

The Relationship between Administration and Educational Leadership

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ABSTRACT

This article discusses the relationship between administration and educational leadership. This article uses a descriptive qualitative research method by reviewing various literature related to the core problem being discussed. The relationship between administration and educational leadership is a unique and complex phenomenon of social interaction, anyone will show leadership behavior or actions when interacting within their reach and being able to influence other people. Even in personal capacity, within the human body there is a capacity or potential as a controller which essentially facilitates a person being able to lead themselves as a unified whole. This article also discusses the meaning, function and style of educational leadership. This article presents several references used to strengthen and deepen understanding of the relationship between administration and educational leadership.

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1. INTRODUCTION

In national and state life, making the population intelligent is a goal that should be implemented through the national education system. In an agency system such as a school, there is a process of interaction between the principal, teachers, employees, supervisors, school committee and students. All interaction processes take place due to the influence of the organizing function, division of tasks, communication, motivation, authority and example (Seni, 2021)

Education is an important thing in shaping the human person so that he has a purposeful nature. The role of education in shaping the goodness or badness of the human person in relation to how to act, behave and think. Initially, education was introduced at home, then continued at school or educational institutions or other institutions such as schools or other educational institutions.

Education requires leaders to provide direction so that education runs well and smoothly. Education should be carried out like a group, where the leader becomes the commander in directing how education should be carried out. Leadership should understand how leaders really are, starting from what is meant by a leader, goals, how leaders work, and the rights of dreamers. This must be known. Not only for prospective leaders, but also for members, prospective leaders and actual leaders so that leadership runs well and is directed, especially in the field of education.

As a unified group or organization, educational institutions need not only a manager to manage the resources of educational institutions who concentrate more on administrative and budgetary problems and issues, but also need leaders who are able to create a vision and all individual components related to educational institutions. Leaders and managers are needed in managing educational institutions.

In contrast to other organizations, educational institutions are a form of moral organization that is different from other forms of organization. As an organization, the success of an educational institution is not only determined by educational leadership, but also by other educational staff and the processes of the educational institution itself. Educational leadership should coordinate educational personnel in educational institutions to ensure the proper application of regulations in educational institutions.

The essence of true leadership is that it has one component, namely the ability to coordinate, prepare and encourage other people who are related to educational activities and funding in order to achieve educational goals effectively and efficiently (Halimahturrafiah et al., 2022).

2. METHOD, DATA, ANALYSIS

In this article, researchers use qualitative research methods. A method based on post positivist philosophy is used to research the condition of natural objects, the researcher is the key instrument, data collection techniques are carried out in a triangulated (combined) manner, data analysis is inductive/qualitative, and the results of qualitative research emphasize meaning rather than generalization (Sugiyono, 2017). Meanwhile (Meleong, 2014) qualitative research is research that aims to understand phenomena about what is experienced by research subjects, for example behavior, perceptions, motivations, actions and so on. (Silkyanti, 2019)

Researchers used descriptive qualitative data collected in the form of words, images and not numbers. The data comes from interview scripts, field notes, photos, videos, personal documents, notes or memos, and takes the form of a literature study, namely by collecting various related materials sourced from books, journals and other sources related to educational leadership administration.

Data analysis is done by looking at the relationship between administration and educational leadership in mobilizing and directing to help achieve a goal in an institution. This article also discusses the meaning of educational education, the function of educational leadership and the style of educational leadership. Furthermore, it is explained that the relationship between administration and leadership is very important because of the process of social influence which in this case is the influence carried out by someone on other people to structure activities

After the materials are put together and sufficient, then the materials are studied and researched properly. Researchers conclude knowledge which is the result of analysis of material that has been understood

Furthermore, after the researcher succeeded in concluding new knowledge, the researcher wrote his new thoughts in an article in a directed, structured and complete manner. This method aims to make it easier for us to find insights and also bright spots on the problems discussed.

3. RESULT AND DISCUSSION

In this article, it is explained that the relationship between administration and educational leadership will be explained in detail along with the meaning, function and style of educational leadership.

A. Understanding Educational Leadership

A leader is someone who is given the status to lead a member or organization based on election, descent, or other means. So a leader is someone who can influence, encourage, invite, guide, mobilize, direct, and if necessary force people or groups to accept their influence in order to help achieve a goal in an institution or organization. (Sulastrı et al., 2021).

Leaders are needed because of the need for an institution or organization to achieve its goals which it must lead, which is called leadership, so leadership is an action or behavior from a leader to achieve the goals of an institution or organization.

Leadership is generally defined as the ability in readiness possessed by a person to be able to influence, encourage, invite, guide, move, direct, and if necessary force people or groups to accept this influence and then create something that can help achieve a certain goal that has been achieved. determined. (Murdianingsih et al., 2021)

Leadership is a form of dominance that comes from personal ability, who is willing to encourage or invite others to act based on acceptance and specific abilities and is appropriate for the situation. Furthermore, the researcher concluded that educational leadership is the ability to mobilize

the implementation of education, so that the goals of education that have been set can be achieved effectively and efficiently (Kartono, 2006).

From this definition of leadership, it can be interpreted that leadership involves a process of social influence, in this case the deliberate influence exercised by someone on other people to structure activities and relationships within a group or organization. Leaders have influence and provide guidance to school administrative staff (Yuliani & Kristiawan, 2017).

B. Functions of Educational Leadership

Among the functions of educational leadership (Setiani and Fitria 2019) reveal that establishing a policy is the existence of a strategy regarding the nature of the problem. Policies are raised indirectly, not by accident and cannot be done randomly. It is necessary to understand the problem correctly first, then decipher it and determine the available options. (Sulastri et al., 2020).

Then, decision making is a policy that is structured around the principles that are followed and seeks to take the most appropriate action. So it can be defined as taking a series of actions to determine involvement to solve existing problems (Hasan I, Suryadi S 2004. Meanwhile (Harwiki 2016) Good decision making can show how the group moves to get out of problems by involving existing energy to realize an organization's wishes. (Halimahturrafiah et al., 2022).

In educational leadership and supervision in (Prasetyo, 2014) there are two functions of educational leadership related to the goals to be achieved, including:

1. Educational leadership functions related to the goals to be achieved include:
 - a. Thinking, formulating carefully the group's goals and explaining them so that members can always be aware of working together to achieve those goals,
 - b. provide encouragement to group members and explain the situation with the aim of finding plans for leadership activities that can provide good hope,
 - c. assist group members in gathering the necessary information to be able to make sound considerations,
 - d. using the special abilities and interests of group members,
 - e. provide encouragement to each member to give birth to roles, thoughts, and choose good and useful ideas in solving problems faced by the group,
 - f. giving trust and delegating responsibility to members in performing their duties according to their respective abilities for the common good.
2. Educational leadership functions related to creating a healthy work atmosphere include:
 - a. Cultivate and maintain a willingness to collaborate within the group to achieve common goals
 - b. instill and foster feelings in each member through appreciation for their efforts,
 - c. strive for a workplace that is pleasant in terms of space, facilities and situation
 - d. using the leadership's strengths to contribute to the group towards achieving common goals. (Yudela Arina, Sufyarma Marsidin, 2022)

C. Educational Leadership Style

1. Authoritarian Type/Authoritarian type.

In authoritarian leadership, the leader acts as a dictator towards group members. This type puts more pressure on a leader, where a leader can behave or act authoritarian or dictatorial towards his group or followers. If this type is carried out excessively it can cause apathy and create an atmosphere of opposition.

2. Tipe Let it be.

Leaders do not provide leadership, but rather let their subordinates do as they please. The success of an institution is determined by the awareness and dedication of group members. The organizational structure is blurry, all activities are carried out without a plan and without supervision from the leadership.

This type is the opposite of the first type, this type places more emphasis on group members because in this type the leader allows the members to behave as they please, so that success is more visible from members who are seriously dedicated to the group.

3. Democratic Type.

His leadership is not as a dictator, but among the members of his group. Leaders try to stimulate their members to work productively to achieve common goals. Leaders always focus on the interests and needs of their members. This type has a leadership style among the members,

meaning that in carrying out their duties a leader works together with each other and also listens to the opinions of the members so that decisions are taken in mutual deliberation.

4. Pseudo-democratic type/pseudo-democratic/democratic manipulation.

This type looks like a democratic type but actually operates in an authoritarian manner. This type of decision making is done through deliberation but the final decision is still held by the leader by controlling the existing situation. (Syahril & Sulastri, 2022).

4. CONCLUSION

Based on the article above regarding the relationship between administration and educational leadership, it can be concluded that the relationship between the two, namely administration and educational leadership, is very important and is related to one another because administration makes leadership in an organization or agency, even personally, more structured and focused. so that with this administration the goals that have been designed are achieved.

In terms of educational leadership, it can be concluded that determining a policy is a strategy regarding the nature of the problem. Policies are raised indirectly, not by accident and cannot be done randomly. It is necessary to understand the problem correctly first, then decipher it and determine the available options. (Sulastri et al., 2020).

Furthermore, there are two functions of leadership, namely the educational leadership function which is related to the goals to be achieved and the educational leadership function which is related to creating a healthy work atmosphere.

And educational leadership styles are divided into four types, including the authoritarian type, the Laissez-faire type, the democratic type and the pseudo-democratic/pseudo-democratic/democratic manipulation type.

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