

Planning Leadership in Managing Boarding School

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Abstract: This study aims to examine the leadership role of the principal in managing the boarding school dormitories at SMA N 3 Kayuagung. The research was conducted using a qualitative approach and data was collected through interviews, observation and document analysis. The results of the study show that the principal's leadership has an important role in creating a conducive environment, managing resources, developing student coaching programs, and building collaboration with various related parties. The school principal is also responsible for ensuring adequate facilities and infrastructure as well as the welfare of students in boarding school dormitories. This research provides insight into the importance of principal leadership in managing boarding school dormitories and provides suggestions for further development at SMA N 3 Kayuagung.

Keywords: Boarding School, Managerial, Principal Leadership, SMA N 3 Kayuagung.

A. Introduction

In an effort to improve the quality of education, schools as a formal level educational institution try to make various innovations to implement development in an integrated manner, namely through a boarding-based education system *boarding school* is a social institution that has a focus on building the character of students, apart from schools. Systematic education model *boarding school* can make it easier for school principals and teachers to instill intensive character values in students (Syahri, 2020).

System *boarding school* lately it has become the spotlight as well as a model for other schools because of the school's success in instilling character values in students. This success can be seen from several things, including 1) the growth of a character culture, such as cultivating smiles, greetings, greetings, politeness, and manners or better known as 5S, 2) students never discriminate against school teachers or Islamic boarding schools, they still carry out 5S when meeting his teacher, he holds and kisses his hand as a respect and wants to get the blessing of knowledge.

In this effort, it takes a principal who has strong managerial skills, both leadership in learning and leadership in managing educational institutions). The success of the

principal in carrying out his duties is largely determined by his leadership in mobilizing, influencing, motivating, and directing people in the educational institution to achieve the goals that have been formulated. Usman (2012: 42) states that efforts to improve the quality of educational institutions are carried out by increasing the participation of school principals.

Ibrahim (2016) argues that leadership still remains much of an unexplained concept considerable experience, actual data, and theoretical principles, even though they seem to be inconsistent when placed together, including the model for leadership development (Carey et al., 2011). There is the falsifiability as a way to distinguish genuine scientific theories from pseudoscience which uses the term critical rationalism (Popper, 1995). Moreover, the concept of leadership style may differ from one person, or situation, to the other. The word "leadership" has been used in various aspects of human endeavour (Yusuf, 2014; Karim, Mardhotillah, & Samadi, 2019). There is insufficiency in conceptualizing leadership behaviour as consisting of multiple and diverse behaviours (Wong and Cummings, 2009). Also, there are still existing measurement ambiguities in assessing leadership styles (Babiak, 2014). In recent years, the demand for effective ways to improve (or followership in term of Malakyan, 2014) performance has resulted in a significant amount of research on styles and outcomes of leadership within organizations.

It is considered that leadership is the key factor in directing all organizational components towards effective accomplishment of organizational goals (Buble, Juras, & Mati, 2014). However, Talebi (2015) argues that informed and engaged leader was the best means of promoting human interests. Bourgeois (2015) argues the critical pragmatic approach to leadership as a connector of opposing perspectives. Indeed, no philosophy has suffered such apparent misreading and conflicting analysis. As is true for any organization, effective leadership is crucial for success (Whale, 1968). One may encounter various problems caused by the lack of leadership qualities possessed by employees in managerial leadership positions (Allner, 2008).

The process of influencing subordinates is important whether the leader is a manager in a business corporation or the principal of a public school. The leadership education is still lagging far behind the demand curve for leaders. Leadership education increasingly on shaping the behaviors of cohorts of managers and, transforming even entire organizations (Collins, 2002). Leadership effectiveness studies on school principals and other educational administrators are less numerous, but some of these studies have been of the highest quality. Numerous management scholars start their analysis by defining the concept of leadership and highlighting its position in relationship to management.

The concept of managerial leadership is needed in the behavior theory of managers and leaders. Because the managerial leadership concept relieves the stiffness in formal institutions such as schools, and especially business institutions such as companies (Valentine, 2011), but it also able to expresses the obscurity of leader behavior in non-formal and profit institutions such as boarding school (Peterson and Fleet, 2008). Here, the studies of managerial leadership have been carried out by other researchers totaling more than 83 studies from the 1959 to the present, only those who regard managerial leadership as a concept are few.

In the past study, several researchers, such as Enderle (1987) finds the tools for definition and focus of managerial leadership. Yukl (1989, p. 255) finds the leadership indicators versus management for organizational effectiveness. Strutton (2004) finds the venerable leadership struggles can help managers to influence in modern organizations. Terms the managerial leadership roles. Akroyd (2009) examines the impact of selected organizational factors and the leadership behaviors. Hunt, N. Osborn, & Boal (2009) combines a traditional organization behavior perspective with that of a complex adaptive theory. Wanasika, Howell, Littrell, & Dorfman (2011) yield several common themes is that characterize SSA leadership patterns across the region. Y. Chin (2011) terms the managerial leadership competencies. Blom & Alvesson (2014) initiates the leadership acts from their formal superior.

This research was conducted at SMA Negeri 3 Kayuagung. The researcher chose Kayuagung 3 Public High School as the research location because Kayuagung 3 Public High School is one of the public schools that implement a boarding system at school. From the results of initial observations conducted by researchers from April 2023 to June 2023, the researchers found several findings related to dormitory management boarding school at SMA Negeri 3 Kayuagung. Implementation of hostel management boarding school Kayuagung 3 Public High School is implemented with a semi-dormitory concept. Students come to the dormitory at 13.00 to 17.30 WIB. Then students go home or have vacation permits on Friday afternoon at 13.00 WIB until 14.30 WIB then return to the dormitory.

Problem Formulation

1. How is the principal's leadership in managing the dormitory boarding school at Kayuagung 3 Public High School?
2. What are the obstacles faced by the principal in managing the dormitory boarding school at Kayuagung Public High School?
3. What are the solutions taken to overcome the principal's obstacles in managing the dormitory boarding school at Kayuagung 3 Public High School?

Research purposes

1. The principal's leadership in managing the hostel boarding school at SMA Negeri 3 Kayuagung.
2. Obstacles faced by school principals in managing dormitories boarding school at SMA Negeri 3 Kayuagung.
3. Solutions taken to overcome the principal's obstacles in managing the dormitory boarding school at Kayuagung 3 Public High School?

B. Methods

The location of this research was carried out at SMA Negeri 3 Kayuagung and the time of the research was carried out for 2 months, from April to June 2023.

This study uses a descriptive qualitative method. Moleong (2016) mentions qualitative research as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior, where the method used emphasizes the process of tracing data/information until it is felt to have been used sufficiently. to make an interpretation.

Then Iskandar (2018) suggests that qualitative research is research that adheres to a naturalistic or phenomenological paradigm about what is understood by the research subject, for example, perceptual behavior, motivation, actions, etc., holistically, and by means of descriptions in the form of words -words and language, in a special natural context and by utilizing various scientific methods. Koentjaraningrat (2016) suggests that descriptive qualitative method is research that gives a careful description of certain individuals or groups regarding the circumstances and symptoms that occur. In this study, researchers will describe the findings of researchers related to the leadership of the principal in managing the dormitory boarding school at SMA Negeri 3 Kayuagung.

C. Results and Discussion

The findings in analyzing the results of this study, the researchers did based on the order of the problems including:

1. Strategies that can be applied by the principal as a boarding school manager at SMA N 3 Kayuagung As a school principal in managing boarding schools at SMA N 3 Kayuagung, there are several strategies that can be applied. Here are some strategies to consider:

- a. **Forming a Clear Vision and Mission:**
Formulate a clear vision and mission for the boarding school, which reflects the desired educational goals and values to be instilled in students. Involve boarding school staff and students in the vision and mission development process to achieve a strong sense of belonging and commitment to common goals.
- b. **Dormitory Staff Selection and Development:**
Carry out a careful selection process in recruiting boarding staff who have the competence and qualifications according to the needs of the boarding school. Provide continuous training and development to boarding staff in terms of student management, pedagogical approaches, safety, health, and other relevant important aspects hostel management.
- c. **Consistent Application of Policies and Procedures**
Establish clear and consistent policies and procedures for managing dormitories, including in terms of discipline, cleanliness, security, use of technology, and daily activities. Involve dormitory staff and students in establishing policies and procedures to achieve good understanding and compliance.
- d. **Development of Student Guidance and Development Programs**
Design and implement holistic student coaching and development programs in the hostel, including in terms of character education, social activities, life skills, and self-potential development of students. Organize extracurricular activities, leadership training, seminars, or relevant workshops to improve students' skills and knowledge outside the academic environment.
- e. **Improved Communication with Parents and the Community**
Build good relationships with parents of students through regular meetings, parent meetings, and open communication regarding the progress of students in the hostel. Involve the surrounding community in hostel activities, such as through social activities, collaboration with local institutions or organizations, or using local resources to support student learning.
- f. **Utilization of Technology in Dormitory Management:**
Using information and communication technology to facilitate dormitory management, such as using school management information systems, communication applications, or online learning platforms. Utilizing technology in monitoring student attendance, assessment, tracking student progress, and communicating with parents.
- g. **Continuous Evaluation and Improvement**
Carry out regular evaluations of boarding school activities and performance, including involving boarding school staff, students, and parents in the evaluation process. Using feedback and evaluation findings

to make improvements and improvements in hostel management on an ongoing basis.

The implementation of this strategy needs to be carried out holistically and adapted to the context of SMA N 3 Kayuagung and the needs and characteristics of students in boarding school dormitories. In addition, involving collaboration between principals, boarding school staff, students, and parents in decision making and strategy implementation will strengthen the managerial effectiveness of boarding schools.

2. Steps taken by the principal to solve problems that occur in boarding school. As a school principal in solving problems that occur in boarding schools, the following steps can be taken:
 - a. Identification of Problems
Analyze and identify problems that occur in boarding schools, either through direct observation, evaluation, or feedback from boarding staff, students and parents. ➤ Understand the root causes of the problem and the effect it has on the boarding school environment.
 - b. Consultation with the Management Team
Involve the school management team, such as the vice principal, dormitory coordinator, supervising teachers, and related staff in discussing the problems faced. Form a special work team to deal with certain problems, if necessary.
 - c. Analysis and Research
Conduct in-depth analysis of the problems that occur, including searching for relevant information and data to gain a comprehensive understanding. Conduct research or comparative studies on other boarding schools that have succeeded in overcoming similar problems.
 - d. Formation of an Action Plan
Formulate a structured and sustainable action plan to resolve the identified problems. Set priority actions that need to be taken based on urgency and expected impact
 - e. Communication and Engagement:
Communicate openly with hostel staff, students and parents to get input, understanding and support regarding the action plan to be carried out. Involve them in the decision-making process and provide an opportunity to share opinions, ideas and solutions.
 - f. Implementation of the Action Plan
Coordinate and monitor the implementation of the action plan that has been prepared, including providing direction and support to related staff
Conduct periodic evaluations of implementation progress and make adjustments if necessary

- g. Evaluation and Follow Up
Evaluate the results and impact of the action plans that have been implemented. Follow up with corrective or refinement steps if there are deficiencies or problems that still need to be addressed
 - h. Collaboration and Cooperation
Building cooperation with related parties, such as the education office, school committee, and related institutions to get support and advice in solving more complex problems. During the problem-solving process, it is important for the principal to remain transparent, listen to input from all parties involved, and involve them in the decision-making process. Thus, principals can create an inclusive work climate, strengthen collaborative relationships, and reach more effective solutions.
3. The principal's strategy in solving problems that occur in boarding schools regarding the facilities and infrastructure in the boarding schools. The principal can overcome problems related to facilities and infrastructure in boarding school dormitories by following these steps:
- a. Identification of Problems
Conduct a thorough survey or review of the condition of facilities and infrastructure in boarding school dormitories to identify existing problems. Compile a list of problems that need to be addressed, such as damage to infrastructure, lack of facilities, or hygiene problems.
 - b. Needs Analysis:
Analyze the needs of students and dormitory staff regarding the facilities and infrastructure needed to create a comfortable, safe environment and support teaching and learning activities. Prioritizing the repair and development of facilities and infrastructure based on urgency, importance and availability of resources
 - c. Improvement and Development Plan
Prepare plans for improvement and development of facilities and infrastructure by considering the budget, human resources, and available time. Determine concrete steps that must be taken, including infrastructure improvements, acquisition or repair of facilities, or more efficient layout planning
 - d. Resource Raising
Communicating with related parties, such as school committees, foundations, or sponsors, to raise financial, material, or human resources needed to carry out repairs and development of facilities and infrastructure. Establish cooperation with external parties, such as government agencies or non-governmental organizations, to obtain assistance in improving facilities and infrastructure.

- e. **Implementation of Improvement Plan**
Coordinate the implementation of improvement plans with dormitory staff, technical personnel and other relevant parties. Ensuring that repairs are carried out in a timely manner, according to quality standards, and in accordance with the plans that have been prepared.
- f. **Monitoring and Evaluation**
Conduct periodic monitoring of the progress of the repair and development of facilities and infrastructure. Evaluating the effectiveness of the improvements that have been made, including evaluating the satisfaction of students and dormitory staff with the changes that have occurred
- g. **Routine Care and Maintenance**
Establish routine care and maintenance schedules for facilities and infrastructure that have been repaired or developed. Ensuring that hostel staff have an understanding of and responsibility for maintaining cleanliness, security and maintenance of facilities and infrastructure.
- h. **Communication and Participation:**
Involve students, hostel staff and parents in the decision-making process regarding the improvement and development of facilities and infrastructure. Opening effective communication channels to receive input, suggestions and complaints regarding facilities and infrastructure from all parties involved.

By implementing the steps above, school principals can address problems related to facilities and infrastructure in boarding schools effectively and ensure that the dormitory environment supports the learning process and student welfare.

D. Conclusion

Based on the results of the research and discussion above, I conclude that Leadership the principal in managing boarding school dormitories at SMA N 3 Kayuagung, as follows: The conclusion of the role of the principal as a boarding school managerial in SMA N 3 Kayuagung are as follows:

1. Principals have the important responsibility of leading and managing boarding schools boarding. They are responsible for creating an environment that is safe, supportive, and productive for students.
2. Careful planning is the key to success in boarding school dormitory management. The principal needs to plan well the goals, strategies and activities to be carried out to achieve the desired educational vision.
2. Effective implementation is an important factor in the managerial success of boarding schools boarding. The principal must be able to coordinate the

boarding staff, take decisions that are appropriately, and ensure that daily activities in the hostel run smoothly.

3. Evaluation of the performance of boarding school dormitories needs to be done regularly. Headmaster should collect feedback from students, boarding staff, and parents to evaluate successful policy implementation and see potential improvements that can be made.
4. Good communication with hostel staff, students and parents is essential. Headmaster Must be a good listener, open to feedback and suggestions, and communicate effectively convey information and policies.
5. Principals also need to maintain good relations with external parties, such as the government agency education, government agencies, and local communities. Cooperation with these parties can support the development of boarding school dormitories and obtain resources extra.
6. Principals must be role models and practice inspiring leadership. They must develop positive relationships with students, motivate them to excel, and encourage active participation in hostel activities.

In conclusion, the principal as a boarding school manager at SMA N 3 Kayuagung has an important role in creating a conducive environment for learning and student development. With good planning, effective implementation, continuous evaluation, and good communication, the principal can carry out his duties successfully in managing boarding school dormitories.

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