

The Leadership Role of School Principals in Improving the Quality of Education Through School-Based Management

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ABSTRACT

Improving the quality of education is one of the main objectives of the national education system. One of the most influential factors in achieving this goal is the leadership role of school principals. This study aims to analyze the leadership role of school principals in improving the quality of education through the implementation of school-based management (SBM). The research method used was descriptive qualitative with data collection techniques through interviews, observation and documentation. The results showed that effective principal leadership is able to create a clear vision and mission, build a positive school culture, and encourage active participation from all school stakeholders. In addition, the implementation of MBS is proven to increase accountability, transparency and participation of the school community in the decision-making process. In conclusion, competent principal leadership and good implementation of school-based management are instrumental in improving the quality of education. The recommendations of this study are the need for continuous training for school principals to develop their leadership and managerial skills and increased cooperation between schools, government and communities to support effective implementation of SBM.

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1. INTRODUCTION

The failure of a group to achieve its goals can be attributed to the role of a leader if the leader cannot address the problem through his or her policies. This means that being a leader is not some kind of game for fun. Rather, it is a role that enables a leader to achieve the vision and mission that has been set. Professional leaders instill positive leadership values so that they remain leaders (Syadzili, 2019). Leadership is the ability to effectively and efficiently motivate, direct, direct, coach, guide, train, order, command, and prohibit others to achieve organizational or self goals. According to Imam Machali and Ara Hidayat (2018), managing an organization requires managerial skills and expertise to move the entire organization to achieve the vision and mission.

One of the keys to the success of an institution or organization is leadership (Syadzili, 2019). This applies to educational, political, religious, social, and organizational organizations (Arifin, 2019). In this case, the principal's leadership is very important to assess the success of the school. Principals should be highly motivated to support the programs that have been planned together so that they can carry out good leadership, me Effective leadership from the principal will have an impact on the quality of education (Juniarti et al., 2019; Muftahu, 2020). The quality of education will definitely be influenced by good principal leadership. To achieve this, principals must have good competencies, attitudes and performance. Although the role of school leadership is very important, there are principals who do not do it well. This will inevitably have a major impact on school activities, impacting on the quality of education. Due to poor school performance, the current principal's leadership cannot be considered

perfect. This will definitely have an adverse impact on the quality of learning if left unchecked. Therefore, school quality is the measure of a principal's success.

Improving the quality of human resources is an integral part of human empowerment, and good principal leadership is one of the main factors in this effort. However, national learning faces several problems, such as the low quality of learning at all levels and units of education, especially at the primary and secondary levels (Dikdasmen). Many parties are currently trying to improve the quality of learning, which is certainly inseparable from the important role of school principals. This effort is based on the realization of how important learning is to develop human resources and build the nature of the nation (national character building) for the progress of citizens and the nation. The dignity of a nation is based on the quality of its education. In the case of Indonesia, improving the quality of learning is a development target in the field of national learning and is an important part of efforts to improve the quality of Indonesian human beings as a whole (Mulyasa, 2007: 31).

Therefore, the quality of the principal's leadership is very important in improving the quality of learning and human resources. An effective principal will be able to create a conducive learning environment and support teachers and students to reach their full potential. In contrast, ineffective leadership will exacerbate existing problems and hinder efforts to improve the quality of learning. Therefore, improving the quality of school leadership should be a top priority in the effort to improve the quality of national education and the empowerment of human resources in Indonesia. perform their duties, and play their roles.

Through proper management in accordance with the needs of society and development, improvements in management and leadership are needed. Why should use the concept of School-Based Management (SBM). The reason is that the existence of School-Based Management (SBM) provides inspiration for schools and makes it possible to improve the quality of schools to realize their dreams that have been stated in the vision and mission, and school goals that have been set, to achieve these achievements. Through the implementation of School-Based Management, it is possible to compete to achieve it. All of that depends on the school's conducive climate to bring out the various creativity of educators and education personnel as well as students in the school, not waiting for policies from above (top down) but conditioned to appear by involving stakeholders (bottomup). Principal has a very important role, and in school management must be active, creative, innovative and dare to take risks and be responsible for it.

The success of school principals in improving the quality of education in schools is largely determined by the mastery of competence in carrying out their duties, roles, and functions as school principals. The role of school principals is very strategic in realizing schools that are able to form smart and competitive Indonesian people. Principals as leaders are expected to be able to contribute to the success in strengthening governance, accountability and public image. The success of school principals in improving the quality of education in schools is largely determined by their mastery of competencies in carrying out their duties, roles and functions as school principals.

2. METHOD, DATA, ANALYSIS

The research method for this scientific article is a qualitative method and literature study or Library Research. Literature study is a research method carried out by investigating and analyzing various literature sources related to the research topic. In this study also conducted an in-depth review by reading books, journals, articles, or scientific works and other data sources that have a relationship with the writing of this research. And this research will provide insight into the conceptual and theoretical framework behind the research topic and identify knowledge gaps that still require further exploration. Through the literature research approach, it is hoped that this paper can make a significant contribution to the development of understanding and knowledge relevant to the problem under study. And in qualitative research or literature study, literature review must be used consistently with methodological assumptions which must be used inductively so that it does not lead to the questions asked by the researcher. One of the main reasons for conducting literature research is that the research is exploratory.

3. RESULT AND DISCUSSION

Concept of Educational Leadership

Leaders can be defined as people who have the authority to make decisions for the organization. They can also be defined as people who have the ability to compel others to do certain things according to their expectations and goals. Leaders are the subjects or actors of the attributes of leadership, i.e. power, influence, and strength, as well as the ultimate holders of responsibility for all activities carried

out by their subordinates. The ability to influence others in certain situations so that they are willing to work together to achieve certain goals is known as leadership. Leadership, according to Overton, is the ability to carry out work actions with trust and cooperation. A leader has a unique style in exercising leadership. According to Overton, the focus of leadership lies on one's ability to elicit action from others. According to Hersey and Blanchard, leadership is the process of influencing the actions of a person or group to achieve goals in a particular situation. This opinion emphasizes the concept of leadership as the process of influencing others to achieve goals in a context. Leadership can occur anywhere. According to Wahjosumidjo (2022).

Kae H. Chung and Leon C Megginson define leadership as the ability to influence the behavior of others in a certain direction, and Edwin A. Fleishman defines leadership as an effort to influence people inter-personally (interpersonal) through the communication process to achieve certain goals. According to Suprayogo, leadership is the process of influencing individual or group activities to achieve certain goals in a predetermined situation. In his book "Educational Administration", Hadari Nawawi explains leadership as the ability to mobilize and influence others to be willing to take actions aimed at achieving goals through the courage to make decisions about what to do. In a group that performs certain activities, has goals, and has certain equipment, group leaders with certain characteristics are the result of certain circumstances.

Educational leadership is how education is carried out to achieve goals effectively and efficiently. The ability to influence and encourage others to achieve educational goals freely and voluntarily is known as educational leadership, according to Soetopo and Soemanto (1982). Morphet et al. state that the phenomenon of leadership of educational and administrative organizations is associated with leadership used in the activities of individuals responsible for decision making at various levels of informal educational organizations related to formal organizations. According to Dirawat et al., educational leadership is defined as the ability and process of influencing, coordinating and mobilizing others related to the development of educational science and the implementation of education and teaching effectively and efficiently to achieve goals.

According to Syafaruddin (2018), educational leadership consists of several things, as follows: (1) The process of influencing teachers, employees, and students as well as related parties (school committees and parents); (2) Influence intended to encourage others to do something; (3) Taking place in a school organization to manage learning activities; (4) The principal is officially appointed by educational officials or foundations in the field of education; (5) The goal to be achieved by his leadership is the graduation of high-quality students; (6) Leadership activities focus more on human relations than managing material resources; and (7) The focus of leadership activities is more on human relations than managing material resources.

Based on the above opinions, it can be concluded that educational leadership is the ability to influence, organize, and mobilize others who have to do with the implementation and development of education in order to achieve educational and school goals effectively and efficiently.

School-based management (SBM)

School-based management is the best way to organize schools. School-based management (SBM) is a strategy to realize effective and productive schools (Asbin Pasaribu, 2017). School-based management is a new paradigm of education management that involves the community within the framework of national education policy and gives schools broad autonomy. MBS is also referred to as a process of managing all activities in schools by involving all stakeholders in order to improve the quality of education (Setyaningsih, 2021). This opinion is supported by the idea that SBM is a school management management that provides school autonomy so that all school members can make decisions together to develop and improve the quality of education. The basic concepts of School-Based Management are democracy, autonomy and independence (A. Samad Usman, 2014). This indicates that schools are authorized to organize and manage school interests so that the quality of education is improved. This is in line with decentralization policies that encourage schools to make decisions in an open, accountable and engaged manner with students, parents, teachers, principals and communities.

MBS is defined by Ibrahim Bafadal (2019:82) as "A school management process directed at improving the quality of education, autonomously planned, organized, implemented, and evaluated involving all school stakeholders". According to Malen and Ogawa Krans (in Ali Idrus, 2019: 25-26), "school-based management can conceptually be described as a formal structural change in administration, as a form of decentralization that in essence, MBS gives schools the autonomy to independently develop and implement various programs to improve the quality of education in accordance with school needs.

According to Mulyasa (2014), the definition of School-Based Management (SBM) is the granting of broad autonomy at the school level so that schools can manage resources and funds freely and allocate them according to priority needs and be more responsive to local needs. The purpose of SBM is to empower schools, especially their human resources (teachers, employees, principals, students, parents, and the surrounding community) by giving them the authority, flexibility, and other resources to address the problems faced by schools. Schools that want to implement school-based management must understand several features. In other words, schools must learn and understand some features of SBM if they want to implement it successfully. Talking about the features of SBM cannot be separated from other school characteristics. SBM is the core of an effective school when considered as its container or structure. Therefore, the features of SBM include useful school components organized into inputs, processes, and outputs.

It can be concluded that school-based management is the autonomous organization and integration of school resources through various management inputs to achieve school goals within the framework of national education. It involves all school interest groups directly in the decision-making process. And with SBM, schools and communities no longer need to wait for orders from the center/top. They can develop a vision of education that suits their local circumstances and implement the vision independently.

Quality of Education

Quality in general is a description of the overall characteristics of the field or service that demonstrate in the ability to satisfy the needs required or implied. In the context of education, the notion of quality includes the input, process, and output of education. According to Joremo S. Arcaro, quality is a comprehensive description and characteristics of goods or services that demonstrate their quality or ability to meet customer needs. The quality of a product or service shows its quality or ability to meet customer needs, and the higher the quality of the product or service, the better the service to the customer. The quality of education is a general description of the state of an educational institution. Good quality education will definitely produce good output or output.

The quality of education can be seen in terms of its relevance to the needs of society, whether or not graduates can continue to the next level even to get a good job, and a person's ability to overcome life's problems. The quality of education can be seen from the benefits of education for individuals, communities and nations or countries. Specifically, there are those who see the quality of education in terms of the height and breadth of knowledge to be achieved by someone who takes education.

The quality of education can be viewed from the benefits of education for individuals, communities and nations or countries. Specifically, there are those who see the quality of education in terms of the height and breadth of knowledge to be achieved by someone who takes education. In the education process, the quality of education is related to teaching materials, methodology, infrastructure, personnel, financing, environment and so on. But on the results of education, quality is related to the achievements achieved by schools in a certain period of time which can be in the form of academic ability tests, such as daily tests, report cards, national exams, and non-academic achievements such as sports, arts, or skills.

According to Hari Sudrajat, quality education is education that is able to produce graduates who have abilities or competencies, both academic and vocational, which are based on social and personal competencies, as well as noble moral values. This education is also able to produce a complete human being (plenary human) or a human being with an integral personality (personality integrated). An educational institution can be said to have good quality or quality if its products or outputs succeed in achieving the goals or requirements of the institution.

Principal Leadership Role in MBS

MBS helps school principals in education who play a very important role in achieving educational goals. Principals have a very important role in creating a professional teacher, teachers play an important role in achieving student success. The role of the principal in improving teacher professionalism includes the principal as a leader, supervisor, motivator, managerial, administrator. The implementation of learning activities of a professional teacher must have a teaching strategy plan, then carry out teaching strategies properly and evaluate learning outcomes so as to achieve learning objectives. The Principal's Role in Implementing School-Based Management. The role of educator in the implementation of school-based management is the principal. The main role of the principal as a manager is to manage educational and non-educational personnel so that they are able to carry out their duties professionally. One of the tasks carried out by the principal is to carry out maintenance and professional development activities for teachers, in this case providing the widest possible opportunity for teachers and employees to participate in professional development activities. The role of the principal

as a controller of all activities is the main thing as a manager. The following is the principal's role in implementing school-based management:

1. **Role as Administrator in the Implementation of School-Based Management**
Although not all school administration has been completed properly, most, if not all, of it has been organized. In streamlining work for school administration, principals strive to divide tasks as clearly as possible to teachers and school employees.
2. **Role as Supervisor in the Implementation of School-Based Management.**
In carrying out supervision to improve the quality of education. Supervision carried out by the principal includes supervision of activities, teaching and learning, school administration, environmental cleanliness, school community discipline, work climate, reading interest and school activities. Every teacher is always supervised by the principal and the results of the supervision are submitted to the foundation. The Principal's role as a supervisor is to conduct supervision once a semester and assess the class directly. To assess how the teacher teaches and the preparation to the evaluation process.
3. **Role as a Leader in the Implementation of School-Based Management.**
As a leader, the principal's role is to influence, mobilize and empower existing resources in an effective, conducive, and participatory manner and in achieving school goals. Principals who try to be a good example to teachers and employees at school make every action taken by the principal an example for his subordinates. The principal's leadership style is a modeling leadership style (example), the hope is that every teacher is able to imitate it if there is a good action and dare not to imitate the action if it is not good.
4. **The principal's role as an entrepreneur in implementing school-based management.**
The principal maintains the good name of the school, especially the achievements of the students who have been owned, and organizes activities in student entrepreneurship such as activities on Wednesdays called market day, which is buying and selling in the school environment. The principal is still trying to find a solution in solving for entrepreneurship in schools so that it becomes better without any difference of opinion with the foundation that oversees it. With problems like that, principals are required to be creative and innovative so that students can get entrepreneurship lessons.
5. **Role as a Motivator in the Implementation of School-Based Management.**
The level of success of teachers in completing their duties must get more attention from a leader. As a motivator, the principal is required to always motivate subordinates to always be enthusiastic at work because motivation from the principal is very necessary. The physical and psychological support provided by TR to teachers and employees is very influential on the work results obtained.
6. **Role as Climator in the Implementation of School-Based Management.**
For principals, a good working climate can foster a pleasant work spirit for teachers and employees who work, the following explanation. The role as a climator tries to provide a pleasant working climate at school, a pleasant working climate for all teachers and employees is a tough job and the working hours burdened by teachers and employees are quite a lot. Teachers and employees who work full day from 07.15 - 15.30, if they do not get a comfortable and pleasant work climate, it can cause boredom and boredom. The important role of the principal must create

Principals' Strategies in Improving Education Quality through SBM

School-based management (SBM) gives principals greater autonomy in decision-making to improve the quality of education in their schools. One of the main strategies that principals can do is to increase the participation of all stakeholders, including teachers, students, parents and the surrounding community. By involving various parties in the planning and implementation of school programs, principals can create a collaborative and supportive environment, which ultimately has a positive impact on the quality of education. Effective and transparent communication is key in establishing good cooperation among all parties.

In addition, principals should focus on improving the quality of teaching and learning through training and professional development for teachers. By providing opportunities for teachers to attend relevant trainings, workshops and seminars, principals can help improve their competence and motivation in teaching. The use of innovative educational technology can also be implemented to support a more interactive and engaging learning process. Regular evaluation of teachers' performance and students' learning outcomes is essential to ensure that educational goals are well achieved.

Finally, principals need to ensure that the resources available in the school are used efficiently and effectively. This involves careful budget planning, maintenance of school facilities and procurement of adequate educational equipment. In addition, the principal should develop a positive school culture that promotes the values of discipline, hard work and good learning attitudes. By creating a conducive

and supportive learning environment, principals can ensure that every student has an equal opportunity to reach their full potential and improve the overall quality of education in the school.

4. CONCLUSION

Educational leadership is the ability of a leader to influence and direct others in achieving educational goals effectively and efficiently. It involves various aspects such as interpersonal influence, decision-making and resource management. School-based management (SBM) is an education management strategy that gives autonomy to schools to manage resources and make decisions independently in order to improve the quality of education. Principals play an important role in SBM as administrators, supervisors, leaders, entrepreneurs, motivators, and creators of a good working climate. With the right strategies, such as increasing stakeholder participation, focusing on the quality of teaching and learning, and using resources efficiently, principals can improve the quality of education. In conclusion, effective leadership and good MBS can produce quality graduates and create an educational environment conducive to achieving national education goals.

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