Analysis of The Leadership Empowerment Principles of The Principal of SMPN 2 Piabung Anambas Islands District

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Abstract

Empowering school principals' leadership toward teachers is an indicator of behavior in improving the quality of education. This is the school principal's responsibility to foster and mobilize teaching human resources to improve the professionalism of their performance, including at SMPN 2 Piabung. This research aims to analyze the implementation of empowering school principals in developing professional teachers at SMPN 2 Piabung. The method in this study uses mixed methods research. Qualitative methods complement the use of quantitative methods. Data was collected through a questionnaire and participant observation. Statistical data analysis in the form of min, frequency, and mean for data presentation. Questionnaire data were analyzed using Software SPSS version 25.0, while qualitative data were analyzed by explanation. The results of the study show: (1) empowerment in the form of encouraging teachers to make effective use of school infrastructure, delegating tasks proportionally (task division), forming coordinators for academic development and extracurricular activities, and supervising the running of school programs and requesting reports on program implementation very high rating; (2) empowerment in the form of involving teachers in planning school programs, inviting teachers to develop knowledge, skills, and experience through training programs, carrying out responsibilities transparently and reporting every decision to get maximum results, and giving rewards (praise, encouragement, and feedback to the teacher) is at the moderate rating level.

Keywords: Empowerment; Leadership; School Principal

Abstrak

Pemberdayaan kepemimpinan kepala sekolah terhadap para guru merupakan salah satu indikator perilaku dalam meningkatkan mutu pendidikan. Ini merupakan tanggung jawab kepala sekolah dalam membina dan menggerakkan SDM pendidik agar meningkatkan profesionalisme kinerjanya termasuk di SMPN 2 Piabung. Tujuan penelitian ini menganalisis implementasi prinsip pemberdayaan kepala sekolah dalam pengembangan guru profesional di SMPN 2 Piabung. Metode dalam penelitian ini menggunakan mixedmethods research. Penggunaan metode kuantitatif dilengkapi dengan metode kualitatif. Data dikumpulkan melalui angket dan observasi partisipan. Analisis data statistik berupa min, frekuensi dan mean untuk penyajian data. Data angket dianalisis menggunakan SPSS versi 25.0, sedangkan data kualitatif dianalisis secara eksplanasi. Hasil penelitian menunjukkan: (1) pemberdayaan berupa dorongan pengefektifan penggunaan sarana prasarana sekolah, mendelegasikan tugas dengan proporsional (pembagian tugas), membentuk koordinator pembinaan akademik dan kegiatan ekstrakurikuler, dan mengawasi jalannya program sekolah dan meminta laporan pelaksanaan program berada pada tingkat penilaian sangat tinggi; (2) pemberdayaan berupa melibatkan guru dalam perencanaan program sekolah, mengajak guru untuk mengembangkan kognitif, psikomotorik, dan pengalaman melalui program

pelatihan, menjalankan tanggung jawab secara transparan, dan memberi penghargaan persuasif berupa pujian, dorongan, dan umpan balik terhadap guru berada pada tingkat penilaian sedang.

Kata Kunci: Pemberdayaan; Kepemimpinan; Kepala Sekolah

Introduction

The headmaster is the top leader of the school, who is the determining factor for success and is also the first person responsible when educational activities experience a decline. As the main focus in schools, principals are expected to influence, mobilize, and empower educational resources to achieve school goals. The Principal is vital in managing the school, students, teachers, education staff, infrastructure, costs, and others so that school organizational activities run smoothly, especially to empower teachers (Setiawan, 2018). A principal who is capable in various ways will give birth to a different atmosphere in an educational institution with its characteristics. The role of the Principal as *educator, managerial, administrator, supervisor, leader, innovator,* and *motivator* (EMASLIM) dramatically determines the success of school leadership performance in human resource development. The Principal's leadership trait is to plan, organize, mobilize, and guide teachers to carry out their duties well (de Keizer et al., 2017).

The role of the Principal is very strategic in coordinating and mobilizing all educational resources within the school environment. The Principal's leadership is the driving factor for the school to realize its vision, mission, goals, and objectives in a planned and gradual manner. Thus, the Principal must have management skills and strong leadership. In other words, a firm school principal must have a strategy to mobilize school resources, especially human resources, to achieve school goals (Mbuik, 2019). Teachers need personality skills in teaching and managing classrooms. This is commensurate with the expectation that qualified students can demonstrate a high commitment to their profession as teachers. Realizing this expectation, the headmaster was instrumental in empowering teachers (Ramdhani et al., 2012). Kanter formulated a conceptual model of empowerment designated as the structural theory of empowerment in Organizations that is a framework and shows the conditions necessary to create a meaningful work environment that deals with the situational aspects that will influence the attitude and behavior of employees. The tools needed to access these empowerment structures are information or data, technical knowledge, intelligence and knowledge of policy, material resources, space, time, money, support, and legitimacy (Freire & Fernandes, 2016).

The principle of empowering school principals to improve the quality of teachers must be implemented because this is important for running the rhythm of education in educational institutions (schools). The leadership factor owned by the Principal has its portion in ensuring the process of teaching and learning activities continues to run stable and conducive. The role of empowerment carried out by school principals must impact increasing the quality development of teachers. That is because teachers as human resources are the most strategic aspect of management, which, if empowered continuously, will have a tremendous influence and impact on other resources in management (Forefry et al., 2017)

The importance of empowerment has become a primary focus in the study of community psychology, social work, community development, and various fields of community research and action. According to Perkins, empowerment emphasizes equal and respectful partnerships, close collaboration, self-reliance, self-transformation and liberation, organizations, and communities working towards competency and identifying and developing strengths (Zhang & Perkins, 2023). Empowerment involves delegating

authority to individuals within an organization to carry out specific tasks. According to Lee in Alvi et al., (2020), empowerment essentially involves power aspects, and they state that there is a significant difference between the relationships and internal motivations associated with the concept of empowerment.

Zimmerman emphasizes that empowerment is essential in improving organizational performance and stimulates motivation by encouraging organizational members to enhance their self-awareness. Similarly, Liden and Tewksbury found that when individual empowerment in the workplace team increases, it significantly impacts organizational effectiveness variables, such as job satisfaction and organizational commitment (Bae et al., 2020). Li and Hechanova also state that an individual with psychological empowerment will positively perceive job meaning, self-efficacy, and self-concept, leading to job satisfaction, intrinsic motivation, and innovation (Shi et al., 2022).

Frans in Itzhaky et al., (2004) suggest that empowerment consists of five parts, namely (1) self-concept that represents self-empowerment and self-esteem; (2) critical awareness of one's place in a more extensive system such as family, agency, or community; (3) having the knowledge and ability to influence oneself or others; (4) propensity to act describes the ability to act effectively on behalf of oneself or others and; (5) a sense of collective identity describes the common goals, resources, and aspirations of a recognizable social system organization.

Spreitzer considered a psychological definition of empowerment increase in intrinsic task motivation manifested in a single place of cognition reflecting the individual's orientation to the work role: competence, impact, meaning, and self-determination (Dewettinck & van Ameijde, 2011). Furthermore, Spreitzer demonstrates that employee empowerment encourages desired behaviors by employees. Compared to when they do not feel empowered, employees who feel empowered are more likely to be motivated to be innovative, handle uncertainty better, and have more excellent abilities to solve problems (Huang, 2017). According to Schermerhorn et al., (2012), empowerment leaders help subordinates acquire and utilize the skills needed to make decisions impacting their work. The American Psychological Association, in particular, mentions that empowerment is considered one of the most important attributes for creating a psychologically healthy workplace and is associated with employee well-being, commitment, and organizational performance improvement (McNaughtan et al., 2022).

Employees who feel empowered will have stronger self-confidence than those who do not, motivating them to exhibit proactive behavior more frequently. Several researchers su Researchers such as Meyer, Gagné, SL Parker, Jimmieson, and Amio, argue that providing opportunities for employees to have greater control over their increasing employees is crucial in fostering employee engagement. Through empowerment, employees feel motivated to perform their jobs well, find meaning in their work, and have the confidence to influence organizational outcomes through their role in the job (Huang, 2017). Empowerment is an essential factor in meeting the performance needs of teachers, and internal motivation plays a crucial role in maintaining the sustainable and steady development of organizational members (Shi et al., 2022). Therefore, regarding the principle of empowerment, George and Jones explain the approach in the empowerment process, namely: (1) helping employees to achieve mastery of performance by providing appropriate training and experience; (2) agreeing on maximum control by giving subordinates a view/critique on job performance, and then assisting in accountable results; (3) internal support to allow subordinates to observe colleagues who are successful in the work; (4) use social support and persuasion; (5) provide emotional support. These five approaches can be applied to empowering the Principal's leadership toward teachers (Widodo & Sriyono, 2020).

Consistent and sustainable empowerment by principals, and teachers, will have a positive effect on professionalism. The impact can be seen in attitude changes, cognitive and psychomotor improvements. This change will prioritize the competence of educators in fulfilling their duties and responsibilities in such a way that improves the quality of education. When the quality of education improves, it creates people's satisfaction and trust. Therefore, the implementation of teacher professional development programs must lead to the empowerment process. The empowerment process is reflected in participating, managing to understand and master, building trust, and providing feedback support that enables teachers to improve their professional skills (Waruwu, 2021).

School principals' competencies encompass leadership skills, interpersonal relationships, group processes, personal administration, and evaluation. Leadership skills refer to the principal's ability to influence and guide staff (teachers) in achieving school goals by increasing participation in designing school programs, creating a conducive work climate, delegating responsibilities to others, and involving teachers in decision-making (Banani, 2017). This proves that the number of teachers does not solely determine the success and quality of education in an institution but is influenced mainly by how the school principal manages the school (Kurniawati, 2019). Therefore, the role of the school principal in empowering teachers is crucial amidst the challenges of changing times that demand continuously evolving competencies from a teacher.

The research results related to teacher empowerment have been widely carried out and proven to influence the quality of teacher professionalism. The first study was conducted by Nurpina (2016), explaining the positive direct effect of rewards on work performance with a correlation coefficient value of 3.19 and a path coefficient value of 0.232 and gave means that rewards directly affect work performance. Likewise, research by Romli (2019) concluded that with a value of R = 0.767, it was concluded that the relationship between the variable of appreciation for improving the performance of educators and education personnel was 76.7%, which means it has a very significant relationship. Next is a study conducted by Samsilayurni (2019), who obtained the results of the analysis that the variable of teacher empowerment by the principal has a significant effect on teacher performance with a calculated $t_{value} > t_{table}$ (3.176 > 1.70113) and formulated a conclusion that there is an influence of teacher empowerment by the Principal on teacher performance.

Subsequent research was conducted by Setyawan (2020) who concluded that empowerment and motivation positively affected teacher performance. Research by Waruwu (2021), implementing the principle of empowerment of principals in elementary schools received an assessment level with a good category. Research related to empowerment in education and teacher training shows the influence of training on teacher performance with t_{count} 6,788 > t_{table} 2,026 and concluded that 55.5% of performance is influenced by training (Zeke et al., 2021).

Research conducted by Djatmiko (2006) showing the results of the T-test analysis on infrastructure factors showed t_{count} 10.357 > t_{table} 2.0395 with the conclusion that the variable infrastructure partially affects teacher performance. Likewise, research states that a positive relationship exists between educational infrastructure and teaching motivation at SMA Negeri 1 Pamijahan Bogor (Bagja et al., 2020). Finally, research by Samsu (2015) shows that the influence of delegations of elementary, junior high, and high school principals on overall teacher performance in Jambi City is at a significant stage, and the correlation shows a positive direction (r = 0.08, $\rho > 0.05$)

Another more general study was conducted by Bae et al., (2020), which explicitly presents the results of a meta-analysis on empowerment that significantly influences organizational commitment by enhancing job focus. McNaughtan et al., (2022) suggest

that empowerment practices such as sharing information, participative decision-making, transparency, and increased employee autonomy can enhance employee satisfaction and productivity. Empowerment stimulates creativity, initiative, and critical thinking skills, fostering higher organizational commitment and satisfaction.

Overall, from several previous studies, it is clear that several examples of empowerment by principals to teachers have a significant influence on teacher performance. That means these dimensions of empowerment behavior must show positive and consistent results in other educational institutions. Therefore, school principals have a significant role in planning teacher empowerment through personal supervision and coaching, supervision, or other guidance relevant to teacher professional development (Waruwu, 2021).

The need to empower subordinates is critical when subordinates feel powerless. So, it is crucial to identify things that foster a sense of powerlessness in subordinates. Once identified, leaders can prepare empowerment strategies and tactics to eliminate them. Empowerment activities are called the perfect choice to prepare educators to respond to the challenges of the times. Through empowerment, it can produce teachers who are strong in their professions (Samsilayurni, 2019).

Considering the exposition and findings of the research discussed, the importance of empowerment conducted by the school principal toward the teachers becomes evident. This also applies to SMPN 2 Piabung, an educational institution established in 2013, located in the Palmatak district of the Anambas Islands regency. Despite being a school situated in an island area, it does not deter the school principal and teaching staff from empowering their capabilities to enhance the quality of education. The leadership empowerment behaviors in this school serve as an interesting subject for further research.

This research is crucial as it aims to analyze the implementation of the empowerment principle by the school principal in the professional development of teachers at SMPN 2 Piabung. The implementation of this principle is studied based on the process theory of empowerment approach initiated from the book by Jones & George (2013) and expanded according to needs which are divided into (1) involving teachers in organizational program plans, (2) encouraging teachers to develop cognitive, psychomotor, and experience through training programs; (3) carry out responsibilities transparently; (4) encourage the effective use of organizational infrastructure; (5) providing social support and persuasive reactions; (6) delegation of duties proportionately; (7) the establishment of coordinators for academic development and extracurricular activities; and (8) supervision of the course of organizational programs.

In the assessment of teacher empowerment, success realized by the Principal can be seen in the ability to manage learning, curriculum, student affairs, and extracurricular activities. Teachers must be given the trust to manage areas of learning, curriculum, student affairs, and extracurricular activities that will be indicators of assessment of success rates. It is hoped that the results of this research will affect the improvement of teacher competence through the implementation of empowerment principles.

Methods

The approach in this study uses mixed methods research. The data will be analyzed and become research results. The subjects of this study were the Principal and the teachers. The object of this research is empowerment activities carried out by school principals against teachers. The population in this study was all 16 teachers of SMPN 2 Piabung. Data were collected through questionnaires and participant observations. After the data is collected, then the data is analyzed quantitatively and qualitatively with mixed method research methods. Data analysis in this study was carried out in 2 ways: (1) analyzing when

sharpening the validity of the data, and (2) analyzing with the interpretation of the data in an explanatory manner. Because this study uses mixed methods, quantitative data is calculated first. Quantitative data analysis uses quantitative descriptive analysis where questionnaires are analyzed individually, and then each respondent's choice is examined and added up to calculate the percentage. The scoring score uses the Likert scale. The Likert scale allows respondents to answer various levels in each object to be measured. The answers from the questionnaire are weighted scores: Always = 5, often = 4, Sometimes = 3, rarely = 2, and never = 1 (Arikunto, 2019).

The statistical data analysis used in the study is descriptive statistical data analysis. Descriptive statistical data analysis usually presents percentage, frequency, min, standard deviation, median, and mode data. Therefore, in this study, the min, frequency, and mean for the presentation of data were chosen. The questionnaire data was calculated using *Software Statistical Package for Social Science* (SPSS) version 25.0. The statistics used are min, frequency, and mean. The interpretation of the min score used is as in the following table:

Table 1. Min Score Interpretation

Shoes	Interpretation
4.20 – 5.00	Very high
3.40 – 4.19	Tall
2.60 – 3.39	Keep
1.80 – 2.59	Low
1.00 – 1.79	Very Low

Source: (Muhidin & Abdurrahman, 2007)

The min score is based on the interpretation of the min score of 4.20 – 5.00, explains the respondent's agreement at a very high stage, min score of 3.40 – 4.19 at a high stage, min score of e 2.60 – 3.39 at a simple stage, min score of 1.80 – 2.59 at a low stage and min score 1.00 – 1.79 at a shallow stage.

Results and Discussion

Empowerment is essential in managing organizations, as it can motivate and encourage members to develop psychological ownership of the organization. Conger and Kanungo emphasize empowerment as a specific motivational process that enhances internal work motivation and highlights the importance of individual orientation and perception toward the assigned role (Bae et al., 2020).

The headmaster, the highest leader in the school, is responsible for empowering himself and the school personnel to be better and more professional. Therefore, school principals must have empowering behavior traits that are evident in (1) teacher involvement in the organization's program plan; (2) encouraging teachers to develop cognitive, psychomotor, and experiential through performance training programs through appropriate training and experience; (3) carry out responsibilities transparently; (4) encourage the effective use of organizational infrastructure; (5) providing social support and persuasive reactions; (6) delegation of duties proportionately; (7) the establishment of coordinators for academic development and extracurricular activities; and (8) supervision of the course of organizational programs. These eight things are indicators of the success of school principals in empowering leadership toward teacher performance. The following will be presented the teacher's response to the empowerment carried out by the Principal.

The results of research on the behavior of empowering school principals in involving teachers in organizational program plans are as follows:

Table 2. School Principals Involve Teachers in School Program Planning

Shoes MIN	Answer Categories	Frequency	Percentage %	Interpretation
4.20 – 5.00	Always	3	18,8	Very high
3.40 – 4.19	Often	6	37,5	Tall
2.60 – 3.39	Sometimes	7	43,8	Keep
1.80 – 2.59	Infrequently	0	0	Low
1.00 – 1.79	Not at all	0	0	Very low
Sum		16	100	

The results of Table 2 show that the principle of empowering school principals in involving teachers in school program planning shows the highest percentage of 43.8% with moderate category interpretation. Seven respondents chose this option. These results show that the Principal is quite maximal in involving teachers in designing school programs. Through participant observation, it was also found that the Principal was quite aware of his responsibility to invite teacher participation when designing school programs. Thus, at this level, the principle of empowering principals in involving teachers in school program planning is sufficiently empowered by school principals.

The statement is correct. Involving teachers in school program planning should indeed be done consistently. Based on research conducted by Purwanto et al., (2020), the results show that teachers' involvement in planning significantly influences teacher performance. This acknowledges that work involvement significantly impacts performance, which in turn affects the quality and internal motivation of teachers. Teacher involvement can provide opportunities for teachers to participate in decision-making for strategic school programs. By considering the percept, teachers' perceptions and aspirations in program planning ered significantly contribute to the totality of teachers. Findings from research Rohiyatun (2018) also explain that involving teachers in the decision-making process by school principals is a form of recognition.

Table 3. Principals Invite Teachers to Develop Cognitive, Psychomotor, and Experiential Through Training Programs

Shoes MIN	Answer Categories	Frequency	Percentage %	Interpretation
4.20 – 5.00	Always	2	12,5	Very high
3.40 – 4.19	Often	4	25	Tall
2.60 – 3.39	Sometimes	7	43,8	Keep
1.80 – 2.59	Infrequently	2	12,5	Low
1.00 – 1.79	Not at all	1	6,3	Very low
Sum		16	100	

The results of Table 3 show that the principle of empowering school principals in inviting teachers to develop cognitive, psychomotor, and experience through training programs shows the highest percentage of 43.8% with moderate category interpretation. Seven respondents chose this option. These results show that school principals consistently encourage teacher training programs. Through participant observation, it was also found that the Principal quite often notified and invited, and involved teachers in training, workshops, and webinars. Thus, the empowerment carried out by the Principal supports the results of research Zeke et al., (2021) reveals that training can affect teacher performance. Thus, at this level, the principle of empowering the Principal in inviting teachers to develop cognitive, psychomotor, and experience through training programs sufficiently empowered the Principal.

Sari et al., (2021) also reveal that based on several studies, school principals' role in providing internal and external training can enhance teachers' performance and competence. This analysis is also supported by several studies, such as the one conducted by Kurniawati (2019), which shows that the Principal of SD Djama'atul Ichwan Surakarta has successfully empowered human resources (HR) is beneficial for the sustainability of HR by involving teachers in training and workshops. Furthermore, the Principal does not limit the education of teachers, allowing them to pursue higher education. Similarly, research conducted by Kartimi et al., (2019)) indicates a high level of enthusiasm among teachers, with a score of 84.6%, expressing their desire for training activities to be conducted in the school where they work or teach, particularly in enhancing 21st-century learning skills. Moreover, in the current technological era, there is an abundance of online training programs available on learning platforms, which school principals extensively utilize; as mentioned by Waruwu et al., (2022) that one strategy used by school principals to empower their teachers is through community engagement activities, such as webinars, which are now predominantly conducted online.

Table 4. Principals Carry Out Responsibilities Transparently

Shoes MIN	Answer Categories	Frequency	Percentage %	Interpretation
4.20 – 5.00	Always	3	18,8	Very high
3.40 – 4.19	Often	4	25	Tall
2.60 – 3.39	Sometimes	8	50	Keep
1.80 – 2.59	Infrequently	0	0	Low
1.00 – 1.79	Not at all	1	6,3	Very low
Sum		16	100	

The results of Table 4 show that the principle of empowering school principals to carry out responsibilities transparently shows the highest percentage of 50% with moderate category interpretation. Eight respondents chose this option. This result shows that the Principal is quite maximal in his responsibilities. Through participant observation, it was also found that the Principal often reminded the teachers to carry out their teaching duties well and share challenges and solutions applied. Thus, at this level, the principle of empowering the Principal in carrying out responsibilities transparency is sufficiently well empowered by the Principal.

Table 5. School Principals Encourage Teachers to Make Effective Use of School Infrastructure

Shoes MIN	Answer Categories	Frequency	Percentage %	Interpretation
4.20 – 5.00	Always	7	43,8	Very high
3.40 – 4.19	Often	2	12,5	Tall
2.60 – 3.39	Sometimes	5	31,3	Keep
1.80 – 2.59	Infrequently	1	6,3	Low
1.00 – 1.79	Not at all	1	6,3	Very low
Sum		16	100	

The results of Table 5 show that the principle of empowering school principals in encouraging teachers to use school infrastructure effectively shows the highest percentage of 43.8 with very high category interpretation. Seven respondents chose this option. These results show that the headmaster strongly encourages teachers to use school infrastructure effectively. Through participant observations, it was also found that school principals allocated quite a lot of BOS funds for spending on learning support facilities and infrastructure in schools. It can be seen as one of them from the completeness of IT

equipment in the language laboratory, learning tools for science laboratories, and the availability of books in the library. What the Principal did was in line with the results of research conducted by Djatmiko (2006) and Bagja et al., (2020), which stated that using facilities and infrastructure in learning supports teacher performance in improving professionalism. Thus, at this level, the principle of empowering school principals in encouraging teachers to make effective use of school infrastructure has been greatly empowered by school principals.

The effectiveness of using facilities and infrastructure is crucial in realizing quality learning because one perspective of a quality school is the availability of adequate support for the learning process (Firmansyah et al., 2018). The optimization of using these facilities and infrastructure needs to be empowered to ensure the effectiveness of their utilization in supporting teaching and learning activities. Research conducted by Fitriah & Wahyudin, (2022) shows that the utilization of educational facilities and infrastructure can be done in two ways: bringing resources and educational facilities into the classroom and taking the classroom to the field by utilizing the available facilities and infrastructure.

Table 6. Principals Give Persuasive Rewards of Praise, Encouragement, and Feedback to Teachers

Shoes MIN	Answer Categories	Frequency	Percentage %	Interpretation
4.20 – 5.00	Always	2	12,5	Very high
3.40 – 4.19	Often	4	25	Tall
2.60 – 3.39	Sometimes	5	31,3	Keep
1.80 – 2.59	Infrequently	2	18,8	Low
1.00 – 1.79	Not at all	3	6,3	Very low
Sum		16	100	

The results of Table 6 show that the principle of empowering principals to give persuasive rewards in the form of praise, encouragement, and feedback to teachers shows the highest percentage of 31.3 with moderate category interpretation. Five respondents chose this option. These results show that the Principal is quite rewarding (praise, encouragement, and feedback towards the teacher). However, if analyzed further, it can also be stated that the Principal is less responsive using this persuasive approach. Through participant observation, it was also found that the Principal was not a person who was open to the achievements of the teachers. It is rare for the Principal to praise or give awards on the sidelines of regular school meetings. Even based on research by Nurpina (2016) and Romli (2019), the rewards significantly improve teacher performance. Thus, at this level, the principle of empowering the Principal to give persuasive rewards in the form of praise, encouragement, and feedback to teachers) is less empowered than the Principal.

Table 7. Principals Delegate Tasks Proportionally (a Division of Duties)

Shoes MIN	Answer Categories	Frequency	Percentage %	Interpretation
4.20 – 5.00	Always	6	37,5	Very high
3.40 – 4.19	Often	3	18,8	Tall
2.60 – 3.39	Sometimes	4	25	Keep
1.80 – 2.59	Infrequently	2	12,5	Low
1.00 – 1.79	Not at all	1	6,3	Very low
Sum		16	100	

The results of Table 7 show that the principle of empowering principals in delegating tasks proportionally (a division of tasks) shows the highest percentage of 37.5 with very high category interpretation. Six respondents chose this option. These results show that the

Principal is very wise to delegate tasks proportionally (a division of tasks). Through participant observation, it was also found that the Principal divided tasks according to the educational competence possessed by the teachers and adjusted to the distribution of hours so that there was no inequality of duties between one teacher and another. It is in line with research conducted by Samsu (2015) the influence of delegation of principals of elementary, junior high, and high school principals on teacher performance is at a significant stage, and the correlation shows a positive direction. Thus, at this level, the principle of empowering principals to delegate tasks proportionally (a division of tasks) has been greatly empowered by the Principal.

Table 8. Principals Form Coordinators of Academic Coaching and Extracurricular Activities

Shoes MIN	Answer Categories	Frequency	Percentage %	Interpretation
4.20 – 5.00	Always	8	50	Very high
3.40 – 4.19	Often	2	12,5	Tall
2.60 – 3.39	Sometimes	4	25	Keep
1.80 – 2.59	Infrequently	2	12,5	Low
1.00 – 1.79	Not at all	0	0	Very low
Sum		16	100	

The results of Table 8 show that the principle of empowering school principals in forming coordinators for academic development and extracurricular activities shows the highest percentage of 50% with very high category interpretation. Eight respondents chose this option. These results show that the Principal is very serious about forming a coordinator of academic coaching and extracurricular activities. Through participant observation, it was also found that the Principal was very focused on fostering students' academic and extracurricular activities. That is done so that school achievements are limited to not only academic achievements but also achievements outside school that follow the fields and interests of students. Thus, at this level, the principle of empowering the Principal to form a coordinator of academic development and extracurricular activities has been very empowered by the Principal very high.

Table 9. The Headmaster Supervises The Running of The School Program And Requests Reports on Program Implementation

Shoes MIN	Answer Categories	Frequency	Percentage %	Interpretation
4.20 – 5.00	Always	6	37,5	Very high
3.40 – 4.19	Often	3	18,8	Tall
2.60 – 3.39	Sometimes	4	25	Keep
1.80 – 2.59	Infrequently	3	18,8	Low
1.00 – 1.79	Not at all	0	0	Very low
Sum		16	100	

The results of Table 9 show that the principle of empowering school principals in supervising the running of school programs and requesting program implementation reports shows the highest percentage of 37.5% with very high category interpretations. 6 respondents chose this option. These results show that the headmaster is very serious about supervising the running of the school program and asking for a report on the implementation of the program. Through participant observations, it was also found that the Principal was responsible for supervising the running of school programs and requesting reports on program implementation. This is proven by every mid-semester and

end of the semester, the Principal always asks for reports on the implementation of both learning and extracurricular activities programs from teachers. Thus, at this level, the principle of empowering the Principal to oversee the running of the school program and request reports on the implementation of the program has been very empowered by the Principal very high. The overall indicators can be summarized in the table below:

Table 10. Indicators of Principals' Empowerment Principles

No	Research indicators	Freq	Percentage %	Interpretation
1.	Involving teachers in school program planning	7	43,8	Keep
2.	The headmaster invites teachers to develop cognitive, psychomotor, and experiential through training programs	7	43,8	Keep
3.	The headmaster carries out responsibilities transparently	8	50	keep
4.	The headmaster encourages teachers to make effective use of school infrastructure	7	43,8	Very high
5.	Giving persuasive awards in the form of praise, encouragement, and feedback to teachers;	5	31,3	keep
6.	Delegation of tasks proportionally (division of tasks).	6	37,5	Very high
7.	The Principal establishes a coordinator of academic coaching and extracurricular activities	8	50	Very high
8.	The headmaster supervises the running of the school program and requests reports on the implementation of the program	6	37,5	Very high

From the results of the table above, it shows that the principle of empowering school principals in the form of encouraging teachers to make effective use of school infrastructure, delegate tasks proportionally (distribution of tasks), form coordinators for academic development and extracurricular activities, and supervise the running of school programs and ask for reports on program implementation to be at a very high assessment level. Empower school principals by involving teachers in school program planning, inviting teachers to develop cognitive, psychomotor, and experience through training programs, carrying out responsibilities transparently, and rewarding perception through praise, encouragement, and feedback to teachers at a moderate assessment level.

Conclusion

Based on the results of the research that has been described, it was concluded that the Principal empowering in the form of encouraging teachers to make effective use of school infrastructure, delegate tasks proportionally (distribution of tasks), form coordinators for academic development and extracurricular activities, and supervise the running of school programs and ask for reports on program implementation to be at a very high assessment level. Meanwhile, empowering school principals in the form of involving teachers in school program planning, inviting teachers to develop cognitive, psychomotor, and experience through training programs, carrying out responsibilities transparently, and rewarding persuasive in the form of praise, encouragement, and feedback to teachers is at a moderate assessment level.

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