

Developing Principal Leadership Competencies Through the STIFIn Method

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Abstract: The aim of this research is to determine the competency of school principals using the STIFIn method. The main key to the success of a school is in carrying out its functions and expectations as a school leader and school manager. This research uses a qualitative approach, with the type of experimental research. Research data was obtained through observation, previous journals and documentation. The data analysis technique used in this research is qualitative descriptive analysis. The hypothesis of this research is to determine the competence of school principals through the STIFIn method. The various leadership models that are widely used in various educational organizations, including schools, are choices that may or may not be appropriate to the culture of the organization. The application of a leadership model is very dependent on the conditions of the object where the model is applied. The changing dynamics of the world of education require the development of existing leadership competencies. The STIFIn method is an approach to the concept of machine intelligence and a person's genetic personality. School principals can develop leadership competencies based on the STIFIn method, especially in interaction and communication with teachers and education staff in order to achieve good achievement and performance. The final results of achieving good achievement and performance are felt directly by individuals in the school and school organizations as school culture.

Keywords: Development Principal, Leadership Competencies, STIFIn.

Introduction

A. RESEARCH BACKGROUND

In this modern era, the study of leadership is a very important and useful field for many people. Leadership determines prosperity for families, organizations, nations and the world in general. Leadership issues are universal, covering all aspects of life on earth, be they social, political, economic or spiritual. In essence, according to Noor (2011), leadership is a process, not a personality. The result of the process is a useful product or service. Even though there are many leaders, only leaders who have an impact on human life need to be studied and emulated.

They can be said to be effective leaders and have left leadership patterns that need to be emulated and become an inspiration to then be implemented in different places and further developed into an innovation that can be shared with those in need, both individually and in groups. In a group or organization there are goals that want to be achieved together. Achieving this goal will be effective if it involves all the elements in it. To move the elements within the organization, a leader is needed who is able to guide and direct. A leader is chosen or appointed because he has greater ability to organize and direct other people (one of the elements of the organization) and is able to represent

the needs of the organization to achieve its goals. The ability to mobilize a leader usually has their own communication style (Poniman, 2015).

According to Mundoko (2005), communication styles in leading an organization include: (1) The "Dynamite" communication style, has characteristics such as: (a) using firm, loud words, tends to be rude; (b) the way he speaks is explosive as if he has dynamite in his body; (c) weak self-control and giving the impression of what is said without thinking it through first; (2) The "Detective" communication style, which has the following characteristics: (a) often uses critical questions; (b) tend to demand group leaders (those under them); (c) looking at a problem in sufficient detail, so that it seems like he is long-winded and complicated; (3) "The Shame Princess" communication style. Characteristics: (a) speaking sparingly, especially verbally; (b) tend to use written media; (c) does not like two-way communication/dialogue; and (3) The "Consultant" communication style, which appears with the following characteristics: (a) tends to open communication with the group leader when there are many problems; (b) in communication sometimes the actual context is out of context; (c) tends to be systematic, focused and even good at using words; (d) positioning him as a helping angel who is able to face problems. Leadership in schools, led and managed by the principal who plays a dual role as an educational leader and as a school manager (Sergiovanni, 2007), the principal in carrying out the leadership and manager role requires communication and interaction skills with subordinates, namely teachers and educational staff as well as captains and crew members. .

Schools as formal, structured and accountable learning centers require a school principal, who is able to lead and manage the school so that its functions and roles are carried out, and achieve school goals as planned (Syaiful Anam, 2022). The existence of a school principal is needed in the midst of the school and the teachers he leads in order to determine the school's performance achievements, both student performance in the form of learning outcomes and teacher performance in the form of increasing the quality of teacher abilities, as well as the performance of educational staff (Mundiri & Zahra, 2017). Various organizations have tried to apply these leadership models with various processes and results. With the development of the current societal paradigm, it is possible that some of these models are no longer considered effective and need to be developed to suit current conditions (Poniman, Nugroho, & Azzaini, 2003). One approach that can be taken is to use the STIFIn theory which is now starting to be known in Indonesia. STIFIn is a synthesis of previous theories that have been put forward by experts in the field. Some of these theories are the basic function theory (Basic Function) by Carl Gustav Jung, the Whole Brain theory by Ned Hermann, and the Triune Brain theory by Paul D. Maclean.

STIFIn not only reveals tendencies towards a person's intelligence and genetic personality (PG), but also the relationship between PGs which will then determine the relationship pattern (interaction and communication) for each PG (Poniman, Nugroho, & Azzaini, 2003). Theoretical discussions about leadership in terms of leadership theory, educational and schooling theory, psychological theory, and brain-based learning theory or neuroscience are interesting, meaningful and important for giving birth to new leadership theories in accordance with current developments (Yukl, 2007; Adair, 2008; Arifin, 2016; Andang, 2013; Ward, 2007; Buzan, 2008; Poniman, Nugroho, & Azzaini, 2003).

Literature Review

1. History of the birth of STIFIn

The history of the STIFIn method began in 1999 when Farid Poniman and his colleagues founded the Kubik Leadership training institute. Every time they start their training program, they first map out the training participants according to their type of intelligence. According to the concept, STIFIn at that time could be said to be still embryonic. Improvements to the concept were made

here and there along with the development of the implementation of Cubic Leadership training. (History et al., 2014)

STIFIn is a method used to determine a person's personality by reading their character through a person's fingerprints. Fingerprints have something unique, namely that each person has a different fingerprint pattern or stroke. This can be used to determine a person's potential based on their genetic factors. (History et al., 2014) The Al-Qur'an learning method is a way of learning the Al-Qur'an by using all aspects of the teaching and learning process so as to obtain better changes in the ability to understand the Al-Qur'an. (Mundiri & Zahra, 2017)

STIFIn is a theory of brain intelligence that only focuses on one intelligent machine. (Farida, 2022)

2. Leadership of the school principal

School leaders are people on the front line who coordinate efforts to improve quality learning. School leaders are appointed to occupy positions responsible for coordinating joint efforts to achieve educational goals at each school level. (Yuliana, Masluyah Suib, 2014) School principals must be able to influence, guide, embrace, provide independence and good direction to all their members, including also to students, so that students' learning independence can increase. Independence is stimulated by having a goal. (Siregar, n.d.) The school principal must be able to establish cooperative relationships both among school members and with the school community. (National et al., 2015) The principal's role is to bring about change in a school, namely creating effective work collaboration, shifting manager functions, leading by example, influencing others, developing team work, involving subordinates in decision making, making empowering subordinates a way of life, and build commitment. (Dwi et al., 2021)

Method

B. RESEARCH DESIGN

This article is the result of qualitative research that researchers have analyzed from various previous journal sources related to leadership intelligence using the STIFIn method. This article will analyze the development of school principal competency through the STIFIn method, by observing the results of previous research, as well as describing the development of school principal competency through the STIFIn method so that this method can be applied by school foundations/organizations to help increase the competency of school principals in managing school organizations better. This type of research uses qualitative methods with a descriptive approach, namely describing conditions or symptoms as they are based on facts existing in the field at the time the research was conducted. Data collection techniques in this research are observation, interviews and analysis. Observations were carried out by observing the leadership's attitude after knowing where their intelligence lay in implementing the STIFIn method in the school. Interviews were conducted by researchers together with class teachers to ascertain the leadership's intelligence or tendencies in acting or adopting a policy. The analysis is intended to analyze the results of previous studies so that researchers can take references related to developing the potential of school principals through the STIFIn method.

Result and Discussion

C. DISCUSSION

STIFIn-based Principal Leadership Model The principal is one of the educational components that plays the most role in improving the quality of education. As stated by Sergiovanni (2007), the key to school success is principal. Syarafuddin (2005) states: "There is a close relationship between the quality of the school principal and various aspects of school life such as school discipline, school cultural climate, and the reduction in naughty behavior of students." Meanwhile, the school principal is responsible for micro and macro education management, which is directly related to

the learning process at school. The school principal is responsible for organizing educational activities, school administration, developing other educational staff, student growth, utilizing and maintaining facilities and infrastructure, and building relationships with the community (Wahjosumidjo, 2005), including the management of special services as a complement to system management. school management (Arifin, 2008; Sonhadji, 2015).

The important role of the principal is discussed in line with the increasingly complex demands of the principal's duties, which require increasingly effective and efficient performance support. Apart from that, developments in science, technology, arts and culture applied in school education also tend to move forward more rapidly, thus requiring professional mastery. Realizing this, every school principal is faced with the challenge of carrying out educational development in a directed, planned and sustainable manner to improve the quality of education. It is within this framework that it is felt necessary to increase the leadership and management of professional school principals to make the government programs that are being rolled out a success, namely regional autonomy, decentralization of education, school-based management, curriculum development, benchmarking, broad basic education, life skills, various learning strategies such as PAKEM, contextual learning, active learning, quantum learning and other strategies, one of which is offered by Poniman, Nugroho, and Azzaini, (2003) with the STIFIn method.

Based on the STIFIn concept with seven theoretical syntheses, it is the basis for developing a school principal leadership model in the form of interaction-communication with subordinates with three principles: (1) the intelligence machine owned by the leader/principal and teachers/educational staff will determine the leadership style in the form of interactions carried out; (2) through the intelligence machine and genetic personality owned by the principal, he will easily control his subordinates in accordance with the intelligence machine and genetic personality; (3) the process of effective interaction-communication is carried out by mutually understanding each genetic personality. The principal will carry out the interaction-communication process with subordinates (teachers and education staff) in accordance with his genetic personality.

Likewise, vice versa, subordinates can interact and communicate with the principal well. School principals who use the STIFIn method will be able to achieve good achievements and performance, by paying attention to the following steps: (1) The intelligence engine and intelligence drive will determine the genetic personality type (PG) of school principals, teachers and education staff. PG is what is called intelligence or character; (2) By using their respective PGs, school principals and teachers as well as education staff interact – communicate with each other to understand each PG; (3) The process of interaction - communication between PGs in each individual will determine the achievements and performance of both the school principal, teachers and education staff, as well as the organization/school.

D. CONCLUSION

From the explanation above, it can be concluded that in the context of school principals it is possible to develop the leadership potential of school principals using the STIFIn method, considering that the STIFIn concept provides sufficient space for effective interaction and communication processes to occur in the leadership process of a school or foundation. STIFIn has seven concepts that can be developed into a STIFIn leadership model. The existence of an intelligence machine and a person's genetic personality will determine their behavior, personality and intelligence. The existence of this intelligence machine and genetic personality encourages the realization of the development of better leadership competency for school principals on school performance. Developing the leadership of school principals using the STIFIn method will be able to influence effective interactions and communication, achieve good achievements and performance that influence individuals in the school and make the school better.

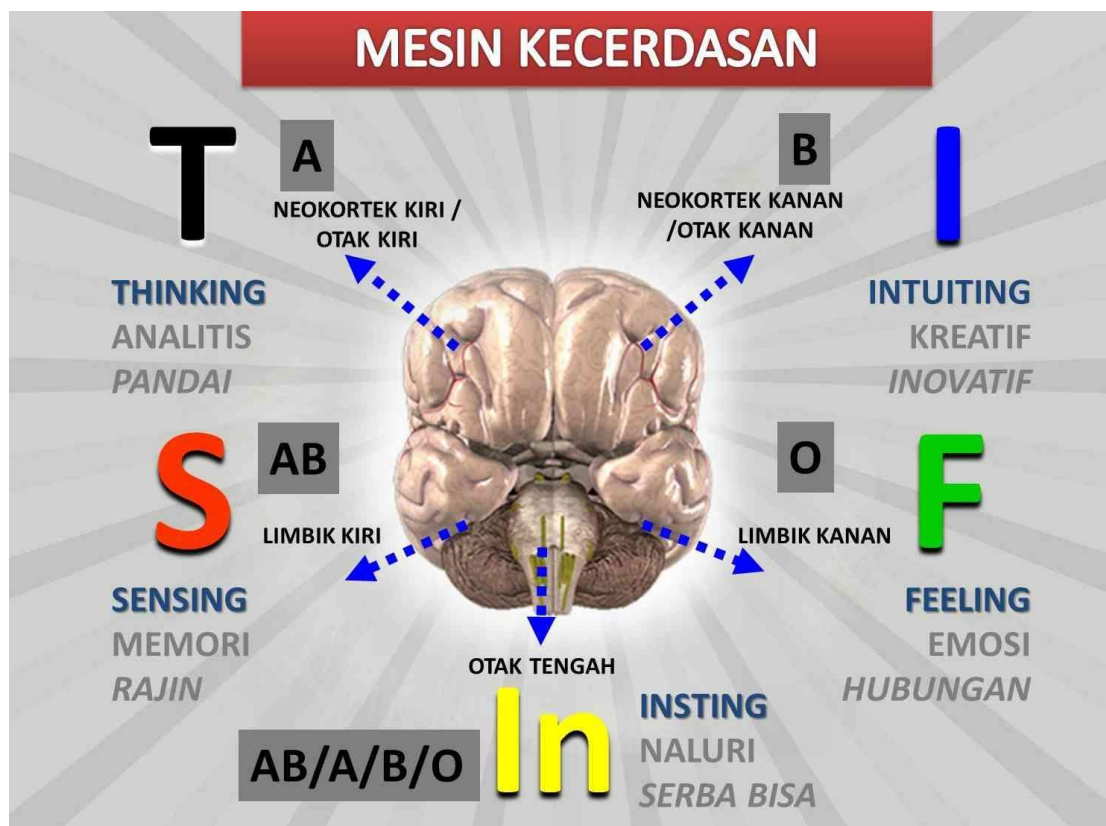


Image of STIFIn Intelligence Engine

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