

Principal Transformational Leadership of State Senior High Schools in the Empowerment of Excellence Schools in Jambi Province

Prof. Dr. Mukhtar Latif¹, Prof. Dr. Ahmad Sykri², Ahmad Mulyadi^{3*}

^{1,2}Senior Lecturer at University of Islam Negeri (UIN) Sulthan Thaha Saifuddin Jambi, Indonesia

³Doctoral Candidate at University of Islam Negeri (UIN) Sulthan Thaha Saifuddin Jambi, Indonesia

***Corresponding author**

Ahmad Mulyadi

Article History

Received: 02.04.2018

Accepted: 11.04.2018

Published: 30.04.2018

DOI:

10.21276/sjhss.2018.3.4.1



Abstract: Transformational Leadership of the State Senior High School in Empowering Superior Schools, Dissertation of Islamic Education Management Postgraduate Program UIN Sulthan Thaha Saifuddin Jambi 2018. The problem studied in this dissertation is the leadership capability of headmaster's leadership in empowering the excellent schools in Jambi Province. The purpose of this study is to: (1). Finding transformational leadership of the leading school principal in Jambi Province, (2) Revealing the transformational leadership characteristics of principals who are able to empower the leading schools in Jambi province (3) Revealing the principal transformational leadership of the principal's leadership in the empowerment of excellent schools in Jambi Province. This research uses qualitative methodology, data collection is done through observation, interview, and documentation, the analysis is triangulated with case study at the existing superior SMAN in Jambi Province, namely SMAN 1 Jambi city, SMAN 1 Kuala Tungkal, and SMAN 8 Merangin. The results of this research indicate that the headmaster's transformational leadership can empower the leading schools and the demand by the community due to the commitment and efforts of the principal, parent support, communication systems and good management of school governance, oriented towards the achievement of vision and mission, disciplined, organized and able to empower all potentials. The empowerment of excellent schools is done by empowering the stakeholders, establishing cooperation with the government and private parties, promoting, equipping facilities and infrastructure, creating superior learning and extra curricular programs, reward and punishment, and improving the capacity of educators and education personnel. The principal in his role as a transformational leader to empower the leading schools as: Sharing vision, strategizing, making changes, empowering, motivating inspiration, cooperating, overcoming obstacles, getting around the rules, and becoming uswah.

Keywords: Transformational leadership, empowerment, excellent schools.

INTRODUCTION

Background

The transformational leader is a leadership that explains how leaders change teams or institutions by creating, communicating and creating a vision medium for institutions or work units by inspiring teachers or other employees to work toward that vision. Transformational leaders in every stream can be used to explain the purpose of the program that the principal will undertake to change the team or school to be directed, and the school's role is enormous in this school [1].

The principal of a transformational develops independence in the implementation of education by the process of honesty, fairness, self-reliance, hard work, service, care and innovative. Those values are to underlie the school vision that leads to excellence. To make people's work work freely, create fact-based

management, and solutions that produce instant results, but lead to more complex issues. Adilist to underpin the work that can satisfy everyone by giving understanding to the people in the organization to be able to predict from what want to get a higher price than positive [2].

Given the changing circumstances, the role of the leader is not only applicable to outside changes, but will be a successful leader appropriately for other uses. Creativity and innovation arise in a competitive and conflict-ridden atmosphere among members to perform better at every opportunity.

In the world of leadership education it is very important for human resource development or as an human capital investment. Tony Bush stated that the significance of effective leadership and management for the successful operation of school and colleges is widely acknowledged in the twenty-first century. This is

because of the widespread belief that the quality of leadership makes a significant difference to school and student outcomes [3].

The study of leadership in education has become quite interesting these days. Therefore, it is natural that many emerging studies about leadership in the world of education. This stretching is certainly not without the theoretical fundamel as a process or constructive step towards the order of educational institutions that are able to print outcomes in accordance with the needs of stakeholders.

Therefore, the uniqueness and superiority of the above three schools played by the transpormational headmaster leadership is considered to be the pre-eminent school in Jambi Province as evidenced by good input, process and output processes, both academic and non academic achievements, and the graduates can be accepted at various State Universities through SNMPTN and SBMPTN, in addition, there are also accepted through official channels because it has been fulfilled minimum education standard regulated in Governmental Regulation Number 19 Year 2005 on National Education Standards (SNP) and even already exceeded. Being a model school programmed by the Government through the Directorate General of Secondary Education of the Ministry of Education and Culture of Indonesia, the referral schools in the districts / cities of 2016-2017 are integrated in the learning process of strengthening character education, and school literacy programs.

As a consistent school to implement the national curriculum 2013, and once a pioneering international standard school (RSBI). Therefore, the three schools are very important to be studied on the principal's transformational leadership especially in empowering excellent schools in Jambi Province in achieving the vision and mission of the school that has been proclaimed by the principal to be achieved. As for the problems in the research are: "Why is the headmaster's leadership transformation to empower the excellent schools in Jambi Province"?

Objectives and Benefits of Research

The purpose of the study is:

- Increasing the Sciences.
- Describe the transformational leadership of the leading school principal in Jambi Province (SMAN 1 Jambi city, SMAN 1 Kuala Tungkal, Regency Tanjung Jabung Barat Regency and SMAN 8 Merangin Regency).
- Describe the leadership characteristics of principals who are able to empower the leading schools in Jambi province (SMAN 1 Jambi city, SMAN 1 Kuala Tungkal, Tanjung Jabung Barat Regency and SMAN 8 Merangin Regency).

- Describe the strategic efforts of transformational leadership of the principal in the empowerment of excellent schools in Jambi Province (SMAN 1 Jambi city, SMAN 1 Kuala Tungkal, Tanjung Jabung Barat Regency SMAN 8 Merangin Regency).

LITERATURE REVIEW

Principal Transformational Leadership

Transformational leadership also recognizes the importance of power and influence processes. The leader relationship with followers is seen as an emotional intention in which followers give the leader great confidence and confidence [4]. Charisma, inspiration, individual consideration, and intellectual stimulation as a characteristic that can form transformational leadership. Charisma is defined as the "leader's perceived God-like qualities" that creates a referent power and influence. Inspiration is the ability to attract, invite and emotionally communicate future ideals.

Leaders radiate power and influence followers in a visionary way. Individual considerations describe how leaders gain power, either through service or advice and the development of followers' orientation. Intellectual stimulation encourages followers to think in new ways about the old problems, encouraging them to question their own values and beliefs and whether they are in accordance with their leaders [4]. The transformational leadership theory states that leaders can optimize their power and influence primarily through charisma (referent power), inspiration (visionary processes). Followers may not simply assume that the leader is just a symbol. Aspects of role modeling of indiviual considerations and cognitive motivation are triggered or may be moderated by intellectual stimulation [4].

The transformational leader is the creator and bearer of a new "dawn" in the life of an organization. Although many variations on the definition of transformational leadership, in general can be interpreted as an "agent of change" the main role is as a catalyst for changes to be implemented. James MacGregor Burns, who has leadership in his work, seeks to link leadership and follower roles. He writes about leaders as people who improve followers 'motives, in order to better achieve the leader's and followers' goals. For Burns, leadership is quite different from power, because it can not be separated from the needs of followers [5]. There are even some who claim that the transformational word berinduk from the word "to transform" which has the meaning of transforming or transforming something into a different form that is different. For example transforming the vision into reality, heat into energy, potential to be actual.

The qualities of transformer leadership and visionary leadership, besides being able to see and exploit the opportunities that exist, he also has leadership principles as follows: 1) Learning continuously, 2) Service-oriented, 3) radiating positive energy, 4) Believing in others, 5) Living in balance, 6) Seeing life is adventurous, 7) Synergistic, 8) Practicing self-renewal to achieve high achievement [6].

Transformational leadership is measured by the extent to which it relates to the effect the leader has on his followers. The followers of a transformational leader feel more trust, admiration, loyalty and respect than they initially expected of them. The leader transforms and motivates his followers by:

- Make them more aware of the importance of the results of a job.
- Encourage them to focus more on the organization or team than on their own.
- Enabling their needs at a higher level [6].

The transformational leader is the success of getting the commitment of his followers and achieving higher. Transformational leadership is consistent with the kologial model that assumes that leaders and staff share shared values of interest. When working well, it has the potential to engage all stakeholders in achieving the goals of the educational organization. The purpose of leaders and followers merges to produce a harmonious relationship [3].

Transformational leadership has the following dimensions [7]

- Idealized influence. That is, the pattern of a leader's behavior must be a role model for his followers, he said should be in accordance with his actions alias is not hypocritical. Such leaders will usually be admired, respected and trusted by their subordinates. Actually this dimension is not strange to us, because we have long known this dimension, namely what is called the principle "Ing ngarso sung tulodo." The strange precisely why our leaders regardless of their position, whoever they are and wherever he leads, it seems very difficult to transform himself into a commendable leader.
- Inspirational motivation. In this dimension, a leader must be able to act as a creator of group or team spirit within the organization, demonstrating a high commitment to organizational goals and able to articulate a clear expectation for subordinate performance.
- Intellectual stimulation. This dimension implies that a leader must be able to play a role as a growth of creative ideas that can give birth to innovation, as well as a creative problem solver so as to generate solutions to various problems that arise in the organization.

- Individualized consideration. That is, a leader must have the ability to connect with subordinates (human skill), listening to, taking into account the aspirations from the bottom, especially in relation to the development of subordinate career.

The four dimensions of leadership as agents of change above can be a force or energy that can mobilize, maintain balance and maintain organization even when the organization is faced with a transitional, critical, and even declining situation. If these four dimensions continue to be consistently maintained and agreed upon as values, assumptions or beliefs by all members of the organization, then will form what is called corporate culture.

Empowerment of Excellence School

Robbins, Chatterjee & Candra cited by Toto Mardikanto, said that empowerment is "empowerment is process by which individuals and groups gain power access to resources and control over their own lives. In doing so, they gain the ability to achieve their highest personal and collective aspirations and goals" [8].

From Fred Luthans it is understandable that there are two general approaches to managers in empowerment, kaizen and the principles of "Just do it" and building trust with the goal is to bind empowerment with an action-driven approach. This approach is found in Cummins machines. The company provides a five-day training program in which kaizen is combined with JDIT. The principles of operational guidance used include; (1) discharges conventional. Customized ideas about doing work, (2) thinking about how to do it than why it can not be done, (3) melai by questioning current practice, (4) start to make up quickly, even if only 50 percent of them can be solved, and (5) fix immediately.

Empowerment in Islam can also be seen in the concern of a Muslim to others, such as disyariatkannya orders of zakat, infaq and shadaqah. Where in the principle of Islamic economics there are five principles that can play a role as well as empowering Islamic education are:

- The implementation of zakat which is one form of public policy applied in Islam, in addition zakat is also the most effective form of distribution in creating stability and equity. In practice zakat transfer of property from muzaki to mustahik so that the mustahik will be able to increase consumption and work productivity and certainly grow the economy.
- Prohibition of usury / interest. In general the meaning of usury is the additional taking, both in the sale and purchase transactions and borrow-borrow in vanity and contrary to the principles of muamalat in Islam.
- Economic-based togetherness and cooperation.
- Social security.

- The role of the state.

In order to implement the empowerment of leading schools, the need for responsibility or accountability of schools to stakeholders. In order for empowerment that can be done with effective accountability, it is necessary to note the following principles:

- There should be commitment and leadership, from the leadership of the central national education ministry, the provincial education office, the district / municipality education office, and the principal to carry out the empowerment of the school he leads.
- It should be a system that guarantees the use of resources consistently with applicable laws and regulations.
- Must show the level of achievement of the goals and objectives that have been set.
- Must be oriented towards achieving the vision of the mission and the benefits obtained.
- To be honest, objective, transparent, and innovative as a catalyst for management changes within the Ministry of National Education, the education office, the school organization.
- Performance accountability should also present an explanation of the deviation between the realization of kegiatan with the plan as well as the success and failure in achieving the predetermined goals and objectives [8].

Increased welfare and application of career development system of teachers

As it is known that, teachers play a key role in education, but attention to them, is far from satisfactory. Their welfare levels are low and incompatible with the burden of their work, while their career development system is not clear. Even more distressing is that they often get unfair treatment from the bureaucracy; for example, they are treated as ordinary office workers (having to pursue meetings, marching lines, must wear official clothes), cuts to their small salaries, and

difficulties in taking care of promotion to which they are entitled.

Enforcement of the legality of education

Today's educational practice still finds a number of educational institutions that are doubtful of its legality, let alone by increasing the tendency of some members of society to make educational institutions as potential land to gain maximum profit, without a commitment to quality and sufficient understanding of academic tradition. What then happened was that many graduates actually went through legal procedures, but were hampered by access to work or in developing their careers. This creates an impression as if the more important is the formalities in the form of a certificate of diploma than the legality and the real ability in question. This phenomenon is very striking is at the level of higher education with the proliferation of degrees that are sold at a low price, without any firm and clear action from the authorities. Therefore, in order to strengthen the national education system, enforcement of the legal aspects of education should require more serious attention. It is at once to provide quality assurance to the community and ensure that the education process can not be carried out in a haphazard manner.

A more comprehensive review of key schools that have a range of indicators: (1) parent and environmental support, (2) support from the education system, (3) sufficient material support, (4) effective leadership, (5) teaching (6) high expectations of students, (9) positive attitudes, (10) high discipline, (11) an organized curriculum, (12) awards and incentives, (13) adequate learning time, (14) learning interventions, (15) the frequency of homework, (16) the presence of assessments and feedback as often as possible. Pointing to the description of the theory, it was revealed that the leading schools saw the school as a system that encompassed many aspects of both input, process, output and outcome and the existing order within the school as the following chart:

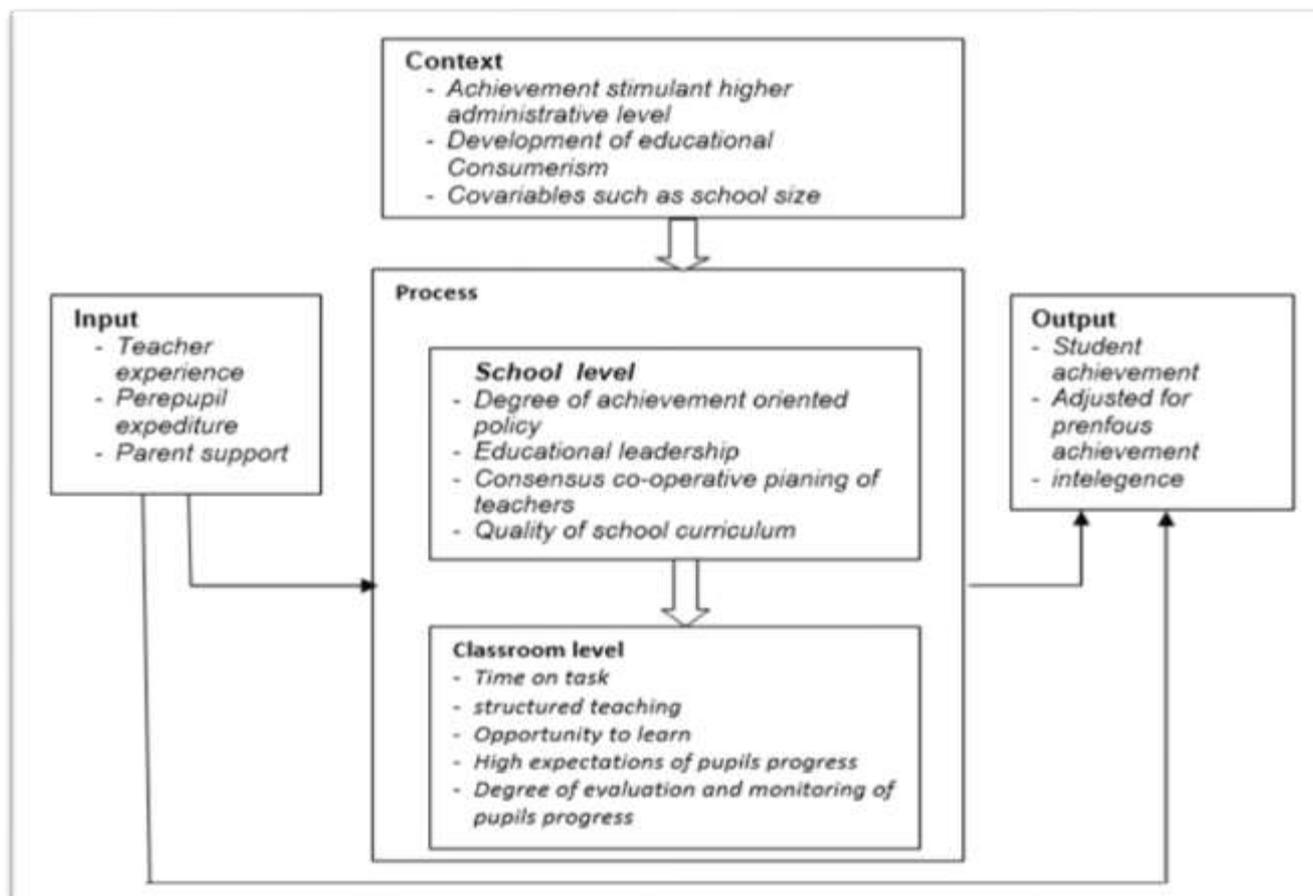


Fig-1: Excellent School

The concept of an excellence school is a school that continually improves its performance and uses its resources optimally to foster overall student achievement. This means that the developed not only the academic achievement, but the whole psychic, physical, ethical, moral, religious, emotional, spirit, and intelligence. Of the several leading school schools that appear in various countries including Indonesia, found several types of excellent schools include: [9]

- School-based child-savvy smart. This first-class flagship school considers that excellent schools are capable of producing graduates with high academic achievement.
- School-based flagship facility. This second type of school is a school that is available to study facilities that are all-round, high-learning media learning.
- Climate-based pre-eminent learning schools are positive. The third leading school type is a school capable of processing low quality (low input) students into high-quality graduates. This can happen because the learning process is effective and fun.

A school can be said with a pre-eminent school if it has 4 main aspects that must be met to become a leading school that is:

Input

The ability to recognize oneself and his environment is the ability to view objectively or analysis, and the ability to respond appropriately, requiring Intelligence Quotient and Emotional Quotient. In addition, Spiritual Quotient of potential learners should be measurable when the selection of new learners. Thus, the selection test of new learners should be able to measure all three aspects of intelligence or even be able to measure various intelligence multiply intelligence. Thus, the selection test of new learners is not merely aimed at accepting or rejecting the learners but far ahead to know the level of intelligence of learners. With intelligence level data the learners can be used as a basis for determining the coaching process and can even to define future targets or educational direction [10].

Process

In the teaching-learning process, these excellent schools are at least related to teachers' abilities, learning facilities, curriculum, learning

methods, extracurricular programs, and networking cooperation, including:

- The ability of professional teachers, excellent schools should have a superior teacher as well. That is, teachers must have Knowledge and skills, Community professional learning, where teachers work together to set clear goals for learners to learn, assess how well learners, do it, develop action plans to improve student achievement, through involvement in investigation and problem solving, program coherence - the extent to which school programs for learners and teachers are coordinated, focus on clear and sustainable learning objectives over a period of time [11].
- The teacher competence that allows to develop a superior educational institution that is: First, the competence of mastery subjects. Second, competence in learning. Third, competence in coaching. Fourth, communication competence with learners. Fifth, competence in evaluating [11].
- Learning facilities, excellent schools should be equipped with facilities that accommodate. has facilities and infrastructure that accommodate for learners to master science and technology.
- Curriculum, excellent schools do not have to use international standard curriculum. National curriculum with various improvements according to the needs of student development was quite good.
- Learning method, superior schools should use learning methods that make learners become active and creative which is accompanied by freedom in expressing his thoughts.
- The extracurricular program, the flagship school must have a set of extracurricular activities that can accommodate all the abilities, interests, and talents of learners. The extracurricular diversity will enable learners to develop their abilities in various fields optimally.
- Cooperation network, excellent schools have a good network of cooperation with various agencies, especially institutions related to education and competence development of learners. With the cooperation with various agencies will make it easier for learners to apply as well as understand the various life sectors (life skills).

Output

Schools should produce excellent graduates. Graduate excellence is not only determined by high test scores. This excellent graduate indication can only be known once the person has entered the workforce and is actively involved in community life [12]. The ability of the graduates produced to be superior, if they have been able to develop the potential of intellectual, emotional potential, and spiritual potential where they are.

Outcome

Outstanding school outcomes are the long-term outcomes of individuals, social, attitudes, performance, passion, system, income, career development, educational opportunities, work, development from graduates to develop, and quality in general. Pre-eminent schools are in all components as systems, ie on context, input, process, output, and outcome.

School commitment in using the resources optimally

- The concept of continuous quality improvement.
- Effectiveness and efficiency of management.
- Professionalism.
- Respond appropriately in cultivating the intelligence of the brain, emotional intelligence, and spiritual intelligence.

RESEARCH METHODE

Research Approach

In this study, researchers used qualitative research design with a view to understanding and exploring more about the transformational leadership phenomena of principals in the empowerment of excellent schools in Jambi Province. The qualitative research method is the research method used to examine the natural object condition, where the researcher is a key instrument, the data collection technique is done in triangulation, the data analysis is inductive, and the qualitative research results emphasize the meaning of the generalization [13].

The research approach used in this study is a case study because the researcher identifies the nature of experience about an activity at a particular place and time by conveying penelti experiences. Thus in this study researchers investigate carefully a program, event, activity, process, or a group of individuals. Cases are limited by time and activity, and researchers collect complete information using various data collection procedures at predetermined time.

To examine the principal's transformational leadership in the empowerment of pre-eminent schools, a qualitative method approach will be used. The qualitative approach is a tradition of social Research which depends on human observation in the area associated with such persons. In qualitative research the resulting data is in the form of descriptive data in the form of written or oral words, the behavior of people who observed. Questioning about the principal's leadership and the empowerment of excellent schools in Jambi Province. The focus of such research, more on the use of case study strategies.

Therefore, this research uses qualitative approach. Qualitative research is defined as a research procedure that produces descriptive data in the form of

written or oral words of people and observed behavior. In a study using this qualitative approach, the researcher acts as a key instrument or a major research tool, this means that researchers must be able to capture meaning by interacting against various values in the object of research which is not possible by questionnaire or tool other data collectors.

Qualitative research or often called the naturalistic method has the following characteristics:

- Conducted under natural conditions, (as opposed to is an experiments), directly to the data source and the researcher is the key instrument.
- Qualitative research is descriptive. Data collected data in the form of words or images, so do not emphasize the numbers.
- Qualitative research put more emphasis on process than product (outcome).
- Qualitative research performs data analysis inductively.
- Qualitative research emphasizes more meaning (observable data behind).

RESULTS AND DISCUSSION

Characteristics of Principal Transformational Leadership

Transformational Leadership who share its vision

The characteristics of the three principals as a determinant of direction are implemented through sharing vision, which is to share the vision to the entire academic community and stakeholders. In sharing the vision, the principal has the ability to communicate it. Based on the values and beliefs as well as the full understanding of the vision. They communicate vision Through oral and written. Oral is to utilize meetings, both internal meetings and with stakeholders including school committees. In the internal environment, share the vision accompanied by strategies to achieve it.

The ability to share this vision according to David Hakla, in Sudarwan Danim, reflects their ability to exercise one of the requirements as quality leadership. A leader with a clear vision understands the image of which direction, and wants to be what the organization looks like, and how to achieve it. Leaders are not enough just to be visionary, but must also be able to share and act on that vision. In other words, a successful school leader has a clear vision that can be communicated with others.

Transformational Leadership Who Able to Develop Strategy

The characteristics of the three principals in their role as designers develop strategic plans. They have brilliant ideas and concepts that want to be realized in order to improve the quality of education. To realize these ideas they form a team that will be invited to deliberate by communicating their ideas. The established teams are collected and invited to meetings.

They start the meeting by evaluating and analyzing the situation and the potential to find the point of weakness and strength that exists.

Thus they can determine the right strategic plans to realize the excellent schools. Each school has specific strategic plans that meruakan results from their understanding of the specific context in each mareka school.

The leadership of the three principals in drafting a strategic plan was defined by Mauriel as having a clear vision, a sensitive and effective rapport for his followers, and an analyst and setuasi appraiser in which the leader exercised his leadership [14]. The three principals of these observations seem to show these qualities. They also seem to go further on the kind of transformational leadership process they generally built, implemented, and evaluated with other members of the school community. All three principals are based on spiritual intelligence has been able to prepare good plans.

Transformational Leadership Who Can Make a Changes

The three principals of the results of this study have the characteristics of making changes. Changes made are innovations and improvements to the whole system. They produce decisions to improve the organization. Changes made to consider the situation and conditions as well as the potential and sources of strength and excellence that exist. They also strongly consider the external environment.

Transformational Leadership Which Able to Empower Academicians

The three principals in this study in creating a superior school are also trying to empower the academic community. In empowering, they they do coaching, training, coaching, and guidance intensively and sustainably. They develop the professionalism of subordinates in order to be optimally empowered as the organization progresses. Empowerment is done by providing roles appropriate to their respective fields.

The ability of the three principals in the empowerment of leading schools is seen as the ability to design opportunities for others (subordinates) to develop thinking skills and apply them in practice. Empowerment means helping others (subordinates) to experience, know, and do things differently [15]. Empowering ability is called one of the keys to successful leadership. He continued that in empowering the subordinates is done by giving appreciation / praise and thanks at every opportunity, do a good approach, and give attention. In this way, the subordinates will feel appreciated and cared for so that they can work optimally [15].

Transformational Leadership Who Can Give Inspirational Motivation

Giving inspirational motivation. The three principals in this study are very good at motivating. The role as a motivator really run optimally. In giving motivation, they have a unique strategy. Motivation given can inspire the soul and inspire the academic community. Inspirational motivation given by the principal of SMAN 1 Jambi city is most visible, among others, with rational and encouraging advice, giving rewards, and a good example. Meanwhile, the motivation of SMAN 1 Kuala Tungkal principals is intriguing and intensive counseling, high appreciation, humanistic and educational punishment.

Their ability to motivate as a transformational headmaster's leadership capital [15]. The ability to motivate strongly supports leadership effectiveness as they are able to encourage progress and define the movement of people and activities for progress. Therefore, he stressed the importance of building autonomy. To build motivation, the principal must have appropriate strategies. To be effective, one strategy is to provide motivation by giving rewards and incentives. This award encourages the emergence of positive behaviors and in some cases alters the behavior of teachers, employees, and learners.

Transformational Leadership That Can Make Cooperation With Higher Education

These three principals in the empowerment of excellent schools that fit their vision also build a strong network of cooperation. Each principal has a network and has a good advantage to work with stakeholders both vertically and horizontally, with communities, governments, universities, both nationally and internationally. This is true of the full confidence of the various universities. Head of SMAN 1 Jambi city in building networks and doing cooperation is done by interacting and communicating well with the academic community and stakeholders. He approaches them and creates an atmosphere so that they are not afraid of leaders, so they are close to leaders, and feel gratified and caring. It also accommodates all complaints and subordinate input. Thus in communicating with external parties he did to the agency vertical, and horizontal.

Meanwhile, the head of SMAN 1 Kuala Tungkal in addition he has the cleverness in building communication with subordinates, also shrewd in communicating with other parties. His ingenuity in building communication with internal look on the loyalty and sincerity of subordinates in struggling together to realize the excellent schools. Subordinates assume the principal is a very close person and cares for them. Coaching is done in order to improve the quality of teachers and employees are always packed with communicative that makes them fostered upheld. Similarly, communication built with external parties is

done to the vertical institutions, namely Diknas and famous campuses.

Thus it can be understood that, the principal in establishing this cooperation means the ability to communicate and interact that can be indicated as the key to successful transformational leadership. As one of the requirements of effective leadership, which is able to utilize the maximum environment and relationships with parties outside the organization. The ability of leaders to work together is also part of the transformational leader's role as spokes person. Successful school leaders are able to build meaningful school networks. They are familiar with networking ideas, stakeholder alliances, and creative partnerships. There is no doubt that these three principals are able to build cooperation with internal and external parties maximally.

Overcoming Obstacles

In overcoming obstacles, the three principals of the results of this study have a good ability. They realize that every progress must be a hindrance. Barriers are not to be avoided, but must be overcome. Their ability to overcome obstacles appears in the ways in which the barriers come. The three principals alike approach humanists and uswah in solving problems. With that approach, they feel closer to the leader and are not afraid. However, each principal also has different ways of solving problems. As what researchers see from the head of SMAN 1 Jambi city in overcoming obstacles over using logic and democratic approaches [16]. He provides logical explanations backed up with the facts that exist so as to be acceptable rationally as well. In addition, he uses democratic means by inviting them to deliberate to solve common problems. Another way is to use the applicable rules and firmness. This method is taken when the offense is done *babarapa* times.

Meanwhile, the head of SMAN 1 Kuala Tungkal in overcoming obstacles over personal approach, and provide educational punishment. Such approaches are perceived to be more humanistic because by considering the factors of humanity so that the guilty person becomes deterrent and sincerity changes for the better without being offended [17]. Similarly, when faced with external constraints, the three principals make the barriers as a challenge that can lead to progress if they can be overcome with maximum effort and creativity. This is a form of gratitude to Allah SWT for making obstacles as the path to success given by Allah SWT.

The ability of school principals to overcome obstacles is called transformational leadership in changing the organizational climate. The person who is able to overcome obstacles is a creative person because to remove the barriers in desperate need of creative

thinking. Leaders as barrier removers should be able to become mediators (mediators) in every obstacle faced.

Deal with the Rules

The three principals of the results of this study are good at getting around the rules because they are always thinking above the standards. They are always dissatisfied with the achievements. They also do not like static situations. Therefore, they make strategic leaps and look for opportunities in the midst of narrowness. They are also very brave to take innovative steps, change the old paradigm, and create strategies that are out of the ordinary. Just as the headmaster of SMAN 1 Jambi city who changed the habit of thinking and acting without foundation became the paradigm of scientific and democratic thinking [18]. Also his courage in taking action by getting around the rules when facing the problem of children of low-ability officials who go to school through the back way so he must make a legal umbrella.

The ability to deal with regulations conducted by the principal of SMAN 1 Kuala Tungkal and Head of SMAN 8 Merangin change the old paradigm into a habit that needs innovative ways. Make strategic leaps and look for strategic opportunities so that what the rules are set by the school can be a workable reference in everyday activities to keep the school running smoothly [19].

The leader's ability to deal with this rule by Rivai requires creativity of thought and skill in finding problem solving with imagination and innovation [20]. They are also classified as leaders who act out of the box and are careful to take risks. As a leader who dares to take responsibility and bear the burden because he has a high moral awareness. Such leaders have the ability to quickly solve problems because their thinking is broad and intelligent, systematic, and see the big picture of the whole system.

Being Uswah

As the realization of the role model, the three principals of the results of this study should be uswah / model. The three principals realize that they are the main figures who are always seen and imitated in every movement, both words, attitudes, and behavior in everyday life. Therefore, they show good ways to do good things by example.

Principal Transformational Leadership Strategic Efforts in Empowering Excellence Schools in Jambi Province

The strategic effort of transformational leadership of principals in the empowerment of excellent schools, namely: Principal as a transformer, which has sensitivity to the development of institutions through the development of shared vision among institutional community. The principal distributes the

leadership role, the principal develops the school culture, the principal undertakes restructuring efforts at the school, the principal provides an example and empowers subordinates.

The implementation of transformational leadership by principals in the empowerment of excellent schools in Jambi Province, based on the data the researchers obtained, refers to educational standards established by the government, both government regulations and national education ministerial regulations and some other regulations that regulate the 8 national education standards. In detail the strategic efforts of transformational leadership of principals in the empowerment of excellent schools in Jambi Province as follows:

Empowerment of Excellence Schools to Content Standards

The transformational leadership of the principal in the empowerment of excellent schools always refers to the educational standards set by the government. The first standard in accordance with the rules is the content standard. In the contents standard as intended by Government Regulation Number 19 Year 2005, covers the scope of the material and the level of competence to achieve the competence of graduates at certain levels and types of education, contained in the curriculum on National Education Standards article 6 paragraph (1) (2) subjects of civics and personality, (3) science and technology subjects, (4) aesthetic subjects, and (5) subject groups body, sport and health [21]. Based on the observations that researchers conducted in three excellent schools in Provins Jambi, found there is a curriculum that is implemented and implemented in accordance with and refers to the curriculum set by the government.

Based on the observation of the researcher, in the superior SMAN in addition to have empowered the national education curriculum, in improving the quality of their education as a flagship school, they also empower the potential they have as it is in SMAN 8 Regency Merangin memalihara tilapia and catfish in the school behind the school as a local content of the workshop in accordance with the 2013 national curriculum.

Based on the above data, it is analyzed that the excellent schools in conducting the empowerment of educational standards, especially in content standards have exceeded the demands of SNP, in the empowerment of excellent schools that run through several curricula and programs implemented on all school residents, which has been done by the school.

Empowering Excellence Schools to Process Standards

The transformational leadership of the principal in the empowerment of superior schools toward the standard process always refers to the RI Government Regulation no. 19 Year 2005 Article 1 Paragraph (6) suggests that process standards are national standards of education related to the implementation of learning in one educational unit to achieve the competency standards of graduates.

The scope of process standards for elementary and secondary education units, according to Permendiknas RI. 41 Year 2007 includes planning the learning process, the implementation of the learning process, assessment of learning outcomes, and supervision of the learning process. Process standards have placed teachers in a strategic position in the teaching process of students, because teaching requires a heavy moral responsibility. The success of education depends on the responsibility of the teacher in carrying out his teaching duties.

From the description above, it can be analyzed that the headmaster's transformational leadership in the empowerment of pre-eminent schools has been running in accordance with the criteria established by the regulation of the minister of education. Empowerment with reference to the SNP set by the government in addition, excellent schools are also trusted by the Ministry of National education to be a reference school for schools in the District District City.

Empowerment of Excellence School on Graduate Competency Standards

The transformational leadership of the principal in the empowerment of the school to the graduate competency standard (SKL) as intended by Government Regulation Number 19 Year 2005, Article 1 Paragraph (4) is the qualification of graduate competence covering attitude, knowledge, and skill. The basic graduate competency standard aims: laying the foundation of intelligence, knowledge, personality, noble character, as well as skills for independent living and follow further education.

The headmaster's transformational leadership in the empowerment of pre-eminent schools against the graduate competency standards established and applied by the flagship SMAN, according to data the researcher finds, refers to and complies with the demands of the government regulation. In addition, the school in implementing the empowerment of graduate competency standards established and applied by the leading schools, according to the data that the researchers found, referring to and in accordance with the demands of government regulations, in addition, the school also adds the standard of competence of graduates with the standard determined by the pre-

eminent schools, which are guided by the guidelines of the quality standard of graduation formulated by the pre-eminent schools, which include reflection of four competency domains that reflect the goals of excellent school education, namely:

- Competence of faith
- Personality and social competence
- Competence of science
- Physical competence and skill [22].

From the data, the researcher can analyze that the implementation of educational empowerment conducted by the superior SMAN to meet the quality standard of graduate competence, has been run in accordance with the applicable government regulation, also has the advantage with other schools in the field of graduation competency standard.

Empowering Excellence Schools to Educators standards and Teaching Staff

Transformational leadership of the principal in the empowerment of superior schools against educational standards and education personnel. Particularly on the improvement of education staff and education personnel, it always refers to Government Regulation no. 19 of 2005 on the national standard of education, where educators and educational staff have academic qualifications and competence as a learning agent, physically and mentally healthy, and have the ability to realize the goals of national education.

Academic qualification is the minimum level of education that must be met by an educator as evidenced by a relevant diploma and / or certificate of expertise in accordance with applicable laws and regulations. The competency standards of educators and educational staff established by the school bed, also pay attention to the regulation of the minister of national education number 13 of 2007 on the principal standards and the regulation of the national education minister number 16 of 2007 on the standard of academic qualification and teacher competence.

Teachers who will be the lecturers at the pre-eminent SMAN as disclosed AR, they must initially follow the procedures that have been made the school, ranging from the selection procedure to the micro teaching, in addition we also see their ability when apprenticeship about Personality Competence, plus with noble character, managerial competence with plus able to prepare the plan of development of superior SMAN, entrepreneurship competence, with added having high initiative, high confidence, assertive, high achievement motivation, resistance to pressure, commitment to work, update with information current, supervision and social competence Competencies [23].

Through the above data, it can be analyzed that the transformational leadership of the principal in the

empowerment of excellent schools of educators and educational personnel standards, meets the SNP criteria. the standard of educators and educational personnel with standards set by the government and schools, so that educators and educational personnel who are superior, are already competent in accordance with his expertise.

Empowerment of Excellence Schools to Facilities and Infrastructure

Transformational Headmaster Leadership in Empowerment The standard of facilities and infrastructure applied in pre-eminent schools refers to the regulation of the Minister of National Education number 24 of 2007 on the standard of school facilities and infrastructure, madrasah of general education, where in the regulation it is explained that A school has at least infrastructure as follows: classroom, library room, science laboratory, leadership room, teacher room, worship place, UKS room, toilet, warehouse, circulation room and play / exercise area.

From these data it can be analyzed that, in enabling the empowerment of excellent schools on the standard of facilities and infrastructure, the principals do sincerely and gradually, they always empower all the potential that exists to meet the demands of quality standards that have been established by the government with full of struggle and sacrifice the school does not despair to always meet and melangkaapai facilities dan parasarananya, so that at this time the school has successfully completed the necessary facilities and infrastructure.

Empowerment of Excellence School to School Management Standards

Transformational leadership of the principal in the empowerment of excellent schools, referring to the regulation of the national education minister number 19 of 2007 on standard management of educational units, and added in more detail in accordance with professional management standards.

The leading school management standards that become, include:

- Program planning which includes institutional system, and school work plan.
- Implementation of the program covering, school guidance, organizational structure, implementation of activities, field of education, academic field, education and educational personnel, infrastructure and finance, public participation, partnership and school environment.
- Supervision, which includes surveillance programs, self-evaluation, evaluation of curriculum development and SBC and National Curriculum 2013, evaluation of education and education personnel and accreditation [24].

From the data, it is known that the transformational leadership of the principal in the empowerment of excellent schools in school management, has followed the existing rules and added the standard determined by the school, so it looks empowerment in the management of excellent schools is very good quality.

Empowerment of Excellence School on Financing Standard

The transformational leadership of the principal in the empowerment of the leading school in the field of financing standard refers to the government regulation number 19 of 2005 on the national education ministration and regulation standard number 69 of the national standard of non personnel operational in 2009, which consists of investment costs which include the cost of providing facilities and infrastructure , human resource development, and working capital, and operating costs covering the salaries of educators and education personnel with all kinds of inherent benefits, holiday allowances, procurement of consumables, indirect educational costs such as electricity, water, telecommunication maintenance services and other and personal expenses in the form of costs to be incurred by learners to be able to follow the learning process regularly and sustainably [25].

Based on the observations that the researcher can in the excellent schools, in managing school financing is included in the school expenditure plan and its realization in the form of budget expenditure budget, with the scope of school finance management standard, including: funding sources of schools, management processes, financing responsibilities, and accounting standards. School funding sources are obtained through government, community and school business units and other resources obtained directly by schools. The source of the financing can be in the form of financial or nonfinancial income, which is converted and calculated in rupiah value. The form of funding income may be development fund such as development fund contribution from student guardian, education fund such as fund of instructional media tool procurement from student guardian contribution, education funding contribution (SPP), contribution of learners' fund and infaq fund or government and institution aid private sector, and other contributions from muhsinin / donors and other non-binding sources.

From this information, it is known that the headmaster's transformational leadership in the empowerment of the leading schools against the quality standard of financing works well and meets the standards set by the government and supplemented by some financing policies set by the schools so that the school can run well and progressively go ahead and stay ahead.

Empowerment of Excellence School on Educational Appraisal Standards

The standard of educational assessment is the educational standard relating to the mechanisms, procedures, and instruments of assessment of learners' learning outcomes. Assessment of learning is done in three domains of the cognitive domain, affective domain and psychomotor domain. The transformational leadership of the principal in the empowerment of the leading schools in relation to the standards of educational assessments that run in the school, referring to the regulation of the Minister of National Education number 20 of 2007 on the standard of educational assessment, which includes the definition, objectives and function of assessment, scope of assessment, appraisal principles, and assessment instruments, assessment mechanisms and procedures, assessments by teachers and assessments by educational units.

Based on the researchers' observations, the headmaster's transformational leadership in the empowerment of pre-eminent schools toward improved educational assessments goes in accordance with the number 20 ministry regulation 2007, as in SMAN 1 Jambi city, researchers see the school, in conducting educational assessments through procedures and mechanisms according to the syllabus made which is translated through the RPP, with the stipulation of minimum criterion value (KKM) by the school, where the assessment process is made in advance of the exam grid, develop the instrument, perform the test, process and determine the value and report the test results. Assessment of education conducted by the school, also coupled with moral behavior assessment of student behavior.

The transformational leadership of the principal in the empowerment of excellent schools in Jambi Province in addition has empowered the leading

schools against the Government Regulation of eight national education standards Number 19 Year 2005. The principal also as a transformer undertook other strategic efforts to empower the leading schools in Jambi Province as follows:

Empowering Stakeholders in Excellence Schools

Educational institutions such as pre-eminent schools, which grow and develop in a society will always face pressure, both coming from outside school institutions as well as from within. However, these elements do not necessarily put pressure on schools, there are times when these elements even provide opportunities that will improve the quality of schools to stay ahead. School tasks foster good relationships with those parties through a communication process. These parties are the target audience of school activities called stakeholders ie any group inside or outside the school institution that has the role of determining the increase of school to keep ahead [26].

In general, school stakeholders, can be grouped into two parts, namely internal stakeholders and external stakeholders. Internal stakeholders are relatively easy to control, and work for internal communication can be assigned to other parts such as the vice principal or directly captured by the principal. As the climate of democracy and empowerment grows well, there is competition among schools of the same kind, not only raising the best prospective learners or defending them, but also capturing and maintaining well-tested school managers, teachers, and education personnel and employees school. While external stakeholders are elements that are beyond the control of the school. Learners and parents of students as school consumers are the kings who have the right to choose their own learning services. In detail the distribution of stakeholders is shown in the following table [26]:

Table-1: Stakeholders internal and stakeholders eksternal

Stakeholders Internal	Stakeholders Eksternal
School funders, School Managerial (Principal, Vice of Principal, homeroom teacher and head of other work units at school) Teacher, education personnel and School Employees	Community, Parents of Learners and Learners Suppliers of School goods and facilities School Committe
Stakeholders Internal with his family	Stakeholders Eksternal Board of Education Bank Competitors/Similar Schools Government Community Organization Press and Mass media Hospitals And others related to school management

The internal stakeholders in the leading schools, based on the observations of researchers, especially school leaders, always pay attention and make various efforts to improve the quality of education and progress of school, because they do feel owned and responsible for the sustainability of the school they build.

Efforts that they do among others is to empower and do good and intense cooperation with all stakeholders both internal and external stakeholders in leading schools, so with the empowerment and establishment of good and intimate cooperation with all components of stakeholders, schools will be superior easy to achieve the vision, mission and objectives are expected, because indeed all internal and external stakeholders are a unity for the school is inseparable in the school environment to create a school that is advanced and quality.

Empowering Forum Gathering

Parent learners as one of the stakeholders in the excellent schools is one component that is very important role to make the school forward and quality. Therefore, the school should be able to continue to work together with parents empowerment those learners for the progress and excellence of the school. So the principal intensively approaches and empowers them through the establishment of gathering forums and school committees.

Based on the researcher's observation, in the transformational leadership of the principal for empowerment and cooperation with the parents of the students, there are two kinds of parent-school cooperation between the parents and the school, namely the parents' parent forum, and the school committee forum formed by the excellent schools in Jambi Province [27].

From the data, it can be analyzed that the strategies undertaken by the leading schools, through the activities of parents forum of parents, with activities such as holding parenting and some other activities, is one effective strategy for leading schools in order to empower the school to become a school because through this activity the parents feel they have the responsibility and responsibility to realize the vision and mission of the excellent schools, because their children are also educated there, so the school will be able to establish cooperation with them by empowering some things that can indeed be empowered some things that can indeed be empowered for the progress and excellence of the school.

Harnessing Potential Stakeholders

Parents who send their children to high school graduates based on the observation of researchers, have diverse economic background, education and

employment. In SMAN 1 Jambi city Most of the parents are parents who have economic ability and have good education and work background. Many parents work in various government agencies as civil servants, officials, teachers and lecturers, board members and some who work as entrepreneurs.

Such a situation is a potential and an opportunity for excellent schools to communicate more intensively in developing and advancing their schools, because they also feel to have and be responsible for the progress and excellence of the school where his son was educated there. They also feel with the advantages and advancement of these educational institutions then their children will get the best education.

Based on the researcher's observation, it was found that the schools in the three excellent schools studied were very concerned about communicating with various parties including the parents and other stakeholders, to advance their school, because the school was convinced that the school would be advanced and superior if it was established. and good communication between the school and its stakeholders. Because of this seen the intensity of meetings and communication conducted by the school with stakeholders are frequent and unscheduled through various forums.

Empowering the Great Day of Islam

The commemoration of Islamic holy days such as the Maulid of the Prophet, the new year of Islam and others, is always held in the pre-eminent schools every year. In this activity the school invites parents and other stakeholders to attend the event, and this event is often used as a moment for the school to convey various programs that will be made by the school, both programs related to academic progress and progress that is physical school.

At the time of the implementation of the activity the school delivered the program to all who attend and provide a shared understanding of the conditions faced by the school, then through this moment the parents or stakeholders who come at that time, in addition to get enlightenment about the religious sciences, they also get about the various information programs that are being and will be done school for the progress and educational school where their children school.

Based on the observation by the researchers, when they held the anniversary of SMAN 1 Jambi city, the event was very interesting, inviting alumni who had worked in various institutions and attended directly by the Governor of teachers, students and parents, gathered together to witness the activities it seems that the parents are very enthusiastic and happy to follow the event from the beginning to the end of the event, that's

when the schools do approaches to parents to participate actively participate together to progress and make the school and their children quality. they delivered a program of making some educational facilities for students who did not yet exist, and by that time some parents with sincerity and awareness, they were willing to help [28].

Empowerment of Government and Private Institutions

Strategies that need to be done to advance an educational institution, especially excellent schools, is the holding of cooperation with various parties, both government and private, to promote and make the school superior. Because the school is in operation under the control of the Government, therefore there is a need for good cooperation to some parties that can help the progress and excellence of the school. Cooperation can be done with government agencies and can also with private parties who have attention to education. The school should be nimble and careful about all the opportunities that exist, to be cooperated for the progress and kesmutuan school they pioneered, in accordance with their dreams when building the school.

From the above data it can be analyzed that the transformational leadership of the principal in the school's superior scholarship done by the school to make the school go ahead and excel, by doing the cooperation in the form of MoU between the school with various parties both government and private is a very supportive empowerment, in realizing the vision and mission of excellent schools, and this is evidenced by the many facilities that are made, some educational and training activities for teachers and education personnel.

Empowerment Through School Promotion

School promotion is a tool that is used as one way to increase the enthusiasts of education services offered, so as to improve the quality of students' inputs. In addition, school promotion activities also provide ease in planning the marketing strategy of schools in the next stage, because usually promotional activities serve as a way of communicating directly with potential users of services. So that education service users will be able to obtain accurate information and have a positive response in sending their children to school.

Based on the observations of the researchers, the leading schools in doing the development, one of the SMAN 8 Merangin Regency, at the beginning of the school, has incomplete facilities and infrastructure, but over time, with efforts made by the school, the school can meet and complete the facilities and infrastructure needed, so that at this time all the facilities and infrastructure is complete, because it is complete educational facilities and infrastructure, is one of the

SMAN excellent efforts to empower the school to become a superior school.

Empowerment of Learning Program and Extra Curricular Activities

A school is a nursery to be able to contribute positively to society. Schools are required to make students feel proud of where they go to school and study. With schools concentrating on flagship programs, at the same time schools are making their own characteristics on behalf of schools in the eyes of the public. Many ways schools look superior and many strategies are also to achieve them. School as a community must have a goal to raise a thing as a flagship program.

The benefits of having excellent school programs is easy for parents remembering what the benefits of a school are, and useful in marketing, teachers and students feel proud of the school, students feel proud to go to a place that has a superior program advantage, academic superior programs, such as by fostering pupils to participate in competitions or Olympics related to certain subjects and also routinely recruit and train their students to compete, or excellent programs resulting from exclusives such as art (music, dance, drum band , theater and others), sports and life skills such as boy scouts, youth red cross, music professionals, vocals, band drums, dance and drama as well as some other extracurricular.

Based on the observation of the researcher, the efforts made by the school leading in the empowerment of schools to increase its superiority, also conducted by conducting programs that are academic and non academic. A variety of excellent programs that they do in the learning activities at the school. Featured programs are implemented in addition to the usual teaching and learning activities and the usual flagship programs such as drum band, scout, juvenile red cross and others.

Empowerment Through Reward and Punishment For Teachers

Reward is a form of reward or reinforcement that is given, is a fun feeling that can cause the desire of people who get it to do a good thing again in the future. Reward in this case becomes very important as one of the external motivations used to strengthen one's behavior. Meanwhile punishment is an act, in which the superior or institution consciously and deliberately impose punishment to the employees or subordinates, in the form of punishment both in terms of physical and in terms of spirituality employees who commit violations.

From a series of findings on the transformational leadership role of the principal in the empowerment of the leading schools, it can be explained that the three transformational leadership has performed nine roles:

(1) direction setter, (2) designer, (3) agent of change, (4) coach, 5) motivator (6) spokesperson, (7) problem solver, (8) out of the box, and (9) modeling. The roles are run through ways: (1) sharing vision, (2) developing strategies, (3) making changes, (4) empowering, (5) giving inspirational motivation, (6) working together, (7) overcome obstacles, (8) get around the rules, and (9) become uswah.

Thus the empowerment of excellent schools that include inputs, processes and outcomes are achieved. Success factors are good leader personality factors, educational factors and high experience, as well as internal factors and external factors. These findings reinforce and refine Burt Nanus's theory of four transformational leadership roles: (1) direction setter, (2) agent of change, (3) spokesperson, (4) coach.

CONCLUSION

Principal Transformational Leadership in the empowerment of excellent schools in Jambi Province, conducted on three SMAN namely SMAN 1 Jambi city, SMAN 1 Kuala Tungkal, Tanjung Jabung Barat, and SMAN 8 Merangin Regency. And the results of research that can be concluded are:

- Transformational leadership Head of SMAN namely SMAN 1 Jambi city, SMAN 1 Kuala Tungkal of Tanjung Jabung Barat Regency, and SMAN 8 Merangin Regency can empower the excellent schools in Jambi Province because it provides a better change.
- Characteristics Transformational leadership of the headmaster in Jambi Province Knowing the needs of members, building self-confidence, and commitment together in moving towards a better, creative, productive, and innovative change, modeling, challenging, sensitive against member's complaints and suggestions.
- The strategic effort of transformational leadership of the principal in the empowerment of excellent schools in Jambi Province by actively playing its role as an active and optimal transformer headmaster through the religious integrity character through: Sharing vision, Strategy making, Making change, Empowering, Inspirational motivating, Overcoming obstacles, Overcoming the rules, Become uswah.

With nine ways in which transformational school principals in the empowerment of excellent schools in Jambi Province found significant success. Success is influenced by personality factors of leaders, education, and experience, internal and external factors. Research findings in the empowerment of excellent schools include three components: (1) Process, (2) School management, and (2) school culture.

SUGGESTION

After conducted this research, researcher suggest to some related party that is:

- The provincial education office of Jambi, would give more attention to the excellent schools to assist in the budgeting of physical and non-physical assistance for schools, teachers and students in advancing the school with various activities and appreciation, and also welfare educators and educational by including the teachers who are in the school to be able to receive teacher certification and benefits and other incentives.
- To the superior principal presumably to continuously improve the quality of learning that has been running, keep doing various school development strategies, empowering all the potential that exist to be able to be empowered and can contribute well to the progress and excellence of the school. create policies that benefit schools and stakeholders, provide motivation for self-development of school residents / human resources. in order to better their welfare.
- Parents of the students, presumably continue to give consideration and attention to their children at home school there, especially when the child is off and with family, so that what has been found in school continue to be practiced at home. In addition, people also take an active role in the school-related programs that are related to parents and provide inputs that can advance the school and its children.

REFERENCES

1. Wiboho. (2013). Behavior In Institutions. Jakarta: Raja Grafindo Persada.
2. Muhaimin. (2011). Education Management: Application In Preparation of School / Madrasah Development Plan. Jakarta: Kencana.
3. Bush, T. (2008). *Leadership and management development in education*. Sage.
4. Boehnke, K., Bontis, N., DiStefano, J. J., & DiStefano, A. C. (2003). Transformational leadership: An examination of cross-national differences and similarities. *Leadership & Organization Development Journal*, 24(1), 5-15.
5. Peter, G. (2013). Northouse, eadership: Theory and Practice (West Jakarta: SAGE Publication, Inc, page. 176.
6. Nur, A., & Elin, R. (2010). In the Education Administration Lecturer Team of Universitas Pendidikan Indonesia, Education Management. Bandung: Alfabeta.
7. Baharuddin, U. (2012). Kepemimpinan Pendidikan Islam: Antara Teori & Praktik. *Yogyakarta: Ar Ruzz Media*.
8. Totok, M. (2012). Community Empowerment In Perspective of Public Policy. Bandung: Alfabeta.
9. Abdillah. (2010). Superior School and Quality Control of Hijri Education: Journal of

- Educational and Islamic Management ISSN 1979-8075.
10. Petrus, T. (2007). Featured School: Between The Reality and Dreams of the Sower Education Journal Vol. 6 No.08 June.
 11. Hopkins & Jackson. (2008). Effective Leadership for School Improvement New York: Routledge Falmer.
 12. Mujamil, Q. (2007). Management of Islamic Education Surabaya: Erlangga.
 13. Sugiono. (2008). Educational Research Methods: Quantitative Approach, Qualitative and R & D. Bandung: Alfabeta.
 14. Mauriel, J. J. (1989). Strategic Leadership for Schools: Creating and Sustaining Productive Change.
 15. Bill, W., & Jean, E. (2009). Leadership Thinking Skills. Jakarta: PT Indeks.
 16. Observation results at SMAN 1 Jambi city, 4 Desember 2017.
 17. Results of Interview with Student Representative SMAN 1 Kuala Tungkal October 18, 2017.
 18. Results of Interview with Head of Administration Edwar SMAN 1 Jambi city September 12, 2017.
 19. Interview Results with Headmaster SMAN 8 Merangin, 16 November 2017.
 20. Rivai, V., & Ariviyan, A. (2009). Islamic Leadership Building Superleadership Through Spiritual Intelligence, Jakarta: Bumi Aksara.
 21. Government Regulation number 19, 2005.
 22. Interview with the Principal SMAN 1 Kuala Tungkal, September 4, 2017.
 23. Observation at SMAN 8 Merangin, October 9, 2017.
 24. Regulation of the minister of national education, Op.Cit., page. 22.
 25. Regulation of the minister of national education, Op.Cit., page. 29.
 26. Harsono, S. U. (2011). *One-Roof School Management of Remote, Underdeveloped and Isolated Schools A Case Study of One-Roof Elementary School-Junior High School of Prampelan* (Doctoral dissertation, Universitas Muhammadiyah Surakarta).
 27. Result of Observation at SMAN 1 Jambi city, 25 October 25, 2017.
 28. Interview Head of SMAN 1 Jambi city September 27, 2017.