

The Social Communication Competence as a Soft Skill of the School Leadership in Archipelago Region

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Abstract---*Education is an important part of development in coastal areas and border islands because it has specific demographic and geographic characteristics. Therefore a leadership style that is able to understand this specific situation is needed. This study aims to examine the application of principals' social communication skills in situational leadership styles to improve teacher / student interaction and ultimately improve teacher performance and the learning process of madrasah schools in the coastal areas of the border island. This research was conducted at MAN Tanjungpinang, Riau Islands. Data collection using questionnaires and interviews with 28 teachers, with a quantitative approach. The results showed that there was a positive relationship between the principal's situational leadership style and teacher performance (significant value (P-value) of 0.049 <0.05) with a contribution rate of 14.06%. Principal's leadership style and teacher performance are in the medium category with scores of 92.86% and 89.29%, respectively. The principal's situational leadership style is largely determined by the ability of social communication as a soft skill he has. The soft skill of the school principal's social communication results in better teacher performance and influences student academic and non-academic achievement (good and communicative personality). Contextually and situationally, in order to produce good teacher performance and student achievement for schools in the coastal areas of the border island, it is necessary to have the leadership of the principal and teachers who have good social communication skills.*

Keywords---*Social communication, Competence Softskill, Leadership School, Archipelago Region.*

I. Introduction

Coastal areas and small islands have great potential from natural and human resources. The abundant natural wealth in this region requires a better quality of human resources. As one of the most basic human rights (life based) education must be fulfilled for the people especially those living in the coastal areas of the archipelago. Specifically in the Riau Islands Province region has 96 percent of its sea area and only 4% of its land area. So that the education of coastal children in this region needs to receive serious attention from various parties, especially educational institutions as a means for the formation of students of character (Khodijah, 2013). Recommendations from the 2018 school and

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madrakah accreditation mention the importance of efforts to improve the competence of teachers and school education personnel, especially schools located in coastal areas, small islands and border areas that face difficulties in access to transportation, information and communication (BAN S / M) Riau Islands, 2018).

The leadership factor is an important factor in maintaining the quality of education. As stated by Reed (2005) in (Aunga & Masare, 2017) that leadership style is an important aspect in the success of any organization because of its effect on employee performance. In a changing social, economic and technological environment, leadership is a management attribute that is more important today than ever before. Leadership is very complex and has various concepts. Northouse (2013) in (Lumban Gaol, 2017) focuses the concept of leadership only on four important components, namely (1) influence, (2) process, (3) community, and (4) shared goals.

The importance of the role of leadership style is also related to the direction of the development of a school going forward. Because leadership from the point of view of Islam is simple by every leader must be carried out as a series of activities or processes to call for others in their respective environments to become human believers (Sakdiah, 2016). Therefore it is necessary to know and understand what effective headmaster management looks like. The current condition still shows the weak understanding of stakeholders who have the authority to make arrangements and monitor the performance of effective principals. So that it has an impact on overall performance including school teachers. For schools in the islands of the archipelago have problems with the limited number of teachers, so the existence of existing teachers requires the leadership of the principal who can have a positive impact on teacher performance, so the teaching and learning process in schools runs smoothly and well.

Therefore effective leadership needs to have good planning. In this case the meaning of the Prophet is preparation, in the sense that when we want to carry out activities in life including educational activities it should be started with planning or preparation (Sugeng Kurniawan, 2015). Religious education is the foundation of character education for children, but the condition is still relatively small in the number of madrasa schools as a community reference school to entrust their children. Various efforts have been made by the government through the ministry of religion to improve the quality of madrasah schools. Therefore this research wants to contribute to the development of quality education in madrasa schools.

Based on observations while the authors of the field seen several problems that indicate the existence of teacher performance problems. This problem appears from several phenomena, namely: (1) teachers lack enthusiasm in completing their tasks related to learning tools, (2) There are still teachers who do not have good teaching programs, (3) Teacher creativity in choosing learning strategies and methods often using a monotonous method of lecturing, and (4) there are still teachers who show less disciplined attitudes such as doing personal affairs during teaching hours, (5) teachers are less motivated to innovate in teaching methods, (6) teachers are less motivated to follow developments and technological progress in teaching, 7) teachers do not understand well the importance of combining the capabilities of hard skills with soft skills in educating. Meanwhile, in terms of the principal-oriented leadership style of tasks and

subordinates, there are perceived problems, this can be seen from the phenomena: (1) School principals are less motivating to work for teachers, (2) lack of opportunities given by principals to teachers to participating in self-development and competence activities, (3) the principal does not pay enough attention to the difficulties experienced by the teacher in completing their assignments, (4) the principal lacks innovation in his leadership, (5) the principal seems authoritarian, (6) the principal does not give reward for outstanding teachers and good performers; (7) school principals are less updated and upgraded with existing technological developments, (8) school principals are often impressed giving priority to sanctions rather than discussing, (9) principals' soft skill abilities that implement good social communication with all components involved with schools such as teachers / students / parents are sad / the surrounding community is still relatively low. These phenomena if left unnoticed will have an impact on implementation which can permeate the goals of the organization and the institution itself and the quality of the school or the quality of the school itself (BAN-SM Kepri, 2018). This study aims to examine the application of principals' social communication skills in situational leadership styles to improve teacher / student interaction and ultimately improve teacher performance and the learning process of madrasah schools in the coastal areas of the border island.

II. Theory Framework

Terminology of Leadership

Principals must be able to implement managerial, transformational, transactional, teaching, and positive leadership styles so that schools can become effective learning platforms (Lumban Gaol, 2017).

In English leadership is often called a leader from the root word to lead and its activity is called leadership or leadership. The words leader or leadership is a charge. In the Islamic concept, leadership as a concept of interaction, relationships, authority processes, activities influence, direct and coordinate both horizontally and vertically. In historical fact about the Prophet's efforts in shaping Islamic society in Mecca, the Prophet used a process of socio-cultural evolution. Within the organizational environment, leadership takes two forms, namely formal leadership and informal leadership (Sakdiah, 2016).

Leaders are basically people who know their goals and have the power to influence the thoughts and actions of others to get their support and cooperation to achieve these goals. In the case of leaders this goal is rarely personal and generally serves the greater good. The initial theory states that leaders are born and cannot be created, there are several different characteristics possessed by some people who make them leaders. [Read Extraordinary Human Theory and Character Theory]. However, for the current discussion we will try and take a closer look at another interesting theory proposed called Situational Leadership Theory. This theory says that the same leadership style cannot be practiced in all situations, depending on the circumstances and the context of the environment the leadership style also changes. The pioneers of this theory are Kenneth Blanchard and Paul Hersey.

Leadership is the ability to influence and move others to achieve goals. As for the reference to the concept of leadership that is used as a basis for acting as the author quoted from the word of God in the Qur'an Fathir verse 39,

meaning "He is the one who made you all leaders (caliph) on earth "This verse is an explanation of God's statement, that He positions humans as leaders (caliphs), regardless of the sexes of both women and men (Sutikno, 2012). While educational leadership means as a form of ability in the process of influencing, mobilizing, motivating, coordinating other people who are related to education and teaching so that activities carried out can be more effective and efficient in achieving educational and teaching goals (Wahjosumidjo, 2011).

In the concept of management of Islamic education the perspective (view) of the Qur'an is flexible, effective and efficient, open, cooperative and participatory whose activities are not limited to those in schools / madrasas or leaders of Islamic tertiary institutions. The management applied by the Prophet Muhammad was not as sophisticated as modern management, but history proves that the management he applied was very effective. M. Ahmad Abdul Jawwad, stated that there are six secrets of Rasulullah's management excellence, namely: 1) ability to motivate teams, 2) simple in motivating, 3) ability to communicate, 4) ability to delegate and divide tasks, 5) effective in leading meetings, and 6) ability to control and evaluate (Sugeng Kurniawan, 2015).

There are several leadership theories in Ogunyinka and Adedoyin (2013) including: (1) The trait theory: This theory basically focuses on individual characteristics. It sets out to identify and separate the individual's physical or psychological characteristics that relate to or explain the behavior of leaders such as intelligence, self-confidence, capacity and persuasion power etc .; (2) The behavioral theory is seeing leadership as an aspect of behavior in the workplace; (3) The contingency theory is a combination of a characteristic approach and a situation. what forms a leader not only attributes personality but also factors of the situation and interaction between the leader and the situation; (4) Path-goal theory is based on motivational theory of hope and emphasizes the effect of leaders on the ability of subordinates to achieve goals; (5) Situational factor theory, namely leadership behavior will be acceptable to subordinates insofar as subordinates see the behavior as a source of immediate satisfaction or as a tool for future satisfaction.

Concepts of Situational Leadership Styles

The situational leadership model comes from management and organizational studies where it is presented as a framework for examining managerial leadership styles. Recently, this model has been studied, and has proven to be beneficial in the educational environment (Bogert, 1986).

The main concept of situational leadership theory is that leadership consists of two components: the dimension of task fulfillment (horizontal axis) and the dimension of relationship behavior (vertical axis). This two-dimensional combination produced four leadership styles (Figure 1).

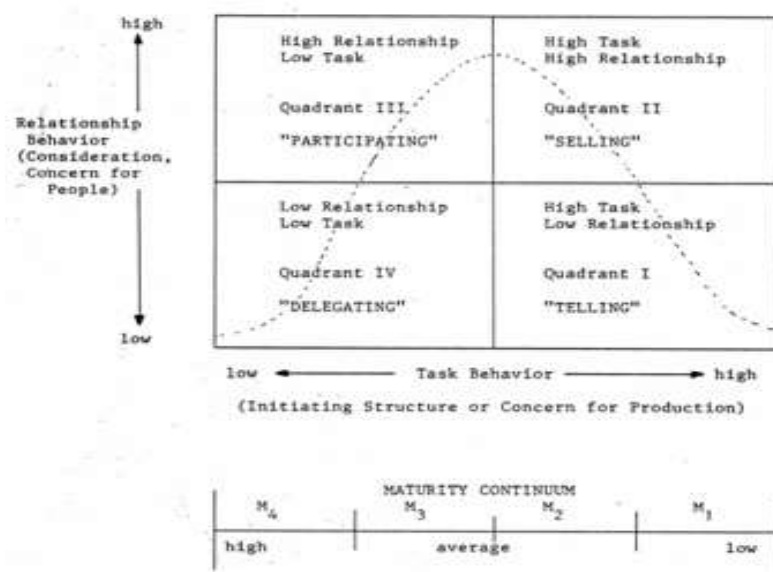


Figure 1. Maslow's Hierarchy of Needs, and Maturity-Immaturity Continuum

(Source Bogert, 1986)

Information:

a.S1: Speech. Style of speech that relates to the leader always carefully watching his subordinates, constantly and continuously teaching subordinates about why, how and when the tasks that need to be done.

b.S2: Promotion. Promotion style is how a leader gives direction in a more open supervision and communication of two-way dialogue between leaders and followers, so followers understand, and begin to process and work towards the desired goals.

c.S3: Participate actively. This style is characterized by when leaders seek opinions and participation with followers to determine work tasks that must be done. The leader must create a good relationship with his followers.

d.S4: Delegate assignment. In this case the leader is able to take the decisions taken, as well as delegate responsibility in carrying out the tasks to his followers. The development of his followers is an important indication for leaders in deciding the appropriate leadership style for their followers

e.D4: Competence and high commitment from followers. As an identification in the category of being followers who have high competence and commitment to the tasks that must be performed. so that followers become better than their leaders in carrying out their work duties.

f.D3: Competence and Commitment with Variables - Category consisting of followers who have competence in doing work and are consistent. Followers tend to lack confidence in carrying out their work duties.

g.D2: Some Competencies, and Low Commitment, followers have a level of competence that may be sufficient to do every job and have a low commitment to the work assignments. Even though they have the relevant skills to carry out their work duties, they still seek help from others when faced with a new situation.

h.D1: Low Competence, High Commitment - This category of followers may not have the specific skills needed, but they show a high level of commitment to the task they have to do, with confidence and motivation.

The concept of situational leadership like this has been developed to help others in carrying out leadership by paying attention to their role as leaders. Be effective when interacting with others in each meeting. (Ogunyinka, EK., and R.C Adedoyin. 2013). The concept of leadership is complete with effective understanding and maturity to act for followers. Thus there are many other important variable situational variables such as: organization, work assignments, supervision and work time and safety in situational leadership given to the behavior of leaders and subordinates.

The behavior of followers is very important to know situational leadership like this. Of the various principals' leadership styles, the situational leadership style tends to be more flexible in the existing operational conditions of the school. (Mulyasa, 2015). The situational leadership style as an assumption that there is no school leadership style that is the best and agreed upon, among others is about the level of maturity of the teacher and staff, which can be seen from two dimensions, according to the desired ability and the will dimension of responsibility, care and commitment.

The following features are effective headmaster management (Spicer et al., 2014): (1) integrated with school development plans; (2) has a safe annual cycle for setting goals and reviewing along with temporary monitoring; (3) supported by healthy relationships, characterized by openness, trust and integrity, among all those involved; (4) involves setting goals that are meaningful and challenging but can be achieved for the principal; (5) finding the right balance between internal, external, development, and reward accountability; (6) utilizing various data from various sources to inform and support decision making; (7) evaluated and adapted from time to time to meet the requirements that evolve from individual circumstances and shifting school needs in a dynamic governance context; (8) appropriate for the stage of development of the school and the principal; (9) is seen as part of an ongoing process and more broadly works with school principals and all staff members to ensure high levels of performance; (10) is an integral part of developing the overall capacity of regulatory bodies to meet the needs of schools.

From several related studies it can be seen that there is a relationship between leadership style with the quality of education (Ardie & Wibowo, 2018); Leadership style is an important aspect in the success of any organization because of its effect on employee performance (Aunga & Masare, 2017); supervision must be carried out effectively on the performance of the principal (Spicer et al., 2014); Leadership style also has an impact on teacher discipline. The factors needed by school principals to influence teacher discipline effectively are: a) educational background, b) work experience, c) positive models, d) awareness of the roles and responsibilities as school leaders, e) professional character (Out Chanthea, 2014). Other results indicate that there is a significant relationship between leadership style and management effectiveness. If managers use a more situational style, job satisfaction in organizations will increase

(Afshinpour, Germain, Tomlin, & Anderson, 2014). The results showed Situational Leadership Style and Work Ethics, Work Motivation simultaneously had a significant effect on employee performance. And the success of a company is also strongly influenced by the performance of its employees (Arianto, Gondo, & Prasetya, 2017).

Social Communication and Soft Skill in Leadership Schools

The requirements to become a teacher are those who are able to educate well and master the material, so the teacher must increase the potential that is relevant to the material he is in. There are four competencies that must be possessed by a teacher, namely pedagogical competence, personal competence, social competence, and professional competence. The four competencies are categorized into two, namely: they are hard competence consisting of pedagogic and professional competencies, and soft competence consisting of personality and social competencies. Hard competence and soft competence are interrelated and complement each other in a teacher forming the soft skills of the teacher in carrying out the task of educating him. Soft educators' good skills will certainly affect the ability of students and their stress levels, besides soft skills of educators are also a key factor in the success of educators in learning and coaching students (Miyono, 2019). The importance of social communication as a soft skill because the teacher's task is not only to improve students' academic abilities but also attitudes and behaviors. Because it takes a social approach too.

It's important to understand that education is not only about knowledge, but also skills and attitudes. There are many types of evaluation techniques that teachers need to apply in the learning process. They not only evaluate students' knowledge, but also their attitudes and skills (Noviani, 2016).

Teachers as holders of the most important role in the education process must always develop their own potential both intra-personal skills and interpersonal skills. Human education is complete education, namely physical education and spiritual education. Therefore, in developing the full potential of students, a figure who is superior in all aspects is needed. Thus it is very important for the development of teacher soft skills in carrying out their responsibilities. Development of teacher soft skills includes (1) Intra Personal Skills consisting of aspects of: the power of awareness; strength of purpose; power of belief; power of love; power of positive energy; strength of concentration; decision strength, and (2) Interpersonal Skill by increasing smiles, being appreciative, being an active listener, creating an environment of cooperation, being a mediator, communicating clearly, being humorous, empathizing, and not easily complaining (Jaenuri, 2017)

III. Research Methods

Research Approach

Research approaches using quantitative approaches (Bacon-shone, 2020). For quantitative analysis, the population used in this study were all teachers of the Aliyah State Madrasah School in Tanjungpinang City, Riau Islands with a total of 38 teachers. Because the number of samples is less than 100 people, all samples are made as respondents. Of the 38 questionnaires distributed, only 28 respondents returned the questionnaire. Data collection

techniques using questionnaires and interviews. The assumption test used is the normality and linearity test. Hypothesis testing uses simple regression analysis. The research hypotheses proposed in this study are as follows:

- a. Ha: There is a relationship between the principal's situational leadership style and teacher performance
- b. H0: There is no relationship between the situational leadership style with the principal on teacher performance

Research Variables

In this study, researchers took two variables (Shukla, 2018): (1) Independent variables (Independent Variables), namely variables that affect or which cause changes or the emergence of dependent variables (bound). In this study the independent variables are the Principal Situational Leadership Style; (2) Dependent Variable (Dependent Variable), i.e. the variable that is affected or which is due, because of the independent variable. In this study the dependent variable is Teacher performance. The subjects of the research were the Principal and School Teachers of the State Aliyah Madrasah School in Tanjungpinang City, Riau Islands. The object of his research is the Influence of the Principal Situational Leadership Style on the Performance of Tanjung Pinang Aliyah State Madrasah Teachers. Each variable consists of several assessed components, namely:

- a. The independent variable is the principal's leadership style (X). The concept of the principal's leadership style is used only the situational leadership style based on the indicators of the research to be examined namely: telling (telling); Selling (selling); Participation (participating); Delegating.
- b. The dependent variable is the performance of the MAN Tanjungpinang teacher as the dependent variable (dependent variable) in the operational concept of the research to be investigated, namely educating, teaching, guiding, directing, assessing, evaluating.

To measure respondents' answers about the leadership and teacher performance variable data, a Likert scale is used with five answer scales from positive to negative with four alternative choices of answers with two forms of statements (+) and (-).

- a. Score 5 = to agree strongly
- b. Score 4 = to Agree
- c. Score 3 = to be Agree enough
- d. Score 2 = Disagree
- e. Score 1 = to Disagree

Based on the lattice of these variables can then be developed data collection instruments that will be used to obtain data in the field. The relationship between the two variables can be seen in Figure 1.

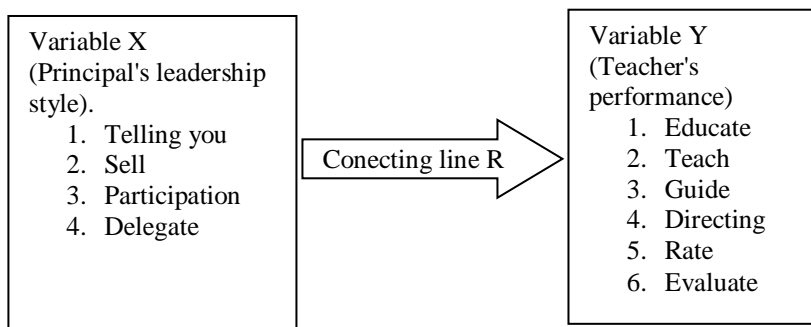


Figure 2. The Relationship Line of the Research Paradigm

a. Information:

- a) X: Situational Leadership Style Principal of MAN Tanjung Pinang
- b) Y: Teacher Performance MAN Tanjungpinang
- c) R: Relationship between Principal Leadership Style and Teacher Performance

b. Technical Analysis of Data

The data collected was then analyzed using SPSS Version 16.0. The implementation phase of the analysis includes: (1) test requirements analysis, and (2) hypothesis testing.

To find out the value of contingency correlation coefficient, the Pearson Correlation Product Moment correlation formula (Suharsimi Arikunto, 2002) is used below:

$$r_{xy} = \frac{\sum XY - (\sum X)(\sum Y) / n}{\sqrt{(\sum X^2 - (\sum X)^2 / n)(\sum Y^2 - (\sum Y)^2 / n)}}$$

c. Where :

- a) r_{xy} = coefficient of contingency correlation
- b) N = number of Samples
- c) X = the score of each item
- d) Y = total score of the item

Simple interpretation by matching the calculation results with the correlation index number "r" contingency coofesien correlation (Table 1).

Interpretation of the "r" table of contingency coefficient correlations by first finding the degree of freedom (db) or degrees of freedom (df) with the formula:

- a) $db = Nr$
- b) $db = \text{degree of freedom}$
- c) $N = \text{number of respondents}$
- d) $Nr = \text{number of variables correlated}$

By obtaining "db" or "df", we can find the magnitude of "r" listed in the table of "r" values of contingency coefficient correlation at both the 5% significance level and at the 1% significance level. If "ro" is equal to or greater than "rt" then the alternative hypothesis (Ha) is approved or accepted and the null hypothesis (Ho) cannot be accepted.

Then look for the determinant coefficient (KD) variables X and Y:

- a) $KD = r^2 \times 100\%$
- b) $KD = \text{Determinant Coefficient of Variables X and Y}$
- c) $r^2 = \text{correlation coefficient of variables X and Y}$
- d) $100\% = \text{Percentage constant}$

Table 1 Contingency Correlation Interpretation

The magnitude of "r"	Interpretation
0,00-0,20	Between variables X and Y there is a correlation but the correlation is
0,20-0,40	Between variables X and Y there is a weak or low correlation
0,40-0,70	Between variables X and Y there is a moderate correlation
0,70-0,90	Between variables X and Y there is a strong or high correlation
0,90-1,00	Between variables X and Y there is a very strong correlation

Hypothesis testing is done to find out whether the proposed hypothesis is accepted or rejected, then the statistical test calculation is used using the t test and F test (if using manual calculations), whereas if using the SPSS program calculation is enough to compare the probability with the specified significance level, as follows:

a. T test (Partial Test)

The test is used to determine each support partially on the independent variable on the dependent variable. In using the test each regression coefficient of the independent variable has a significant or not insignificant influence on the dependent variable with the following formula:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

b. Where ;

- a) r = Regression coefficient
- b) n = Number of respondents
- c) t = Hypothesis test

The steps for the t test are;

- a) Formulation of the null hypothesis (H_0) and the alternative hypothesis (H_a) H_0 = Principal's Leadership Style does not affect the Performance of Teachers in MAN Tanjung Pinang H_a = Principal's Leadership Style influences the Performance of Teachers in MAN Tanjung Pinang.
- b) Determine the critical value with a level of significance $\hat{J} = 5\%$ T table = $t(\alpha / 2; n-k-1)$

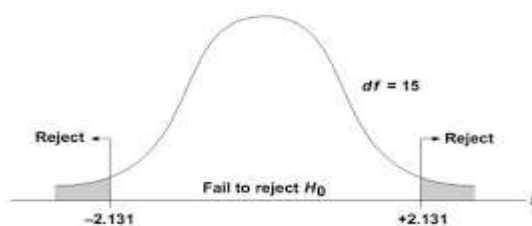


Figure 3 Areas of Acceptance and Rejection of the Hypothesis Test t

- a) Determination of acceptance and rejection criteria.

H_0 is accepted if $t\text{-count} \leq t\text{-table}$ then H_0 is accepted and H_a is rejected, then the calculation has no significant effect on the variable X to the variable Y. $t\text{-count} \geq t\text{-table}$ then H_0 is rejected and H_a is accepted, then that means there is an influence which means that the variable X with respect to Y

IV. Results and Discussion

Research Location Profile

Tanjungpinang City is the capital of the Indonesian Riau Archipelago Province, located in the border region of Indonesia with several neighboring countries (Singapore, Malaysia, Vietnam). Riau Islands Province has 2408 islands with population domination in the coastal area. In addition, Tanjungpinang City is also a Free Trade Zone (FTZ) area that has a very high chance of developing the industrial sector and affecting the socio-economic aspects of the local community. Therefore education plays an important role in human development in this region (Khodijah, 2014). The

Riau Islands province has a madrasa school with a number and quality that is still limited, given its territory that stretches with thousands of islands. The results of the 2018 school / madrasah accreditation conducted by BAN S / M Riau Islands mentioned the results that the necessity of priorities in improving the quality of school educators and education personnel, especially in madrasah schools (BAN S / M Kepri, 2018).

Tanjungpinang Aliyah Negeri Madrasah School has a very strategic location in the coastal area of Tanjungpinang City which is one of the locations on the coast of the Riau Islands border region which is neighboring Singapore and Malaysia. Besides that, it is also supported by a strategic internal and external environment so that the potential for safe, comfortable and conducive teaching and learning conditions is created. School environment factors influence the quality aspects of student learning. Students who attend MAN Tanjungpinang do not only come from the Tanjungpinang City area but also from small islands in the Riau Islands border region. MAN Tanjungpinang School is known as the oldest religious school in the capital of the Riau Islands Province, so that many graduates have demonstrated their success working in various private and public agencies and continuing higher studies.

The Tanjung Pinang Aliyah Negeri madrasa school has a vision of "Belief, Devotion, Quality, and Noble Virtues", to achieve this vision the school already has a mission and strategy so that it is expected to be able to create faithful, devoted human resources to Allah SWT.

The City Aliyah Madrasah (MAN) of Tanjungpinang City is a transfer of the function of the Education of Religious Teachers (PGAN) to the City Aliyah Madrasah (MAN) of Tanjung Pinang City based on the Decree. No. 64 of 1990. The condition of the teaching staff in this school was quite good because 85% of the teachers consisted of civil servants and had the appropriate competence and educational background.

Research Variable Dimension Test Results

Processing data research studies using statistical testing with bivariate correlation analysis, the researchers conducted the test requirements analysis so that the results can be used to draw conclusions. Test requirements referred to are tests of normality.

This normality requirement test is carried out on X1 and Y using the Shapiro Wilk test using SPSS Version 16.00. To accept or reject the null hypothesis, we compare the significant value ($\alpha = 0.05$) with the significant value obtained. The criterion is that the variable has a normal distribution if the significant value obtained is greater than $\alpha = 0.05$. A summary of the analysis of the normality of the data distribution as illustrated in table 2 below.

Table 2. Normality Test With Shapiro Wilk

Style	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	d	Sig.	Statistics	d	Sig.
Leadership	.150	28	.108	.944	28	.140
Teacher Performance	.129	28	.200*	.936	28	.088

a. Lilliefors Significance Correction

b. This is a lower bound of the true Significance.

Source: Processed from Primary Data

From Table 2 it can be seen that the significant value for the principal's situational leadership style variable is 0.140 and the teacher performance variable is 0.088. This significant value is greater than the significant level $\alpha = 0.05$. Thus, it can be said that each variable is normally distributed.

After fulfilling the analysis requirements, namely the normality test then testing the hypothesis. The hypothesis proposed is: there is a significant relationship between the principal's situational leadership style with the performance of the MAN Tanjung Pinang teacher. " Based on the research hypothesis, the null hypothesis (Ho) tested was "there was no significant relationship between the situational leadership style of the school principal and the performance of the MAN Tanjung Pinang teacher".

Based on the calculation results obtained that the significance value is 0.049 which is smaller than the value of $\alpha = 0.05$ and the calculated value is 0.375 * in the "low" category. The coefficient value is then tested for significance by comparing rtable for $n = 28$ at the 5% level, then $r_{table} = 0.374$, where the r count value $> r_{table}$ ($0.375 > 0.374$) and the significance value obtained is less than 0.05. Thus, H_a accepted that there was a significant relationship between the principal's situational leadership style with the performance of the MAN Tanjung Pinang teacher. While the contribution of the principal's situational leadership style to teacher performance was 14.06%. The complete calculation can be seen in the following table 3

Table 3

Correlation Analysis of Leadership Style

Correlation of Principal Situational Leadership Styles to Teacher Performance		VAR00001	VAR00002
1 Situational Leadership Style	Pearson Correlation	1	.375**
	Sig. (2-tailed)		.049
	N	28	28
Teacher Performance	Pearson Correlation	.375**	1
	Sig. (2-tailed)	.049	
	N	28	28

**. Correlation is significant at the 0.01 level (2-tailed).

(Source: Primary Processed Data)

Situational Leadership Style

Data on the headmaster's situational leadership variable in this study collected 28 questionnaires collected from all respondents. Questions raised in the variable amounted to 41 question items. The distribution of respondents' score scores spreads from the lowest score of 128 and the highest score of 176. Based on calculations from the distribution of data, an average of 150.54 median 149.50 and standard deviation (SD) of 9.72 are obtained. This calculation shows the average and median that are not much different. This gives an indication that the headmaster's situational leadership variable data scores tend to be normally distributed. The average price, which is not much different from the median price, can be used as a central symptom measure for the purposes of further analysis. Similar conclusions are also obtained if the same data are analyzed through the skewness test (0.616) and kurtosis (1.534), and it turns out to be far below the standard number set by number three. The results of this calculation indicate that the situational leadership style variable data are normally distributed. The distribution of principals' situational leadership scores is presented in the frequency distribution list with a class number of 6 and class length 9. The distribution of principals' situational leadership score is presented in figure 3. Furthermore, the distribution of the frequency distributions of the principal's situational leadership style data can be seen in table 4 .

Table 4
Variable Score Frequency Distribution

No	Leadership	Frequency Absolute	Frequency Relative
1	128 – 136	1	3.57%
2	137 – 145	7	25.00%
3	146 – 154	13	46.43%
4	155 – 163	4	14.29%
5	164 – 172	2	7.14%
6	173 – 181	1	3.57%

Source: Processed from Primary Data

Next to get a general picture of how the position of the principal's situational leadership style (high, medium and low) data distribution scores can be grouped by three criteria as follows:

- a. High Leadership: Above 165.12 (2 people = 7.14%)
- b. Medium leadership: 135.96 - 165.12 (25 people = 89.29%)
- c. Low leadership: 135.96 and below (1 person = 3.57%)

In general the principal's situational leadership style is classified at a moderate level.

Teacher Performance

Teacher performance variable data in this study were collected from 28 questionnaires collected on all respondents. Questions raised in the variable are 38 question items. The distribution of respondents' score scores spreads from the lowest score of 136 and the highest score of 175. Based on the calculation of data distribution, an average of 155.96 median is obtained 154 and standard deviation (SD) is 12.12. This calculation shows the average and median that are not much different. This gives an indication that the teacher performance variable data scores tend to be normally distributed. The average price, which is not much different from the median price, can be used as a central symptom measure for the purposes of further analysis. Similar conclusions are also obtained if the same data are analyzed through the skewness test (0.139) and kurtosis (-1.312), and it turns out to be far below the standard number set by number three. The results of this calculation provide an indication that the teacher performance variable data is

normally distributed. The distribution of teacher performance scores is presented in a list of frequency distributions with 6 classes and class length 9. Furthermore, the distribution of the frequency distribution of teacher performance data can be seen in table 5.

Table 5

Frequency Distribution of Teacher Performance Variable Scores (Y)

No	Teacher Performance	Absolute Frequency	Relative frequency
1	136 – 142	5	17.86%
2	143 – 149	7	25.00%
3	150 – 156	4	14.29%
4	157 – 163	2	7.14%
5	164 – 170	5	17.86%
6	171 – 175	5	17.86%

(Source: Processed from Primary Data)

Based on table 5 it is known that the data distribution score can be grouped with the following three criteria:

- a. Teacher Performance High: Above 174.14 (5 people = 17.86%)
- b. Teacher Performance is: 137.78 - 174.14 (26 people = 92.86%)
- c. Teacher performance is low: 137.78 and below (1 person = 17.86%)

From the available data it can be understood that in general teacher performance is classified as moderate.

1. Effect of Situational Leadership Style on Teacher Performance

Based on the results of the study, it was found that there was a significant relationship between the headmaster's situational leadership style with the performance of teachers in Tanjung Pinang Aliyah State Madrasah with a contribution of 14.06%.

From the findings as explained above, it indicates that the success of an educational organization or institution is highly dependent on the ability of the school principal to anticipate changes in the internal and external environments that appear in his leadership style. The challenge for an educational leader in a school is how the principal becomes a driver or a forerunner of the changes that occur in the institution he leads. To create schools that are effective in meeting

customer expectations, new things need to be created in educational organizations both in the choice of teaching methods, finance, use of new teaching technologies, high quality teaching materials, and the ability to create and offer graduates. The leader of a school organization needs to understand the dynamics of change and manage those changes. In addition, the principal must be able to create a conducive working climate. This is in accordance with what Lazaruth said which states that the principal must be able to arouse high morale, be able to create a pleasant or conducive working atmosphere, be able to develop staff to grow in his leadership. Principal's leadership style functions reflected on the teacher's performance, because the style is basically an act that is based on the establishment (opinion or belief); behavior, gestures. Based on this understanding, the leadership style is an action, gesture or behavior chosen by a leader in carrying out his leadership duties. The same research results were also shown in other studies. That if managers use a more situational style, job satisfaction in the organization will increase, and the situational leadership style and effectiveness of subordinates show highly related (Afshinpour et al., 2014).

On the other hand leadership style is interpreted as a way used by followers. According to Thoha leadership style is the norm of behavior used by someone when the person is trying to influence the behavior of others as he sees it. In this case the attempt to harmonize perceptions among people who will influence behavior with those who will be influenced becomes very important. An effective principal's leadership style can optimize teacher performance. This is consistent with the opinion According to Arief who states that an effective leadership style is a style of leadership that is successful in carrying out its role as a leader. The results showed the influence of leadership style on employee performance through job satisfaction amounted to 0.445. Thus it can be suspected that there is a relationship between the principal's situational leadership style with teacher performance. This is consistent with the findings of several related studies ((Afshinpour et al., 2014); (Arianto et al., 2017); (Ogunyinka, 2013).

The teacher leadership style profile can also be seen in teaching classes between teacher and students. A portfolio consisting of a number of profiles of teaching styles over a certain period of time will be an indicator of the teacher's ability to apply the situational leadership model (Bogert, 1986).

Social Communication as a Leadership Style Softskill in the Border Island Coastal Schools

One important component in the leadership style of principals and teachers that can affect teacher performance and motivation of school students is the establishment of good social communication. This social communication plays an important role in efforts to develop education, especially in the coastal areas of the border island. This is because this region has specific socioeconomic characteristics. As expressed by (Khodijah, 2013); (Khodijah, 2014b) that the socio-economic characteristics of coastal communities are still dominated by livelihoods from going to sea with conditions of economic, educational, and skill limitations. And they need special attention and intervention from the government.

The quality of education in border areas, especially in small islands, needs special attention and treatment. Specifically for school students who come from small islands and border areas, a specific approach is needed. The socio-economic life of students who live in coastal areas mostly comes from fishing households, some even from fishing households headed by women. This is due to the fact that most male household heads spend their time at sea

going for days, so the role of women in educating children in their households is a daunting task. Living under such pressure and burdens certainly influences a child's motivation to learn. Therefore the role of principals and teachers in coastal areas especially in the small islands of the border and outermost areas is very important. Because of that competency and social communication skills of a teacher is needed. Teacher's competence is the key to the transformation of religious experiences and understanding to students. The religious teacher competence referred to is pedagogic, personality, social, professional, and leadership competencies (Noviani, 2016).

In addition to improvement from the management side, the most important thing is how social communication can be built properly between the principal, teachers and students. Students who live in border areas actually have a lot of academic and social religious potential, but the existence of their achievements and potential needs to receive support and attention from all parties, especially from teachers who have good leadership and competence and are able to motivate these students. The limited number of teachers who have competencies that are appropriate to their educational background is also a problem for education in coastal and border areas. Therefore, to improve the quality of the learning process and the quality of graduates in this area, it is very necessary for principals and teachers who have good hard skills and soft skills.

As a comparative analysis of the results of the school accreditation assessment of schools in small island and border areas, it is recommended to improve the quality of teaching staff and school education staff. Of the eight national education standards (SNP) for border and outermost regions, attention needs to be paid to educational standards, infrastructure and competency for graduates because these components have the lowest scores. Based on an analysis of the average value of each SNP it can be seen that the Madrasah aliyah (MA) results of the 2018 accreditation of the Riau Islands Province, one of which is required for students, namely the provision of learning experiences for creative, productive and critical thinking skills such as simple research, study tours, seminars or workshops, demonstrations or exhibitions for the performance of art (BAN-S / M, Riau Islands Province, 2018). Of course, to achieve maximum results, motivation and support from teachers and headmasters is also needed. So that communication between the principal, teachers and students needs to go well.

Graduates' achievements and competencies are produced from teachers who have good capacity, integrity and competence. The importance of the teacher's personality is explained in several articles, even a teacher must be able to create a culture of learning in society (Haq, 2017), meaning social communication is an important leadership style that is owned by a teacher. The education model applied by the School of Nature Insan Mulia (SAIM) Surabaya can be an example of a school that uses leadership by prioritizing social communication where in addition to "ngopeni" children / student teachers must also "take care of" parents of students. Estrakurikuler activities are strengthened which can strengthen social relations between schools, teachers, parents and students (Sofanudin, 2019). The ability of the leadership style to use good social communication is one form of soft skills of an educator.

The soft skills of a school principal and teachers are very influential on students' academic stress. Therefore, as educators (principals and teachers) should continue to improve communication and social interaction with students, so that students can carry out their activities with pleasure without any coercion. and must be more proactive in motivating students and building student confidence so that students are able to rise up in overcoming their learning problems. In addition to showing good soft skills to students, a teacher must also be able to show good soft skills to the principal, fellow teachers, administrative staff, and parents of students, as well as supervisors who coach them. While in the context of social life, of course, a teacher must be able to socialize, communicate, and get along in the community. This will show that the teacher has a good personality (Miyono, 2019). Soft skills are life skills and skills that must be possessed by individuals, groups, or the community. In general, soft skills are defined as abilities beyond technical and academic abilities, which prioritize intra and interpersonal skills (Elfindri et al, 2011). The right of leadership is not a normative statement but contextual (Yusuf, 2015). In the context of school management, besides acting as a leader in a school, the principal is also a teacher. Although the results of the study show that there is no significant influence between the principal's leadership style on teacher performance, but from the results of observations and interviews in the field it is known that a teacher who has a good social communication style with his students is proven to be able to motivate his students to improve their achievements both academic achievement and non-academic achievements. This can be seen from the many achievements achieved by students from various competitions that were followed.

Principals who have good social communication skills are the style of leadership most preferred by teachers and students. These attitudes and leadership styles that are transmitted to teachers greatly influence student motivation in learning and achievement. The ability of social communication in leadership is one of the important soft skills that must be possessed by school principals and teachers. Teachers who have good social communication skills are valued by students as the leadership style that is most preferred by students. Leadership style with good social communication is felt by students from all teachers in this school. So that students feel close and do not hesitate to ask the teacher both in terms of learning and other extracurricular activities. There are several things that need attention to improve teacher performance related to the leadership style of school principals in Madrasah Aliyah, Tanjungpinang, including: (1) increasing the soft skills of both school principals and teachers because both are educators, both strong personalities (intrapersonal skills) and relationships strong social skills (interpersonal skills). Educators who have strong personalities should improve communication and social interaction with all components in the school, so educators are more proactive to motivate each other (Miyono et al, 2019); (2) Maintaining the principal's leadership style. The more democratic the leadership increases, the more the teacher's performance increases so that teachers can convey their innovative ideas because the principal is always listening (Aunga & Masare, 2017); (3) Improve discipline. This can be done with school principals by increasing teacher performance in a competitive manner, continuing to motivate teachers and be consistent with the award of outstanding teachers (David A. O. Aunga and Obadia Masare, 2014); (5) every teacher can have an ideal personality.

The essence of the ideal teacher in question is to have knowledge and practice it in life as well as to be down to earth, then to eliminate the tendency to love oneself. teacher idealized by KH. Hasyim Ash'ari is one that has characteristics; diligent, organized, responsible, obeying religious teachings, serious, persistent, following religious and

community rules and norms (Sabiq, 2017), personality and efficacy are important factors for sustainability (Khodijah, 2014). In addition to school principals and teachers, school students also need to get leadership learning (Aji Sofanudin, 2019), and for teachers in madrasa schools need to improve their leadership competencies (Abubakar, 2019).

The principal's organizational experience is very much needed in realizing social communication as a situational communication style. Organizational experience can shape a person's soft skills, the benefits of being organized include helping and improving leadership, communication skills, teamwork, expanding networks or networking, problem solving and managing conflict (Rusdianti, 2018); (Faizal, 2012). The experience of organizing principals and teachers can be transmitted to students and become students' soft skills (Rusdianti, 2018). So that in the future it can reduce the number of intellectual unemployment (Farida, 2015).

Important social communication skills are possessed in leadership. In other sectors such as banking it has been proven that communication skills have a strong influence on the performance of its employees. The principal's experience in organizing is needed to be able to communicate socially on the situational. Because organizational experience can add knowledge of the soft skills of principals, the benefits gained by the organization can help and improve leadership, communication skills, teamwork, networking, problem solving and conflict management (Rusdianti, 2018).

The experience of organizing principals and teachers can be transmitted to students and become knowledge as well as students' soft skills. So expect students to master soft skills and in the future can reduce the number of intellectual unemployment (Farida, 2015).

V. Conclusions

Based on the results of data analysis described in the previous chapter, this research yields conclusions:

1. Social communication competence is a skill that must be possessed by the principal, especially for schools in the coastal areas of the archipelago with specific socio-economic characteristics of the community. This can improve the performance of teachers, education staff, and school students in improving their performance.
2. The results of the study indicate that in general the principal's leadership style and the teacher's performance are in the medium category. Furthermore, the contribution of the principal's style to teacher performance is still relatively low at 14.06 percent.
3. There is a relationship between the principal's situational leadership style on teacher performance, the component of leadership style that has a strong influence on teacher performance and can increase student motivation is the principal's social communication skills in applying his leadership style. Social communication is a skill that needs to be improved by school principals and teachers both towards fellow members of the internal school, against students and towards outside stakeholders such as parents and the community.
4. Both school principals and teachers as educators, both must be able to establish good communication and improve ability and good personality in accordance with the Qur'an and Sunnah. in the world of education.

The teacher's personality will color the emotional climate of the class. The teacher's personality will actually be manifested in the form of his teaching activities. A good personality will encourage discipline and better performance for school principals and teachers.

5. Especially for schools located in the coastal areas of the border island, special attention needs to be given to the situational leadership style that develops good social communication. This is expected to be able to improve the competency of graduate students and their achievements both inside and outside of school.

VI. Implications

The implications of this study are limited to the main problem presented in the conclusions, so some of the implications of the researchers put forward as follows:

1. The school principal's leadership style in Tanjung Pinang Aliyah Negeri (MAN) Madrasah tends to be a participative leadership style. This form of leadership places people or subordinates as the main and most important factor. Everyone will be respected and respected as human beings who possess abilities, desires, thoughts, interests, concerns and opinions that differ from one another. Therefore, everyone must be utilized by including in all activities of the organization in accordance with their respective positions.

2. There is a relationship between the principal's situational leadership style and the performance of madrasah school teachers. The most preferred and expected leadership style by teachers from school principals is to implement better social communication. This is also in line with the expectations of students and the community around the school. When social communication is well established the performance of teachers becomes more improved, so does the motivation and achievement of school students.

3. The thing that needs to be improved to improve teacher performance and better student learning outcomes is that both school principals and teachers need to improve the quality of hard competence consisting of pedagogic and professional competencies, and soft competences consisting of personality and social competencies. The two cannot be separated but must reinforce one another, especially its application in a situational leadership style in schools that have specific geographical, social and economic characteristics in the coastal regions of the border island.

4. Madrasah Aliyah's principal's leadership style that is needed in the future is a school principal who has good social communication competence through organizational experience in addition to good academic and personal abilities. In its application in schools, principals do not form gaps between teachers and students thereby creating familiarity and good cooperation from all components in the school.

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