

## The Success of School Leadership Style in Improving Non-Academic Achievement of Students

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### Abstract

The leadership style of the principal can be described in various labels, for example the principal is generous, stubborn and straightforward, convincing and others. Today, educational institutions need a leadership style that is transformative and capable of seeing opportunities for change and development in modern times. This study aims to analyze the principal's leadership style in increasing the non-academic achievement of students at MA DarulMahmudien. This type of research is descriptive qualitative with a case study approach. The samples in this research were the principal and teachers who were taken by purposive sampling technique. Data collection techniques using interviews, observation and document study. Data analysis used the stages of data reduction, data presentation and drawing conclusions. The results showed that the principal's leadership style was transformative and democratic. This can be seen from his ability to manage school management from planning to evaluation. In addition, it can be seen from his daily behavior in establishing relationships with fellow teachers and with other employees. The leadership of the MA DarulMahmudien principal is able to increase teacher motivation and student non-academic achievement, which is evidenced by the various achievements obtained by students in several sports fields at the sub-district, provincial or national level. The conclusion is that the leadership of the principal of MA DarulMahmudien has been effective in increasing students' non-academic achievement by taking various steps.

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## INTRODUCTION

Leadership is always needed as an activity to influence, drive and direct individual or group action to achieve the expected goals. Leadership has a very vital and decisive position in the organization, because without leadership it is impossible for educational goals to be realized optimally, effectively and efficiently. Leaders who carry out their leadership effectively will be able to move individuals or individuals towards the expected goals.

The leadership style of the principal can be described in various labels, for example the principal is generous, stubborn and straightforward, convincing and others. Selection of the right leadership style will provide work motivation to subordinates, so that subordinates will feel satisfied. According to (Karwati & Priansa, 2013)"Leadership style is a consistent pattern of behavior shown by the leader and known to other parties when the leader tries to influence the activities of others".

Currently, educational institutions need a leadership style of a leader or a transformative leader. This means that through the changes and developments that are so rapid in modern era, leaders must be observant in seeing the opportunities that exist in order to improve student achievement. Transformative leadership certainly studies how leaders can change and build school culture to be more consistent in achieving organizational goals (Saaravirta, Toni, & Kumpulainen, 2016). This is supported by the statement of (Balyer, 2012)which states that transformative principal leadership is able to encourage all elements or elements of the school (teachers, students, parents and society) to jointly participate in realizing the vision of the school.

However, there are still many problems that can be found in the field which related to the principal's leadership style that was not suitable with what was expected. This is evidenced by research by (Yingxiu, 2014)which found that there are still principals who are ignorant, are not aware of problems in school organization, principals are confused by problems because they lack rational knowledge and principals do not

understand the school organizational culture. This condition is caused by the principal lack of understanding of the transformational duties and functions well. Principals who are still passive to motivate school elements to be more creative, innovative and productive.

One of measurement of the success of the principal's leadership can be seen from the achievements of students both academic and non-academic. The non-academic achievements of MA Darul Mahmudien's students were quite good, which was manifested through student activity and achievements when participating in several competitions. However, in terms of non-academic achievements, MA Darul Mahmudien has decreased. Apart from all that, of course, it deserves appreciation for the many non-academic achievements that have been achieved by students. This is of course inseparable from the role of many factors that lead to this point, one of which is the role of the principal in building a conducive organizational culture so that it can create motivation and high work morale from every element or element of the school, especially teachers and students.

Extracurricular activities such as Football, Table Tennis, Karate, Scouting, PMR, Nature Lovers, Qasidah and many other extracurricular activities. That is a series of extracurricular activities that are often won by MA DarulMahmudienMontonggamang. Not only at the KKM level (Madrasah Working Group) in the city of Praya, Ma DarulMahmudien often become the overall champion so that students were often sent to the provincial level. All of this cannot be separated from the role of the principal in the leadership style that is applied in regulating, directing or controlling his subordinates so that it has an impact on student achievement. Students who take part in one of the extracurricular activities of all types of extracurricular activities can be motivated and have creativity in channeling their potential (Hanum, Solfema, & Jalius, 2018).

Extracurricular activities is used to measure student 's achievement that can be seen

based on achievement building activities that are both academic and non-academic. The activities which is carried out at MA DarulMahmudien NW Montonggamang consist of fostering academic and non-academic achievements. Academic achievement building is carried out outside school hours which are supervised by teachers / counselors such as mathematics, biology, and others. Meanwhile, for non-academic activities such as sports activities, religious activities, and others. Other research focuses on assessing the leadership style of academic student achievement, while this research is more focused on examining and analyzing problems related to leadership styles in increasing non-academic achievement.

This study aims to analyze the School leadership style based on the student's non-academic achievement, the effectiveness of the principal's leadership, and based on the obstacles faced in implementing his leadership to improve student non-academic achievement. Based on the explanation that has been described, the author is interested in conducting research on "Principal Leadership Style in Improving Student Non-Academic Achievement at MA Darul Mahmudien"

## METHOD

This research is a qualitative research with a case study approach. The research sample consists of the principal and teachers of MA DarulMahmudien, Central Lombok Regency, amounting to 5 people with the sampling technique using purposive sampling. The data collection technique is done by conducting interviews, observation and document study. The research instrument consists of an interview guide, observation sheets and documentation sheets. The data source comes from primary and secondary data. Primary data is obtained directly from teachers and school principals, while secondary data is obtained from other sources such as notes on school activities, curriculum, extracurricular activities and others. The validity technique uses source and method triangulation. Data triangulation aims to ensure that the

information obtained can be trusted and accountable for its validity. This is used in order to draw conclusions. Data analysis techniques used data reduction, data display and data verification

## RESULTS AND DISCUSSION

Implementation of Principal Leadership Style in Improving Student Non-Academic Achievement at MA Darul Mahmudien A good leadership style is one that can lead the organization or group to achieve better goals and directions. In this study, the leadership style studied was that of the principal at MA Darul Mahmudien, one of which was to examine the implementation model of his leadership style. Of course this is very important when running an organization to create a conducive work environment.

In addition to carrying out duties as leaders, the principal also plays a role as a motivator to provide morale for teachers and enthusiasm for learning for students. This is as done by the principal of MA Darul Mahmudien in carrying out his democratic leadership in supporting teaching and learning activities in schools starting from the attention of the principal, providing input to teachers, as well as with the division of tasks. This is like the statement conveyed by teacher B.A as follows:

*"Yes, he is like that. Giving more attention to fellow teachers. Likewise, the assignment is also given together such as evaluation activities and so on. In addition, the principal also always provides input or suggestions in solving teacher problems". (interview, 26/02/2020).*

The results of this study are parallel with the research of (Panggabean, Wahyudi, & Radiana, 2016) which shows that the principal always tries to take a path by calling teachers and helping solve teacher problems with an open attitude. Likewise in terms of the distribution of tasks, the principal always gives assignments fairly to the teacher by paying attention to the competence of each teacher to complete the assigned task and the principal always pays attention to subordinates in order to increase teacher motivation because they think that there

is attention from the principal so that this will have an impact on the seriousness of teachers in increasing their achievement in the learning process at school.

As the leader, the principal of MA Darul Mahmudien has carried out his leadership management duties properly, namely by planning the goals of school activities and also strategies for achieving student achievement. This is like the statement conveyed by teachers H.R and S.R, which are as follows: Teacher H.R. "The planning has been carefully designed by the principal, and involves all teachers, in order to produce high-achieving students. For the strategy is that the principal usually chooses professional teachers in guiding students who take extracurricular activities "(interview, 24/02/2020).

Teacher H.R statement

*"For the planning has been designed by the principal carefully, and involves all of the teachers in order to produce outstanding students. For the strategy, principal usually chooses a profesional teacher in guiding students who take extracurricular activities"* (interview, 24/02/2020)

Teacher S.R's statement

*"So in our schools or madrasas, the principal of madrasah prioritizes that goal, namely how to produce excellent students in various fields, of course by seeing the potential of all students, he opens himself up to all students where they think they have the potential to develop activities. them"* (interview, 26/02/2020).

*"So the planning strategy used by the head pack seemed not far from the goal, he saw the potential of each student, seen from his extracurricular activities, for example a small example, if students were happy from the ball, some students were put aside from the ball, and if anyone was happy. in the field of English, it was made from the field of English, and so on, he always put forward the wishes of these students, the strategy was used to listen to what the students' interests were"* (interview, 26/02/2020).

In line with what was conveyed by (Paskalis, Sindju, & Thamrin, 2013) that a school principal or manager in carrying out a task must have a strategy to empower all elements of the school both educators and education by giving them the opportunity to improve their

professional abilities and also involve them in activities that can support the school program in a better direction. Likewise with what was conveyed by (R, Aunurrahman, & U, 2016) which stated that the principal must have a vision, mission and strategy that is oriented towards quality improvement that must be carried out continuously in order to improve and improve service quality so that it must focus on students, teachers, parents, staff, community and government.

The principal of MA Darul Mahmudien has good competence in managing school activities related to administrative activities and learning activities and always carries out evaluations to find out existing problems until finding solutions to these problems. This was also conveyed by teachers B.A and Z.T related to the principal's leadership duties in conducting assessments or evaluations, namely as follows:

Teacher B.A's statement

*"We admit that he is very skilled in managing schools according to his competence"...*

*"Sometimes every 2 weeks or once a month he and the teacher council hold an evaluation meeting"* (interview, 26/02/2020)

Teacher Z.T.

*"Very good, so if it is not optimal, it must be evaluated"...*

*"School meetings are usually held at the end of the month and are usually evaluated after extracurricular competitions are held"* (interview, 05/03/2020)

The ability of school principals to conduct assessments in order to support good school management governance must be done optimally, especially in achieving school achievement as measured by good student achievement. If there is a shortage, the principal and other teachers immediately make improvements, both in the learning process and extracurricular activities based on declining student achievement. This is as stated by the teachers S.R and Z.T as follows:

Teacher S.R.

*"So the act of buying, when one sees an activity that is not successful, will be reviewed, whether*

*the activity gives low or high motivation to the student"* (interview, 26/02/2020).

Teacher Z.T.

*"Seperti yang saya bilang barusan yaitu dievaluasi, misalkan dalam bidang ekstrakurikuler futsal, apabila prestasinya menurun biasanya latihan dilakukan secara intensif"* (wawancara, 05/03/2020).

The hope of the principal of MA Darul Mahmudien, of course, wants to advance the school he leads by increasing student achievement in both academic and non-academic fields. Therefore, the principal always thinks creatively in achieving better school goals in the future. Of course, it all starts with good planning from the principal along with other school members, namely teachers, as well as other management parties such as the vice principal in the field of student affairs and curriculum so that what is done can be as expected. This is as expressed by the principal of the MA Darul Mahmudien as follows:

*"To improve students, there is a need for communication with students, but previously it was decided in a teacher meeting"* (interview, 14/03/2020).

*"Here we need professional teachers, so our teachers are empowered, including guidance for high achieving students"* (interview, 14/03/2020).

Apart from school principals, the availability of good educators (teachers) is also a good contribution to forming good human resources. Therefore, the existence of professional education personnel is a must, because they will be able to carry out their duties professionally so as to produce quality education and higher quality graduates. According to (Cohen, 2015) which states that the leadership style of the principal is a very important factor in bringing about change in the education system. However, it cannot be denied that in its implementation, quality leadership often cannot be realized in a good school management process.

MA Darul Mahmudien School is one of the schools that has good achievements based on academic and non-academic achievements. This non-academic achievement is evidenced by the

number of students who won the I-III championship in competitions that were participated in both regional and national levels. Of course, this is a matter of pride for schools, especially principals and teachers who have had a big enough influence on students to achieve these achievements. The various efforts that have been made have yielded good results, so this needs to be maintained and even improved so that what is expected can of course be achieved. This of course cannot be separated from the role of the MA Darul Mahmudien principal. This is in line with (Helmi & Jon, 2019) which states that the non-academic achievements achieved by students cannot be separated from the role of the principal in supporting and motivating teachers and students to work optimally in order to achieve good results.

Non-academic achievements achieved by students certainly need careful planning so that all activities can run well and the goals that have been set can be achieved, namely increasing student achievement. This is as expressed by the principal of the MA Darul Mahmudien in relation to planning non-academic activities in schools, which are as follows:

*"Of course, we formulate the planning first, then we coordinate it with the students, with the student council supervisors as well as the teachers regarding what we are going to do"* (interview, 14/03/2020).

This is reinforced by the statements expressed by teachers H.R and Z.T, which are as follows:

Teacher H.R.

*"Usually the principal makes plans with the teacher at the start of a new teaching"* (interview, 24/02/2020).

Teacher Z.T.

*"The planning is very good and usually it is neatly arranged, so we just have to do it"* (interview, 05/03/2020).

Good planning certainly gives hope of successful achievement by utilizing all available school resources. Planning activities must of course involve all school elements involved in the process of drafting a framework of thought in carrying out activities at school. This has been carried out by the principal of the MA Darul

Mahmudien by involving school elements such as student staff, teachers and student council supervisors in preparing a planning framework for non-academic activities in schools so that the expected results can be achieved optimally. This is in line with (Sari, 2013)opinion which states that improving the quality of education as an effort to change education cannot stand alone, but must include all the elements involved in it, such as school principals, teachers and students.

Of course, in the implementation of school activities, including non-academic activities, they must provide an implementation budget. The MA Darul Mahmudien School has been supported by the government budget, namely RKAM in supporting various activities in the school including non-academic activities. This was as expressed by the principal and teacher H.R., as follows:

Statement of the principal

*"For non-academic activities we are in accordance with the RKAM plan, and the madrasah activity plan"* (interview, 14/03/2020).

Teacher H.R.

*"As far as I know, this is in accordance with the RKAM for every activity in this school, including non-academic or extracurricular activities"* (interview, 24/02/2020).

Extracurricular activities at MA Darul Mahmudien are carried out outside of school hours so that they do not interfere with student learning activities in the classroom. The scheduling itself depends on the respective coordinator of non-academic activities, for example related to changing the day of the activity due to factors that prevent the activity from being carried out on a predetermined day or time so that it must be changed to another time or day.

Even at the implementation stage, all school elements have been involved based on their abilities by giving them their respective assignments according to what the school principal and others have planned. This is a form of organizing that is done so that all can work as assigned and can complete as expected. Not only are teachers organized, but students are also organized to be separated based on their abilities

or talents so that they are appropriate in giving them activities that are in accordance with the abilities of students. The principal of MA Darul Mahmudien has given assignments by involving teachers according to their respective abilities in carrying out non-academic or extracurricular activities so that these activities can run optimally in achieving maximum results. This was as expressed by the principal and teacher H.R., as follows:

Statement of the principal

*"We each have a task so we have allocated it to each coach and we provide incentives every time we go home"* (interview, 14/03/2020).

*"For non-academic activities, it does not have to be from existing teachers or coaches, we always use esbet which means people who have morals. We take it from outside, for example we have a PMR trainer who we take someone who is an expert in PMR "*(interview, 14/03/2020).

Teacher H.R.

*"So usually the principal selects and sorts students in developing their talents, then the principal just needs to support"* (interview, 24/02/2020).

This is in line with the opinion of (Helmi & Jon, 2019)which states that the principal must be able to divide the task structure to each employee according to their abilities and responsibilities so that these tasks can be carried out optimally with maximum results. After the division of tasks is carried out by the principal, then the principal's task is to guide, control and direct the actions of employees to achieve the desired goals. The principal of MA Darul Mahmudien has carried out controlling activities of every school activity both academic and non-academic. The principal also always coordinates with other school elements, for example teachers, student deputy heads and others. This is in line with what was expressed by the principal and teacher B.A, namely as follows:

Statement of the principal

*"We always coordinate with students and of course the student council to carry out activities so that their activities can continue"* (interview, 14/03/2020).

Teacher B.A's statement

*"He gave directions on how to carry out non-academic activities well"* (interview, 26/02/2020).

The principal of MA Darul Mahmudien as the manager or school leader must of course provide support or motivation to both teachers and students in carrying out any activities that have a positive impact in order to increase student achievement in the school. The principal of the MA Darul Mahmudien has done several ways as a form of support to teachers and students in carrying out their duties and responsibilities to provide something useful for the school. When there are teachers or students who excel, the principal gives awards to them in the form of words and incentives. This is as expressed by the principal, S.R and Z.T teachers as follows:

Statement of the principal

*"We always support it, especially those who have achievements and this is a motivation for other students to do better"* (interview, 14/03/2020).

Teacher S.R.

*"The support provided by the principal is very maximal in running non-academics so that any student who excels in all non-academic activities, he always provides support, both in the form of trophies and coaching money"* (interview, 26/02/2020).

Teacher Z.T.

*"In my opinion, the form of principal's support is very good by providing a certificate of appreciation and usually more attention, but it does not reduce respect for others"* (interview, 05/03/2020).

The implementation of school activities, both academic and non-academic, must be properly supervised by the school principal so that their implementation is as planned. The principal of MA Darul Mahmudien always supervises every school activity, both academic and non-academic. This is as expressed by teacher B.A and teacher Z.T as follows:

Teacher B.A's statement

*"Even though we have been assigned, it does not mean that the principal will let go of his hand, but he is in control"* (interview, 26/02/2020).

Teacher Z.T.

*"If I see it myself, usually the principal goes straight to the field to supervise selecting students who have talent"* (interview, 05/03/2020).

Supervision carried out by the principal of MA Darul Mahmudien has been carried out well, starting from the beginning of the activity to the final stages of the activity so that it can ensure that activities related to improving student non-academic achievement can run well. Supervision carried out by the principal is also assisted by the teacher as the activity coordinator in order to maximize supervision of extracurricular activities. Of course, the implementation of non-academic activities in schools cannot be separated from various supporting and inhibiting factors in the process of running these activities. This is also experienced by the MA Darul Mahmudien school both in supporting and inhibiting factors. As expressed by the principal and teacher Z.T related to the supporting and inhibiting factors, namely as follows:

Statement of the principal

*"Obviously the supporting factor seems to be the cost of funds, but not 100% of the funds, the important thing is there is a willingness from our students to give a special motivation"* (interview, 14/03/2020).

*"Indeed, there are inhibiting factors, especially in terms of existing facilities but not of high quality, for example, karate is a lot of equipment that we need, but what we have is not as good as other schools"* (interview, 14/03/2020).

Teacher Z.T.

*"In my opinion, it is support from parents and teachers. If parents have been supporting their children to take part in extracurricular activities at school and there have been no problems so far, the teacher will certainly support them because this is for the good of the students"* (interview, 05/03/2020).

*"Depending on sometimes insufficient sarpras, for example in the field of swimming sports. Sometimes the students are lazy because of the lack of facilities"* (interview, 05/03/2020).

This is in line with the results of (Lestari, 2017) which shows that parents play an important role in supporting children's activities by providing them facilities and the existence of cooperation with the school, as well as with students who have the motivation and interest in supporting themselves to participate in these non-academic activities. Likewise, it is in line with the research results of (Wijayanti & Karwanto,

2016) which show that the supporting factors in increasing student achievement are the principal, teachers and students themselves.

Student achievement is an output that becomes a measure of the success of implementing learning activities in schools. Student achievements include academic and non-academic achievements. Many non-academic achievements have been achieved by students at the MA Darul Mahmudien school in various fields of competition at the sub-district, district and national levels so that they can give a sense of pride to the school and parents.

These results indicate that MA Darul Mahmudien has good quality in the non-academic field. This is of course inseparable from the leadership role of the principal who made a major contribution in increasing the achievement of students at the MA Darul Mahmudien school. This can be seen from the several competitions that were won, starting from first place to third place, which of course this is the motivation of students who are obtained from the principal, teachers and the supervisor of these non-academic activities. The number of awards received from students for various competitions shows that the principal's transformational and democratic leadership has a significant effect on increasing achievement at MA Darul Mahmudien.

These results are in accordance with the results of interviews conducted that the principal of MA Darul Mahmudien always supports every activity both academic and non-academic which can have a positive impact on the school, especially these students. Of course this is also inseparable from the role of all school elements involved in the implementation of non-academic activities. The principal with full responsibility as a leader always supervises all elements of the school in carrying out various non-academic activities at MA Darul Mahmudien so that they can run optimally and can bring maximum results by obtaining the desired achievements and in accordance with the vision, mission and goals school.

The achievement of students is one of the benchmarks for the effectiveness of leadership

applied in carrying out their duties and responsibilities as a leader. This is in accordance with the opinion of (Bhengu & Mthembu, 2014) which states that the leadership of school principals, teachers and effective school culture can have a significant effect on school effectiveness in achieving both academic and non-academic achievements. Good and democratic or transformational principal leadership is leadership that is able to involve teachers, educational staff and parents of students who are able to bring effectiveness to the school (Gaol, 2017).

The effectiveness of leadership in the MA Darul Mahmudien school can be seen from the enthusiasm of the school elements ranging from teachers, other employees in carrying out their duties and responsibilities properly and sincerely to achieve school goals. This can be seen from several statements made by the teachers that the principal of MA Darul Mahmudien has carried out his duties and responsibilities as a leader. In addition, the principal's leadership effectiveness can be seen from the students' non-academic achievements. Many awards have been received by students at MA Darul Mahmudien in various fields of competition.

The effectiveness of school principals that is seen includes 1) the ability to empower teachers to carry out their duties and responsibilities properly; 2) the ability to build good relationships with teachers, communities and students; 3) ability to apply leadership principles in accordance with the ability level of teachers and other employees; 4) the ability to work well with other school elements in realizing the goals to be achieved; 5) the ability to produce academic and non-academic achievements of students. Based on the leadership effectiveness criteria that have been described, it can be concluded that the principal of the MA Darul Mahmudien has carried out its management functions well, starting from the planning function to the supervisory function.

The implementation of leadership in an institution is indeed not easy to do, including in educational institutions, namely schools. This is because there are many factors that become



obstacles in its application, both internal and external factors. The principal of MA Darul Mahmudien is a figure with a leadership spirit because he can manage activities in the school, both academic and non-academic. School management activities are a challenge for the principal of the MA Darul Mahmudien because they relate to the arrangement of all school elements to carry out predetermined school activities in order to achieve the expected goals, namely in accordance with the vision, mission and goals of the school. This is like the opinion of (Pinkas & Bulic, 2017) which states that the principal has the responsibility to achieve the mission and goals of the school.

The implementation of leadership is certainly inseparable from the obstacles or obstacles experienced by the principal of MA Darul Mahmudien, both internally and externally. Internal factors that become obstacles, namely from teachers, students and elements other schools. For example, teachers lack high motivation in carrying out activities that are not only academic but also non-academic. In line with the opinion of (Wasserman, Ben-eli, & Yehoshua & Gal, 2016) which states that teacher participation and involvement are a means of school development and improving teaching. Likewise, in line with the research results of (Ratno, Wildan, & Baehaqi, 2020), which show that good principal leadership can create a good working climate and have an impact on improving teacher performance so as to achieve maximum results in the learning process carried out in schools.

Apart from teachers, sometimes students also do not respond to learning activities in schools, both academic and non-academic activities. This can be seen from the presence of students to take part in non-academic activities due to the lack of results obtained when participating in extracurricular activities so that they become lazy. In addition, the facilities and infrastructure factors are also an obstacle for teachers to carry out non-academic activities.

The results of the interview with the teacher said that indeed the facilities available at MA Darul Mahmudien needed to be improved in

supporting the implementation of non-academic activities so that the results obtained could be maximized as expected by the school, namely increasing student achievement non-academically or from extracurricular activities. For example, swimming equipment and karate are considered inadequate, so that students become less motivated to participate in these activities.

Regardless of all the obstacles or obstacles that exist, this is a challenge for the principal of MA Darul Mahmudien in carrying out his leadership with all the existing limitations. Therefore, the principal's task is to collect all data or information that is an obstacle to the implementation of non-academic activities to be considered for improvement in accordance with existing resources. The principal of MA Darul Mahmudien has so far tried to carry out his role as school leader by doing his duties and responsibilities as best as possible. This can be seen from the form of implementation of management activities in schools from the planning stage to the evaluation stage. This proves the seriousness of the principal in providing good service to the school so that MA Darul Mahmudien becomes a school that has a good reputation based on the achievements obtained by both teachers and students.

The focus of this research is on analyzing the application of the principal's leadership style in improving the non-academic student's achievement at MA Darul Mahmudien NW Motongamang. Student's achievement consists of both academic and non-academic achievements. The achievements that have been achieved by MA Darul Mahmudien students are mostly non-academic achievements, so the authors review and analyze the success or effectiveness of school principals in supporting student non-academic achievement. Several studies have also examined and analyzed the leadership style of school principals, but have focused more on student achievement in academics. Therefore, this study is more focused on student achievement in non-academic fields because there are many achievements that have been achieved by students so that the authors

analyze the role of the principal in achieving these achievements

## CONCLUSION

Based on the results of the research and discussion that has been presented, it can be concluded that: The First is leadership style of the MA Darul Mahmudien principal that is applied is more of a democratic leadership style because it has carried out its duties and responsibilities as a school principal properly, namely in the school management process starting from the planning stage to the evaluation stage. The second is achievements of MA Darul Mahmudien students in non-academic fields have been quite satisfying with various awards that have been achieved at the sub-district, district and national levels. The third leadership of the MA Darul Mahmudien principal has been carried out effectively and has an impact on effective school achievement as evidenced by the various achievements achieved by students and their ability to manage school management so as to create a conducive working climate. The fourth is barriers or obstacles experienced in the application of the principal leadership of the MA Darul Mahmudien in improving students' non-academic achievement are related to the availability of supporting facilities for non-academic activities that affect the motivation of teachers and students in participating in school activities so that they have an impact on the achievement of results which is not maximum.

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