

## Educational Leadership in Improving the Quality of School-Based Education

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### ABSTRACT

**Background.** Quality education is inseparable from how leaders can empower all elements in schools by school conditions. Improving the quality of school-based education, starting from the state of schools that are believed to have weaknesses, is time for improvements.

**Purpose.** Therefore educational leaders must be observant in seeing which conditions are most important for improvement or change so that the goal of improving the quality of school-based education achieves its goals. Making changes in the context of improving the quality of education cannot be done alone but requires the full support of all elements of the school, starting from educators, education staff, students and the school community.

**Method.** This article uses the literature review method by analyzing several research results and some literature related to educational leadership and school-based quality. The literature review method collects data using various literature, such as books, journals, and other references that are considered appropriate to the research topic

**Results.** Effective educational leadership can cover all aspects of schools' need to improve quality, especially the quality of teaching staff as the frontline. The qualified teaching staff is a benchmark for school progress which will eventually become the quality of education. Therefore, it needs to be empowered according to the expertise possessed so that the quality of teaching staff can be improved sustainably. Educational leadership in carrying out their duties must be distinct from their leadership style, which also affects the quality of education.

**Conclusion.** In addition, educational leadership also has competencies that are part of the leader's self to realize the achievement of educational goals.

### KEYWORDS

Foreign, Motivation, School

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### INTRODUCTION

Leadership is most important in an institution, including educational institutions. Education is one of the main parts of a country to advance the civilization of a nation (De Gagne dkk., 2019). Through education, human resources are educated, trained, fostered and empowered so that one day they will become successors to the progress of a nation (Hegerius dkk., 2020). This is by the elucidation of Law No. 20 of 2003, namely that national education has the vision to realize the education system as a social institution that is tough and has dignity so that it can empower all Indonesian people to develop into human beings who have a high quality so that they can compete and advance in responding to challenges (Lim dkk., 2019).

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dynamic era Wahjosumidjo (2009) mentions that educational leadership is the key to school success".

This means that the role of the Principal as a leader is vast for school success, where the success rate of the Principal is seen from how it influences all school members (teachers, administration, students, to carry out activities so that they can realize the achievement of school goals, especially creating stability, integrity and achievement To be able to realize this, the Principal must understand and be able to carry out his role as an educator, manager, administrator, supervisor, leader, and creator of a cool climate.

At present, the success of educational or school leadership is inseparable from how leaders can improve the quality of schools (Garshasbi dkk., 2021). One form of improving the quality of schools in Indonesia through adopting American and British countries where school principals have full authority in preparing programs is through school-based management (Smolle dkk., 2021). School-based management is not the only program to improve school quality, but with full authority given to school principals, school quality will improve, even though the process takes a long time.

The school-based quality improvement provides an excellent opportunity for schools to improve school quality by mobilizing all existing school resources to play an active role in every activity through prior observation of school conditions (Palmon dkk., 2021). However, every school has weaknesses, strengths, opportunities to advance, and rivals (Gomez dkk., 2021). Not all school principals as educational leaders have done this, so the expected quality improvement has not reached the predetermined standard.

## LITERATURE REVIEW

The term leadership has been put forward by many experts in general and specifically. Leadership is a significant factor in influencing organizational performance because leadership is a major part of achieving organizational goals. Leadership is someone who can exert influence to achieve common goals. Leadership can also be interpreted as one related to work in leading. Sagala (2007) says: "Leadership is a process". Consists of input, process and output, not something that happens instantly (Mujica dkk., 2021). This creates a vision, influencing attitudes, behaviour, opinions, values, norms, and others.

Meanwhile, Usman (2011) says that "leadership is the behaviour of someone who directs group activities to achieve common goals" (Kohnke dkk., 2023). Leadership is an asset or the ability to control people so that maximum results with as little as possible and as large as possible to establish cooperation (Lakatos, 2022a). Wahjosumijo (2013) explained that leadership is an essential force in management (Lakatos, 2022b). Therefore, leading effectively is the key to becoming an effective manager.

Komariah (2015) explains that as a school principal and as an educational leader, you also have to know at least be aware of and understand three things:

1. Why quality education is needed in schools.
2. What must be done to improve school quality and productivity?
3. How to manage schools effectively to achieve high achievement.

So based on the above understanding, the following indicators of effective school principal leadership are born:

Emphasizes teachers and all school members to fulfil learning norms with high discipline.

Guiding and directing teachers in solving their work problems and being willing to assist proportionally and professionally

Provide support to teachers to enforce student discipline.

Demonstrate exemplary attitudes and behaviour that can be role models or models for teachers, students, and all school members.

1. Build active, creative and productive working groups.
2. Providing space for school empowerment to all school members.

The school's goals will be achieved if educational leaders own the six indicators. This is also inseparable from his role as a school principal, issued through Permen no. 13 of 2007 concerning school/madrasah principal standards (Thorell dkk., 2022). The role of the principal as an educational leader begins with his role as a teacher, a manager, an administrator, a supervisor, a leader, an innovator and as a motivator. Within a certain period, the principal, as an educational leader, will be able to see the school as a whole, and the impact will affect the leadership style applied.

### **School Based Quality**

School-based quality is an improvement in the quality of schools through the condition of the school itself in terms of its weaknesses, strengths and competition (Fatani, 2020). This has been implemented at the beginning of regional autonomy, impacting education and school autonomy. The results have not been significant in several regions and also schools. School-based quality, better known as school-based management (SBM), is a management model providing greater autonomy or independence to schools.

Triwiyanto (2013) explains that the term School-Based Management is a translation of school-based management that first appeared in the United States when people questioned the relevance of education to the demands and developments of the local community. Larry Kuehn and Eric (Ravens-Sieberer dkk., 2023), the Clearinghouse on educational management, wrote a lot of other names for SBM, including devolution in the form of changes in school management from depending a lot on the agencies above it or the government to managed with specific steering (self-managed in each area) (Tamis-LeMonda dkk., 2019), independent school management, participatory school management. Schools are expected to compete with school-based management to achieve their goals according to school capabilities.

SBM is a new paradigm of education that provides broader autonomy at the school level, which inspires schools and makes it possible to improve the quality of schools to realize their dreams contained in the school's vision, mission and goals. In Indonesia, SBM uses the term School-Based Quality Improvement Management (MPMBS) (Kay & Pasarica, 2019), a form of school management or management that gives authority and power to schools to achieve the implementation of education in schools by applicable laws.

Implementation of SBM in Indonesia includes school autonomy, flexibility, participation from school members and stakeholders, and accountability for achieving school quality goals (Chandrasekar dkk., 2020). The purpose of implementing SBM is to become independent or empower schools through granting authority (autonomy) to schools, giving schools greater flexibility to manage school resources and encouraging the participation of school members and the community to improve the quality of education. Better, the concept of mindset is needed as a guideline for the analysis stages (Rychik dkk., 2019). The mindset of preparing a strategic plan refers to vision, mission, goals, objectives/indicators, SWOT analysis, strategy, grand strategy, priorities, policies, programs and activities.

### **School Based Management Objectives (MBS)**

The aim of implementing SBM is to empower schools, especially their human resources (principals, teachers, employees, students, parents and the surrounding community), by providing authority, flexibility and other resources to solve problems faced by the schools concerned.

The characteristics of a "powerful" school are :

1. High degree of independence
2. Low dependency level
3. Be adaptive, anticipatory and proactive
4. Have a high entrepreneurial spirit
5. Take responsibility for school results
6. Having strong control over management inputs and resources
7. Control of working conditions
8. High commitment to himself
9. Judged by achievement.

Furthermore, the characteristics of empowered school human resources (HR) include:

1. Work is his
2. He is in charge
3. He has a say in how things are done
4. His work has a contribution
5. He knows his position where
6. He has control over his work
7. His work is part of his life

The main objective of MBS is to improve the quality of education (Liang dkk., 2021). With SBM, schools and communities no longer need to wait for orders from the centre/above (Lü dkk., 2020). They can develop an educational vision appropriate to local circumstances and implement it independently.

### Characteristics of School-Based Management (MBS)

School-based management has characteristics that need to be understood by schools that will implement it (Herpich & Rincon, 2020). In other words, if schools want to be successful in implementing SBM, then some of the characteristics of SBM need to be well studied and understood. Discussing the characteristics of SBM cannot be separated from the characteristics of an effective school. If SBM is considered the container/framework, then effective schools are the contents (Yang dkk., 2019). Therefore, the MBS characteristics contain elements of an effective school which are categorized into input, process and output.

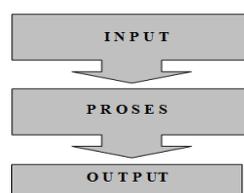


Figure 1. Characteristics of School Based Management (SBM)

Educational input is everything that must be available because it is needed for a process to take place. Something that is meant in the form of resources and software as well as expectations as a guide for the ongoing process (Houghton dkk., 2020). Resource inputs include human resources (principals, teachers, counsellors, employees, students) and the remaining resources (equipment, supplies, money, materials, etc.). The educational inputs include:

1. Have a clear policy, vision, mission, objectives, quality objectives
2. Resources are available and ready.
3. Competent and highly dedicated staff.
4. Have high achievement expectations.
5. Focus on customers (especially students).

6. Management input (tasks, plans, programs, provisions, controls).

The process is changing "something" into "something else" (Saiz-Rubio & Rovira-Más, 2020). Something that affects the ongoing process is called input, while something from the results of the process is called output (Karasu dkk., 2020). In the implementation of education in schools, what is meant by the educational process includes four things, namely:

1. The decision-making process.
2. Institutional management process.
3. Program management process.
4. Teaching and learning process.

The education output is the school's achievement from the learning and management process. School output can be measured by school performance which consists of (1) Effectiveness (Mao dkk., 2020); (2) Quality; (3) Productivity; (4) Efficiency; (5) Innovation; (6) Quality of work life; and (7) work morale.

### **School Based Management (SBM) Implementation Strategy**

In essence, changing the central-based management approach to SBM is not an easy job but a continuous process involving all elements responsible for implementing education in schools.

The main strategies used in implementing school-based management are:

Disseminate the SBM concept to all school members.

Carry out an analysis of the situation in schools and outside schools, the results of which are real challenges that must be faced by schools in changing central-based management to SBM.

Formulate situational objectives to be achieved from the implementation of school-based management based on the challenges faced.

Identify those who need to be involved to achieve situational goals and still need to examine their level of readiness.

Determine the level of readiness of each function and its factors through SWOT analysis (Strength, Weakness, Opportunity, and Threat).

1. Choose troubleshooting steps.
2. Make short, medium and long term plans and their programs.
3. Implement programs to realize the SBM short term plan.
4. Monitoring of the process and evaluation of the results of SBM.
- 5.

### **RESEARCH METHODOLOGY**

This article uses the literature review method by analyzing several research results and some literature related to educational leadership and school-based quality. The literature review method collects data using various literature, such as books, journals, and other references that are considered appropriate to the research topic (Dong dkk., 2019). This study uses the literature method because researchers want to see the extent of the research on quality school-based educational leadership. In carrying out the analysis and at the same time to sharpen the results, the authors made observations in several schools to see how leadership was carried out to improve school-based quality, especially in anticipating weaknesses and, at the same time, strengthening the school's position among competitors.

### **RESULT AND DISCUSSION**

Educational Leadership in improving school-based quality is the task of a leader to start school activities by looking at the actual condition of the school. Based on observations in several schools regarding the role of education/school leadership in general, it has been running according to its role

as educator, manager, administrator, supervisor, leader, innovator, motivator, figure, mediator, creator of the work climate, and entrepreneur. Meanwhile, the leadership style of the school principal in carrying out his Leadership is dominated by a democratic leadership style which allows each staff to carry out their duties, starting with their abilities first. Then they are encouraged to improve their professionalism to work even better and achieve the vision, mission and school goals.

Seeing what the principal has done in his Leadership has brought out the character of quality leadership. As Arcaro (2006) said, a quality leader is defined as a person who measures his success with the success of individuals in the organization. A quality leader in education is characterized by his ability to describe the institution's vision to his school staff and inspire the staff to take the steps or actions needed to realize this vision.

Implementing the principal's Leadership in school-based quality makes communication a means for managing the led school program. This is done to minimize errors in implementing the work program that is being implemented so that the expected quality development can be carried out optimally. Ermika and Pratiwi (2022) state that the Leadership of school principals in improving the quality of education through the ability to communicate, motivate and personal involvement. This communication ability also has an impact on the democratic Leadership applied by the school principal, namely in a pattern of harmonious and familial relationships in the school environment, solid teamwork always colouring the steps in carrying out each task and obligation. To create cohesiveness and close relationships between the school principal and members, including teaching staff, employees, and students (Natsir et al., 2022).

Educational Leadership in improving the quality of school-based education should be open with all school staff so that they can express various problems encountered in carrying out their duties and get solutions for how to solve them. Therefore, school principals are always good listeners to their subordinates. When the teacher has a problem, the principal will provide a solution. Even personal problems must listen because problems that are not resolved will hurt their performance. Being a listener is very important in establishing a closeness between the school's principal and the education staff. A school principal is required to understand his subordinates and is required to be able to position himself among his subordinates.

Strategies that must be carried out by school principals in improving quality through school-based, conducting environmental analysis concerning the school's vision, mission and goals, then analyzing the actual conditions of the educational situation by looking at the weaknesses, strengths, opportunities and also school rivals, which then prepares a strategic plan through short, medium and long term programs. Moreover, in the program's implementation, monitoring and evaluation are carried out to see which programs have problems while in progress and which programs show results that are by the plan, and the results of monitoring and evaluation form the basis for preparing the following program. Besides that, schools must have and implement an Internal Quality Assurance System (SPMI) in addition to the External Quality Assurance System. (SPME)

SPMI, in its implementation, is part of school-based quality because each of its activities is inseparable from the conditions of the school, such as input, change, supervision, monitoring, and mapping of new quality and standards that must be achieved is SPMI's task, so that program implementation is by the goals of the school itself. Afif Suryono (2020) said that the implementation of the quality assurance system for primary and secondary education follows a cycle of activities according to their respective components, where the cycle includes.

Mapping the quality of education carried out by education units based on the National Education Standards, b) Making quality improvement plans that are outlined in the School Work

Plan, c) Implementation of quality compliance both in the management of educational units and in the learning process,

Monitoring and evaluation of the process of implementing quality compliance that has been carried out,

Establishment of new standards and preparation of quality improvement strategies based on monitoring and evaluation results.

The existence of SPMI in education units requires schools to have a solid and compact team, a high level of participation by school members and stakeholders, and strong leadership ready to make changes to improve school quality is the most dominant factor. To be able to support the pattern of leadership in improving school-based quality, the leader must have firmness in making decisions, in attitude, and commitment in carrying out the programs that have been mutually agreed upon while still paying attention to various conditions, which is one of the keys to the success of the principal. Schools in improving the quality of education (Bintang et al., 2022; PS et al., 2022).

Improving the quality of school-based education in these schools is inseparable from the role of the school principal, who is a figure capable of driving, directing and motivating these changes, in addition to carrying out his leading role as a leader, as well as: manager, entrepreneurship development and supervision. Sustainable. As a leader, the principal can move, direct, and motivate his followers to do work with full responsibility to achieve predetermined targets as a manager is able to plan, organize, direct, and carry out ongoing supervision, as an entrepreneur is able to create schools that excel as a venue promotion, being an innovator, creative, exemplary figure, mediator and solution provider.

What is no less important is how a leader can empower all school members, increase the participation of school members, the community, and stakeholders, collaborate with related parties, promote, conduct training, deepen material, social activities and other activities that support improving the quality of education School.

## CONCLUSION

Carrying out the principal's leading role as leader, manager, entrepreneurship development, and supervision is integral to improving the quality of school-based education. At the same time, his role as an entrepreneur is the other side that strengthens the position of educational leaders in improving the quality of school-based education because entrepreneurship creates a tough character, hardworking and intelligent, creative, innovative, committed, and trying to set an example for the school community. In addition, the leadership of the school principal, to improve the quality of education, must provide guidance and cooperation to all school members, increase the participation of school members, the community, and stakeholders, establish cooperation with related parties, conduct guidance and training, invite resource persons, deepen material, raise funds. , social services, promotions, and others. Principals as educational leaders also need to develop strategies to improve the quality of education through environmental analysis, look for gaps, determine goals and objectives set in school work plans, program implementation, ongoing monitoring and evaluation so that they can immediately overcome all obstacles that arise in schools.

## AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

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