The Principal's Leadership Role in Improving School Quality

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ABSTRACT

This research aims to evaluate the quality of education, the role of the principal, the principal's leadership style, and the principal's leadership strategies. The research method used is qualitative with a case study typology. Primary and secondary data are used as data sources. The data collection techniques used were observation, interviews and documentation. The results of the research show that the quality of education meets 8 National Education standards, the role of education meets 8 (eight) National Education standards, the role of the principal in supporting improving the quality of education, and the leadership style used by the principal, democratic leadership style, the Principal's strategy in improving quality Education, the quality of education related to human resource development programs, curriculum, teacher professionalism, student affairs, physical facilities and infrastructure, community relations and fund (financial) management

Keyword: Quality of education; Leadership; Headmaster

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1. INTRODUCTION

School quality is closely related to leadership. A leader's ability to move, encourage and motivate his subordinates greatly determines the success of achieving goals in an organization or institution(Rahmawati & Supriyanto, 2020). High analytical skills and understanding of the goals of the institution are things that a leader must have.

As a leader, the principal must implement strategies to raise the level of school quality. Based on the provisions of the Minister of National Education Regulation (Premdikanas) No. 28 of 2010 and the revision of the Decree of the Minister of National Education (Kepmendiknas) No. 162 of 2003 concerning Guidelines for Assigning Teachers to Become School Principals, a school principal has the role of manager, educator, administrator, supervisor, innovator, leader and motivator.

In supporting improving the quality of education, the role of the school principal is very important. The leadership style applied by the school principal also has an influence, especially the democratic leadership style. The principal's strategy in improving the quality of education includes human resource development programs, curriculum, teacher professionalism, student affairs, physical facilities and infrastructure, community relations, and financial fund management (Pristiwanti et al., 2022). When the principal carries out his duties well, the school will have high quality and can compete with other schools.
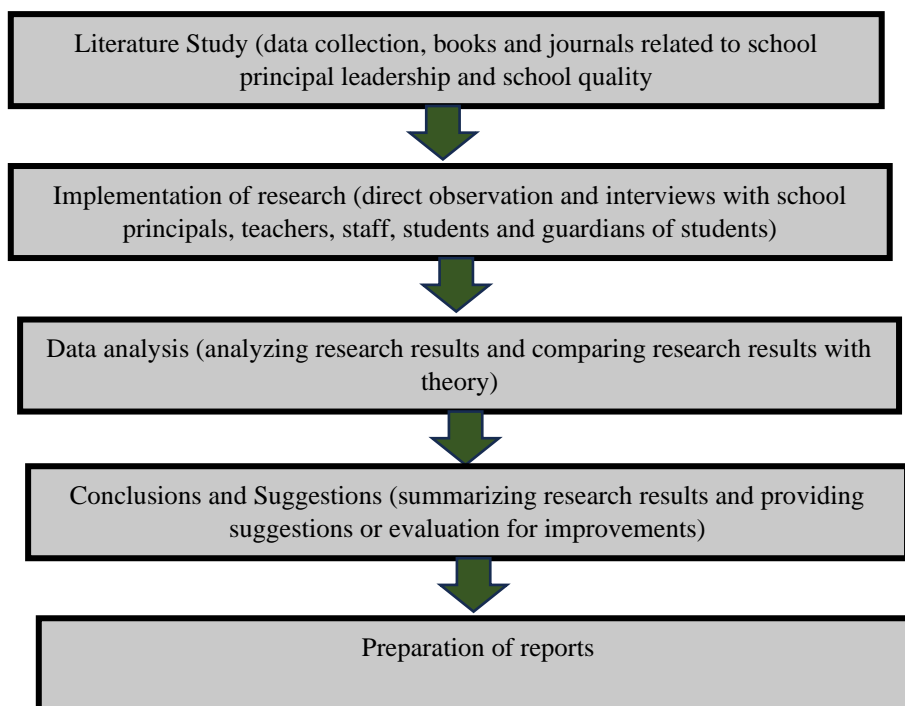
School progress can be achieved through great enthusiasm and desire from all parties involved (Dwapatesty et al., 2021). The principal and all school members need to make efforts to improve the quality of the school, because the sustainability of the school in the future depends on the level of quality achieved. The school's responsibility for the overall educational process is very important. Efforts to realize school quality aim to make schools into institutions that provide educational services with full responsibility to students and the community.

This research was conducted with the aim of knowing and analyzing school quality, the role of school principals in supporting improving school quality, the application of school principal leadership types in supporting school quality improvement, as well as school principal strategies in improving school quality.

2. RESEARCH METHOD

This research uses qualitative methods with a case study typology. Data sources consist of primary data and secondary data. Primary data is also referred to as raw data because it is obtained from open and closed interviews with school principals, teachers, employees, students and student guardians. Secondary data is supporting data obtained from documents and research location results. The data collection techniques used were observation, interviews and documentation.

Diagram 1

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┌─────────────────────────────────────────────────────────────┐
│  Literature Study (data collection, books and journals       │
│  related to school principal leadership and school quality    │
└─────────────────────────────────────────────────────────────┘
                            ▼
┌─────────────────────────────────────────────────────────────┐
│  Implementation of research (direct observation and          │
│  interviews with school principals, teachers, staff,         │
│  students and guardians of students)                         │
└─────────────────────────────────────────────────────────────┘
                            ▼
┌─────────────────────────────────────────────────────────────┐
│  Data analysis (analyzing research results and comparing     │
│  research results with theory)                               │
└─────────────────────────────────────────────────────────────┘
                            ▼
┌─────────────────────────────────────────────────────────────┐
│  Conclusions and Suggestions (summarizing research results   │
│  and providing suggestions or evaluation for improvements)   │
└─────────────────────────────────────────────────────────────┘
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┌─────────────────────────────────────────────────────────────┐
│  Preparation of reports                                      │
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3. RESULTS AND DISCUSSION

Quality Of Education

The quality of a school is considered adequate if it is proven by the large number of students who excel in the fields of academics, arts and culture, sports, and professional human resources, as well as education that meets established standards. Apart from that, teachers must carry out tasks according to their field by referring to their competencies, such as preparing lesson plans, compiling learning materials, using information technology (laptops) in the teaching and learning process, following learning steps, compiling LKPD, and conducting PTK evaluations (Education et al., 2022). Efforts to improve the quality of education by referring to 8 (eight) National Education Standards regarding the quality of national education, including (a) Content standards; (b) Process standards; (c) Graduate standards; (d) Standards for teaching and educational staff; (e) Facilities and infrastructure standards; (f) Management standards; (g) Assessment standards; (h) Financing standards (FIANDI, 2023).

A. Improving the Quality of Education in the Aspect of Competency Standards

Based on Republic of Indonesia Government Regulation Number 57 of 2021, improving the quality of education in the aspect of Competency Standards, namely:

1. Graduates have skills in terms of attitudes, such as: (1) Demonstrating actions that reflect faith and devotion to God Almighty. (2) Act in a way that reflects your personality. (3) Demonstrate behavior that reflects a disciplined attitude. (4) Demonstrate behavior that reflects polite behavior. (5) Demonstrate behavior that reflects an honest attitude. (6) Demonstrate behavior that reflects a caring attitude. (7) Demonstrate behavior that reflects a confident attitude. (8) Demonstrate behavior that reflects a responsible attitude. (9) Act like a true lifelong learner. (10) Have healthy physical and spiritual behavior.

2. Graduates have knowledge in the Knowledge dimension. This means, they have factual, procedural, conceptual and metacognitive knowledge.

3. Graduates have skills in terms of skills, namely: (1) Have the ability to think and act creatively. (2) Have the ability to think and be productive. (3) Have the ability to think and think critically. (4) Have the ability

to think and be independent. (5) Have the ability to think and work together. (6) Have thinking and communication skills.

B. Improving the Quality of Education in the Content Standards Aspect

Schools adjust three indicators in Improving the Quality of Education in the Content Standards Aspect, namely:

1. Preparation of learning resources in accordance with the Graduate Competency Formulation including: (1) Competency characteristics such as attitudes, knowledge and skills. (2) Adjustment to the student's ability level. (3) Adjustment of the scope of learning materials.
2. Follow curriculum development procedures at the education unit level including: (1) Involvement of stakeholders in curriculum development. (2) Refers to the basic preparation framework. (3) Through the operational stage. (4) Implementation of development. (5) Having curriculum tools developed at the educational unit level.
3. Implement the curriculum in accordance with regulations which include four indicators: (1) Arrange the allocation of study time in accordance with the applicable curriculum structure. (2) Manage learning load based on deep engagement with the material. (3) Organizing curriculum aspects that include local content. (4) Carrying out student self-development activities.

C. Improving the Quality of Education in the Process Standards Aspect

There are three indicators used to fulfill the quality of education in the Process Standards Aspect, namely as follows:

1. A school must organize the learning process in accordance with the following guidelines: (1) Refer to the syllabus developed; (2) Encouraging competency achievement; (3) Prepare plan documents completely and systematically; and (4) Obtain an evaluation from the school principal's supervisor.
2. The learning process is carried out well with indicators: (1) forming a study group with the required number of students; (2) supervise the class before instruction; (3) motivate students to learn; (4) guiding the application of scientific approaches; (5) implementing competency-based learning; (6) offering integrated learning; (7) carrying out learning with answers that have multidimensional truth; (8) carry out learning towards applicable skills; and (9) prioritizing learning; (10) Implement ideas that anyone can teach, everyone can learn, and any place can be a classroom; (11) recognizing the unique characteristics and cultural background of each student; (12) using learning media to increase teaching effectiveness and efficiency; and (13) using various learning resources and classroom management techniques when learning is coming to an end.
3. Use the following indicators to carry out authentic supervision and assessment in the learning process: (1) carry out thorough authentic assessment; (2) utilizing authentic assessment results; (3) monitoring the learning process; (4) supervising teachers during the learning process; and (5) evaluating the learning process.

D. Improving the Quality of Education in the Aspect of Educational Assessment Standards

Improving the Quality of Education in the Aspect of Educational Assessment Standards, namely:

1. Complete the assessment components according to competencies which include knowledge, attitudes and skills.
2. Apply responsible and objective assessment methods, which include: (1) Using accountable and objective assessment methods; (2) Have all assessment methods and reporting formats that are appropriate to the field.
3. Educational assessments are monitored, in particular: (1) monitoring assessment reporting results; (2) carry out assessment reports repeatedly.
4. Modify several components of the evaluation tool, in particular: (1) Assessment component; (2) Attitude evaluation; and (3) Knowledge and abilities. The evaluation is carried out according to the protocol, namely: (a) conducting an assessment based on the organizer according to the protocol; (b) carry out domain-based evaluations in accordance with procedures; and (c) determine student graduation

E. Improving the Quality of Education in the Standards of Educators and Education Personnel

Improving the Quality of Education in the Standard Aspects of Educators and Education Personnel, namely:

1. Availability and Competency of teaching staff in accordance with provisions including several indicators such as: (1) Qualified at least S1/D4; (2) Balanced class to study group ratio; (3) Certified educators; (4) Minimum good pedagogical competence; (5) Minimum good personality competency; (6) Minimum professional competence is good; and (7) Social competence is at least good
2. The school principal is available and competent with the following conditions: (1) must have a minimum qualification of S1/D4; (2) must meet the age requirements at the time of appointment; (3) they must have been teaching for the specified period of time; and (4) must have a rank of at least III/c or equivalent. (5) Certified teacher; (6) Certified school principal; (7) Minimum Personality Competencies; (8) Minimum

Management Competency; (9) Good entrepreneurial competence; (10) Minimum supervision competency is good; and (11) Good minimum competency in social work.

3. Availability and competence of administrative staff in accordance with provisions, in particular: (1) The presence of an administrative head; (2) The presence of the administrative head; (3) Minimum requirement for high school or equivalent; (4) The presence of a certified chief administrative officer; (5) Availability of administrative personnel; (6) There are administrative staff who have obtained the required education; (7) Minimum competency to have a good personality; (8) Minimum competency in management; (9) Minimum entrepreneurial competency; (10) Minimum supervision competency; and (11) Minimum competence in social interaction.

4. The availability and skills of laboratory assistants meet the following requirements: (1) Head of Laboratory Assistant; (2) The Head of Laboratory Assistant has appropriate qualifications; (3) Head of Certified Laboratory Assistant; (4) Experienced Head of Laboratory Assistant; (5) Laboratory Technician Assistant; (6) Laboratory Technician Assistant; (7) Receive instructions according to the guidelines provided by the lab assistant; have laboratory personnel who have obtained the necessary education; (9) has the least good personality competence; (10) have at least good managerial competence; (11); has the least good entrepreneurial competence; (12) have at least good supervisory competence; and (13), have a minimum level of good social competence.

5. Accessibility and proficiency of librarians in complying with regulations, in particular: (1) Availability of the Head Librarian; (2) Having a qualified Chief Librarian; (3) have a certified head librarian; (4) have a head librarian with relevant experience; (5) have a librarian available; and (6) have a librarian who has received direction in accordance with the provisions; (7) The minimum level of personality proficiency is good; (8) Minimum good leadership skills; (9) Minimum good business capabilities; (10) Minimum monitoring capability is good; and (11) Minimally good interpersonal skills.

F. Improving the Quality of Education in the Standard Aspect of Educational Facilities and Infrastructure

Improving the Quality of Education in the Standard Aspect of Educational Facilities and Infrastructure, namely:

1. (1) Have a sufficient number of study groups; (2) comparison of land area according to the number of students; (3) the condition of the school land meets the requirements; (4) comparison of building area according to the number of students; (5) the condition of the school building meets the requirements; (6) Has various infrastructure according to provisions.

2. The school has complete and appropriate learning facilities and infrastructure, including: (1) classrooms that meet standards; (2) science laboratories that meet standards; (3) library space that meets standards; (4) a playground or field that meets standards; (5) classrooms that are in good condition for use; (6) a science laboratory that is in good condition; (7) The library area is in a suitable condition for use; (8) The playing field/place is in a suitable condition for use.

3. The school has all the necessary supporting infrastructure and facilities, including: (1) Leadership room; (2) Teacher's room; (3) UKS room; (4) Place of Worship; (5) Toilets; (6) Warehouse; (7) Circulation space; (8) A suitable canteen; (9) Adequate parking space; (10) The leadership room is in good condition for use; (11), the Teacher's Room is in good condition for use; (12) The UKS room is in good condition for use; and (13) places of worship suitable for use.

G. Improving the Quality of Education in the Aspect of Management Standards

Improving the Quality of Education in the Management Standards Aspect in the following ways:

1. The management program is implemented with the following provisions: (1) Having comprehensive school management regulations; (2) Planning student service events; (3) increasing the effectiveness of teachers and other education personnel; (4) carry out self-evaluation activities; (5) forming alliances and asking for help from the community and other related institutions; and (6) managing the curriculum and teaching activities.

2. The school principal carries out his duties well in assuming leadership responsibilities, which include: (1) having a positive character and the ability to interact with other people; (2) have a leadership spirit; (3) developing schools effectively; (4) manage resources effectively; (5) have an entrepreneurial spirit; and (6) provide competent supervision.

3. Schools follow the rules in managing management information systems.

H. Improving the Quality of Education in the Aspect of Education Financing Standards

Improving the Quality of Education in the Standard Aspect of Education Financing, namely:

1. Schools offer cross-subsidy services, such as: (1) exemption from school fees for students who are unable to pay; (2) maintain a list of students with transparent financial history; and (3) implementing cross subsidies to help students from disadvantaged backgrounds.

2. Have operational costs for non-personnel according to provisions.
3. Schools must manage funds well, namely: (1) schools must have a fund management report, (2) manage the distribution of funds from APBD/APBN/foundations/other sources, and (3) have reports to stakeholders.

The Role Of The School Principal In Supporting Increasing School Quality

The element that plays the most role in increasing the level of education is the school principal. Although there are many other elements that influence the success of a school, the principal's leadership has an important role in guiding the institution because it functions as an educator, manager, administrator, supervisor, leader, innovator and motivator. Some of the roles of the school principal can be described as follows:

1. **School Principal as Educator**

    The school principal must provide guidance and guidance to teachers, employees and students by providing rewards and punishment. In addition to leading the principal, his primary responsibilities include overseeing staff development, monitoring advances in science and technology, improving the quality of instruction provided by teachers, and teaching in the classroom. The leadership role of the school principal as an educator is as follows: (1) The principal organizes, disseminates/implements, and monitors plans (prota, promissory note, syllabus, lesson plans, etc.); (2) The school principal functions as supervisor, coordinator, motivator and facilitator; (3) The school principal acts as a coordinator, motivator, assessor and facilitator for staff; (4) The principal offers educational guidance to students, which is provided in three ways: as a student service, based on individual differences, and as an important component of education at school; (5) The Principal encourages professional growth, career advancement, and welfare of staff members; (6) The Principal requires teachers to use IT devices in various class activities, provide IT facilities and infrastructure, and participate in IT technical training and guidance; (7) School principals should assist with SKP (Employee Performance Goals) assessments and provide examples of career counseling and guidance by linking staff and teacher achievements (Rusdiana, 2018).

    Based on the explanation or discussion above in line with theories, a school principal has the responsibility to carry out seven important functions as an educator, which include: (1) teaching in class; (2) supervising teachers; (3) mentoring staff; (4) guiding students; (5) developing staff; (6) following developments and advances in science and technology; (7) as well as providing examples of good career counseling and guidance.

2. **Principal as Manager**

    A manager must have subordinates, so the principal determines duties and responsibilities. The deputy principal for student affairs is of course given the student activities section, which includes, for example, activities related to competitions (both academic and non-academic), and activities related to infrastructure. infrastructure and facilities sector. In addition, the deputy principal is tasked with managing community relations regarding principal interactions with outside parties. In essence, the principal's goal as a manager is to assign tasks and determine their location based on their specific responsibilities, while coordinating with subordinates first. The most significant element in improving educational standards is the school principal. The principal is both a manager and an instructor. The progress or worsening of a school really depends on the leadership of the school principal.

3. **Principal as Administrator**

    As an administrator, the principal's job is to supervise the implementation of the curriculum, teaching, student affairs, personnel, finances, and facilities and infrastructure. Administration becomes a data collection tool in schools for reporting, evaluation and ongoing operational monitoring if everything is done in accordance with the relevant fields.

4. **Principal as Supervisor**

    Principals need to be aware of how well prepared each teacher in the classroom is, including how proficient they are in using the instruments used in the teaching and learning process as well as how they create lesson plans, teaching materials and syllabi. A performance assessment of teaching staff will be given if under the supervision of the school principal it turns out that the teacher has not utilized digital learning optimally. If the supervision team finds during supervision that teachers are lazy, have not mastered digital, or have lost interest in learning, they continue to be motivated and inspired by the principal and supervision team to continue learning and support improving the quality of education

5. **Principal as Leader**

    As a leader, the principal has the responsibility to inspire others to work together to achieve a common vision and goals. In an effort to improve the quality of education, the vision and mission have been successfully implemented, and a three-month performance evaluation has been completed. By

strengthening the organization's vision and mission, curriculum, learning, human resources, facilities and infrastructure, as well as supporting school extracurricular and intracurricular activities, school principals encourage improvement and monitoring of the quality of education in schools.

6. **School Principals as Innovators**
   The principal's job is essentially to put innovative ideas into practice by making the best use of time to complete tasks quickly. School administrators form management teams for each task, foster collaboration between management teams, and organize high-quality teaching programs to ensure smooth functioning. The principal implements HR by rewarding outstanding instructors and students.

7. **The Principal as a Motivator**
   In his role as a motivator, the school principal takes action to increase awareness in improving the quality of education in schools. Good time management is very important so that achieving goals can run effectively and efficiently.

Leadership Style Democratic Type Of Leadership

A democratic leader is a leader who synergizes. Participative leadership is the basis of democratic leadership. A leader will always encourage his team members to work together to achieve common goals. The strength of the participative leadership approach lies in the active involvement of each group member (Rohman & Muna, 2019). Democratic principal leadership is leadership that views itself as a member of the community which includes parents, the general public and school actors. In this kind of leadership, decisions and policies are not always taken by the principal based on his own judgment, but rather through discussion, consensus deliberation, and deliberation with the principle of consensus.

The school principal must ensure that deliberation is the basis for decision making, so that all school members feel valued, such as:

1. The principal must ensure that all teachers and staff feel respected and appreciated in the school work environment.

2. School principals must create a work environment that promotes democratic values and respects individual differences among school members.

School Principal Leadership Strategy In Supporting School Quality Improvement

1. **Principal's Strategy in Supporting School Quality Improvement from the HR Development Program (Human Resources)**
   Leadership behavior reflects efforts to improve the quality of education. These include: (a) assisting school principals to take part in training in accordance with their duties in order to grow employee resources and creativity; (b) Developing employee participation includes establishing committees for each activity and allocating responsibility and authority to each committee; (c) hold meetings with educators, education staff, student guardians, and school committees to discuss and reach agreement regarding planning and evaluation of all school quality improvement activities; and (d) adapting the authority and division of tasks to the abilities of educators and education staff to enable the completion of these tasks and authorities.

2. **School Principal's Strategy in Supporting Improving School Quality from the Curriculum Program** Development is concentrated on subjects that facilitate educational activities. It is important to improve methods of improving educational standards in curriculum programs, such as teacher preparation. Among these tactics are especially appearance, mastery of content, application of techniques, and use of facilities in learning. First, a teacher's performance techniques are a series of actions they carry out during learning that have a significant impact on the quality of learning. This happens because the instructor is the main actor in practicing learning as well as one of the players. Second, knowledge and understanding are very important for a teacher to have. In the field of cognition, knowledge is awareness. A teacher, for example, has the qualifications to carry out student identification, counseling and learning activities. Third, using techniques effectively is another competency that educators need to have in order to support or assist the implementation of learning and uphold the effectiveness and conduciveness of learning activities in the classroom. When teachers are able to adapt their approach to the specific needs of the students they teach, the quality of their teaching will improve and improve.

3. **Principal's Strategy in Supporting School Quality Improvement from the Teacher Professionalism Program**
   Developing teacher professionalism through indirect means, such as involving teachers in various seminars and training, master's level studies, such as KKG and MGMP, and creating learning tools for teachers, as well as efforts to improve teacher performance and learning evaluation. process and teacher

development. In order to improve teacher performance, school principals must always try harder to enforce discipline, provide great encouragement to teachers to work hard, and be an example for other teachers in the school environment. Apart from that, it can improve the quality of school principals through implementing various strategies, including: (a) offering training, seminars and workshops to educators; (b) providing free laptops as teaching tools; (c) bringing in qualified experts to improve the quality of educators at seminars, workshops and training; and (d) approachable by educators, to ensure a gap between leaders and subordinates.

4. **School Principal's Strategy for Supporting School Quality Improvement from the Facilities and Infrastructure Management Program**

The principal's strategy in the education quality improvement program includes: (a) Inventory of school items with the administration; (b) Procurement of teacher council office space; (c) Provision of hall space; (d) Addition of infrastructure for the teaching and learning process; (e) Upgrading and repairing computer laboratories; (f) Providing communication facilities between classes; (g) Provision of science and language laboratories; (h) Procurement of tables and chairs for the teacher's room; (i) Maintain the cleanliness and beauty of the school.

5. **Principal's Strategy in Supporting School Quality Improvement from Student Affairs Programs**

OSIS development and extracurricular activities, sports, skills, and religious development are some of the student programs designed to help students reach their maximum potential. Apart from providing opportunities for students to explore their interests and abilities in order to prepare themselves for further education, OSIS and extracurricular development function to prepare students to become future leaders of the country.

6. **Principal's Strategy in Supporting School Quality Improvement from the Public Relations Program**

The task of Public Relations (Public Relations) is to foster, maintain and develop harmonious communication relationships between various parties, such as the community or other institutions. To create synergy and good performance in the implementation of education, the strategies used include: (a) establishing harmonious cooperation between the school and parents/guardians of students through the school committee; (b) monitor ongoing policies or programs; (c) provide official and non-official information to staff and teachers; (d) maintain good relations with the community and other institutions; (e) communicate and resolve problems proportionally, professionally and fairly; (f) maintain the school's physical environment so that it is clean, beautiful and neat; and (g) creating an orderly, safe and harmonious madrasa social environment.

7. **School Principal's Strategy in Supporting School Quality Improvement from the Fund Management Program (Finance)**

The administration department gets a budget to increase the number of instructors and school principals, as well as provide strategic steps. This budget is intended for administration and training of the teacher council. Usually, this section is distributed to other organizations or institutions for comparative study as a reference. these funds.

4.   CONCLUSION

The role of the school principal in supporting school quality improvement is by: (1) as an educator; (2) as administrator; (3) as a supervisor who develops, implements and uses the results of supervision; (4) as a leader who has a strong personality, understands the conditions of his subordinates, has a school vision, is able to make decisions and communicate; (5) as an innovator who is able to find new ideas for school reform; and (6) as a motivator who can control the physical and non-physical work environment and apply the principles of reward and punishment.

The democratic leadership style used by the principal involves continuous consultation with administration, personnel, and the teacher council to determine what actions should be taken. A number of strategic programs, including curriculum development, teacher professionalism, student programs, facilities and infrastructure, community relations, fund (financial) management and human resource development, have been carried out as part of the principal's strategy to improve school quality standards.

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