



The Influence of Leadership Style with the Traits Approach Against Student Learning Outcomes

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Article Info

Article history:

Received: May 26th, 2023

Accepted: Mar 25th, 2024

Published: Apr 3rd, 2024

Keywords:

Leadership Style; Principal;
Student Learning Outcomes;
Traits Approach

Abstract

In the world of education, the person who plays the most role in leading the running of a school is the principal. A school principal must have abilities that arise from within him because this greatly influences an organization and how he leads all its members. Therefore, the aim of this research is to look at the influence of the principal's leadership style in improving student learning outcomes based on the trait approach. The method used in this literature review is through literature study from various sources, starting from research articles or books. The results shown are the influence of leadership style using a trait approach on student learning outcomes. The better the school principal's leadership style is supported by a trait approach, the more quality leadership patterns will be formed so that it can increase students' enthusiasm for learning so that the learning outcomes obtained will also increase according to learning competency objectives.

To cite this article: 'Ilma, Z. F., & Hariyati, Nunuk. (2024). The Influence of Leadership Style with the Traits Approach Against Student Learning Outcomes. *Ensiklopedia: Jurnal Pendidikan dan Inovasi Pembelajaran Saburai*, 4(01), 9-14. <https://doi.org/10.24967/esp.v4i01.2296>

INTRODUCTION

Education is the most crucial and fundamental requirement for all citizens, particularly in Indonesia. The Republic of Indonesia's Constitution requires every citizen to complete 12 years of compulsory education. Apart from that, there is an article stating that education in Indonesia has standards that match educational demands. Article 35 paragraph 1 explains that there are eight components of National Education Standards, of which the eight components include components of content, process, educational staff, management, graduate competency, infrastructure, evaluation, financing. These eight components must be considered systematically in order to achieve the learning process (Gaol & Siburian, 2018). The success of all

components, as well as their structure, are indicators of successful learning. The most significant job is in Human Resources, specifically educational staff and students.

In an organization, it is clear that a leader is needed to organize and lead the running of the organization (Fau et al., 2022). A leader must be able to invite, influence, or change the thinking of all members of the organization. In educational needs, a leader who plays a full and responsible role is the school principal. The principal plays a critical role in arranging and carrying out the learning process in accordance with the school's vision, mission, and goals (Saputra, 2019). Apart from that, the principal also plays a role in the success of education in an educational institution. If the school principal has positive effects and can lead

the school in the right path, the school's learning outcomes will undoubtedly improve.

The school principal is responsible for the overall implementation of the learning process in the school (Virgo & Slameto, 2018). A leader must also have traits that reflect him as a leader, where these traits will determine how he thinks, how he leads, and the traits he displays in the future. A leader must actively provide services and learning facilities for students (Mubarok, 2022).

A school principal's effective leadership comprises not only managerial skills, but also the capacity to inspire, motivate, and guide all school staff members. A school principal's leadership style can range from authoritarian to democratic, influencing overall school culture and performance.

Many people believe that a leader's attributes are innate. This suggests that leadership characteristics will emerge more easily if a person comes from a line of leaders. In the context of school principals, School principals' leadership styles are impacted by personal attributes such as self-confidence, communication skills, risk-taking boldness, and the capacity to motivate others. The attributes of the school principle that show an effective leadership style include honesty, integrity, justice, and firmness.

Some experts divide approaches to leadership into five categories, including trait approach, behavioral approach, contingency approach, transformational approach, dan emerging approach (Nursalim et al., 2023). The Traits Approach explains that effective leadership is determined by the personal characteristics of leaders, including school principals, as well as specific approaches or strategies. It is hoped that the school principal has it. These good intrinsic qualities will have positive effects on the school he manages, resulting in the

nation's next generation of learners who achieve satisfying learning outcomes.

Learning outcomes are part of the successful achievement of all learning activities because learning outcomes are one of the factors that can determine the learning process (Ariyani, 2022; Parasamya et al., 2017). Learning outcomes are also achievements achieved by each student both individually and in groups (Astuti et al., 2021). To achieve the desired learning outcomes, support is needed from all devices in the school as well as the role of several parties including educators, parents, infrastructure and not forgetting the role of the school principal. All of these parties have a critical role in determining the progress of learning outcomes and achievements that are supposed to be maximized.

Based on the explanation above, the aim of this research is to see the influence of the principal's leadership style in improving student learning outcomes based on the trait approach.

RESEARCH METHODS

This research uses descriptive qualitative methods and library research (Jamrizal, 2022). Library research is a data collection technique by conducting a review study of books, literature, notes and reports that are related to the problem being solved (Ardana & Purwoko, 2018). By conducting actual observations and gathering data through literature studies, we may satisfy and ensure the link between theory and field outcomes.

RESULTS AND DISCUSSION

Leadership style is someone who is able to influence other individuals or groups in order to realize a common goal (Tikupadang et al., 2021). Leadership necessitates a strong spirit in order to fulfill the vision, mission, and learning objectives. This leadership will persuade or direct a group of individuals to attain

organizational objectives. An organization must have its own goals and vision and mission and a leader here must have his own or unique leadership style to be able to develop a mindset or ability for the development of the organization (Tikupadang et al., 2021).

The principal is an educator who is entrusted and has the extra job of directing an organization, specifically inside the educational institution unit, starting from the teaching and learning process, evaluation activities, financial management and all other tasks (Comalasari & Harapan, 2020). The role of the principal here is as a leader who provides treatment, influence, duties, and is responsible for everything that happens (Saputra, 2019). The school principal has a great deal of responsibility, and it is intended that he or she would serve as an example to other educators and students. Aside from that, it is desired that the school principal would be able to foster positive relationships among all members of the school community, improve learning motivation, and have an impact on meeting learning objectives (Comalasari & Harapan, 2020).

A leader must possess leadership traits that demonstrate his ability to guide his group toward a common goal. Aside from that, leaders must have leadership qualities, act aggressively, and be able to communicate effectively. The skills that a leader possesses must be developed within themselves and then combined with a trait approach. The trait approach to leadership means the appearance of the condition of an object, the outward signs, the characteristics that exist in something to distinguish it from others (Nursalim et al., 2023).

Trait refers to a person's character qualities, which he or she has had since birth, such as talents, interests, innate character, and behavior. Trait theory defines a unique trait possessed by each individual, which can then be measured.

Apart from the unique characteristics they have, each individual also has a quite unique personality. This personality can make a person choose which direction he will determine his future career path.

According to Ani (2017), The first theory to emerge can be used to career development because, according to trait theory, an individual can evaluate or assess their character characteristics and then adapt them to decision-making and professional performance. The traits or characteristics associated with tasks, physical conditions, the body's need to be energetic, educated, and open-minded, as well as responsibility and the ability to control emotions, are all included in the Trait Approach theory. This theory assumes that people have extraordinary talent and potential so that they are able to carry out the demands of work (Syamal et al., 2021).

This trait approach highlights the qualities of an individual who must have courage when making choices, be able to reach their own potential, and has distinctive qualities. This trait approach also assumes that the development of a person's personality traits can be determined by the surrounding environment. Therefore, it is essential for humans to be able to act appropriately, place themselves where they should be, and adjust to their surroundings. A person's behavior, thoughts, emotions, and level of intelligence or aggression are all aspects of their personality. This trait theory can also be used as a basic reference for whether someone is worthy of being called a leader or not.

A leader typically possesses a variety of attributes, such as physical health, personality, social skills, and character. Naturally, a leader needs to be physically robust, energetic, firm, and authoritative. A leader typically possesses a variety of attributes, such as physical health, personality, social skills, and character. Naturally, a leader needs to be physically

robust, energetic, firm, and authoritative. Naturally, the latter must be of high character, show initiative, possess outstanding communication skills, accept accountability for all actions, and constantly be motivated to advance.

Apart from all that, this trait approach also has several strengths and weaknesses so that we know how far we will go. According to Usman (2019), The strengths of the trait approach include a) being an example for team members; b) Can be easily applied intuitively; c) meet the expectations of their followers; d) can be developed further; and e) This approach is the basis for expected leadership. Meanwhile, the weaknesses of this trait approach are that a) it is not necessarily suitable to be applied in another organization; b) Not yet able to satisfy all parties; c) Can ignore the influence of the situation; and d) Neglecting training.

A school principle will find it simpler to implement the inherent qualities that he already possesses into his leadership style. Then the school will also improve, the teachers will be happy and enjoy carrying out their duties, as will the students. Students will become more engaged and talk about this more frequently, which has a significant impact on their cognitive growth and raises the learning objectives attained. The learning process is greatly impacted by this type of leadership style.

Academics can collaborate as a team, and the principal can serve as a role model for other teachers, encouraging them to reform or rectify inappropriate behavior. The qualities that the principal of the school possesses will impact the manner in which all teachers work. If teachers are treated appropriately and in a non-coercive manner, they will feel far more at ease. In this sense, student learning outcomes will improve in quality in tandem with an improvement in teacher

competence—all without the students' knowledge.

According to Setyaningsih (2019), This kind of leadership model can provide an example for the people around them, including students. Students often copy what they observe and learn in the classroom. Improving learning outcomes in both academic and non-academic domains may benefit from this. Learning outcomes can be understood as modifications to students' post-learning period competences and skills.

To improve the quality of student learning, adjustments are needed in the field of education; this includes emphasizing strategy, skills, knowledge, and problem-solving attitudes. Student learning development can also be measured via changes in student achievement. The learning experience they have can become a learning experience for students (Febryananda & Rosy, 2019).

Student learning outcomes are divided into five categories, namely verbal information, cognitive strategies, intellectual skills, motor skills, and attitudes. According to Ricardo & Meilani (2017), Learning outcome indicators have three domains, namely the cognitive domain, affective domain and psychomotor domain. The cognitive domain consists of knowledge, understanding, application, delivery of information. The Affective Domain consists of determining values, changes in behavior and attitudes possessed by students. Meanwhile, the Psychomotor domain consists of skills, the process of self-development through practice.

Student learning outcomes can be influenced by two factors, namely internal and external factors. Students' internal factors are factors that come from within each of them, such as health, physical disabilities, psychology which includes interest in learning, attention, talent, motivation. Meanwhile, external factors

are factors that come from outside the student, for example environmental, family, school and social community factors. How to teach, how to interact between teachers and students are also included in external factors that will influence learning outcomes (Wijanarko, 2017).

CONCLUSIONS AND SUGGESTIONS

Based on literature studies, it is evident that positive interactions and collaboration amongst all school stakeholders can lead to successful student learning outcomes. Initially, the school, family members, parents, and the immediate surroundings. In this case, the principal with leadership qualities is believed to be able to lead the school very well. A leader's inherent qualities will impact others under their direction and enable them to overcome obstacles. So, the school principal plays a very important role in supporting all learning processes starting from small things to student learning outcomes, because student learning outcomes are greatly influenced by the environment, one of which is the environment at school.

Schools must have enough time and patience to implement this trait's approach leadership style successfully, taking into account the adjustments that must be made to organizational structure and culture. Steps for adaption must include introducing and instilling leadership ideals that are acceptable for the school context, since this leadership style is centered on developing individual leadership attributes. To ensure successful implementation and the accomplishment of the intended aims, this calls for the dedication of all pertinent parties as well as continuous support.

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