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Leadership Role of School Principles to Motivate Teachers Promotion at Public Junior High School 4 Kudus in 2021

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Abstract: The leadership process of a school leader is related to the leadership role he or she assumes. Leadership roles for effective school leadership include democratic, serious and open leadership. This study aims to analyze the problems of 1) the principal's leadership in motivating teachers to promotion at Public Junior High School No. 4 Kudus, 2) the principal's strategy in motivating teachers for promotion, 3) Principal communication relationship patterns in motivating teachers for promotion, 4) Supervision of principals in motivating teachers for promotion. The research method used is qualitative research, with data collection techniques carried out by observation, interviews, and document studies. The research subjects were the principal and teachers of Public Junior High School No. 4 Kudus. The data that has been obtained is then carried out by data reduction, data presentation, and data verification. As for testing the validity of the data, validity tests were carried out including credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity). The results showed that the principal encouraged teachers to make scientific works, in the form of scientific articles, Classroom Action Research, scientific papers, and books with ISBN certificates. The motivation of the principal is carried out in harmony. The principal gives a challenge to the teacher to make scientific work. The challenge from the principal was responded to positively by the teacher by making scientific work a requirement for a promotion. It is proven that there are 16 teachers from 34 teachers with the status of Civil Servants who have succeeded in advancing to a higher rank/class and 35 teachers from 49 teachers who have succeeded in writing scientific papers. It can be concluded that the principal's leadership in motivating teachers to develop themselves, namely making scientific work for promotion has been successfully implemented. This success shows that the strategies and policies implemented by the principal can be accepted and properly implemented, which means that the democratic leadership of the principal has actually been successful in raising the professional level of teachers, especially in the promotion of higher levels.

Keywords: Principal Leadership, Motivation, Promotion

1. Introduction

The principal's leadership process is related to the leadership role he uses. The leadership role of an effective principal includes having a leadership role that is democratic, straightforward, and open (Afshari et al., 2012). The principal's leadership model will play a role in the formation and development of school climate and culture, to create an effective school. Therefore, the principal is expected to be able to make the right decisions for the progress of the school.

Public Junior High School No. 4 Kudus is included in the category of quality schools because it meets the criteria for quality schools. In 2016 it won second place in the district-level school library competition, then in 2020, it was designated a model school and a National Adiwiyata school. In addition, Public Junior High School No. 4 Kudus has been accredited with a score of 94 in the "A" category. Meanwhile, for the 2020 Junior High School quality report cards, Public Junior High School No. 4 Kudus out of 8 educational standards are categorized towards National Education Standard (SNP) 4 by obtaining the following achievement indices: Graduate Competency Standards (5.84), Content Standards (5.46), Process Standards (5.15), Education Assessment Standards (5.94), Educators and Education Personnel Standards (5.96), Education Facilities and Infrastructure Standards (4.78), Education Management Standards (5.67) and Financing Standards (5.43) (Quality Report of Public Junior High School No. 4 Kudus in 2020).

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Public Junior High School No. 4 Kudus is interesting to study because, in terms of graduation, it is proven that every year Public Junior High School No. 4 Kudus passes 100% with very good academic quality. Public Junior High School No. 4 Kudus often wins from various competitions that are participated in at the district and provincial levels, especially in the non-academic field, including: 1) 3rd place in the karate championship at the provincial level, 2) 2nd place at the provincial level archery championship, 3) the 3rd place in the district level futsal championship. With the many achievements achieved, of course, supported by professional teachers. However, in these 5 years, the development of teacher professionalism at Public Junior High School No. 4 Kudus has stagnated. The last time there was an increase in the rank of teacher in 2014 was only 1 person.

Table 1: Data on the rank of teachers by class as of January 2021 at public junior high school no. 4 Kudus

	Rank							Level Education	
Total	IV C	IVB	IVA	IIID	IIIC	IIIB	IIIA	Master Degree	Bachelor Degree
	-	1	19	-	7	6	1	2	32
Number of Civil Servant Teachers: 34									

From the data in Table 1, it is known that for 5 years the promotion of teachers has been stagnant. Furthermore, after the Head of Public Junior High School No. 4 Kudus Mr. Abdul Rochim, S.Pd, M.Pd (started on duty October 2020 until now) made a breakthrough with a strategy and always motivated teachers to write papers, especially for promotion requirements. This is what makes the teacher enthusiastic to get promoted.

2. Literature Review

2.1 Principal Leadership

Leadership according Somad & Priansa (2014) is the ability to influence groups towards achieving goals. Meanwhile, according to Hackman & Johnson (2013) leadership is a group phenomenon involving interaction between two or more people which involves an influencing process, where intentional influence is used by the leader on his subordinates.

Buhmann (2017) offers the following typical definition, the leadership is a process of social influence when a person stimulates the help and support of others to realize a common task. Leadership involves a process of social influence when an individual exerts a deliberate influence on others to structure activities and relationships within a group or organization.

In line with the opinion above, DeRue & Ashford (2010) define leadership broadly as a social process with individuals or groups that influence common goals; Leadership is widespread in organizations both formally and informally and has rational, social, and emotional foundations.

From some of the definitions above, it can be concluded that leadership is the ability to influence and direct the behavior of other people, subordinates, or groups to achieve organizational or group goals. While the leadership of principal is as a leader of educational institutions must be able to manage their leadership well.

The success of the principal's leadership in its activities is influenced by factors that can support the success of leadership, therefore a goal will be achieved if there is harmony in the relationship or good interaction between superiors and subordinates, in addition to being influenced by the background of the leader, such as self-motivation for achievement, maturity, and flexibility in social relationships with human relations attitudes (Karnan & Marimuthu, 2021).

The principal's leadership task will work well if a school principal understands the tasks he must carry out. Therefore, the principal will appear in the process where he can direct, guide, influence, and or control the thoughts, feelings, or behavior of others. Therefore, Garland & Tadeja (2013) states that school principals must improve the abilities and skills of education implementers. For this reason, school principals must have extensive knowledge and reliable leadership skills to control, influence, and encourage teachers, staff, and other employees to carry out their duties honestly, responsibly, effectively, and efficiently.

2.2 Work Motivation

According to Forson et al. (2021) explains that motivation is a process that generates, energizes, directs, and sustains behavior and performance. Motivation is the management process of influencing behavior based on knowledge of what makes a person 'tick'. While Achim et al. (2013) explain that work motivation is a set of individual needs that need to be satisfied and, therefore, encourages, triggers, and causes individuals to do a series of jobs to satisfy them.

Motivation is also defined as the urge to do or not do something. Do it if the person concerned likes it, is interested, or wants it, do not do it if the person concerned does not like it, is not interested, or does not want it. Motivation is important as an educational tool because only children or teachers who are highly motivated and positive can achieve educational goals well (Lin & Chen, 2017).

Arif, Zainudin, & Hamid (2019) state that motivation is something that makes someone complete a job with enthusiasm because that person wants to do it. Because there is something that makes a person complete a job with enthusiasm, there must be an effort to create working conditions that arouse and maintain that enthusiasm.

A similar opinion was expressed by Andriani, Kesumawati, & Kristiawan (2018) that work motivation is something that gives rise to work motivation or enthusiasm in other words it encourages work spirit. The motivation that grows can be a driving force or drive to achieve goals. Another opinion expressed by Ates & Yilmaz (2018) is giving or generating motives. Work motivation is something that creates enthusiasm or encouragement to work. Motivation is something that is felt to be very important, this is because motivation is something important (important subject) and motivation is something difficult (puzzling subject).

Kim & Lee (2012) states that motivation is a process that describes a person's strength, direction, and persistence to achieve goals. Strength describes how hard a person tries. Great power requires direction that benefits the organization and persistence measures how long a person can sustain his or her efforts. In the context of work, work motivation can be explained as a person's strength, direction, and persistence in carrying out his work.

Based on the opinions of several experts that have been described, it can be concluded that teacher work motivation is something that moves teachers to be enthusiastic in working seriously and consistently towards achieving educational goals. The theory used in this study to analyze the work motivation of teachers in the promotion are:

2.1.1 Maslow's Hierarchy of Needs Theory

The best-known motivation theory is the hierarchy of needs theory from Maslow in Fallatah & Syed (2018) and Benson & Dundis (2003) Maslow hypothesized that in every human being there is a hierarchy of needs, namely:

a. Physiological needs
   Physiological needs are the most basic hierarchy of human needs which are the needs to be able to live such as eating, drinking, housing, oxygen, sleeping etc.
b. Safety needs
   If the physiological needs are relatively satisfied, then a second need emerges, namely the need for security. The need for this sense of security includes security for protection from the dangers of work accidents, guarantees for the continuity of their work, and guarantees for their old age when they are no longer working.
c. Social needs
   If the physiological and safety needs have been satisfied at a minimum, then social needs will emerge, namely the need for friendship, affiliation, and closer interaction with others. In the organization, it will be related to the need for a compact workgroup, good supervision, joint recreation, etc.
d. Appreciation Needs
   This need includes the need for the desire to be respected, to be appreciated for one's achievements, recognition of one's abilities and expertise, and the effectiveness of one's work.
e. Self-actualization needs
   Self-actualization is the highest hierarchy of needs from Maslow. Self-actualization is related to the process of developing the true potential of a person. The need to demonstrate one's abilities, skills, and potential. The need for self-actualization has a potential tendency to increase as people actualize their behavior. A person who is dominated by the need for self-actualization enjoys tasks that challenge his abilities and skills.

2.1.2 Two Factor Theory

This theory is also called the hygiene-motivation theory which was developed by Herzberg. He found that the factors that cause teacher work motivation are different from the factors that cause job dissatisfaction (Ates & Yilmaz, 2018). The factors that cause teacher work motivation include the content of the work or internal factors of the work, namely: 1) Responsibility, 2) Advancement, 3) the work itself, 4) Achievements, 5) Recognition.

Another group of factors that cause dissatisfaction is related to external factors (hygiene) from work, including factors: 1) Administration and Policy, 2) Supervision, 3) Salary, 4) Interpersonal Relations, and 5) Working Conditions. Factors that are included in the group of motivator factors tend to be factors that lead to more proactive work motivation. Meanwhile, hygiene factors tend to produce more reactive motivation.

2.1.3 Expectancy Theory

Expectancy theory is based on the premise that workers carry out their duties to get incentives and motivation is a value function of individual incentives. There are three reasons why a worker has the motivation, as follows:

a. Valence refers to the negative or positive feelings attached to the work result. For example, money received for doing work has a positive valence for most workers, whereas work in a dirty environment has a negative valence. For teachers, student success has a positive valence. Work results that have a negative valence for teachers do not have to be test results.
b. Instrumentality refers to the perceived relationship between work outcomes and some objects and events that have positive valence for workers. A worker must believe that someone doing the work will lead to the desired result.

According to theory, a teacher who is asked by the principal to make a textbook will be more motivated to carry it out if he believes that by carrying out the task, something fun will be obtained. The teacher must believe that the task is instrumentally related to the incentives he gets.

c. Expectancy refers to the worker's perception of the likelihood of success being achieved. In the example above, the teacher who is asked to write a textbook may not do it if he believes that he does not have sufficient knowledge and skills, because he will not expect to do the task well.

If we look closely, it can be concluded that the valence aspect of the expectancy theory is the same as the need for respect in Maslow's Recognition theory and salary in Herzberg's two-factor theory. Meanwhile, the expectancy aspect is almost the same as the work element in the two-factor theory. The instrumental aspect can be juxtaposed with the achievement aspect in the two-factor theory.

Meanwhile, Ramírez García, Del Cerro Ramón, & Fornells Herrera (2019) and Tohidi & Jabbari (2012) distinguish motivation into two classifications, namely internal and external, in which the theory of internal motivation focuses on individual needs, desires, and expectations as the forces that make up motivation. The potential that exists in an individual, such as needs and desires, influences his behavior in achieving his goals and objectives which then accumulates to achieve the goals and objectives of groups and organizations. External motivation is a combination of internal factors with external factors such as organizational policies as its preparation.

2.3 Promotion

According to Regulation of The Minister for The Utilization of State Apparatus and Bureaucratic Reform (Permenneg PAN dan RB) No. 16 year 2009, elements of sustainable professional development activities as follows Garland & Tadeja (2013):

a. Self-development
   Self-development activities can be carried out through functional training independently or collective activities of teachers aimed at improving teacher competence and professionalism. Some examples of activities that are carried out independently, for example, participation in scientific activities, seminars, symposiums, colloquiums, and technical guidance both as participants and discussants or resource persons. Meanwhile, the activities carried out collectively are for example workshops with Subject Teacher Association (MGMP), Counseling Guidance Teacher Association (MGBK), Principal Working Group (KKKS), Teacher Working Group (KKG), and School Principal Work Association (MKKS) to compile or develop curriculum, learning, assessment, and learning media tools.
b. Scientific publication
   Scientific publications are scientific papers that have been published to the public as a form of teacher contribution to improving the quality of learning in schools and the development of the world of education in general. This scientific publication includes three groups, namely: 1) Presentations at scientific forums, both as participants and resource persons at seminars, workshops, and similar activities organized by collective working groups of teachers and the Education and Culture Office in the district, provincial, national and local levels. international, 2) scientific publications in the form of research results or scientific ideas in the field of formal education. Scientific publications can be in the form of research papers, scientific review papers in the field of formal education and learning, popular scientific writings, and scientific articles in the field of education. This scientific work has been published in certain scientific journals or at least has been given seminars in their respective schools.
c. Innovative works
   Innovative works are works that are development, modification, or discoveries as a form of teacher contribution to improving the quality of the learning process in schools and the development of the world of education, science, and art. This innovative work can be in the form of the discovery of appropriate technology, the discovery/creation or development of works of art, the manufacture or modification of learning tools, the preparation of standards, guidelines, questions, and similar activities carried out at the school, district, provincial, national and international levels.

Concerning professionalism as described above, as well as factual data for teachers at Public Junior High School No. 4 Kudus that of the 49 teachers at Public Junior High School No. 4 Kudus, 5 people have carried out independent scientific publications (10.20%), 38 teachers have self-development. Civil servants (77.55%) and the majority of innovative works are only limited to making simple media for as many as 38 people (77.55%). (Source: Data records of Educators and Education Personnel of Public Junior High School No. 4 Kudus as of January 2021).

Based on the factual data at Public Junior High School No. 4 Kudus mentioned above, it can be analyzed that there are still serious problems in Continuous Professional Development (PKB) activities. PKB activities have not touched all teachers and have not been spread evenly across the 3 dimensions of PKB activities. PKB's activities are mostly about making simple teaching aids. As for scientific publications, namely the making of good writings for Classroom Action Research, scientific articles, scientific journals, and scientific papers have not been done by many

teachers of Public Junior High School No. 4 Kudus. Therefore, the principal efforts must increase teacher participation in PKB activities to create professional teachers at Public Junior High School No. 4 Kudus.

3. Research Methods

In this study, a descriptive analysis method is used, which is a method that aims to describe or explain the current problem by collecting and analyzing data objectively. A qualitative approach is used because the problem is not clear, holistic, complex, dynamic, and full of meaning (Sugiyono, 2019).

Qualitative research means the process of exploring and understanding the meaning of individual and group behavior, and describing social or humanitarian problems. The research process includes making research questions and procedures that are still temporary, collecting data in participant settings, analyzing data inductively, building partial data into themes, and then providing interpretations of the meaning of the data. The final activity is to make the report into a flexible structure.

The research was conducted at Public Junior High School No. 4 Kudus, which is located at Jalan Dewi Sartika No. 14 Singocandi, Kudus District, Kudus Regency. The research was carried out from April 2021 to October 2021. In qualitative research, the sample of data sources was selected purposively and snowball sampling (Sugiyono, 2011). That is, researchers determine the samples taken in the study, where samples are obtained through a rolling process from one respondent to another.

Data collection was carried out in 3 ways, namely, 1) observation; 2) interviews with respondents consisting of principals, teachers, and students; and 3) documentation studies were carried out by finding written information related to the research focus so that the data obtained were more complete. After the data was collected, it was analyzed using data analysis techniques, namely: 1) data reduction; 2) data presentation; 3) data verification. After the data has been analyzed, the validity of the data is then tested through credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity) tests (Sugiyono, 2016; Moleong, 2006; Atkins & Wallace, 2002).

4. Results and Discussion

4.1 Results

From the results of the study, it is known that the leadership carried out by the principal at Public Junior High School No. 4 Kudus is shown by always motivating teachers to improve their professionalism. The principal always encourages teachers to carry out classroom action research activities, make scientific journals, make modules or teaching materials and create innovative works such as making teaching aids and learning media following the basic competencies of each subject. This activity can be done independently or through group activities in the MGMP.

According to the principal, namely Mr. Abdur Rochim, S.Pd., M.Pd that to motivate teachers, it is necessary to first know the character of the teacher in his attitude towards promotion. There are 3 types of teachers, namely: (1) teachers who do not have scientific work and do not have the will to develop themselves, (2) teachers who do not have scientific work but have the will to develop themselves, and (3) teachers who have scientific work and have the willingness to develop themselves. Against these different characters, school principals also have different approaches. The principal always motivates and challenges teachers to be able to make scientific works, including scientific articles, and making books.

The results that have been achieved from the leadership of the principal at Public Junior High School No. 4 Kudus, there are as many as 35 teachers including non-permanent teachers (GTT) have succeeded in writing popular science articles published in newspapers, 10 teachers have succeeded in writing books with ISBN and 7 teachers succeeded in carrying out Classroom Action Research and there were 11 teachers who succeeded in getting promotions and ranks including 1 teacher who won the rank of IVb. Several other teachers are ready to propose promotions in the next period. The success of promotion for civil servants teachers at Public Junior High School No. 4 Kudus can be seen in the following Table 2.

Table 2: Teacher Promotion at Public Junior High School No. 4 Kudus

No.	Grade	Total	Promotion	Total
1	Young Administrator/ III/ a	1	III/ a to III/b	0
2	Young Administrator Level 1/III/b	6	III/b to III/c	5
3	Administrator / III/c	7	III/c to III/d	3
4	Administrator Level 1/ III/d	0	III/d to IV/a	0
5	Constructor/ IV/a	19	IV/a to IV/b	7
6	Constructor Level 1/ IV/b	0	IV/b to IV/c	1
7	Young Principal/IV/c	0	IV/c to IV/d	0
Total				**16**

Table 3: List of teacher promotions at public junior high school no. 4 Kudus

No.	Teacher's name	Rank-before	Rank-after
1	Tri Ismayawati, S.Pd	III b	III c
2	Dra Salismaroh	III b	III c
3	Dra Istianah	III b	III c
4	Agus Nurdin, S.Pd, SE, M.Pd	IV/ a	IV/b
5	Drs. Ahmad Mustain	III c	III d
6	Ema Muamaroh, S.Pd	III c	III d
7	Erna Ariyanti, S.Pd	III b	III c
8	Iva Lusiana, S.Pd	III b	III c
9	Wiwik Wiharyanti, S.Pd	III b	III c
10	NM Sidiq, S.Kom	III b	III c
11	Eka Juariyah, S.Pd	IV/ a	IV/b
12	Asri Tukiyantinah, S.Pd	IV/ a	IV/b
13	Noor Alifah, S.Pd	IV/ a	IV/b
14	Akhmad Sayuti, S.Pd	IV/ a	IV/b
15	Aminudin, S.Pd	IV/ a	IV/b
16	Twin Setiaji, S.Pd	IV/ a	IV/b

The success of the principal in motivating teachers to develop themselves, especially about rank, cannot be separated from the strategy and pattern of communication relationships carried out by the principal as the leader with the teacher as he leads. At first, the relationship pattern was carried out in one direction, in the form of technical guidance. After that, it took place from various directions by involving many teachers in motivating fellow teachers to move forward and must be able to get promoted.

4.2 Discussion

4.2.1 Principal Leadership to Motivate Teachers in Promotion at Public Junior High School No. 4 Kudus

Based on the research findings that the principal's leadership role in motivating teachers to move up the ranks at Public Junior High School No. 4 Kudus is carried out with leadership that has strong self-confidence, high commitment, a clear vision, diligence, hardworking and militant, consistent, able to show ideas. "Important, big, and great ideas, and able to transmit it to members of educational organizations, can influence and create a strong spirit of members of educational organizations, especially towards the goals of educational organizations, provide insight and awareness of the mission, generate pride and foster trust in members," he said. according to his actions during his leadership at Public Junior High School No. 4 Kudus.

This is based on field findings as explained by the informant that the principal is indeed a leader who can embrace all groups, understand all characters and try to fulfill the need to direct and encourage motivation and work ethic, he plays a dual role as a parent for Public Junior High School No. 4 Kudus as well as the principal. a school that acts as a leader who has a clear vision for the future that can be realized and can encourage the transformation process in schools. On the other hand, the principal acts as a manager, who has effective and efficient strategies to implement various policies and decisions that have been determined. He can mobilize the school community in improving the quality of education at Public Junior High School No. 4 Kudus.

4.2.2 Principal's Policy Strategy to Motivate Teachers in Promotion at Public Junior High School No. 4 Kudus

Based on the research findings, the principal's leadership in motivating teachers for promotion at Public Junior High School No. 4 Kudus was carried out in the form of a challenging strategy, encouraging motivation to all school members to work. In addition, the attitude and actions of the principal in leadership become an inspiration so that it gives confidence to all school members in the importance of professional development and ultimately promotion for teachers and employees with civil servant status. The principal in motivating teachers and school employees is one of the leader behaviors that inspires, motivates, and modifies the behavior of members of educational organizations in this case at Public Junior High School No. 4 Kudus to achieve unimaginable possibilities, invite members of educational organizations to view threats as opportunities to learn and achieve. Thus the principal tries to identify all the phenomena that exist in educational organizations with a broad body, mind, and emotion. This behavior is implicated in all members of educational organizations in an inspirational way with high ideas or ideas as motivation.

This is based on the findings obtained from several informants that the principal is indeed an inspirational figure, he can raise high expectations, calls for unity, and focuses the views and behavior of employees to make the

organization's vision and mission a reality. On many occasions, through speech, writing, and behavior, the principal often reminds the importance of struggle and sacrifice, togetherness, and equality in realizing the vision and mission into reality. The strategy to challenge the rank of teachers at Public Junior High School No. 4 Kudus was finally realized by 16 teachers who had been promoted.

According to another informant, the leadership of the principal at Public Junior High School No. 4 Kudus continues to be developed and is gradually experiencing success. Its success is due to the principal's leadership factor. So the principal has a strong commitment, he can convince all teachers and education staff of the importance of developing teacher professionalism, especially in the promotion. The principal of Public Junior High School No. 4 Kudus already has the motivation to inspire others to do the same as the leader wants. This is evidenced by the principal not only applying one leadership but democratic, participatory, and collegial leadership is also applied in schools, besides that the principle also applies authoritarian leadership, and the leadership is applied according to the situation and conditions faced. The values instilled by the head of Public Junior High School No. 4 Kudus include positive character values such as greetings, greetings, and smiles, besides the value of kinship is also instilled by the head of Public Junior High School No. 4 Kudus.

The selection of the right leadership style by the principal can encourage teachers and employees to be enthusiastic about improving their competencies, and the cultivation of positive and conducive values in the work environment will be easily embedded and accustomed. The principal of Public Junior High School No. 4 Kudus has been able to choose and apply the right leadership style. The selection and application of the leadership style are carried out according to the right situation and conditions, there are times when the principal applies democratic, participatory, and collegial leadership, but also applies authoritarian leadership, so that not only one leadership style is carried out by the principal of Public Junior High School No. 4 Kudus.

Patterns and styles and behaviors that appear in leadership at Public Junior High School No. 4 Kudus approach the characteristics of democratic leadership and transformational leadership. What is implemented by the principal in providing motivation, ideas, and ideas as well as being a source of inspiration for all school members? The democratic leader according to Abowitz (2019) functions as a catalyst that can speed up processes naturally and helps achieve the object to be achieved most appropriately according to the conditions of the group. A democratic leader is considered a symbol of goodness because he is willing to cooperate with all group members. These democratic leaders are not trying to be masters. Don't think of yourself as a superman with superior abilities, but think of yourself as an ordinary member. He never gave orders without explaining the importance of the matter, and always explained in detail all the details of its execution. He treats the people under him as co-workers or co-workers, and never considers them as instruments. All of these characteristics are found in the leadership of the principal of Public Junior High School No. 4 Kudus.

Although the leadership style of the principal of Public Junior High School No. 4 Kudus is dominant in democratic leadership, there is also a transformational leadership type. The existence of this transformational leadership style is in line with and is supported by the research of Nadur (2017), with the title Implementation of Principal Transformational Leadership in Shaping School Culture in the Context of Education in Indonesia. The results of the study stated that the principal's leadership is a leadership style that prioritizes providing opportunities that encourage all school elements or elements to work hard with a value system. Transformational leadership has a positive impact on developing a school of character. This leadership character, like the opinion of Nadur, is also found in the principal of Public Junior High School No. 4 Kudus.

Likewise, Riyanta's research (2016) show that the results of developing a quality culture in schools through transformational leadership can be carried out jointly by principals, teachers, and staff in schools. The inculcation of cultural values and character for school residents, especially students, can be done through various activities. These activities include spontaneous activities, conditioning, extracurricular activities, and communicating with parents or guardians of students.

Northouse (2001) concludes that someone who can display transformational leadership can show more as an effective leader with better work results. Therefore, it is very beneficial if school principals can apply transformational leadership in their schools.

4.2.3 Principal's Communication Pattern to Motivate Teachers in Promotion at Public Junior High School No. 4 Kudus

The term communication itself is freely used by everyone in this society, including in addition to communication experts as well as organizational behavior experts. Angelino & Matronillo (2020) states communication is the process of delivering or receiving messages from one person to another, either directly or indirectly, in writing, verbally or in nonverbal language. The person who communicates is called the communicator while the person who is invited to communicate is called the communicant.

Referring to one of the principal's roles, namely as the creator of the work climate, Mohd Razali et al. (2018) argues that positive and conducive work culture and climate will enable every teacher and employee to be more motivated to show superior performance, which is accompanied by efforts to improve their competence. The Principal of Public Junior High School No. 4 Kudus has created a conducive and positive work environment, the principal treats

teachers and employees as friends and does not patronize if some teachers or employees find it difficult with one of their duties and want help from the principal. Teachers and employees feel welcomed by the principal. The principal always creates a harmonious relationship with teachers and employees and whenever there is free time, he always takes the time to gather closer to the teachers and employees.

The principal took an emotional approach, by taking the time to attend school events both inside and outside the school, and even personally often visiting the homes of several teachers who had already visited. With his presence indirectly subordinates will feel cared for, besides that he can also directly supervise these activities which will then be evaluated. In addition, he also pays attention to the welfare of his subordinates, such as salary issues, study, and work facilities. This means that he is not only burdened with the policies mandated by his subordinates, but he also gives rewards as an appreciation for the efforts of his subordinates. In this way, it can support subordinates to compete for the best possible creations. The pattern of communication relations applied by the head of Public Junior High School No. 4 Kudus is in line with Sharifirad's et al., opinion (2012) about communication patterns, namely the participatory communication model. Teachers are involved in school decision-making, including promotions.

With democratic and transformational leadership, Mr. Abdul Rochim as the principal describes that not only personal potential (principal) can be optimized, but also can access sources from outside (teachers, employees, and the community). The ability to access external resources is only possible if the school and its community become an open organization. This openness can be seen in how the agency accepts input from outside as well as response to changes on an ongoing basis. The change in question is a gradual change towards an ideal educational culture or at least following what is desired. This ideal education is reflected in the needs of its students if the individual needs of each.

4.2.4 Supervision of School Principals to Motivate Teachers in Promotion at Public Junior High School No. 4 Kudus

The supervisory component possessed by the head of Public Junior High School No. 4 Kudus is that the principal develops the professionalism of teachers and employees by conducting or involving teachers and employees training, workshops, and also comparative studies. Professional development carried out or followed by teachers and employees is adjusted to the needs assessment that has been prepared. This is based on field findings that the needs of a teacher and employee in Public Junior High School No. 4 Kudus are not only in the form of work and wages given by the principal. Teachers and employees need the individual attention given to me as the principal. Giving attention will make teachers and employees feel valued and recognized by the principal. So the principal provides guidance and coaching to teachers and employees in need, besides that the principal also takes an individual approach to find out what their needs, ideas, and ideas are. Thus, the principal tries his best to continue to protect the presence of teachers and employees in this school.

The principal of Public Junior High School No. 4 Kudus in his leadership in the aspect of supervision of teachers is shown by the attitude of the principal who can identify the needs of his employees, recognize the abilities of his employees, delegate his authority, give attention, foster, guide and train followers specifically and personally, nurturing behavior, creating a sense of security and comfort to his followers.

The patterns and styles and behaviors that emerge in leadership at Public Junior High School No. 4 Kudus approach the characteristics of transformational and democratic leadership. This refers to the opinion of Buhmann (2017). This is marked by the process of involving the commitment of employees in the context of experiencing or sharing common values and a common vision within the organization. Teachers need to be moved towards a positive, exciting, and productive work atmosphere. However, the teacher is an input that has a very large influence on the learning process. All aspects related to processing, whether administrative or management and bureaucratic, must receive development priority. Likewise, physical arrangements need to be fostered so that discipline and high enthusiasm for learning can grow and become motivation and examples for students. This all requires the application of the principal's leadership in the implementation. The leadership behavior of the principal will determine the success of the school in developing a quality culture.

In this context, the purpose of education at Public Junior High School No. 4 Kudus is to develop the quality of education. The process and the results of quality education are interconnected. However, so that a good process is not misguided, the quality in terms of results (output) must be formulated in advance by the school, and the targets to be achieved must be clear for each year or other period. various inputs and processes must always refer to the quality results (outputs) to be achieved. In other words, the responsibility of schools in school-based quality improvement is not only on the process, but the final responsibility is on the results achieved.

5. Conclusion

The principal has a role in motivating teachers to improve their professionalism to make scientific work, in the form of Classroom Action Research, scientific papers, scientific articles, scientific journals, and even bookmaking as a requirement to support promotions. This success shows that the strategies and policies carried out by the principal can be accepted and implemented properly, meaning that the leadership of the principal who shows the democratic type, in reality, shows success in increasing teacher professionalism, especially in the interest of promotion to a higher level.

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Conflict of Interest

The authors declare no conflicts of interest.

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