The Effect of Principal Leadership on Improving School Quality in MAN Bintan

Nurul Fitriyana Ahmad

Magister Manajemen Pendidikan Islam, Fakultas Tarbiyah dan Ilmu Pendidikan, Universitas Islam Negeri Sunan Kalijaga, Jl Laksda Adisucipto, Yogyakarta, Indonesia
* Corresponding e-mail: nurulfitriyanaahmad@gmail.com

Abstract:Pengaruh Kepemimpinan Kepala Sekolah Terhadap Peningkatan Mutu Sekolah di MAN Bintan. Penelitian ini bertujuan untuk mengetahui: pengaruh kepemimpinan kepala sekolah di MAN Bintan dan bagaimana pengaruh kepemimpinan kepala sekolah terhadap peningkatan mutu sekolah di MAN Bintan. Penelitian ini merupakan penelitian kuantitatif. Data yang dikumpulkan melalui metode angket dan dokumentasi. Serta dianalisis dengan teknik analisis uji validitas, uji reabilitas, uji prasyarat serta uji regresi sederhana. Kesimpulan dalam penelitian ini adalah adanya pengaruh antara kepemimpinan kepala sekolah terhadap peningkatan mutu sekolah. Dengan hasil uji korelasi diketahui terdapat hubungan yang positif antara kepemimpinan kepala sekolah terhadap peningkatan mutu dengan *koefisien pearson correlation* sebesar 0,916 yang berarti pengaruh tersebut sangat tinggi. Dengan presentasi koefisien determinasi sebesar 84%. Hal ini menunjukan bahwa semakin baik kepemimpinan kepala sekolahnya, maka semakin baik juga mutu sekolahnya.

Kata Kunci: Kepemimpinan, Kepala Sekolah, Mutu Sekolah

Abstrak:The Effect of Principal Leadership on Improving School Quality in MAN Bintan. This study aims to determine: the effect of leadership of the principal in MAN Bintan and how the effect of principal leadership on improving school quality in MAN Bintan. This research is a quantitative study. Data collected through questionnaries and documentation. And analyzed with technical analysis of validity test, reliabitily test, prerequisite test, and simple regression test. The conclusion in this study is thate there in an effect between principal leadership to improving school quality with the result of the correlation test, it is know that there is a positive relationship between principal leadership and quality improvement with the pearson correlation coefficient of 0,916 which mean that the effect is very high. With the percentage of determination coefficient og 84%. This shows that the better the leadership of principal, the better quality of school.

Keywords : Leadership, Principal and School Quality

- **INTRODUCTION**

The problem in the world of education in Indonesia is in the quality and quality of education. The quality of this education concerns all levels of education, especially at the primary and secondary education levels. In fact, efforts have been made to improve the quality of education for a long time. The government has made provision for improving the quality of education by adopting four strategic policies, namely: equal opportunity, increasing the relevance, quality and efficiency of education.

According to Prim Maroskan (2017), there are two factors that cause the efforts to improve the quality of education so far have been unsuccessful or ineffective. First, the education development strategy carried out so far is more input oriented. This strategy is more based on the assumption that if all educational inputs have been met, such as the procurement of books and other learning tools, the provision of facilities and infrastructure, as well as training for teachers and education personnel, then educational institutions will automatically produce quality outputs as expected. . In fact, the input-output strategy does not fully affect educational institutions, but only occurs in industry and economic institutions. Second, education management has been more macro oriented. Namely regulated directly by the ranks of the central bureaucracy. As a result, many factors proclaimed by the central level cannot work as expected in school institutions. It can be said that the complexity, the coverage of educational problems, the state of the school environment, the various needs of students in learning, and the expectations of the community for education often cannot be thought out completely and accurately by the central bureaucracy.

From the above discussion, it can be concluded that education development does not only focus on providing educational inputs, but also needs to pay attention to the educational process. Educational input is an absolute must in educational institutions. But it does not promise to increase the quality automatically. Given the school as an institution that carries out advanced formal education that has a variety of potential students who need a variety of educational services. Environmental conditions that differ from one another require schools to be creative and dynamic in carrying out their roles to strive to improve the quality and quality of schools. This can be realized if schools are given the trust to manage and regulate their institutions according to the environment, diversity and needs of their students. Nevertheless, in order to maintain quality and control the quality improvement process, it is necessary to have a national set and agreed standard to become an indicator in evaluating the success of quality improvement. This thinking has stimulated the creation of new thoughts. Namely, quality management must be based on schools as the leading institutions in educational activities. This term is better known as school-based management.

The application of school-based management generally manifests itself in the form of a restructuring of power management that was initially centralized to decentralized. School-based management is the process of organizing and managing schools independently. The characteristics of school-based management can be seen in the insight of all school personnel who are quality-oriented, empowering the school's potential which is regulated by the principal in a transformational manner, the active role of all parties in quality control, implementation, and the success of education in schools with schools, communities, and the government in a balanced manner. . Policies in school-based management provide opportunities for schools to become high-quality, superior schools. (Heryon, 2019)

School-based management has characteristics that must be understood by the school that will implement it. In other words, if schools are to be successful in implementing school-based management, then some of the characteristics of school-based management must be well understood and studied. Discussing the characteristics of school-based management is inseparable from the characteristics of effective schools. If school-based management is considered the framework, effective schools are the content. For this reason, the characteristics of school-based management contain elements of effective schools which are grouped into inputs, processes and outputs. (Yuyun, 2019)

This provision has been regulated in government regulation number 19 of 2005 concerning national education standards. In this regulation, it is explained that the regulations in the education system at the primary and secondary school levels apply a school-based management system that refers to independence, partnership, openness, participation and accountability. With this provision, all matters relating to the administration and management of education are no longer regulated centrally by the central government. On the other hand, the administration of education is delegated the authority to regional autonomy. Even with the existence of school-based management, schools can have management autonomy by involving the surrounding community which aims to increase the effectiveness, quality and equity of education.

A concept that offers collaboration between schools, communities and government with their respective responsibilities, starting from a desire to provide independence to schools so that they can be actively and enthusiastically involved in implementing the process of improving the quality of education through the management of existing resources in schools. Schools must be able to interpret and capture the nature of educational macro policies and know the environmental conditions for adoption into the planning process. Schools must formulate it into a micro-education policy in the form of priority plans that must be implemented and evaluated by the school in accordance with the vision and mission of each school. Schools must be able to formulate quality achievement targets within a period of time, plan, implement and evaluate which will then be used for planning quality improvement targets in the future. That way, schools are still oriented towards national education standards, assisted by the provision of adequate inputs, have responsibility for the use of their resources according to the learning needs of students and the surrounding community. (Suryo, 2010)

Basically, school as an educational institution does not necessarily have good or superior quality by itself, but will go through various efforts in improving the quality of education. The principal and the stalk holder must try to make an innovation so that the school develops better. So that if there are good schools, in addition to many schools that are not good, it can be examined how the schools that are said to be good carry out various quality improvement programs, various updates or changes. (Ibrahim, 2019).

In educational institutions, both formal and non-formal, the existence of a leader is a very strategic position. The success of school institutions, both at the elementary, middle and high school levels, is largely determined by their leaders. This shows that the existence of a leader is very important. Even the progress and setbacks of an educational institution are very influential on a leader. Because the function and role of a leader is to regulate the work of all elements in the organization. Therefore, the principal must have the capital to be able to manage all existing resources so that they can become forces that contribute to the progress of the institution. A school principal must be a figure that is trusted by all team members. The principal must also be able to trust his members to carry out their duties according to their respective duties. A principal must have leadership experience and have

proficient knowledge about management. Because the main task of the principal is to manage all resources owned by the institution. Both from human resources, facilities and infrastructure as well as financial resources. (Ali, 2014)

Pirdata argues that the principal must have three kinds of skills to succeed in his leadership. The three skills are conceptual skills, namely the skills to understand and manage the running of the organization. The second is humane skills, namely skills to cooperate, provide motivation and lead. And the third is technical skills, namely skills that use techniques and methods to complete certain jobs. (Mulyasa, 2014).

In the face of changing times, organizations need a leader who is crisis, responsive and has the courage to take strategic decisions quickly to improve the institution towards a better direction. A leader must be able to organize and motivate all members so that all members of the organization are willing to be involved in implementing the objectives of the institution. The leadership attitude that is displayed in the managerial process is consistently referred to as the leadership style. Leadership style is a typical person's behavior that is contained in the figure of a leader to all members of his group. (Wahyudi, 2017)

Today, many school institutions are competing to improve the quality of their schools in order to attract public interest to attend these educational institutions. Starting from improving school accreditation, bringing in teachers who are competent in their fields, entering special extracurricular activities and adequate facilities and infrastructure. Seeing that the position of the school is considered important for children's education, the quality of the school is a separate consideration for parents in sending their children to school. The higher and better the quality of a school, the higher the interest of parents to send their children to that school. The aim is for their children to get the best learning so that their skills and abilities can develo p optimally.

Madrasah Aliyah Negeri Bintan is an educational institution which is located at Jalan Korindo, East Bintan, Bintan Regency. In general, there are several reasons for researchers to choose MAN Bintan as a place of research. Namely, with some of the backgrounds previously described, the researcher found in the field that the principal as the highest authority holder in the school was not fully able to protect the entire school community well so that it had an effect on improving the quality of schools in MAN Bintan. Therefore, researchers are interested in analyzing more deeply the influence of the principal's leadership on improving the quality of schools in MAN Bintan.

- **METHOD**

This type of research is correlational research. This research was conducted to examine whether there is a relationship between two variables, namely variables X and Y. The approach taken by this study is quantitative research. Because the data obtained from this study is in the form of numbers, then it will be analyzed and processed in the form of statistical analysis using the SPSS application. Sukmadinata (2013) explains that correlational research is intended to determine the relationship between one variable and another which is expressed by the magnitude of the correlation coefficient and statistical significance. In this study consisted of one independent variable (X), namely the leadership of the principal and one dependent variable (Y), namely the quality of the school. The research design can be described as follows:

Leadership Principal (X)	$\longrightarrow$	School Quality (Y)

Figure 1. Research Design

The research location is Madrasah Aliyah Negeri Bintan, which is located at Jalan Korindo, North Bintan District, Bintan Regency, Riau Islands Province. The population of this study were all educators and education staff who were in MAN Bintan, amounting to 24 people. The sampling technique in this study used a non-probability sampling technique. The non probability sampling technique used is saturated sampling. That is the sampling method used when the entire population is sampled. This is done if the population is small or small, which is less than 30 people. (Supriyanto, 2010) so the sample to be taken in this study were all 24 educators and educational staff at MAN Bintan.

Data collection techniques in this study were questionnaires and documentation. According to Suharsimi (2010) a questionnaire is a set of written questions that are asked of a respondent and answered in writing. This study used two questionnaires, namely the principal's leadership instrument and the school's quality instrument. While the data analysis technique in this study used simple correlation data analysis techniques and simple regression using SPSS. The stages are: validity test, reliability test, analysis prerequisite test, hypothesis test, simple regression analysis, effect test and coefficient of determination.

- **RESULT AND DISCUSSION**

This research was conducted at MAN Bintan by distributing two questionnaires directly to all samples, namely 24 educators and educational staff. Researchers have distributed questionnaires that have been tested for their validity and reliability using SPSS assistance.

From the validity test of the principal's leadership questionnaire, all items were declared valid. Because the significance value <0.05, all items contained in the principal's leadership questionnaire can be included in the research test subject. While in the school quality questionnaire, there were two invalid items. The invalid item cannot be included in the next research subject test.

The next test is the reliability test. Testing the reliability of the principal's leadership, we see that the correlation value of Cronbach's alpha is 0.947 (0.80-1.0: very high). So it can be concluded that the data is reliable. Whereas in school quality data, the correlation value of Cronbach alpha is 0.892 (0.80-1.0: very high). So it can be concluded that the school quality data is reliable.

The next test is the prerequisite test. This test is conducted to determine whether the data analysis for submitting hypothesis testing can be carried out or not. In this study, there were three prerequisite tests, namely: normality test, homogeneity test and linearity test. Based on the results of the normality test, it shows that the asymp sig. (2-tailed) 0.759 greater than the significance value of 0.050. So it can be concluded that the results of the residual normality test are normally distributed. In the homogeneity test, it shows that the significance value is 0.160 which means it is greater than 0.05. Shows that the data distribution is homogeneous. And in the last prerequisite test, namely the linearity test, it is known that the sig. divitation from linearity of 0.525 is greater than 0.05. So it can be concluded that there is a linear relationship between principal leadership and school quality. In this study, the assumptions to be continued into hypothesis testing have been fulfilled. '

a. Predictors : (Constant), x

Hypothesis analysis is used to determine the effect of principal leadership on improving the quality of schools in MAN Bintan. By using a simple linear regression analysis with the help of SPSS, the following results were obtained:

Table 1. Simple regression test results Model Summary

Model	R	R square	Adjusted R square	Std. Error of The Estimate
1	.916[a]	.840	.832	3.256

The value of R above is a symbol of the coefficient. In the table above, the correlation value is 0.916. This value can be interpreted that the relationship between the two research variables is in the very high category. Through the table above, the value of R square or the coefficient of determination (KD) is obtained which shows how good the regression model is formed by the interaction of the independent variable with the dependent variable. The coefficient of determination can be determined by the following formula:

$$R2 \quad = R^2 \, X \, 100\%$$

$$= 0,916^2 \, X \, 100\%$$

$$= 0,840 \, X \, 100\%$$

$$= 84\%$$

The KD value obtained was 84%. So that it can be interpreted that the leadership of the principal has the effect of contributing 84% to the quality of the school.

▪ **CONCLUSION**

After managing and analyzing the data obtained, the authors can draw the conclusion that there is a significant influence between the leadership of the principal on improving the quality of schools in MAN Bintan. This is evidenced by the results of the product moment correlation analysis of 0.916. This value can be interpreted that the relationship between the two variables is in a very high category. So it can be interpreted that the null hypothesis (H0), namely the absence of the influence of the principal's leadership on improving the quality of schools in MAN Bintan is rejected. And the alternative hypothesis (HA), namely the influence of the principal's leadership on improving the quality of schools in MAN Bintan is accepted.

The influence of the principal's leadership in improving the quality of schools in MAN Bintan based on the results of the correlation test above shows that there is a positive influence between the leadership of the principal and the quality of the school with the Pearson correlation coefficient of 0.916 which means that the influence is very high. With a determination coefficient of 84%. From the results of these calculations, that the influence of variable X (Principal leadership) on variable Y (School Quality) is 84% and the remaining 16% is influenced by other factors not examined by the researcher. From these

results it can be concluded that the better the leadership of the principal, the better the quality of the school.

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