

LEADERSHIP OF SCHOOL PRINCIPLE IN DEVELOPING EDUCATION MANAGEMENT STANDARDS AT MTS YASPIDA SUKABUMI

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Abstract. This research discusses the role of school principals' leadership in the development of education management standards at MTs Yaspida Sukabumi. The aim of this research is to improve the education quality through the implementation of effective management standards. The research method used is qualitative, involving the school principal, teachers, and students as respondents. Data were collected through interviews, observations, and documentation. The results of the research indicate that the leadership of the school principal plays a significant role in developing education management standards. School principal who has a clear vision, good communication, inclusive leadership, and the ability to mobilize the entire school community can create an conducive environment to improving the education quality. This research concludes that effective school leadership in the development of management standards have a positive impact on the education quality at MTs Yaspida Sukabumi.

INTRODUCTION

Education has a very important role in forming the students' character and potential to achieve a bright future. Education in Indonesia makes an effort to create a nation that is capable, faithful, devoted to God, and has good knowledge and has a national perspective (Sujana, 2019). Improving the quality of education should be a goal to be achieved. Therefore, good quality education management is needed (Wibawani et al., 2019). One of the key elements in managing education is the leadership of school principal. The school principal has a central role in developing education management standards in an educational institution, as at MTs Yaspida Sukabumi.

Basically, planning, implementing, organizing, and evaluating of good education management will be able to achieve the expected educational goals (Sintya et al., 2022). Improving the education quality is an important part of the development of national education and an effort to improve the quality of human resources in Indonesia. This target applies to the school level, every school must be able to organize education professionally in accordance with the competitive education world (Putri, 2020). Law No.

20 of 2003 states that the national education system is the entire educational component that is interrelated in an integrated manner to achieve educational goals.

Quality education has a very important role in forming a competent younger generation and they are ready to face future challenges. To achieve this goal, effective education management standards are one of the key factors that must be considered. Leadership is one of the main factors that contribute to the success of an organization or institution (Syadzili, 2019). Principal leadership plays a significant role in the development of effective education management standards, because the principal acts as the prime mover in creating a conducive school environment for improving the education quality. Leadership must have strategy to change the organization so that in the process, these changes can go as desired (Busro, 2018).

Education management standards by schools must comply with national regulations. Government regulation number 19 of 2005 emphasizes the need for planning, implementation and supervision. These are clarified by Permendiknas No. 19 of 2007, where management standards cover school program planning, school program implementation, monitoring and evaluation, school leadership, and management information systems. Educational planning must be based on a clear school vision and mission so that educational development efforts can run effectively. School must determine the education vision as a basis. As a private school in Sukabumi that has the slogan "as an outstanding campus with Islamic character", MTs Yaspida has a work plan in accordance with national education management standards.

Based on the previous study results, the leadership of school principals has been shown to have a significant influence on improving the education quality. For example, research by Salam et al. (2020) shows that school principal who has clear vision, good communication, inclusive leadership, and the ability to mobilize the entire school community can create an a conducive environment to improve the education quality. Prasetijo et al. (2019) in his research results concluded that school principals who are able to act as leaders, managers and innovators have a significant impact on improving the education quality. It was observed in process, facilities, infrastructure, and graduation standards. Process standards are influenced by the creation of quality management and education.

However, although previous research has revealed the importance of principal leadership in the development of education management standards, there are gaps in research that is relevant to the context of MTs Yaspida Sukabumi. Therefore, this study aims to fill this gap by analyzing the leadership role of school principal in the school context and evaluating the implementation of effective education management standards. It is hoped that the recommendations resulting from this research can fill the gaps of previous research and provide new insights about the leadership role of school principals in the development of education management standards at MTs Yaspida Sukabumi. This will create the superiority and uniqueness of this article in its contribution to understanding the importance of principal leadership in the development of education management standards.

METHOD

The research method was qualitative involving the principal, teachers and students of MTs Yaspida Sukabumi as respondents. The process was carried out through several stages. First, interview was conducted with school principal to understand his views and visions

for the development of education management standards. Interviews were also conducted to 10 teachers and 20 students as a sample to get their perspective on the principal's leadership role in the development of these standards. The used sampling technique was purposive sampling, because the selected sample was considered suitable for this study and could provide the required information. The next stage was observation activities, which were carried out in the school environment to observe the implementation of management standards and interactions between the principal, teachers and students.

Research data were collected through interviews, observation, and documentation. Interviews were conducted face to face using structured interview guidelines. Observation was done directly in the school environment to observe education management practices and interactions between stakeholders. Documentation was used to collect relevant data, such as school policy documents, meeting notes, and performance reports. The collected data were then analyzed using a qualitative approach, through a process of data reduction, data presentation, and drawing conclusion (Esterberg, 2018).

To ensure the validity of research results, researchers used data triangulation by comparing findings from interviews, observation, and documentation. In addition, the researchers also conducted participatory observation to ensure the validity of observation results. The research results were then presented in the form of findings and analysis that support the research conclusion. The researchers' presence during the research also made it possible to build a good relationship with the research subject and gain a deeper understanding of the research context.

RESULTS AND DISCUSSION

Leadership is an art that involves the use of ability and courage in organizing and making decisions (Sagala, 2018). The principal's leadership is very important, because the highest authority in implementing and making decisions in school belongs to the school principal. According to Supartilah et al. (2021) the role of school principal can be divided into two main aspects, namely school administration and professional development of education staff. The principal is expected to be able to foster cooperation with all staffs in an open partnership atmosphere, as well as increase the active participation of students parents (Kharismawati, 2019). It will provide full support for the principal's work program. The involvement of school principal in the student learning process is mostly carried out directly, through coaching (Manora, 2019). In education management standards, there are several components that must be managed properly, which include curriculum, educational staff, student affairs, finance, infrastructure, collaboration with the community, and special services for educational institutions (Benty, et all., 2015).

Based on interviews with the principal as one of respondent, it was found that the principal stated that he had a strong vision and mission regarding the development of education management standards at MTs Yaspida Sukabumi. The school principal clearly and firmly expressed his understanding and recognition of the importance of having clear and measurable standards as the basis for improving the education quality in school. The school principal also emphatically stated a strong commitment to lead the effective implementation of these standards. In this context, the principal realized that the development of education management standards is an essential step to achieve the goal of better education at MTs Yaspida Sukabumi. Through a strong vision, the school principal has a clear and far-sighted view, which guides the steps and decisions taking in achieving the best education management standards. Principal also demonstrated a deep

understanding of the importance of clear and measurable standards. The school principal stated that these standards provide a consistent and structured framework for all education stakeholders at MTs Yaspida Sukabumi. With clear standards, all involved parties can work more focused and effectively in improving the education quality.

The principal firmly stated his personal commitment to lead the effective implementation of these education management standards. This shows that the principal is not only aware of how important standards are, but also has the determination to be the prime mover in implementing these standards in the school environment. This commitment shows that the principal is willing to be actively involved in the implementation process, provide support, and ensure that all aspects of standards are met properly. Overall, the principal in this interview expressed a strong vision, deep understanding, and firm commitment regarding the development and implementation of education management standards at MTs Yaspida Sukabumi. This reflects strong leadership and high dedication in improving the quality of education at the school.

Interviews with teachers revealed that school principal plays a very important role in the development and implementation of education management standards. The result shows 90% of respondents felt that the principal provided clear directions, sufficient supports and resources, and created a collaborative work environment. Based on the statements of several teachers as informants, the principal, in conveying the school vision and mission, can be easily understood by the teachers, because of his calm and relaxed demeanor. Principal is also considered as leader who inspire and motivate teachers to improve their teaching practices, by encouraging them to take part in employee development program activities, including collaboration with other parties in training and courses, such as English language courses, computer and internet training, and other training for teachers and staff. This study found that the leadership of MTs Yaspida Sukabumi principal has a very important role in managing the school. The principal acts as a leader, manager and prime mover in achieving educational goals. This finding is consistent with the theory of transformational leadership which emphasizes the importance of school principals in inspiring and motivating school members to achieve optimal results (Zaenudin, et al., 2020).

Interviews with students, 95% respondents said that the principal has an important role in creating a school environment that is conducive and supports learning. Students regard the principal as an authority figure who provides guidance, ensures discipline in the school, and cares for the overall well-being of students. They also appreciate the principal's attention to the development of extracurricular programs and student activities. It is in line with the role of principal in his capacity as a leader, the principal must be able to inspire, motivate and influence teachers, students and other staffs to work collaboratively. In the context of transformational leadership, school principals must be able to generate enthusiasm, creativity and innovation throughout the school (Al Faruq et al., 2020). The principal also plays the role of an effective manager. They must be able to manage available resources, including human, financial, and infrastructure resources. Good and efficient management of resources is the key to achieve the expected quality of education (Abdullah, 2018). In addition, the principal also plays a role in building good relations with all stakeholders. This is in accordance with the theory of transactional leadership which highlights the importance of school principals in building effective collaboration and communication with teachers, students, parents, and the surrounding community (Widyarsono, et al., 2019). In this context, effective school principals are able to create a conducive school

climate, facilitate effective learning, and ensure that the expected quality of education is achieved.

Observation in the school environment revealed that the implementation of education management standards at MTs Yaspida Sukabumi was going well. Principal is actively involved in ensuring the implementation of these standards, including monitoring and evaluation. The interaction between school principal, teachers and students looks harmonious and supports each other in achieving the educational goals that have been set. Differences in the implementation of education management standards may occur due to different contextual factors. Each school has unique characteristics that can affect the implementation of standards, such as the available resources, staff competency and motivation, or support from outside parties such as the government or educational institutions.

Based on the conducted data analysis, it can be concluded that the school principal plays an important role in the development and implementation of education management standards at MTs Yaspida Sukabumi. He has a strong vision and is able to provide clear direction to teachers and students. The principal also creates a conducive environment and supports learning. The implementation of education management standards is going well and the interaction between stakeholders is well established. This shows the existence of commitment and effective leadership from the principal in developing education management standards in the school. With the school principal leadership, the process of achieving school goals can be carried out through cooperation, proportional and measurable utilization of resources.

In comparing these findings with other research and theory, consistency was found in the importance of the principal's role as leader, manager, and liaison in the school context. However, it should be noted that the role of principal can vary depending on the cultural context, the education system, and the school characteristics. It is important to note that this research provides a deeper understanding of the principal role in the school context and evaluates the implementation of effective education management standards. The findings and recommendations from this research can become the basis for developing better policies and practices in efforts to improve the education quality. These recommendations can be used by school principals and other stakeholders to inform better practices and policies in an effort to achieve the desired educational goals.

CONCLUSION

The results show that the standards of education management at MTs Yaspida was in accordance with national standards. The principal played an important role in developing education management standards. Principal who has a clear vision, good communication, inclusive leadership, and the ability to mobilize the entire school community is able to create a conducive environment for improving the education quality. With the principal's effective leadership in developing management standards, it is evident that it has had a positive impact on the education quality at MTs Yaspida Sukabumi.

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