



Learning Organizational Leadership Strategy in Improving the Quality of Middle Level Education

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Abstrak

Penelitian dilatar belakangi oleh perlu membentuk strategi kepemimpinan yang tepat guna meningkatkan kualitas pendidikan dengan cara berkolaborasi dengan seluruh anggota termasuk guru, staf, siswa, serta orang tua atau wali murid. Penelitian ini bertujuan untuk menganalisis dan menjawab strategi kepemimpinan organisasi pembelajaran dalam meningkatkan kualitas pendidikan tingkat menengah. Metode penelitian yang digunakan adalah studi literatur yang besumber pada artikel, papper, buku dan sumber lainya yang mendukung penelitian dengan jenis pendekatan kualitatif. Hasil penelitian ini menunjukkan bahwa meningkatkan kualitas pendidikan tingkat menengah memerlukan kepemimpinan yang kuat dari kepala sekolah, kinerja guru yang baik, keterlibatan siswa dan orang tua dalam proses pendidikan, serta perhatian terhadap faktor-faktor internal dan eksternal yang memengaruhi kualitas pendidikan.

Kata Kunci: Strategi Kepemimpinan dan Kualitas Pendidikan

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Abstract

The research is motivated by the need to form an appropriate leadership strategy to improve the quality of education by collaborating with all members including teachers, staff, students, and parents or guardians of students. This study aims to analyze and answer learning organization leadership strategies in improving the quality of secondary education. The research method used is a literature study based on articles, papers, books and other sources that support research with a qualitative approach. The results of this study indicate that improving the quality of secondary education requires strong leadership from school principals, good teacher performance, student and parent involvement in the education process, and attention to internal and external factors that affect education quality.

Keywords: Leadership Strategy and Educational Quality

Introduction

The development of the world of education in the era of globalization and being in the midst of the rapid development of digitalization of technology demands that secondary level education must have an important role in preparing the younger generation to face future challenges. To achieve high quality education, effective leadership is needed in educational organizations. One of the leadership approaches that can be applied is organizational leadership strategy.

Organizational leadership according to (Wahyudin, 2018) is a concept that emphasizes the importance of transforming educational organizations into entities that are continuously learning and adapting. In the context of education, this strategy is used to improve the quality of education through continuous learning and emphasizes aspects of collaboration and innovation. Organizational leadership involves all members of the organization, including leaders, teaching staff, students, and parents or guardians of students (Hasan, 2017). The goal is to create an environment that encourages collaboration, reflection and shared knowledge development. By involving all parties, leadership is able to create a culture that is inclusive and focuses on improving student learning outcomes which will impact school quality (Fakruddin et al, 2017).

Then, the quality of education according to (Syukri et al., 2019) is a form of description of the overall characteristics of educational services that are loaded internally and externally by showing their capabilities, satisfying the expected needs or including educational inputs, processes and outputs. Meanwhile, according to (Achmad, 2019) the quality of education is a form of the ability of the basic education system, both management and the

education process to be directed effectively to increase added value in order to produce the highest output. In order to achieve good quality education, it is necessary to carry out a strategy in processing it.

These strategies can take the form of clear focus points such as improving student learning outcomes, strengthening collaboration between teachers, students and parents, and developing an inclusive and innovative school culture. This is supported by the results of research (Nurhayati et al, 2022) with the result that the performance of school principals and teachers influences the quality of education and there are many other factors that affect the Improvement of Education Quality. With the support of this research, it is not an easy task, but with the right approach and a deep understanding of the dynamics of educational organizations, school principals can become strong agents of change to achieve goals.

One of the important strategies in leadership is to develop a clear and strong vision that can provide clear direction and goals for all stakeholders. With a strong vision, the principal can move the entire school community to work together to achieve the goals set. This vision must also be supported by strong values, such as integrity, cooperation, fairness, and innovation, which form the foundation of a positive school culture. This is supported by research results (Roni, 2021) that schools must have a vision and mission as a form of steps to create an organizational culture, there is a set of culture covering aspects of values, beliefs, and habits. So that improving the quality of schools or the quality of education is always based on the aspect of leadership

In addition, an effective principal's leadership strategy also needs to involve coaching and professional development of teachers. A school principal who is able to

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recognize the strengths and needs of individual teachers can provide appropriate support to improve teaching quality. Continuous training and development should also be a key focus in this leadership strategy, so that teachers have the opportunity to develop their skills and knowledge. In this way, the principal not only creates a conducive learning environment for students, but also builds a competent and motivated teaching team (Enco, 2022).

In addition to developing teachers, a successful principal's leadership strategy can also involve involving students and parents in the learning process. Principals must be able to create a participatory climate where students feel heard and have an active role in making decisions related to their learning. In addition, close cooperation between schools and parents is also an important factor in improving the quality of education (Sumiyati, 2021). Based on this, the purpose of this study is to find out the Leadership Strategy of Learning Organizations in Improving the Quality of Middle Level Education.

Method

The method used in this research is qualitative, with literature review. Literature review research is a way to find references that are relevant to the problems that arise. Literature study is a theoretical analysis, scientific study, and literature related to community traditions and norms and values that appear in the observed field conditions. In addition, library research can review various relevant and valuable reference literature and previous research to obtain a theoretical basis related to the problem under study.

In this study, the data used are secondary data based on previous references, which are published in scientific

papers, literature, encyclopedias, and other reference sources related to the problem under study. The method applied in this study is an assessment of various observed data sources to produce results that are in accordance with the research topic.

Hasil dan Pembahasan

The results and discussion of this study are based on the results of a literature review that has been conducted from various sources, both books and journals, which are relevant to the leadership strategy of learning organizations in improving the quality of secondary education. The results and discussion of this study are reviewed as follows :

Organizational Leadership

The highest organizational leader in a school is the principal. The principal is the backbone of the school. The existence of school progress depends on the principal. Therefore, the principal must have a dynamic, creative, and competitive figure, and not give up easily, and have weak aspirations (Maris, 2016). In terms of the term leadership put forward by Stephen P. Robbins, namely Leadership as the ability to influence a group toward the achievement of goals which means that leadership must have the ability to influence groups in order to achieve goals and as a process to influence a person or group towards achievement common goals (Eko, 2018). So, it can be concluded that the principal must have a way or effort to influence, guide, encourage and mobilize teachers, staff, students, parents of students, and other related parties, to work or play a role in achieving the best quality.

Efforts that can be made to improve quality should the school principal have a strong role as explained in article 12 paragraph 1 PP 28 of 1990 that the school principal is responsible for organizing

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educational activities, school administration, coaching other educational staff and utilization and maintenance of facilities and infrastructure .

The results of a literature study show that the quality of education is influenced by school infrastructure, parental involvement and the use of technology in education (Albaker, 2017). This is supported by research (Hooge & Honingh, 2014) which reveals that it can be influenced by the role of the school board and school management in quality control. To measure the quality of a school can be done with several conditions, namely looking at teacher competence in teaching, looking at education and teaching methods, school vision and mission, educational curriculum, school achievements and supporting facilities (Handayani, 2018).

Leadership through Teacher Performance

Teacher is a profession with special expertise, not everyone can be competent. Teachers are also professionals who serve students by teaching as their main task. The main tasks that must be completed by the teacher include the planning process, process evaluation and learning outcomes (Bambang & Akmal, 2020). Supervision of the learning process is not carried out by the teacher but by the school principal or supervisor so that the learning process runs effectively and efficiently. Therefore, teacher performance is the result of work shown by teachers who have completed teaching assignments in accordance with predetermined requirements (Didi, 2018).

Teacher performance is the level of success of the teacher as a whole in carrying out tasks over a certain period of time compared to various possibilities, such as standard work results, targets or standard goals that have been set, including the realization of the ability to manage learning concretely. Teacher performance is

influenced by the teacher's ability, and the teacher's ability comes from within the teacher. Aspects of measuring teacher performance include lesson planning, learning implementation, and learning evaluation. The low performance of teachers will have an impact on the low quality of schools.

The results of a literature study show that the effect of teacher performance on school quality in public elementary schools accredited A in Cianjur district was obtained at 0.709 or a strong correlation (Maris et al, 2016). This is supported by (Timor, 2018) that there is a significant and influential relationship between teacher performance and school quality.

Leadership involves both Students and Parents

Leadership that involves students and parents is an important strategy in improving the quality of education. Leadership in this model allows students and parents to be part of the learning and decision-making process within the school. Principals can lead by involving students and parents in various activities at school, such as group discussions, meetings with students and parents, as well as individual consultations. In this case, school principals need to ensure that students and parents feel valued and respected as partners in education, and that their ideas and input are valued and taken into account in decision making (Arinda, 2018).

Involving students in the learning process is also very important. Principals can form student development teams consisting of students, teachers, and school staff to improve the learning process and provide input on existing learning programs (Abidin, 2020). Then, principals can encourage student participation in extracurricular organizations and activities to help them develop social and leadership

skills. In addition to involving students, school principals also need to involve parents in the educational process. This can be done through parent meetings, student assessments, or through regular communication via letters or email. Parents can also be invited to participate in school activities, such as volunteering or being a member of a school counselor group.

By involving students and parents in the educational process, principals can strengthen the relationship between schools, students and parents, and improve the quality of education in schools. In addition, involving students and parents can also help increase participation in the learning process, develop students' social and leadership skills, and strengthen the relationship between the school and the surrounding community.

The results of the literature show that the strategies of parents and society in shaping student character are effective communication and partnerships (Sari, 2020). This is supported by research results according to (Citra, 2020) that the mitigation efforts of school principals in increasing parental participation in education in schools include establishing effective communication with parents, involving parents in school programs and empowering school committees.

Internal Education Quality

The quality of education internally refers to internal factors that exist in schools and aims to influence and contribute to improving the quality of education in an educational institution or institution (Mohammad, 2020). These factors include internal elements that can be controlled by the educational institution itself. The following are several important aspects of the quality of education

internally, including (Iryani, 2020), including:

1. Curriculum

Curriculum is the essence of education, and good curriculum development is an important component in improving the quality of education internally. The curriculum must be relevant, comprehensive and competency-based, which integrates the knowledge, skills and attitudes needed by students in society and the world of work.

2. Teaching Methods

Effective teaching methods play a role in creating an interesting and interactive learning environment for students. Varied and innovative teaching methods, such as active learning, project-based learning, and the use of educational technology, can enhance students' understanding, their engagement, and their ability to apply knowledge in real-life situations.

3. Teacher Quality

Teachers are a key factor in improving the quality of education. Qualified and competent teachers have in-depth knowledge of the subject they teach, good teaching skills, classroom management skills, and good relationships with students. Improving teacher quality through training, professional development, and ongoing support can directly impact student achievement.

4. Evaluation and Feedback

Appropriate evaluation and constructive feedback are important tools in improving the quality of education internally. Through formative and summative evaluation, educational institutions can identify student strengths and weaknesses and improve the learning process. Effective teacher feedback to students can help them understand their progress, improve performance, and develop a positive learning attitude.

5. A supportive Learning Environment

A positive and supportive learning environment has a major influence on the quality of education internally. Educational institutions must create a safe, inclusive and meaningful environment for students. This involves creating good relationships between students and teachers, encouraging collaboration among students, facilitating access to adequate educational resources, and providing social and emotional support to students.

Quality of External Education

Externally, the quality of education refers to factors outside educational institutions that influence and contribute to improving the quality of education. These factors include external elements that may not be fully controlled by the educational institution itself. The following are several important aspects of the quality of education externally (Wahyudin, 2021), including:

1. Education Policy

Good and supportive education policies from the government and national education institutions can provide clear directions and guidelines for improving the quality of education. Policies that prioritize inclusive education, equal access, improving teacher quality, and the use of educational technology can provide a strong foundation for the development of quality education.

2. Education Standards

The existence of clear and comprehensive educational standards can be a reference in assessing and improving the quality of education. Educational standards that include learning objectives, expected competencies, and assessment indicators help ensure that the learning process and educational outcomes meet the set standards.

3. Assessment and Accreditation

External assessment and accreditation systems play an important role in ensuring and improving the quality of education. Through external assessments, such as national exams, standardized tests, or institutional performance evaluations, the quality of education can be assessed objectively. Accreditation of educational institutions by independent institutions also provides official recognition of the quality of education provided by these institutions.

4. The Role of Society and Stakeholders

The quality of education is also influenced by the involvement of the community and external stakeholders, such as industry, local communities and social institutions. Active engagement and support from the community can provide additional resources, collaboration opportunities, and real-life experiences for students, positively influencing the quality of education.

5. Technology and Resources

Advances in technology and access to external resources, such as libraries, laboratories and sports facilities, can also have an impact on the quality of education externally. The use of advanced educational technology and access to adequate resources can improve teaching methods, broaden students' knowledge, and facilitate more interactive and immersive learning.

Simpulan

Based on the results that have been discussed by the authors regarding the leadership strategy of learning organizations in improving the quality of secondary level education, the following conclusions can be drawn:

1. Organizational leadership, especially the role of the school principal, has a

crucial role in improving the quality of education. Principals must have the ability to influence, guide, encourage, and mobilize teachers, staff, students, parents, and other related parties to work together to achieve the best quality.

2. Teacher performance is an important factor in improving school quality. Teacher performance is influenced by the teacher's ability and can be measured through planning, implementing, and evaluating learning. Improving teacher quality through training, professional development, and ongoing support can have a positive impact on school quality.
3. Involving students and parents in the educational process is an important strategy in improving the quality of education. Principals need to take the lead by involving students and parents in various activities in the school, ensuring that they feel valued and their ideas and input are respected. Engaging students and parents can increase participation in the learning process, develop students' social and leadership skills, and strengthen the relationship between the school and the surrounding community.
4. The quality of education internally depends on factors such as relevant curricula, effective teaching methods, quality of teachers, proper evaluation, and a supportive learning environment. Improving these factors can improve the quality of education internally in educational institutions.
5. The quality of education is externally influenced by factors outside educational institutions, including supportive education policies, clear

educational standards, assessment and accreditation systems, the role of society and stakeholders, and access to technology and external resources. These factors can provide a foundation and support for improving the quality of education externally.

Based on the results of this research and discussion, it can be concluded that improving the quality of secondary education requires strong leadership from school principals, good teacher performance, involvement of students and parents in the educational process, and attention to internal and external factors that affect the quality of education .

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