

## The Influence of the School Leadership on the Quality of Education in Elementary School of Kelapad Dua, Tangerang District



Siva Fauzia<sup>1</sup>, Prof. Dr. Sudadio, M.Pd.<sup>2</sup>, Dr. H. Suherman, Drs., M.Pd.<sup>3</sup>

<sup>1,2,3</sup>Sultan ageng tirtayasa university

**ABSTRACT:** The background problem of this research is the lack of leadership influence of the principal in organizing school institutions and the quality of education in Indonesia is low. As the head of an educational institution, the principal is required to be able to formulate various policies related to the implementation of the school's vision and orientation in creating effective and efficient education.

This study aims to analyze and describe the influence of the principal's leadership on the quality of elementary school education in Kelapa Dua District, Tangerang Regency. The formulation of the problem in this study is whether there is an influence of the leadership of the school principal on the quality of elementary school education in Kelapa Dua District, Tangerang Regency. The researcher chose a public elementary school in Kelapa Dua District, Tangerang Regency, Banten Province, because the principal's leadership and the quality of education were not optimal. The method used in this study was the ex post facto quantitative method with a total population of 23 public elementary schools with a total of 292 teachers and the sample was taken using a proportional random sampling technique to 74 people. Data collected by questionnaire technique. The hypotheses were formulated and tested using regression analysis using IBM SPSS Statistics 22. The results showed that the principal's leadership has a strong influence on the quality of education. This is evidenced by knowing the correlation coefficient of 0.957 or 95.7%. Partially, the principal's leadership has a positive and significant influence on the quality of education. This shows that the higher the leadership of the principal will improve the quality of education in elementary schools in Kelapa Dua District, Tangerang Regency.

**KEYWORDS:** Principal Leadership, Quality of Education

### INTRODUCTION

The performance of school principals as school leaders plays an important role in improving the quality of schools so that school facilities and infrastructure can be implemented properly. Principal leadership is a form of leadership capable of achieving national education goals and fulfilling the main tasks of school leadership. One of the principal's duties is as a leader or school leader, who is expected to be able to cooperate with other parties, lead and direct the school, and realize all the potential of the school. The only potential for schools is the existence of committees that play an active role in improving the quality of learning in schools, so that educational goals are achieved in accordance with shared expectations. In this case the principal acts as a mover and motivator so that the school administration can carry out its duties properly.

As the head of an educational institution, the principal is required to be able to formulate various policies related to the implementation of the school's vision and orientation in creating effective and efficient education. Effective educational leadership provides the basis and places goals in an important position to change the norms in learning programs, increase productivity, and develop creative and innovative approaches to achieve maximum results and lead to improving the quality of school education. Besides that, the role of the principal in determining daily, monthly, semiannual and annual work operations is very important for solving various educational problems in schools. This is done as a commitment of school principals to improve the quality of education through teaching supervision activities, consultations, and important improvements to improve the quality of learning and lead to improving the quality of education in the schools they lead.

In order to increase the quality of education, school leaders or administrators must be given the ability and duty to make choices by including persons from the whole school staff as well as members of the community. The demand for leadership arises from the fact that our times are always changing. A principle who balances their roles as a management and leader is a successful principal. To raise the standard of education in his school, a leader must be able to read every change that will be confronted by his institution. The principal must have a plan as a leader for these changes to take place and bring about fresh ideas targeted at

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raising the standard of learning. Changes are actions taken by a leader or school principal to improve the effectiveness of the institution as measured by the degree of accomplishment of predefined objectives. In this instance, the adjustment seeks to raise the standard of instruction at the institution.

The principal's role is to bring about a change in a school, namely creating effective work collaboration, shifting the function of managers, leading by example, influencing others, developing team work, involving subordinates in decision making, making empowerment of subordinates a way of life, and building commitment (Fauzi & Falah, 2020; Raberi et al., 2020). Efforts to improve the quality of education can be done with the commitment of the principal and other school members. The participation of all school members is needed to commit to improving the quality of education in schools. Principal leadership plays a very important role in improving the quality of education in a school. Several studies that have been conducted have found that the factors that influence teacher performance are the leadership of the school principal (Elangga et al., 2015; Gumilar & Munzir, 2018; Jamma, 2016) and teacher motivation in carrying out assignments (Setiyati, 2016). So, the teacher's success in completing assignments and showing good performance cannot be separated from the leadership of the school principal.

This is one of the reasons for carrying out research which aims to analyze the leadership of school principals on the quality of education. Knowing the condition of leadership will provide an overview of the principal's skills in carrying out his managerial duties. A clear description of the principal's leadership in designing, organizing, directing and coordinating staff will be the basis that can be used to improve the performance of the principal.

### **THEORETICAL FRAMEWORK**

The word "leadership" is derived from the word "leader," which meaning "to lead" or "to be a leader." Leadership is the capacity to persuade a group of people to work toward a common goal. It can also be defined as the process of persuading someone or a group of people to act in a way that advances a common objective. A key function of leadership in an organization. It is impossible for an organization to run without a leader. According to Hidayat, et al (2019: 64) leadership has a very vital role in the organization so that it can influence organizational resources to move and be able to follow orders in accordance with the wishes of leaders to achieve organizational goals.

According to Azhar (2016: 128) argues that leadership is an ability possessed by someone to be able to move, influence, motivate, invite, direct, give advice, guide, order, order, prohibit and give punishment and foster with the intention that others willing to do activities and work to achieve the desired goals. In line with this, it is clear that leadership is very important because it is part of an organizational management process. Therefore, leadership must be a fundamental thing in the organization, because it is through this leadership that superior and quality human resources will be born to achieve the expected goals. Based on some of the definitions above, that leadership is a science or ability to influence, move, direct, a person or a group of people so that they can carry out various activities to achieve organizational goals.

The principle is a teacher who has been selected to oversee school administration or who has been tasked with accelerating and accelerating the attainment of school objectives. All current school staff must be directed by the principal in order for them to collaborate and accomplish common goals. Effective principal leadership behavior affects teacher performance. As a leader the principal reflects his responsibility by mobilizing the resources in the school (Kadarsih, et al. 2020: 195).

Based on this explanation, it can be concluded that the principal's leadership is all the processes carried out by the principal to influence and direct teachers and education staff in carrying out the work assigned to them, so that they can carry out the performance set by their superiors. Leadership is a process that focuses on what leaders do, i.e., how they use their power to influence others to define organizational goals for workers, subordinates, or those they lead, inspire people to attain these goals, and contribute to the development of a positive corporate culture.

According to Andang (2014: 144) to improve the leadership quality of school principals, there are four main categories that are related and interdependent , as well as aspects of ability that need to be developed by school principals to support the effectiveness of their leadership. The four categories include: 1) personality ; in carrying out their duties and responsibilities, school principals are required to have personality abilities or positive characteristics as their traits, including: friendly, cheerful, passionate, brave, generous, spontaneous, confident, have a strong mentality and high social sensitivity , 2) understanding and mastery of educational goals ( purposes ); school principals must have broad understanding and insight in developing schools, formulating school fiscal programs by involving all stakeholders to jointly realize school goals, 3) knowledge; school principals are required to have qualified abilities in the field of science as well as mastery of technology and art, especially those related to learning, 4) professional skills ; school principals must improve and develop professional skills related to the implementation of educational administration functions. there are three areas of professional skills that school principals must have , namely : technical skills, human skills, conceptual skills.

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## **RESEARCH METHODS**

This study uses a type of quantitative research with an ex-post facto design . It is called ex-post facto research because in this study there was no treatment or manipulation of the research variables, but revealed facts based on measuring symptoms that were already present in the respondents. In this study, the sample was 292 teachers from 23 public elementary schools in Kelapa Dua District, Tangerang Regency. The technique used in this sample is Proportional Random Sampling . This technique is a development of Stratified random sampling , where the number of samples in each stratum is proportional to the number of population members in each population stratum. After the sampling technique was carried out with the above method, 74 samples were obtained.

In this study using quantitative analysis using statistical calculations. All data that has been collected in the study was then analyzed and tested the hypothesis. This study used multiple linear regression analysis and assumption test with the help of the SPSS 22 program as a technique for analyzing research data. The stages of data analysis techniques in this study include: 1) descriptive statistical analysis, 2) classical assumption test; at this stage there are four processes namely normality test, linearity test, multicollinearity test, and heteroscedasticity test, 3) hypothesis testing, 4) correlation analysis, 5) test of the coefficient of determination.

The process for carrying out the study is broken down into the following stages: 1) the conceptual stage, which involves articulating and identifying issues, examining pertinent literature, establishing the theoretical framework, and creating hypotheses. 2) During the design and planning phase, the population being investigated is identified, the techniques for gauging study variables are specified, sample plans are designed, the research plans are completed and reviewed, the research is conducted, and adjustments are made, 3) Producing tools for data collecting and study, 4) The empirical step, which involves gathering previously conducted study data, 5) The analytical phase, which involves processing and studying research data, 6) The dissemination phase should be designed so that the reader can read, comprehend, and be aware of the research's final findings.

## **RESEARCH RESULT**

The results of this study's analysis show that the leadership of the school principle has a positive and substantial impact on the quality of education based on the issues uncovered in this study, namely the poor leadership of the school principal on the quality of education. This is demonstrated by study and data processing findings that yield a significance value of 0.000 and a R Square of 0.957, or 95.7%, respectively. This number suggests that the principal's leadership variable has a 95.7% effect on the education quality variable. This demonstrates that the quality of instruction in primary schools in Kelapa Dua District, Tangerang Regency, would increase the stronger the leadership of the principal.

To improve the leadership quality of school principals, there are four main categories that are related and interdependent, as well as aspects of ability that need to be developed by school principals to support the effectiveness of their leadership. These four categories, including personality in carrying out their duties and responsibilities, principals are required to have personality abilities or positive characteristics as their traits, including: friendly, cheerful, passionate, brave, generous, spontaneous, confident, have a positive mentality. strength and high social sensitivity. Understanding and mastery of educational goals school principals must have broad understanding and insight in developing schools, formulating school fiscal programs by involving all stakeholders to jointly realize school goals. Knowledge of school principals is required to have qualified abilities in the fields of science and mastery of technology and art, especially those related to learning. The professional skills of school principals must improve and develop professional skills related to the implementation of educational administration functions. There are three areas of professional skills that school principals must have, namely technical skills, human skills and conceptual skills.

The findings of this study are consistent with those of research by Lian, B., et al. (2021: 785); the principal variable has a favorable and substantial impact on the standard of instruction at public middle schools in the Mesuji Makmur District of the Ogan Komering Ilir Regency. This indicates that a school principle will be able to utilize the potential of resources to be more effective as a leader with a leadership spirit.

This is in line with Juliantoro's opinion (2017: 397) that school principals have a role and responsibility for the success of the teaching and learning process in the classroom in a micro setting or in schools in a macro setting. This implies that the principal as an education manager is planning something or a good strategy, organizing and coordinating scattered educational resources so that they are integrated in carrying out education, and exercising control over the implementation and results of education. This education management is a systematic and coordinated effort to continuously improve the quality of education services, which is focused on education customers, in this case students, parents of students, users of graduates, teachers, employees, government and society, so that education services good will lead to good education as well.

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### CONCLUSION

The problem of this research is the lack of leadership influence of the principal in organizing school institutions and the quality of education in Indonesia is low, especially at the elementary school level in Kelapa Dua District, Tangerang Regency. As the head of an educational institution, the principal is required to be able to formulate various policies related to the implementation of the school's vision and orientation in creating effective and efficient education.

To improve the leadership quality of school principals, there are four main categories that are related and interdependent, as well as aspects of ability that need to be developed by school principals to support the effectiveness of their leadership. The four categories are personality, understanding and mastery of educational goals, knowledge, and professional skills (technical skills, human skills, conceptual skills). In addition to the qualification standards, school principals must also meet competency standards. In Permendiknas No. 13 of 2007 requires 5 competencies that must be possessed by school principals. Personality competence, management competence, entrepreneurial competence, supervisory competence, and social competence are the five abilities that a school principal must possess. The top leader, the principle, is equipped with the skills necessary to effectively manage and develop his team members. The principal must thus possess professional competence in all of the following areas: leadership, management, education, administration, entrepreneurship, creation of a positive work environment, and supervision.

Based on the results of the research, it can be said that the committee's participation has a favorable and considerable impact on educational quality. This demonstrates that the quality of education in primary schools in Kelapa Dua District, Tangerang Regency, would increase the greater the function of the school committee. In order to improve the leadership quality of school principals in SD Kelapa Dua District, Tangerang Regency, there are four main categories that are related and interdependent, as well as aspects of ability that need to be developed by school principals to support the effectiveness of their leadership. These four categories, including personality in carrying out their duties and responsibilities, principals are required to have personality abilities or positive characteristics as their traits, including: friendly, cheerful, passionate, brave, generous, spontaneous, confident, have a positive mentality. strength and high social sensitivity. Understanding and mastery of educational goals school principals must have broad understanding and insight in developing schools, formulating school fiscal programs by involving all stakeholders to jointly realize school goals. Knowledge of school principals is required to have qualified abilities in the fields of science and mastery of technology and art, especially those related to learning. The professional skills of school principals must improve and develop professional skills related to the implementation of educational administration functions. There are three areas of professional skills that school principals must have, namely technical skills, human skills and conceptual skills.

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