



The Influence of Principal Leadership on the Quality of Education in SMA Negeri 12 Jambi City

Eti Puspita¹, Mohamad Muspawi², Aprillitzavivayarti³

¹(Manajemen Pendidikan, Universitas Jambi, Indonesia)

²(Manajemen Pendidikan, Universitas Jambi, Indonesia)

³(Manajemen Pendidikan, Universitas Jambi, Indonesia)

* Corresponding Author E-mail: etipuspitaoct@gmail.com

Receive: 07/08/2023

Accepted: 17/09/2023

Published: 01/10/2023

Abstrak

Penelitian ini mempunyai tujuan untuk mengetahui pengaruh kepemimpinan kepala sekolah terhadap mutu pendidikan di Sekolah Menengah Atas (SMA) Negeri 12 Kota Jambi. Metode yang digunakan dalam penelitian ini yaitu metode penelitian kuantitatif dengan menggunakan pendekatan survey. Selanjutnya, populasi dalam penelitian merupakan guru di SMA Negeri 12 Kota Jambi. Sedangkan sampel yang digunakan dalam penelitian ini merupakan keseluruhan dari populasi yaitu sebanyak 48 orang guru. Pengumpulan data menggunakan kuesioner yang terdiri dari 30 item pernyataan, dimana kuesioner tersebut diberikan kepada 48 guru selaku sampel dalam penelitian ini. Kesimpulan dari hasil penelitian yang menggunakan output spss versi 24 tersebut menunjukkan bahwa nilai korelasi (R) yaitu sebesar 0,195. Dari tabel tersebut juga diperoleh koefisien determinan atau R square sebesar 0,038 yang berarti bahwa pengaruh variabel Kepemimpinan Kepala sekolah terhadap mutu pendidikan sebesar 3,8%. Selain itu, hasil yang diperoleh dari koefisien menunjukkan bahwa nilai signifikansi pada tabel koefisien diperoleh sebesar $0,000 < 0,05$ sehingga dapat ditarik kesimpulan bahwa variabel Kepemimpinan Kepala Sekolah berpengaruh terhadap variabel Mutu Pendidikan.

Kata Kunci: *Kepemimpinan, Kepala Sekolah, Mutu pendidikan.*

Abstract

This research aims to determine the influence of the principal's leadership on the quality of education at State Senior High School (SMA) 12 Jambi City. The method used in this research is a quantitative research method using a survey approach. Furthermore, the population in the study were teachers at SMA Negeri 12 Jambi City. Meanwhile, the sample used in this research was the entire population, namely 48 teachers.

Data were collected using a questionnaire consisting of 30 statement items, where the questionnaire was given to 48 teachers as the sample in this study. The conclusion from the research results using SPSS version 24 output shows that the correlation value (R) is 0.195. From this table, a determinant coefficient or R square of 0.038 is also obtained, which means that the influence of the principal leadership variable on the quality of education is 3.8%. Apart from that, the results obtained from the coefficients show that the significance value in the coefficient table is $0.000 < 0.05$ so that it can be concluded that the Principal Leadership variable has an influence on the Education Quality variable.

Keywords: Leadership, Principal, Quality of education.

Introduction

Quality is a very basic part of a process or system that aims to show the advantages of a product. Quality improvement is not only carried out by institutions that produce goods, but can also be products in the form of services. Likewise in the world of education, there is also quality improvement which is an essential part to pay attention to. Where the educational process is the goal of the educational organization itself. And efforts to improve the quality of education are a topic that is continuously discussed during education management. Continuous efforts to be made with the aim of making higher quality education and relevant education achievable.

The theoretical principles regarding quality were developed by several figures, including Edward Deming, Joseph M. Juran, Philips B. Crosby, and Kouru Ishikawa. According to Edward Deming, the definition of quality is "using simple statistical techniques on the output of a continuous improvement program. Only through statistical verification can a manager know that he is facing a problem and get to the root of the problem." Meanwhile, according to Joseph M. Juran, quality can be seen from the process of reflecting a rational approach or facts towards an institution or company and emphasizes the importance of the planning and quality control process. (Rofiqoh et al. 2020).

Basically, in improving the quality of education, many efforts have been made by the Indonesian government. As stated in Law Number 32 of 2004 regarding the effects or consequences of regional authority, including the field of education provided by regional autonomy. And

regional governments try to improve the quality of education in their regions by using various other types of support through regional autonomy. Where the series of supports include educational technical staff (school principals, teachers and students), financing management, facilities and infrastructure and what is no less important is administrative staff (Ningsih, et al. 2021).

Leadership is one of the most important causes in every institution, this is because leadership is the determinant of the failure or success of an organization. Likewise, in determining the quality of education, whether or not educational goals are achieved depends on the leadership of the school principal himself. Therefore, many experts define school principal leadership as an important role in improving the quality of education (Fitrah, 2017). Meanwhile, according to Susanti (2021), leadership is one of the factors that determines the success or failure of educational goals in improving the quality of education. A leader must have the ability to plan, implement and organize well so that he can achieve the vision and mission of the institution he leads.

Based on research conducted by Idris, (2017) which was carried out at Tanjung 2 State Primary School (SD) with the title The Influence of Principal Leadership Orientation and Teacher Performance on the Quality of Education at Tanjung 2 State Elementary School. This research shows that simultaneously the head's leadership orientation Schools have a significant effect on the quality of education. And partially, the

principal's leadership orientation has a significant positive effect on the quality of education as evidenced by the results of the analysis using the t test and partial correlation coefficient.

According to Sari et al (2021) In essence, to improve the quality of education it is necessary to use effort, namely by giving power and responsibility to the school principal when making decisions and involving teaching staff and all members in the school or some members of the community. A school leader must be able to face changes in his school with the aim of improving the quality of education. Meanwhile, according to Fitriyah & Santoso (2020), one of the efforts to improve the quality of educational institutions can be seen from the leadership of the school principal. The school principal is a very appropriate role or figure to improve the quality of education.

School principals, education staff and other school members have the responsibility to improve the quality of education in schools. Because improving the quality of education is not an easy effort to achieve but a process full of challenges. Education requires efforts to improve and increase the quality of education in line with the high demands of people's lives due to increasingly changing times. The process carried out to improve the quality of education must be supported by school members, school facilities, sufficient funding and appropriate strategies.

Quality of education refers to the opinion of Taylor, West, & Smith in Fadhli (2017) that indicators of educational quality include: parental support, student commitment, principal leadership, learning quality, human resource management in schools and school comfort. However, in reality, various kinds of problems are still found in improving the quality of education, including: first, parental support. In Law No. 20 of 2003 concerning the National Education system, it states several roles that the community can play in providing education, which are regulated in article 54 paragraph 1, community participation in education includes the participation of individuals, groups, families, professional organizations, entrepreneurs and community organizations in organizing and controlling the quality of educational services.

Meanwhile, regarding community participation in education, it is contained in government regulation no. 39 of 1992 article 3 which states that community participation can be carried out in various forms such as the establishment and implementation of education, procurement and provision of assistance for educational personnel, procurement and provision of expert assistance, procurement and/or implementation of educational programs that have not been implemented by the government to support national education, procurement funding and providing other assistance, procuring and providing assistance with learning facilities, providing opportunities for internships, providing thoughts and considerations, providing management assistance and providing assistance in the form of collaboration (Fadhli, 2017). Meanwhile, regarding community participation in education, it is contained in government regulation no. 39 of 1992 article 3 which states that community participation can be carried out in various forms such as the establishment and implementation of education, procurement and provision of assistance for educational personnel, procurement and provision of expert assistance, procurement and/or implementation of educational programs that have not been implemented by the government to support national education, procurement funding and providing other assistance, procuring and providing assistance with learning facilities, providing opportunities for internships, providing thoughts and considerations, providing management assistance and providing assistance in the form of collaboration (Fadhli, 2017).

Meanwhile, regarding community participation in education, it is contained in government regulation no. 39 of 1992 article 3 which states that community participation can be carried out in various forms such as the establishment and implementation of education, procurement and provision of assistance for educational personnel, procurement and provision of expert assistance, procurement and/or implementation of educational programs that have not been implemented by the government to support

national education, procurement funding and providing other assistance, procuring and providing assistance with learning facilities, providing opportunities for internships, providing thoughts and considerations, providing management assistance and providing assistance in the form of collaboration (Fadhli, 2017).

Second; organizational culture and climate. According to Triguno in Munirom (2021), an organizational culture that is well maintained, capable of displaying behavior of faith, piety, creativity, innovation and sociability must continue to be developed. Culture and climate provide identity and guidance to each member of the school organization (principal, teachers, staff and students) to be able to work well and in accordance with the values and character of the organization in the school. For this reason, a quality-oriented organizational culture and climate needs to be formed by members of the school organization so that each member can work well so that good school quality can be achieved.

Third; quality of learning. In this global era, the function of learning is more important in improving mastery of science and technology than technological results. This requires professional learning in the field. According to the Director General of Primary and Secondary Education, increasing and developing professional abilities includes various aspects, including the ability to use methods and facilities in the teaching and learning process, carrying out assessments of learning processes and outcomes, the ability to utilize the environment as a learning resource, learning discipline and commitment to tasks.

Based on the description of the problems that have been presented and the phenomena that occur, researchers are encouraged to make observations in schools and the results of previous research are supporting objects in the research because there are still many problems that researchers need to observe regarding the Influence of School Principal Leadership on the Quality of Education.

Method

The method used in this research is a

quantitative research method with a survey approach. Quantitative research according to Creswell (2016) is research in the form of steps or techniques in examining the relationship between one variable and other variables to test certain theories. The population in this study were all teachers at SMA Negeri 12 Jambi City, totaling 48 people using a total sampling technique. Taking into account that the population is less than 100, the sample size in this study uses the entire population, namely 45 respondents. where the sample size also refers to Arikunto's opinion in Iktiromirosyid and Jumini (2019) that if there are less than 100 subjects, then the entire population should be studied so that the research is population research.

The data collection technique in this research will use a questionnaire. According to Sugiyono (2019) research data collection can be carried out with various settings or various methods and with various sources. Data collection can be through primary sources where data is directly given to researchers or through secondary sources where data is not directly given to researchers such as documents and so on. The data analysis technique used in this research is the SPSS version 24 analysis technique.

Results and Discussion

State High School (SMA) 12 Jambi City is located on Jalan Captain Pattimura RT. 01 Ex. Get to Know the Big District. Barajo Nature, Jambi City. State High School (SMA) 13 Jambi City is an educational institution that is overseen by the Jambi Provincial Education Office. Where basically a school has the desire to be able to make changes for the better in the future. Therefore, the principal's leadership is one of the determining indicators of the success that a school wants to achieve.

1. Quality of Education

The word quality of education consists of quality and education. The word quality comes from English which means quality. In accordance with its existence, quality is seen as the highest value in a product Winarsih (2017). Quality of education is two things that come from two words, namely quality and education. This means looking at the quality of a product produced by an institution in the world of education. To see the quality of education, it can be identified from the number of students who have achievements, which can be in the form of academic achievements or student final results and can also be in the form of non-academic achievements. And it can be seen from the number of graduates of a school (Aziz 2015).

Meanwhile, according to Hadis & Nurhayati in Kuntoro (2019) the quality of education is one of the pillars of human resource (HR) development which is very important for developing a country. It can even be said that the future of a country lies in the existence of quality education at this time. Quality education will only grow if there are quality educational institutions. Therefore, efforts to improve the quality of education are a way to create quality education.

Quality is generally defined as quality. Judging from the definition of quality, namely the measure of the good and bad of an object, level, or degree such as intelligence, intelligence and so on (Hadi 2020). Apart from that, according to Yunus (2016), quality in the world of education is not a form of goods but a product in the form of services. Where quality in education must meet what is needed, what is expected, and what is the desire of all school members, especially focusing on students.

Furthermore, according to Rahman (2020), improving the quality of education can be interpreted as a set of principles and methods that emphasize improving quality by referring to educational institutions to continuously and interconnectedly increase the capacity and abilities of their schools with the aim of meeting the demands of students and society and being able to create quality and competitive students in the era of rapid progress of globalization.

2. Principal Leadership

According to the Big Indonesian Dictionary (KBBI), school principal comes from two words, namely "head" and "school". Where head means the leader or chairman of an institution or organization. Meanwhile, school means an institution or organization which is a forum or place for the learning process. In general, a school principal can be defined as the leader of an educational institution where the teaching and learning process takes place. The principal is someone who moves and determines the direction of school goals and policies that have previously been planned. The principal is someone who has the authority to organize all activities in the school so that the principal plays an important role in determining or making decisions in the school (Sari 2013).

Leadership comes from the word leader which means leader or it can be called to lead which means to lead. Meanwhile, the principal means "chairman" or is also called a leader in an educational institution. And school is a place or forum for the learning process for students. So the principal's leadership is an effort or way for the principal to invite, direct, guide and encourage school members such as education staff, students, administrative staff, student parents and other related parties to play a role in realizing dreams or achieving desired goals (Said 2018).

Principal leadership is often associated with increasing or improving the quality of education. If a school tries to achieve predetermined goals, the effectiveness of leadership or management in that educational institution is increasingly considered important. For this reason, in leadership, school principals are required to be able to make decisions in any situation, including critical situations, take into account the effectiveness and efficiency of the learning process, and motivate the work of their subordinates (Fadhli 2016). The results of statistical analysis using SPSS version 24 are as follows:

Table 1. Results of Variables Entered/Removed

Variables Entered/Removed			
Model	Variables Entered	Variables Removed	Method
1	Kep. Principal		Enter

a. Dependent Variable: Quality. Pend.

b. All requested variables entered.

The variables entered/removed table above explains what variables are used in this research. Where the variables used in the research are the Principal Leadership variable as the independent variable and the Education Quality variable as the dependent variable. And the method used is the enter method.

Table 2. Model summary results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,195a	,038	,017	3.83907

a. Predictors: (Constant), Kep. Principal

The model summary table above explains that the correlation value (R) is 0.195. From this table, a determinant coefficient or R square of 0.038 is also obtained, which means that the influence of the principal leadership variable on the quality of education is 3.8%.

Table 3. Coefficient Results

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

1 (Constant)	44,280	5,056		8,757	,000
Kep. Principal	,122	,091	,195	1,350	,184

a. Dependent Variable: Quality. Pend.

The results of the simple regression test in this research can be seen from the significance value. where the significance value in the coefficient table is obtained at $0.000 < 0.05$ so that it can be concluded that the Principal Leadership variable influences the Education Quality variable.

Conclusion

This research aims to determine the influence of the principal's leadership on the quality of education at SMA Negeri 12 Jambi City. In this research, an instrument of 30 statement items was used. Where are the results obtained from the SPSS version 24 summary output model, namely The correlation value (R) is 0.195. From this table, a determinant coefficient or R square of 0.038 is also obtained, which means that the influence of the principal leadership variable on the quality of education is 3.8%. Apart from that, the results obtained from the SPSS version 24 output coefficient show that the significance value in the coefficient table is $0.000 < 0.05$ so that it can be concluded that the Principal Leadership variable has an influence on the Education Quality variable.

Bibliography

- Aziz, A (2015). Improving the Quality of Education. Journal of Islamic Studies. 10(2), 1-13
- Creswell, John W. (2016). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Yogyakarta: Learning Library
- Ministry of National Education (2003). Law of the Republic of Indonesia Number 20 of 2003 concerning the

- National Education System.
- Fadhli, M. (2016) Effective Principal Leadership in Creating Effective Schools. *Tarbiyah Journal*. 23(1), 23-44
- Fadhil, M. (2017). Education Quality Improvement Management. *Journal of Educational Management Studies*. 1(2), 215-240
- Fitrah, M. (2017). The Role of School Principals in Improving the Quality of Education. *Quality Assurance Journal*. Pages 31-42
- Fitriyah, I., & Santoso, AB (2020). Principal Leadership in Facing the Era of Industrial Revolution 4.0 to Improve School Quality. *Journal of Educational Management, Leadership and Supervision*. 5(1) 65-70
- Hadi, S. (2020). Quality Development Model in Educational Institutions. *PENSA: Journal of Education and Social Sciences*. 2(3), 321-347
- Idris, A. (2017). The Influence of the Principal's Leadership Orientation and Teacher Performance on the Quality of Education at Tanjung State Elementary School 2. *Management Partners Journal*. 1(2) 189-201
- Iktiromirosyid, F., & Jumini (2019). The Influence of Library Facilities and Librarian Performance on the Visiting Interest of Librarians at the Tegal University Library UPT. *Journal of Library Science*. 6(4). 381-390.
- Kuntoro, AT (2019). Islamic Education Quality Management. *Journal of Education*. 7(1) 84-97
- Minsih, M., Rusnilawati, R., & Mujahid, I. (2019). Principal Leadership in Building Quality Schools in Elementary Schools. *Journal of Basic Education Professionals*. 2(1), 29-40
- Munirom, A. (2021). Quality Improvement Management. *An-Nur Journal: Studies in Islamic Education and Science*. 7(1) 154-174
- Ningsih, KD, Harapan, E., & Destianar. (2021). The Influence of School Committees and Principal Leadership on Improving the Quality of Education. *Journal of Educational Management, Leadership and Supervision*. 6(1) 1-14
- Rahman, M.L. (2020). Education Quality Development Model from Philip's Perspective. B. Crosby. *El Bidayah: Journal of Islamic Elementary Education*. 2(1), 41-56
- Rofiqoh, YA, Istikomah, I., & Hidayatullah, H. (2020). Implementation of school Quality Management in Indonesia: Implementation of School Quality Management in Indonesia. *Journal Proceedings of The ICECRS*. 6(6) 1-7
- Said, A. (2018). Principal Leadership in Preserving a Culture of Quality Education. *Evaluation Journal*. 2(1), 257-273
- Sari, AJDR, Giatman, M., & Ernawati. (2021). The Leadership Role of School Principals in Improving the Quality of Education. *Journal of Educational Research and Development*. 5(3) 329-333
- Sari, DP (2013). Contribution of the Principal's Leadership Style and Teacher Achievement Motivation to the Quality of Education in the Rama 2 Cluster, UPT Disdikpora, Kembang District, Jepara Regency. *Journal of Educational Management*. 2(1) 92-104
- Sugiyono. (2019). *Statistics for Research*. Bandung: Alfabeta.
- Susanti, H. (2021). Education Management, Education Personnel, Educator Standards, and Education Quality. *Journal of Education*. 2(1), 33-48
- Winarsih, S. (2017). Policy and Implementation of Higher Education Management in Improving the Quality of Education. *Scholar's Journal*. 15(1) 51-66

Yunus, M. (2016). Teacher Professionalism in
Improving the Quality of Education.
Lantern Education. 19(1), 112-128