Reflection on Principals' Beliefs: A Study of Narrative Inquiry in the Context of Leadership

Hera Nuraini[1]
[1]**Jakarta State University, Indonesia**
heranuraini@hotmail.com

Ilfi Johar Nafisah[2]
[2]**STAI Asshiddiqiyah Karawang, Indonesia**
delilailfi.74@gmail.com

Masduki Ahmad[3]
[3]**Jakarta State University, Indonesia**

Siti Zulaikha[4]
[4]**Jakarta State University, Indonesia**

ABSTRAK

Penelitian ini dilaksanakan dengan tiga tujuan, yaitu untuk mengetahui (1) Refleksi kepala sekolah mengenai kepercayaan dalam konteks memimpin; (2) Refleksi wakil kepala sekolah mengenai kepercayaan dalam konteks dipimpin; (3) Hubungan kepemimpinan antara kepala sekolah dan wakil kepala sekolah. Metode penelitian dengan Studi *Narrative Inquiry* dan dengan pendekatan kualitatif. Partisipan terdiri dari peneliti sendiri, guru-guru, wakil kepala sekolah dan kepala sekolah. Penelitian ini dilaksanakan di SMKN 26 Pulo Gadung, Jakarta Timur. Teknik pengumpulan data dengan berbagai jenis teks lapangan dari foto, catatan lapangan, dan transkrip percakapan ke transkrip wawancara. Teknik analisa data dengan tahap *restorying* (menceritakan kembali) dan *coding for themes* (kodifikasi). Hasil penelitian Secara kompetensi intrapersonal, kepala sekolah sudah sangat percaya diri untuk dapat menganalisis masalah dan kesempatan, Tipe manajemen kepemimpinan yang ada di sekolah tersebut adalah *participatory management* dan adanya saling kepercayaan dari seluruh struktural yang bertugas dan memenuhi tanggung jawabnya masing-masing. Jika kepercayaan pemimpin belum bisa diberikan, perjalanan organisasi tersebut akan kebingungan dalam menentukan arah.

Kata-kata kunci: refleksi, kepercayaan, kepala sekolah, kepemimpinan

ABSTRACT

This research was conducted with three objectives, namely to find out (1) the principal's reflection on trust in the context of leadership; (2) The vice principal's reflection on trust in the context of being led; (3) The leadership relationship between the principal and the vice principal. The research method is a Narrative Inquiry Study and a qualitative approach. Participants consisted of the researchers themselves, teachers, vice principals and school principals. This research was conducted at SMKN 26 Pulo Gadung, East Jakarta. Data collection techniques with various types of field texts from photos, field notes, and transcripts of conversations to interview transcripts. Data analysis technique with resto-rying stage (telling back) and coding for themes (codification). Research results In terms of intrapersonal competence, principals are very confident to be able to analyze problems and opportunities. The type of leadership management in the school is participatory management and there is mutual trust from all structural members who are in charge and fulfill their respective responsibilities. If the leader's trust cannot be given, the organization's journey will be confused in determining the direction.

Keywords: reflection, trust, principal, leadership

INTRODUCTION

An organization is a social unit coordinated consciously within a relatively continuous boundary to achieve a common goal (Agustin, 2017). According to Sahir et al. (2021), an organization is defined as a place or container where people gather to work together rationally, systematically, planned, led, and controlled in utilizing resources efficiently and effectively to achieve organizational goals (Sahir et al., 2021). The success of an organization is also heavily influenced by leadership factors, which include leaders and followers (Supriani et al., 2022). In achieving common goals, leaders in an organization play a crucial and strategic role. The role of a leader in an organization is evident from defining the organization's vision and mission, shaping the structure, systems, and operational processes of the organization to achieve the vision and mission. This includes motivating and mobilizing subordinates according to their talents and creativity to be able to work on

anything consistently with agreed-upon principles (Santika, 2017).

Schools are a form of organization focusing on educational issues (Permana & Ulfatin, 2018). A school organization is a system that moves and plays a role in formulating the goals of human maturation as social beings capable of interacting with the environment. In its implementation, the success of a school organization in achieving its goals is the success of a school in providing education (Harding et al., 2020). In the structure of a school organization, the school principal and teachers are the ones most responsible for implementing school programs and activities. Therefore, both the school principal and teachers must be able to collaborate to achieve organizational goals (Fitriyani, 2019).

The presence of a school principal as a leader is not just a symbol of their presence but as a driving force for the organization that can have a positive impact on the school's development. This means that the success of a

school in achieving its goals greatly depends on the leadership of the school principal, who can effectively and efficiently mobilize all the resources possessed by the school (Mariana, 2021). Thus, as educational leaders, school principals fall into the category of leaders responsible for guiding, directing, and motivating school members in a professional manner free from individual interests (Fauzi, 2020). The organization's goals themselves will be achieved if there is trust in the leader, and the organization's values align with the values held by its followers. The trust relationship between a leader and subordinates has characteristics that allow the relationship between a leader and the led to continue to evolve, namely the characteristics of self-integrity and mutual respect.

Trust is the root of leadership where subordinates choose to follow their leader. Trust can be said to be the foundation of relationships with others. The strength of a relationship is influenced by five components: integrity, competence, consistency, loyalty, and openness. Integrity is related to a person's ability to be honest with others. Competence refers to someone's awareness of their strengths and limitations and trusting others who have the skills and abilities to accomplish what they will do. Consistency can be said to be a person's ability to do what has been said. Loyalty is a person's willingness to protect others without taking unilateral advantage (Kreitner and Angelo, 2010, p. 336). Whereas openness is more about a person's willingness to share thoughts or ideas with others.

The development of trust between a leader and subordinates is an ongoing process. Trust between individuals is formed from a transformative process that integrates individual goals with organizational goals. In essence, the school principal gains trust from teachers through communication by allowing freedom of expression and delegating authority in teaching. Likewise, a teacher's trust in the school principal is not because of their position but because of the school principal's commitment to implementing joint decisions. This relationship requires reflection involving feelings, instincts, and spirituality (Boud & Walker in Bulpitt & Martin, 2005, p. 212).

Reflection is an experience far broader than rational thought and thinking processes. Experience itself is a challenge that has been overcome, containing knowledge and learning. Reflection can facilitate transformative learning or the process of changing the assumptions or reference frameworks through which individuals understand their experiences. Reflection is essential for workplace learning as a key theory of adult learning (Kowalski & Russell, 2020, p. 240; Kolb, 2015; Mezirow, 2012). In reality, not everyone can reflect easily. Boud & Walker (Bulpitt & Martin, 2005, p. 208) identify that barriers to self-awareness, readiness, and environmental support can impact an individual's ability to reflect. Therefore, in reflection, school principals and teachers must be in a comfortable and relaxed state so that reflection can proceed deeply.

Based on what has been described, the question arises: how does the reflection of trust occur between the school principal and vice principal in the context of leadership, and how is the leadership relationship between the school principal and vice principal? This is the focus of research to understand the reflection of trust between the school principal and vice

principal in the context of leadership and to describe the importance of the school principal trusting teachers, the importance of teachers trusting the school principal, and the importance of the relationship between the school principal and teachers in achieving school goals. The novelty of this research lies in the more advanced research method as compared to other studies that generally use descriptive

RESEARCH METHODS

The method used in this study is the Narrative Inquiry Study. Brunner (1991, p. 9) reveals that basically all reality is a construct in the form of a narrative, as raised in narrative inquiry research. Knowledge comes from everyone's life experience because everyone has a diverse life story, which can be continuous with the purpose of narrative inquiry, which is to

Later, Clandinin and Rosiek's (2006) research builds on earlier work by Connelly and Clandinin (1990) when they wrote that the temporary starting point for narrative inquiry is that individual's experience as well. They argue that pragmatic ontology is a suitable theoretical framework for narrative inquiry because it is an approach to research that uses a lot of Deweyan's inquiry theory.

Narrative inquiry is a way of understanding experience. Collaboration between researchers and participants over time, in a place or series of places, and in social interactions. Researchers enter this matrix in the middle and develop in the same spirit, concluding inquiry in the midst of life and telling, reliving and retelling, stories of experiences that shape a person's life, both individual and social. (Clandinin & Connelly, 2000, p. 20). Narrative

analysis. In this research, narrative inquiry is used with an interim research text. Furthermore, the reflection of trust between the school principal and the vice principal. They both reflect on each other's roles. The school principal reflects on how the vice principal trusts them, and the vice principal also acts as a leader, reflecting on the school principal's shortcomings and trust.

respect each other in the diversity of life experiences.

The foundation of narrative inquiry methodology is rooted in John Dewey's (1938) pragmatic philosophy of experience, that life is education. Narrative inquiers study individual experiences in the world; Experiences are told in life and that can be learned by listening, observing life with others, writing and interpreting texts.

inquiry prioritizes a person and the relationship between researchers and participants during the research process (Dewart, Kubota, Berendonk, Clandinin &; Caine, 2019, p. 3; Haydon & van der Riet, 2016, p. 86).

Therefore, this research method emphasizes more on the aim of understanding the leadership experience of principals and teachers so that later they can interpret the relationship between trust, leadership and experience. Because basically, reflection is an important part for a leader to re-understand the challenges of the experience he experienced. Clandinin, Huber, Murphy, Murray, Pearce and Steeves (2006, p. 7) explain that the story will unfold from the teacher's reflection as a way to illustrate his dilemma as the teacher moves between his classes. The teacher's story is their practical knowledge. Uncover stories that have

been experienced and tell about who and what they know.

The participants involved in this study in detail consisted of the researchers themselves, teachers, vice principals and principals. Due to limited space and time, researchers limit the teachers who will be involved in this study. The main focus of this research is teachers who are trusted as vice principals and some subject teachers. Therefore, this study focuses on reflecting the principal's beliefs in the context of leadership. From the organizational structure, the author can conclude that the participants are 1 principal and 4 vice principals consisting of representatives of industrial relations, representatives of student affairs, representatives of facilities and infrastructure and representatives of curriculum.

Initial analysis is done through restorying activities. It is intended to identify the elements of the story contained in the experience. The identification details matters relating to the description of place, time, flow and situation (Creswell, 2012, p. 502). The next stage is coding for themes. Codification is a stage that aims to categorize the data findings in determining the research theme. This stage is intended to clarify the segmentation of the story in a more complex way. The complexity of segmentation in this case involves deep meanings of researchers and participants. This is an indicator that can help researchers understand their experience (personal experience). In this case, the codification framework is in scope; interaction, continuity, situation (West Java, 2017).

Narrative Inquiry research has a research stage approach (Creswell,

2016), namely (1) Identifying a center of phenomena to be explored that shows educational problems. At this stage researchers determine what phenomena will be explored related to educational problems even though it is a story (Naratif et al., 2010). The challenge raised by the researcher is the crisis of trust between principals, staff and teachers in the context of leadership; (2_ Purposefully select an individual to study the phenomenon. The researcher deliberately chose the principal as an individual who would learn his experience through the phenomena that the principal had gone through while leading the school. Researchers also selected staff and some teachers as data support for the principal's reflections in the context of leadership; (3) Collect stories from the individual. The collection of field texts (data) stories or experiences that individuals do is obtained from the results of conversations and interviews of participants. In addition, researchers can obtain field texts from other sources, such as observing individuals and making field notes. Then in the form of documents such as photos and video recordings during interviews; (4) Restory or retelling of individual stories. Researchers take steps to retell the principal's reflection in the context of leadership with the language of researchers who have been arranged according to time, setting, plot and plot that are arranged logically (Naratif et al., 2010); (5) Collaborate with participants

who provide stories. Researchers collaborated with participants, namely principals, staff and teachers during the research process. This activity is carried out through working together will get good negotiations. Where researchers will better understand the experience of principals, staff and teachers in writing field texts will be easier; (6) Write narrative stories about participants' experiences. At this stage the researcher writes a narrative of reflection of the principal, staff and teachers in the context of leadership by bringing up or highlighting the same theme (codification) during the writing (7) Validate the accuracy of the narrative report. Researchers validate the accuracy of narrative stories by using triangulation. Validation occurs during research and during research activities.
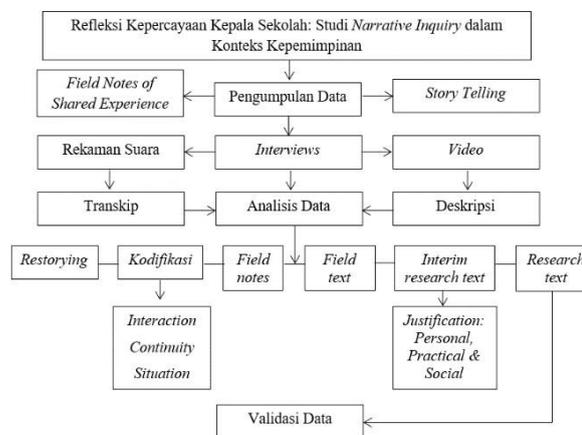

Figure 1. Framework of Thought

RESULTS AND DISCUSSION

Based on the three research objectives above, the presentation in the subchapter of the results of this study is carried out systematically by referring to informant answers to various questions asked by researchers in accordance with the order of the three research objectives. Furthermore, an analysis was carried out by comparing the answers of the five informants to obtain findings that explain the reflection of trust in the context of leadership that is the object of research.

1. The principal's reflection on trust in the context of leading

Since 2014, he has been appointed principal through a position auction. In 2016, the principal was reassigned to the school he now leads. The organizational structure in the school has little difference from other schools. The presence of internal supervisors in charge of internal audits, covering all achievement of budget quality targets and 8 education standards. The goal, when audited by external schools, is ready. The internal supervisor must be a person who masters school conditions so that he has experience in various fields in the school.

The process of selecting the vice principal is not carried out by acclamation

but there are special requirements, namely fulfilling his class, length of service and based on what field competencies will be occupied by the vice. So the principal determines the representative professionally. It does not matter who A and B are C, but competence, performance, honesty and loyalty to the organization, not just to the leader.

According to him, the task of the principal must have 4 M's, namely influencing, moving, empowering and developing. Influencing an honest mindset in accordance with organizational goals, moving the led to move which means a pattern of action towards achieving organizational goals. Empowering it assigns tasks accompanied by its authority in order to achieve organizational goals. Developing means giving sufficient space and time to those led to develop themselves to be more effective, efficient in achieving organizational goals.

In preparing plans such as RKAS, teachers and staff identify needs according to their respective fields. After that, from all school fields, the program was collected to make a manual RKAS. Then it is entered into the e-RKAS system. After that, it is socialized and implemented by each field. Then the implementation is made reports both manually and e-system.

Curriculum planning is carried out by all teachers in the form of annual plans, annual programs, semester programs then the syllabus and lesson plans are made. After the formation of the learning administration is then legalized and then implemented by the teacher. In order to

evaluate teacher planning, the principal carries out supervision. Supervision is carried out by a team that includes the principal, vice principal and senior teachers.

School programs are developed together with principals, staff and teachers based on the needs of the fields and then gathered together as a school activity plan. Then those activity plans require funding. So, it is compiled into a manual RKAS. Then, the RKAS design is entered into the e-RKAS system. If it is already in the e-RKAS system, it must be socialized, implemented and reported.

As a school principal, he is obliged to develop himself, by attending training, then conducting school action research and through searches from other sources both in paper and virtually. The vice principal of self-development is the same as the teacher, that is, conducting classroom action research. Then teachers in self-development are included in research both held internally and externally. Then, attending training improves teacher competence and training on school management.

Cara membangun hubungan dengan orang tua murid dan masyarakat, ada namanya komite sekolah. Pihak sekolah selalu koordinasi melalui komite sekolah kemudian selain itu dengan orang tua murid diadakan pertemuan. Pertemuan itu minimal satu semester satu kali dan setahun bisa dua kali atau lebih.

The way to improve the quality of schools is extensive, there are eight

standards ranging from content standards, processes and so on. If SMK improves the quality of schools, it will be seen from the outcome, not only the process but the outcome. The outcome of SMK is how much absorption of graduates. Some are working, entrepreneurial, and continuing college. In terms of work, the principal tries to establish partnerships with the world of work. Form cooperation by opening industrial order classes. In entrepreneurship, the school collaborates with business actors and conducts entrepreneurial classes with alumni. To continue to the tertiary level, the school will try to enter public or private universities that are accredited A. If for universities, it is encouraged through SNMPTN and SBMPTN.

Trust adalah konsep yang rumit menyangkut keyakinan atau kepercayaan seseorang terhadap integritas dan reliabilitas orang lain (de Janasz dkk, 2002, hlm. 33). Dalam kehidupan, trust bisa dikatakan sebagai pondasi dalam hubungan dengan orang lain. Rusaknya hubungan dengan seseorang lebih disebabkan karena hancurnya trust. Hal ini sangat penting untuk hubungan yang dewasa yang terdiri dari lima komponen, yaitu integritas (integrity), kompetensi (competence), konsistensi (consistency), kesetiaan (loyalty), dan keterbukaan (openness).

a) Integritas

Integrity is honesty and sincerity. This can be described from what is said is what is actually intended and what is meant is what is actually said. Integrity relates to a person's ability to disclose honestly and share thoughts, beliefs and feelings with others. Kreitner and Angelo (2010, p. 336) state that integrity is honesty and trustworthiness. Of the five dimensions of trust, this is seen more critically when someone needs trust from others. Without the perception of the moral character of the other four elements and fundamental honesty, the trust dimension would be meaningless.

From the results of interviews with school principals, it was found that the principal's way of communicating with sataf and teachers has an open principle. The headmaster receives suggestions, criticisms and inputs aimed at building the organization. Then, the headmaster scheduled a talk meeting every Monday after the ceremony with staff and teachers to hear directly from subordinates.

According to the principal, honesty is someone who carries out duties and functions according to their respective duties and

principals. The headmaster also implements performance targets that are known to all school residents. Evaluation and follow-up of school activities are also carried out openly. Then, honesty in terms of normality, which is a truth that is what it is in accordance with the rules and regulations that apply according to norms.

During his tenure at the school, he always felt trusted by staff and teachers. Never did staff and teachers not trust the decisions that the principal took. When staff and teachers make mistakes, the principal feels a responsibility to provide coaching. After that, the principal will monitor the changes.

The author concludes that the principal has an attitude of integrity. This can be seen from the way the principal communicates with staff and teachers, the actions the principal takes when there are staff and teachers who make mistakes and his words and deeds are in line with his daily life.

b) Competence

Competence is knowledge and ability. A person recognizes its strengths and limitations, offers help wherever it can and seeks resources and assistance when needed. Kreitner and Angelo (2010, p. 336) add that competence includes a person's technical and interpersonal knowledge and skills or expertise. It concerns whether someone knows what he is really saying. A person tends to listen or depend on others who have abilities that they do not have. A person needs to trust that others have the expertise and ability to accomplish what they are going to do.

The headmaster reflected on his shortcomings in the context of leading. From the interview, the principal believes that there are no perfect people in this world, including him. But he believes that if he has shortcomings, the principal will correct them by asking for input, criticism, suggestions to those he leads.

The headmaster reflected on his strengths in the context of leading. In his opinion, it is very easy for someone to mention advantages, but it is difficult to mention disadvantages. If he talks about strengths, then it is not only his strengths but they are the advantages of those he leads. What he conveyed, trusted by friends and then implemented because he was always guided by the achievement of

organizational goals.

Competence is knowledge and ability. A person recognizes its strengths and limitations, offers help wherever it can and seeks resources and assistance when needed. Kreitner and Angelo (2010, p. 336) add that competence includes a person's technical and interpersonal knowledge and skills or expertise. It concerns whether someone knows what he is really saying. A person tends to listen or depend on others who have abilities that they do not have. A person needs to trust that others have the expertise and ability to accomplish what they are going to do.

The headmaster reflected on his shortcomings in the context of leading. From the interview, the principal believes that there are no perfect people in this world, including him. But he believes that if he has shortcomings, the principal will correct them by asking for input, criticism, suggestions to those he leads.

The headmaster reflected on his strengths in the context of leading. In his opinion, it is very easy for someone to mention advantages, but it is difficult to mention disadvantages. If he talks about strengths, then it is not only his strengths but they are the advantages of those he leads. What he conveyed, trusted by friends and then implemented because he was always guided by the achievement of organizational goals..

c) Consistency

Consistency is an adjustment to previous activities and a good determinant in handling situations. When consistent, it can be said that one will do what one says, friends and associates believe in one's ability to be followed and do the right thing in any situation. Consistency relates to individual fairness, predictability and good judgment in handling situations.

Inconsistencies between words and deeds will decrease trust. This dimension is particularly relevant for a principal who acts as a leader in the school. Nothing will be told sooner than the conflict between what leaders expect and what they expect is connected to reality on the ground (Kreitner and Angelo, 2010, p. 336). The headmaster reflected on fairness towards his staff and teachers. In his opinion, justice is very subjective. Fair is something that is accepted by anyone according to what he stands for.

It must be balanced between its obligations and rights. So, he will not give an order if his staff and teachers do not have these rights and obligations.

The principal has the ability to predict bad situations. He will anticipate from the beginning. So when he makes a plan, he will explore the worst possibilities that occur. The principal along with staff and teachers will predict the situation and come up with alternative solutions.

The author infers from the principal's expectation that he wants staff and teachers to work together to achieve organizational goals. When the principal feels that he is fair to staff and teachers, not necessarily subordinates feel that way. Because, fair is subjective.

d) Loyalty

Loyalty is complete trust in a person and is the ideal thing for him. A trustworthy person supports friends and colleagues with or without their presence nearby. Someone who adores when around his best friend but

Gossiping about it behind, not only can it be said to be a two-headed snake but also not trustworthy at all.

Loyalty is the willingness to protect and secure one's 'face'

from others. Trust wants one person to be able to depend on others without acting unilaterally to take advantage (Kreitner and Angelo, 2010, p. 336).

The principal never talked badly about anyone behind the person's back. It also has no 'accomplices'. So, everything moves in the team to achieve organizational goals. All this time he felt trusted by anyone. Because, the principal also believes in what and who he leads. The decisions he made were based on regulations and deliberations with staff and teachers. Every decision he takes is always in order to achieve the goals of the organization he leads.

The author concludes that the principal did not disappoint the staff and teachers. The headmaster is fair in giving staff and teachers confidence. He does not take unilateral advantage so that the trust of staff and teachers always accompanies every decision he makes

e) Openness

Openness, not the existence of a new idea or ideas, but rather the willingness to share thoughts or ideas with others. The trust component suggests recognizing yourself and

feeling comfortable sharing and expressing it with others. When someone shares with others, that person encourages them and accepts and supports them. This last dimension of trust can be expressed as trust in someone with full confidence (Kreitner and Angelo, 2010, p. 336).

The obligation of the leader is to always encourage those led (staff and teachers) to always share thoughts by means of discussions, talking together both personally and scheduled meetings. The decision he has made will be disseminated to all school residents. A leader must involve the led from planning, implementing, and reporting. The headmaster always involves all components of the school in school planning, activities and budgets.

The headmaster strongly encourages staff and teachers to be adaptive. A smart person is one who always keeps up with the times and even has to be one step ahead of others. Because, there is a generational difference between teachers and students. Teachers can be from the colonial era, while the students are in the millennial era so teachers should not

think about the past but must think now and the future.

The author concludes that the principal is very forward-thinking. He is able to analyze future needs. Staff and teachers will feel comfortable communicating with the head because he has an open mind and can accept suggestions.

2. **Vice principal's reflections on trust in the context of being led**

Similar to the principal's reflection, the vice principal's reflection is analyzed from five components, namely integrity, competence, consistency, loyalty, and openness.

a) Integrity

According to the vice principal for industrial relations, the principal is very open and easy to contact. At this time, there are WhatsApp groups to facilitate communication. The group contains the principal, vice principal, head of the TU and internal supervisor.

b) Consistency

The principal has always said that the school's decision is a joint decision, not the principal's decision. Every time there is a problem, there will always be deliberation. A principal has analyzed all possible decisions taken and has

prepared anticipation. All vice principals prepare if the decision taken is not possible, then as soon as possible they will be met again and find a solution.

The principal is able to predict a bad situation and immediately find a solution. When parents protested, NGOs who found fault and sent threatening letters and the government suddenly audited, the principal immediately summoned all vice principals and staff to deliberate to find the best solution. Sometimes if the situation is very critical, then the principal will have an evening meeting online.

There are many expectations of the vice principal of his leadership. The deputy for industrial relations felt that the principal was less relaxed and looked tired. He hopes that the principal can relax his perfectionist nature so that he can enjoy life. The representative of facilities and infrastructure hopes that the vision and mission, the school's target can be achieved 80%. The student representative hopes that the principal will remain mandated to carry out his

basic duties. Meanwhile, curriculum representatives hope that the absorption of graduates in the world of work or continuing to universities can increase.

c) Loyalty

The vice principal occasionally talked about the principal behind. However, not in a negative way. They believe everyone has ugliness, but never do they gossip about the principal's ugliness. Because, the entire vice principal feels that the principal is a trustworthy person. Principals demand speed and accuracy when it comes to providing data.

None of the vice principals felt like accomplices. They believe that all vice-principals are the principal's hands to intercede for teachers. Every trust and trust given by the principal will be followed up by the vice principals to the teachers concerned.

A trustworthy person supports friends and colleagues with or without his or her presence nearby. Trust wants one person to be dependent on another without taking advantage unilaterally. The vice principals work together to help the school

program run effectively and efficiently.

d) Oppeness

The principal communicated the decisions that had been made by gathering in the hall or via zoom during the pandemic. The headmaster will reflect primarily with his representatives on the decisions and policies made when it comes to many school residents. If the representatives do not agree, then the policy will not be socialized to teachers.

The preparation of the CTR is made based on the existing budget ceiling. The representatives will submit budgets as needed in their fields. Usually, the one who chairs the RKAS planning meeting is the vice principal for curriculum. The principal did not intervene in its preparation. The principal's job is only to direct the dos and don'ts of budgeting.

The headmaster always informs of his innovations but not all can be implemented. Every idea put forward must be tailored to the needs of school residents. The principal instilled the thought that it is okay for teachers to be born in colonial times but must have

millennial thinking. The representatives want to always change and accept change. The headmaster guides the caraka to continue their studies. This is a tangible form that the principal has an open mind.

3. **Leadership relationship between the principal and deputy principal**

Trust is the root of leadership where subordinates choose to follow their leaders (Fairholm, 1995, p. 18). Trust is the expectation or desire on the part of others not to be fraudulent or authentic, trustworthy and reliable (Fairholm, 1995, p. 11). With the uncertainty of the dynamics of the organizational environment, the trust factor (strong bond of trust) increasingly plays a role in replacing bureaucratic provisions related to expectations and cooperation.

In terms of intrapersonal competence, the principal is already very confident to be able to analyze problems and opportunities. He is also familiar with the business environment because the principal often communicates with entrepreneurs in order to develop the entrepreneurial class at school. He believes he can feel, assimilate, understand and regulate his own emotions. The consistency between the principal's deeds and words is good.

In terms of interpersonal competence, the principal is already very good. The principal feels motivated to pursue the organization's targets. When motivation is low, the principal cannot be

trusted by staff and teachers to lead. He applies the concept of collaborative and participatory leadership. The management team will move and run full of high motivation in order to achieve organizational goals. If the principal does not have motivation inside, it will be difficult to motivate the deputy principals and teachers to move the organization forward.

This is proven by the achievement of the school being the only vocational school that reaches BLUD (Regional Public Service Agency) schools. The school has its own autonomy in managing finances. For the first time, in 2019, he won 1st place in a provincial healthy school. In the process, the principal sets strategies and targets in a continuous manner. Starting from daily, weekly, monthly targets and the person in charge. What's more, the school he leads is a 4-year school program. Although the government has a discourse to abolish the 4-year school program, the principal gave confidence to all staff and teachers that the competence of graduates of the 4-year school program is very different from the 3-year program in general.

In this school, the principal has an emotional bond between himself and the people he leads. There are two types of trust, relational trust and calculus-based trust, each of which has different characteristics (Gomibuchi, 2004, p. 37). Relational trust is based on strong emotional bonds between leaders and subordinates that significantly contribute to high trust. Subordinates feel a sense of

compatibility towards their leader. In contrast, a second type of trust, calculus-based trust, proved more conditional and unreliable. Subordinates respect and place trust in the leadership skills of their leaders.

The headmaster admitted that he never gave punishment if any of his staff and teachers made mistakes. What the principal does is reprimand directly, not during meetings with many people. If there is a violation, it will be followed up in constructive and constructive ways. Activity or performance reports, are required to be fast and supported by authentic data. If the principal asks for a report in verbal form, it must be submitted and proven with the documents.

In deciding policy, the principal believes that the basis of policy is regulation. Decisions cannot contradict regulations. Therefore, decisions should be deliberated not to condition justification but rather the best thing to do for the school. The decision should not be defeated by the situation but the decision is directed at regulation then in its application must look at the situation. A leader's flexibility should be there, but in a positive way. This does not mean that all regulations are made flexible at will by school residents and act arbitrarily.

Principals often receive direct aspirations from staff, teachers, administrative employees and students. Reports from students are most often responded to by him. He knew which teachers he liked, which were not. Therefore, the principal likens that a

thousand or one million friends are still lacking but one enemy is too many. So the principal is a friendly person and likes to make friends with anyone. The principal is a person who is friendly with anyone.

There is no need to worry about the image in front of staff and teachers because as long as the leader is good, the image will form by itself. The principal only worries if the school's image is bad and cannot make innovations. The headmaster initiated a program every Friday to do devotional work, gymnastics and tadarus. At first, the whole school community felt heavy and unaccustomed. However, over time, it has felt the benefits. So nowadays school residents are used to if the authority is good and forced at first.

The teachers in the school are already great, but the principal hopes that the teachers will always learn about the present and the future. Teachers must be adaptive to adjust to the progress of the times and technology. All teachers must learn hence the motto of the school is learning, working and building. Learning is not for students only but for principals, staff, vice-principals, teachers and for all school residents. Principals must motivate teachers to continue to grow professionally throughout their careers (Payne & Wolfson, 2000, p. 20).

From the reflection of the principal and vice principals, it can be concluded that the type of leadership management in the school is participatory management. Participatory management leadership or leadership with this participatory management style is characterized by staff involvement. Together, with the principal, the staff sets its own rules of engagement and boundaries. Being this type of leader is not easy. Leadership of this type requires an understanding of the balance of social, political, and educational forces in schools that support staff to engage in decision-making.

This decision-making process is in line with applicable state law. The principal's type of leadership will build an organizational culture in the school that can build how the relationship between the principal and his staff. But the headmaster is not always free to choose his leadership style. Its style is determined by certain circumstances beyond its control. His superior, the superintendent, or the foundation, may place certain restraints on the principal that render him powerless to act.

Leadership and trust have a unique relationship that is intertwined. Leadership born and kept alive by subordinate trusts is Trust Leadership (Martin, 1998, p. 41). Trust leadership is defined by a series of characteristics including attitude, relationships, sense of self, and trust in the absence of evidence and high risk. Attitudes are responses to situations that are influenced by values. Effective leaders realize that subordinate attitudes important in achieving organizational goals in this study are schools. Leader behavior is directly related to the level of subordinate trust in the leader and emotions during the organizational change process (Agote, Aramburu, & Lines, 2015, p. 15).

Principals should be aware of the

important consequences of their behaviour on teacher confidence levels. If principals lie, if they act unfairly, if they don't keep their promises, if their decisions are biased by their own interests or pressure from others and later teachers know that, they will act the same in the future. This behavior can destroy trust. Teachers will not be willing to trust the principal because they will not have positive expectations of the principal. Therefore, principals must build trust leadership, behave sincerely and honestly, maintain high moral values,

and act objectively when making decisions if principals want teachers to trust them. Trust is like a fleeing shadow (Martin, 1998, p. 48). If an object is illuminated by one light, it produces one clear shadow. However, if one object is illuminated by so much light, it will produce several shadows as well. That is, the object is a leader and the shadow formed is subordinate. Light, on the other hand, is a belief that is equal to the shadow formed by one object. Therefore, how much and how clear the shadow is, depends on the light given.

CLOSING

In terms of intrapersonal competence, the principal is already very confident to be able to analyze problems and opportunities. He is also familiar with the business environment because the principal often communicates with entrepreneurs in order to develop the entrepreneurial class at school. He believes he can feel, assimilate, understand and regulate his own emotions. The consistency between the principal's deeds and words is good. The type of leadership management in the school is participatory management.

Participatory management leadership or leadership with this participatory management style is characterized by staff involvement. Together, with the principal, the staff sets its own rules of engagement and boundaries. Being this type of leader is not easy. Leadership of this type requires an understanding of the balance of social, political, and educational forces in schools

that support staff to engage in decision-making.

If an object is illuminated by one light, it produces one clear shadow. However, if one object is illuminated by so much light, it will produce several shadows as well. That is, the object is a leader and the shadow formed is subordinate. Light, on the other hand, is a belief that is equal to the shadow formed by one object. Therefore, how much and how clear the shadow is, depends on the light (confidence) given

The recommendation for the school organization is a large ship in which direction must be determined. The principal as a leader will give confidence to staff and teachers to care for the organization. If trust cannot be given, the journey of the organization will be confused in determining the direction. Conversely, if staff and teachers do not trust the leader, then the principal also finds it difficult to determine the direction.

BIBLIOGRAPHY

Agustin, T. (2017). Analisis Pengaruh Gaya Kepemimpinan Dan Job Description Terhadap Kinerja Pegawai Pada Kantor Badan Kepegawaian Daerah (BKD) Kabupaten Kediri. *Jurnal Ilmu*

Manajemen (JIMMU), 2(2). https://doi.org/http://dx.doi.org/10.334 74/manajemen.v2i2.3892

Creswell, J. W. (2016). *Research Design Pendekatan Kualitatif, Kuantitatif, dan*

Campuran, Edisi Keempat. Pustaka Pelajar : Yogyakarta.

Fauzi, H. N. (2020). Kinerja kepala sekolah sebagai leader dalam Manajemen mutu terpadu di SD Muhammadiyah Pendowoharjo. *Journal of Islamic Education and Innovation*, *1*(2), 29–38. https://doi.org/https://doi.org/10.26555/jiei.v1i2.905

Fitriyani. (2019). Konsep Organisasi Pendidikan dalam Pemberdayaan Sekolah. *El-Ghiroh : Jurnal Studi Keislaman*, *17*(2), 61–80. https://doi.org/https://doi.org/10.37092 /el-ghiroh.v17i02.105

Harding, D., Kadiyono, A. L., & Talitha, R. (2020). Organizational Citizenship Behaviour Untuk Mewujudkan Pendidikan Berkualitas Di Sekolah. *Journal of Psychological Science and Profession*, *4*(1), 65–72. https://doi.org/https://doi.org/10.24198 /jpsp.v4i1.26467

Jabar, C. S. A. (2017). Komponen Budaya Sekolah Unggul. *Jurnal Kependidikan*, *Volume 1*(2), 277–290.

Mariana, D. (2021). Pengaruh Kepemimpinan Kepala Sekolah Terhadap Efektivitas Sekolah Penggerak dalam Meningkatkan Kualitas Pendidikan. *Jurnal Pendidikan Tambusai*, *5*(3),0228–10233.

Naratif, D. P., S, A. P., & Indonesia, U. P. (2010). *ktilah naratif berasal dari kata kerja " menceritakan " atau " mengatakan " (sebagai cerita) dalam detail atau nnci . Dalam desain penelitian naratif , peneliti mendeskripsikan kehidupan dan individu , mengumpulkan dan menceritakan cerita mengenai kehid*. 9.

Permana, B. I., & Ulfatin, N. (2018). Budaya Sekolah Berwawasan Lingkungan pada Sekolah Adiwiyata Mandiri. *Ilmu Pendidikan: Jurnal Kajian Teori Dan Praktik Kependidikan*, *3*(1), 11–21. https://doi.org/http://dx.doi.org/10.179 77/um027v3i12018p011

Sahir, S. H., Mawati, A. T., Hasibuan, A., Simarmata, N. I. P., Sugiarto, M., Cecep, H., Purba, S., Sari, H., Tanjung, R., Fitrianna, N., & Lie, D. (2021). *Pengembangan dan Budaya Organisasi* (A. Karim & J. Simarmata (eds.); Cetakan 1). Yayasan Kita Menulis.

Santika, I. G. N. (2017). Kepala Sekolah Dalam Konsep Kepemimpinan Pendidikan: Suatu Kajian Teoritis. *Widya Accarya*, *7*(1).

Supriani, Y., Tanjung, R., Mayasari, A., & Arifudin, O. (2022). Peran Manajemen Kepemimpinan dalam Pengelolaan Lembaga Pendidikan Islam. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, *5*(1), 332–338. https://doi.org/https://doi.org/10.54371/jiip.v5i1.417