKNAS Denpasar Foundation. By carrying out the vision “The realization of Vocational High Schools that are superior in quality, skilled, competitive and culturally insightful”, as well as the Mission (1) Generating human resources/graduates who understand Information and Communication Technology, who are devoted to God Almighty, honest, personality, and Professionals in their fields (2) Utilizing information technology advances progressively and providing convenience and effectiveness in the learning process (3) Making Information Technology centres that are expected to contribute to regional and national economic development (4) Utilizing advances in Information Technology in accordance with current knowledge and developments cultural insight (5) Improving the physical and spiritual well-being of educators and education personnel.

SMK Teknologi Nasional Denpasar is one of the top schools in Denpasar City which carrying the motto “*Pradnyan Purusotama*” Excellent in Building Social Networks, and Good Character, which was launched on February 10, 2016 witnessed by the Mayor of Denpasar. It has 4 competency skills including: (1) Multimedia, (2) Computer Network Engineering, (3) Office Governance Automation and (4) Institutional Financial Accounting. The school branding is “IT-Based School with good character”.

Referring to the general goals and specific objectives of vocational high school and to realize the Vision and Mission of the SMK Teknologi Nasional Denpasar, it is definitely necessary for leaders who are serving, humble, sincere, have work spirit, leaders who empower other parties, the ability to develop community, persuasive, conceptualization, ability to predict and designing programs well and being able to embrace subordinates closer to subordinates, as well as the decision-making process involving subordinates to be able to realize school goals and foster a sense of love for all school members and the community towards the school.

The school is an organization which in addition to being a place to teach and get lessons. There is also a group of people who have a cooperative relationship, namely, principals, group of teachers, groups of administrative staff, librarians, and groups of students. The existence of a good cooperative relationship from a group of people in a school can improve quality, skill, competitiveness and character. For example, how the role of leadership and the efforts of a principal in the success of various school programs and how the principal leads his subordinates.

From the previous explanation, the researcher was very interested in conducting research of how to implement the servant leadership of the principal at the SMK Teknologi Nasional Denpasar.

The purpose of writing this article is to determine the implementation of school principal servant leadership at SMK Teknologi Nasional Denpasar.

1. **RESEARCH METHOD**

This study was implemented the approaches of qualitative study. Data obtained through literature study and direct observation. Literature studies were collected from scientific articles, website articles, and reference books meanwhile the observations were carried out by observing directly and noting matters relating to the implementation of the principal’s servant leadership at the SMK Teknologi Nasional Denpasar. The data analysis technique was carried out in several stages such as: reduction, data presentation and conclusion drawing. The technique of presenting data was using descriptive method.

1. **RESULT AND DISCUSSION**

Schools are complex and unique institutions. It is complex because the school as an organization in which there are various dimensions that are interrelated and mutually determine each other. School is unique because the school has its own character, where the teaching and learning process occurred. Its complex and unique nature makes schools as organizations require a high level of coordination. The school is led by a principal. The principal is a very important and special position, the principal would be successful in leading if he can understand the existence of the school as a complex organization, and is able to carry out his roles and responsibilities to lead the school.

SMK Teknologi Nasional Denpasar is the only business and technology-based schools in Denpasar. The head of the SMK Teknologi Nasional Denpasar in carrying out his work program was assisted by Deputy Principals (Vice Principal in charge of curriculum and infrastructure and Deputy Principal in charge of public relations and student affairs), Treasurer, Head of Administration, and Head of Study Program (head of multimedia and engineering study program), computer network, head of office governance automation study program and head of institutional financial accounting study program). At the beginning, the principal’s leadership carried out the planning for the development of the SMK Teknologi Nasional Denpasar. The development was planned by carrying out SWOT analysis (strengths, weaknesses, opportunities, and treats), refine the School Vision and Mission and formulate school work programs. In preparing the school program, the principal involved all components of the teachers at SMK Teknologi Nasional Denpasar. In the implementation of the work program, the principal was directly involved in checking the course of the program. Coordination meetings were always held every month to evaluate one month's performance and discuss ongoing programs, in addition to monthly meetings an urgency meeting was also held if there was a letter from the Office, Foundation or special invitations that need immediate discussion.

Based on the observations of the researchers, the implementation of servant leadership of the principal at the SMK Teknologi Nasional Denpasar, the principal always tried to serve teachers, employees, students and the community. In addition, even though he did not directly in volve in the industry, he gave services to business, industrial sector as well as provided services to various parties who worked with schools. In that school happened familiarity and kinship between the principal with teachers and employees at SMK Teknologi Nasional Denpasar. However, the activities of the principal were very tight and very busy as subject teachers. Hectic teaching hours made the services he provided could not be carried out optimally. Principal needed time to manage the teaching activities so that he did not face problem with the implementation of his duties and functions as school principal. The task of teaching should be an additional task outside the main task of the principal. In accordance with the Minister of Education and Culture of the Republic of Indonesia Number 6 of 2018 concerning the assignment of teachers as principals, in chapter 6 article 15 as follows: (1) The principal’s workload was entirely to carry out the main managerial tasks, entrepreneurship development, and supervision of teachers and education staff. (2) The principal’s workload as referred to in paragraph 1 aimed to develop schools and improve school quality based on 8 (eight) national education standards. (3) In the event of a shortage of teachers in the education unit, the principal may carry out the task of learning or mentoring so that the learning or mentoring process continues in the education unit concerned. (4) The principal who carried out the task of learning or mentoring as referred to in paragraph 3, the task of learning or mentoring was an additional task outside the main task.

Principal was urged to add more teaching staff so that he can be more focused on his duties as school principal. School principal also really needed to hone themselves by taking part in various trainings on leadership, in order to further grow the spirit of leadership, and be better able to manage time between teachings and leading, embrace, and coordinate subordinates to achieve school goals. Therefore, as a leader in educational institutions is able to direct, encourage and regulate all elements in the group or organization to achieve a desired organizational goal so as to produce maximum employee performance. Increasing employee performance means that the achievement of the work of a person or employee in realizing organizational goals.

In dealing with all the problems that existed in the institution, the principal has taken various persuasive actions by calling, directing, conducting talks from each individual and trying to find solutions to problem solving. The obstacle was that the principal was less sensitive to situations that occurred at school due to the busyness of the principal as a subject supervisor. The principal concentrated more on teaching activities so that he did not focus optimally on school management. Although there were several obstacles, the principal was always trying to improve the overall service, the principal was also very mingling with his subordinates and the he was able to get closer to his subordinates.

Regarding to the servant leadership of the principal of how the principal is able to listen, empathize, have awareness, persuade or persuasion, conceptualization, predictability, service ability, commitment to human growth, and community building. The service leadership applied by the principal to his subordinates, the principal was able to get closer without any distance from his subordinates, the principal served sincerely, served with heart, put the needs of subordinates as a priority, and was able to grow the love of the school community and the community towards the school and to its maximum to achieve the school’s goals, the principal always tried to coordinate and communicate with the teachers. In empowering other parties, the SMK Teknologi Nasional Denpasar had collaborated with various businesses and the industrial world as well as various relevant parties. In order to match and link the schools and industry for industrial work practices, recruitment of workers to accommodate graduates of the SMK Teknologi Nasional Denpasar, placement of apprentice teachers, student project work and industrial classes, it is expected that the graduates of the SMK Teknologi Nasional Denpasar can be accommodated in the industry according to their respective competencies. By having good outputs and the goal of ready-to-work graduates can be realized properly, so that the community had great trust in schools and became the main goal in finding vocational schools based on technology in Denpasar City. There were obstacles faced in the implementation of industrial work practices, namely the need for alignment between the needs of the industrial world with some productive subjects given in schools. It was necessary to align the curriculum between the industry and the school, so that there was a match and link between the lessons given in school and the needs of the business and the industrial world. The role of the principal was very important to be directly involved in participating in the exploration of the business and the industrial world, related to the school’s need to harmonize the curriculum with industry. This role of the principal was felt to be lacking because of the problem of communication skills and the principal’s sensitivity to overcome existing problems.

The principal has implemented the characteristics of the servant leadership of the principal but encountered various obstacles, the characteristics of the servant leadership of the principal include: (1) serving sincerely, (2) being humble, (3) persuasive, (4) building community, and (5) deceive others. Servant leadership is a leadership that is based on sincere feelings from the heart to serve, put the needs of subordinates as a priority, get things done with others and help others in achieving a goal (Wijania, 2017).

School principal also experienced many obstacles related to implementing leadership with good service during the covid 19 pandemic. During the Covid 19 pandemic as it is today, they must follow health protocols and are very limited in interacting with teachers, parents, students and various outside parties who work together. Hence, it created many new problems arouse without any prior planning, due to ignorance of the covid 19 pandemic. As a private school that relied on operational funds from payments and committees, it was currently experiencing obstacles. Almost all of the students’ parents were affected by the COVID-19 pandemic, while schools had to pay fees and teacher salaries. School always contacted parents to complete their obligations related to education financing. However, those efforts had not given maximum results. During the COVID-19 pandemic, it was necessary to foster and improve good cooperation within institutions; teachers, school committees and employees to overcome various existing obstacles, including barriers to payment of committee funds from students’ parents. A strategy was needed in solving financing problems and coordination as well as good communication between schools and committees. In the leadership of the principal’s serviceable, preventive actions to overcome related obstacles such as the covid 19 virus had not been expected before, so the problems that arouse needed new strategies to solve them at the SMK Teknologi Nasional Denpasar.

Based on Permendiknas Number 13 of 2007, concerning the Standards of Principals/Madrasahs, it was stated that a qualified principal also has 5 competencies, namely: (1) Personality Competence, (2) Managerial Competence, (3) Entrepreneurship Competence, (4) Supervision Competence, (5) Social Competence. Therefore, the principal was required to be able to organize and manage the organization he leads so that the work atmosphere can be pleasant for all school members. As education leader, school principal certainly faced formidable challenges, as well as what happened at SMK Teknologi Nasional Denpasar, the competition in the surrounding area, managing young teachers, and the new schools became a big challenge for the managers of the SMK Teknologi Nasional Denpasar. For this reason, they had to possess adequate preparation of the competence, experience, and readiness from the managers. There were many responsibilities carried out by the principal so that the principal needed assistants, in this case the vice principals and staff. Principal was required to be able to learn how to delegate tasks with good communication that did not end up as a command. In education field, a school principal was expected to create an atmosphere of good cooperation, guide particular group to be able to organize itself, that was, to participate in providing stimulation and assistance to the group in setting and explaining goals, to assist the group in establishing work procedures, which was assisting the group in analyzing the situation. In order to determine which procedures were the most practical and effective, has responsibility to make decisions within the group, provides opportunities for groups to learn from experience, has the responsibility to train the group to be aware of the process and content of the work being carried out and dare to evaluate the results honestly and objectively, is responsible for developing and maintaining the existence of the organization.

The leadership of the principal serviceable at the SMK Teknologi Nasional Denpasar had been running to foster a sense of familiarity, empathy, foster the love among teachers, employees, students and the community towards the school. When there was a good cooperation at school, as well as between the school and the community, therefore the business and the industrial sectors and other stakeholders, and the school goals could be achieved. SMK Teknologi Nasional Denpasar as one of the favorite schools in Denpasar City with the Motto “*Pradnyan Purusotama*” Building Social Networks with Good Character. Having a leader with good service, sincere sincerity, serving, getting things done together with subordinates and others and helping others in achieving a goal is very appropriate with the motto of the SMK Teknologi Nasional Denpasar “*Pradnyan Purusotama*”.

1. **CONCLUSION AND SUGGESTION**

Based on research conducted at the SMK Teknologi Nasional Denpasar, it can be concluded that the principal servant leadership at the Denpasar National Technology Vocational School has been running, but was still experiencing problems, because the principal had a lot of work to do besides his main duty as a principal. Hence, he had not been able to optimally carry out their duties, functions, and lead with good service as a school principal. The principal could take additional hours of teaching but was expected to be able to manage time well so that he carried out and prioritized the duties and functions as a principal. In implementing the leadership of the principal serviceable at the SMK Teknologi Nasional Denpasar, the principal tried to serve well all the time. The service was carried out to teachers, employees, students and the community as well as always trying to do good service to all parties who cooperated with the school.

In the same role in accordance with the characteristics of the servant leadership of the principal namely; (1) serving sincerely, (2) being humble, (3) persuasive, (4) building community, and (5) deceiving other parties, the principal always tries to be a role model, giving encouragement to subordinates, directing and monitoring school activities even though they did not work optimally. His role as an interpersonal liaison between the principal and teachers was well established. Likewise with people outside the school, such as parents, school committees, supervisors, communities, and related agencies, relationships with all of those stakeholders also had been well established but still facing problems in communication skills and the strength of the principal’s network in managing Vocational School.

Suggestions that can be given by researchers as follows; (1) To the Department of Education, Youth and Sports of the Province of Bali, in addition to requiring school principals to have qualifications in accordance with the provisions, monitoring should always be carried out related to the performance assessment of school principals and principal services through supervisors assigned to respective school. (2) To the Foundation, in order to recruit prospective principals who have good competence according to the Minister of National Education Regulation number 13 of 2007, and have a good education qualifications with a higher educational strata than teachers at the SMK Teknologi Nasional Denpasar, and have a vision and mission towards institutional development. Therefore, they were able to lead well and provided the best service to teachers, students, the business world, the industrial world and the community, and always carried out monitoring and evaluation. (3) To school principal, always strived to improve themselves in terms of competence with appropriate education and attended trainings to be more competent in carrying out programs as school principal. The principal should focus more on the duties and functions of the principal than other additional works. The principal can add teachers to be able to teach subjects so that the principal can be more focus on carrying out the duties and functions of the principal. In terms of increasing networking with the business, industry and stakeholders area, the principal should also go directly to industry and participate in negotiations with the business and the industrial sector. Principal should always carry out ongoing evaluations so that they can develop programs according to school needs better, carry out program planning related to disasters as well as match and link readiness with the business and the industrial world, and always try to be a leader who sincerely serves, motivate, humble, persuasive, hav empathy for subordinates and others, nurturing, and be a role model for subordinates.

**DAFTAR PUSTAKA**

Apriliana, E.R, Kristiawan, M. & Hafulyon. 2017. Kepemimpinan Kepala Madrasah dalam Mewujudkan Pembelajaran Efektif di Madrasah Ibtidaiyyah rahmat El Yunusiyyah Puteri padang Panjang. *Elementary Islamic Teacher Journal*, 4(1).

Depdiknas .2003. Undang-undang RI No.20 tahun 2003. Tentang Sistem Pendidikan Nasional.

Imansyah, M, Arafat, Y. & Wardiah, D. 2020. Pengaruh Kepemimpinan Kepala Sekolah Dan Partisispasi Komite Sekolah terhadap Kinerja Guru. *Jurnal Managemen Kepemimpinan dan Supervisi Pendidikan*. Vol 5. No 2.

Iswanto, Y. 2017. Kepemimpinan Pelayan era Modern. *Jurnal Administrasi Kantor.* Volume 2, No.5.

Laksmi, N.L.P.S, Agung, A.A.G. & Sudirman. 2019. Hubungan Kepemimpinan Pelayan Kompetensi Managerial kepala Sekolah dan Motivasi Kerja dengan Kinerja Guru di Gugus PAUD Tunjung Kecamatan Denpasar Utara. *Jurnal Administrasi Pendidikan Indonesia*. Vol 10, No. 2.

Muizu, W.O.Z.N, Kaltum, U. & Sule, E.T. 2019. Pengaruh Kepemimpinan Terhadap Kinerja Karyawan. *Jurnal Pendidikan Kewirausaahaan Indonesia.* Volume 2, No.1.

Muspawi, M. 2020. Strategi Menjadi Kepala Sekolah Profesional. *Jurnal Ilmiah Universitas Batanghari jambi*. 20 (2) 402- 409.

Mustapa, Z. & Maryadi. 2018. *Kepemimpinan Pelayan Dimensi Baru dalam Kepemimpinan*. Makasar: Celebes Media Perkasa.

Permendikbud. 2018. Peraturan Menteri Kebudayaan Republik Indonesia No. 6 Tahun 2018. Tentang Penugasan Guru sebagai Kepala Sekolah.

Permendiknas. 2007. Peraturan Menteri Pendidikan Nasional Republik Indonesia No. 13 Tahun 2007. Tentang Standar Kepala Sekolah/ Madrasah.

Usman, H. 2020*. Kepemimpinan Efektif*. Yogyakarta: Bumi Aksara

Nasution, L. & Ichsan, R.N. 2020. Gaya Kepemimpinan Kepala sekolah Terhadap Kinerja Guru. *Jurnal Penelitian Pendidikan Sosial Humaniora*. Volume 5, No. 2.

Wijania, I.W. 2017. Kontribusi Kepemimpinan Pelayan Kepala Sekolah Motivasi Kerja dan Disiplin Kerja terhadap Kinerja Guru. *Jurnal Ilmiah Pendidikan dan Pembelajaran PPS Universitas Pendidikan Ganesha.* Volume 1, No.3.