



## Leadership of School Principals and Their Role in Improving the Quality of Education in Indonesia

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### ABSTRACT

The current leadership of the school principal cannot be said to be good. This can be seen from the performance which is not yet optimal. The leadership of the school principal plays an important role, but some school principals are unable to carry out their duties well. This will of course greatly influence school activities which have an impact on the quality of education. This research aims to analyze the leadership of school principals in improving the quality of education. This type of research uses rivew literature using 6 articles. The data analysis technique uses qualitative analysis. The results of the research show that the leadership of school principals who have changes can improve the quality of education. Change by looking for innovative programs, improving student management in school culture, and disciplining them. The principal's leadership is formed by his character which provides a sense of comfort to the entire school community. A good school principal is able to foster a school culture and discipline, become a work partner, create cooperation between all school members to form a friendly and purposeful school environment. In this way, the leadership of the school principal can improve the quality of education in the institution where he serves.

**Keyword:** *Leadership, Principal, Quality of Education*

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## INTRODUCTION

The success of a school cannot be separated from the success of the principal's leadership. Principal leadership has an important role in school effectiveness and improvement (Zheng et al., 2017). The leadership of the school principal is very important and is expected to be able to carry out effective leadership in the sense of being able to develop and build leadership oriented towards school management (Mahfud, 2021; Oberer & Erkollar, 2018). Various school principal policies greatly influence the quality of education (Karacabey, 2020; Nurani & Sarino, 2017). Improving the quality of education is greatly influenced by the leadership of the school principal (Fitriyah & Santosa, 2020;

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Kurniawati et al., 2020; Wijania, 2017). Many studies have been conducted regarding the leadership of school principals which state that the leadership of school principals influences the quality of education (Fitriyah & Santosa, 2020; Sulastri et al., 2017). Transformational leadership has an influence on changes in teacher performance (Arokiasamy et al., 2016), increasing teacher performance, this motivation is caused by the leadership of the school principal (Amin et al., 2013; Aydin et al., 2013; Mahfud, 2021; Sari et al., 2013; Aydin et al., 2013; Mahfud, 2021; Sari et al., 2020). Quality school principal leadership will influence the quality of education (Juniarti et al., 2019; Muftahu, 2020). These descriptions provide an illustration of the influence of the principal's leadership on the quality of education. The quality leadership of a school principal will certainly have an impact on the quality of education. To achieve this, of course the school principal must have good competence, attitude and performance too.

However, the current problem in the field is that school principal leadership still needs to be developed in terms of attitudes and competencies (Cohen, 2015). The low performance of teachers and staff cannot be separated from the low contribution of school principals in leading schools (Koswara & Rasto, 2016; Pramesti & Muhyadi, 2018; S et al., 2018). The low performance of teachers, staff and school principals will have an impact on student learning outcomes. The leadership of the school principal plays an important role, but some school principals are unable to carry out their duties well. This will of course greatly influence school activities which have an impact on the quality of education. So, the current leadership of the school principal cannot be said to be good because this can be seen from the performance which is not yet optimal. If this is left unchecked, it will certainly have a negative impact on the quality of learning. Therefore, what can be used as a measure of a school principal's success in leading a school is the quality of the school.

In essence, to improve the quality of schools, a strategy is needed to improve the quality of education by giving authority and responsibility in making decisions to school leaders or principals by involving individuals, both from all school personnel and members of the community. The role of leadership is very much needed considering the times that are always developing every second. An effective school principal is a school principal who has a balance as a manager and leader. A leader must and is able to read every change that his school will face in order to improve the quality of education in his school. As a leader, the principal must have a strategy so that these changes can be realized and provide new innovations aimed at improving the quality of learning. Change in a school is an effort carried out by a leader or principal to increase the effectiveness of the school as seen from the level of achievement of predetermined goals. In this case the changes aim to improve the quality of education at the school.

The principal's role is to bring about change in a school, namely creating effective work collaboration, shifting manager functions, leading by example, influencing others, developing team work, involving subordinates in decision making, making empowering subordinates a way of life, and building commitment (Fauzi & Falah, 2020; Raberi et al., 2020). Efforts to improve the quality of education can be carried out within the

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commitment of the school principal and other school members. The participation of all school members is needed to commit to improving the quality of education in schools. The leadership of the school principal plays a very important role in improving the quality of education in a school. Several studies that have been conducted have found that the factors that influence teacher performance are the leadership of the school principal (Erlangga et al., 2015; Gumilar & Munzir, 2018; Jamma, 2016) and teacher motivation in carrying out their duties (Setiyati, 2016). So, the teacher's success in completing tasks and showing good performance cannot be separated from the leadership of the school principal.

This is one of the reasons for carrying out research which aims to analyze the leadership of school principals on teacher performance. Knowing the leadership conditions will provide an overview of the principal's skills in carrying out his managerial duties. A clear picture of the principal's leadership in designing, organizing, directing and coordinating staff will be a basis that can be used to improve the performance of the principal and the performance of teachers in carrying out the learning process. Much research has been conducted on the relationship between teacher performance and school principal leadership. From the results of this research, it was found that the principal's leadership has a positive and significant effect on school quality (Fitriyah & Santosa, 2020; Kurniady et al., 2018). The better the principal's leadership, the higher the performance shown by teachers and staff (Sulfemi, 2020). So, it is very important to carry out

## **RESEARCH METHODOLOGY**

This type of research uses the literature review method. Data was searched through Google scholar and Sinta searches with the keywords school principal leadership. This method identifies five, namely (1) interpreting the scope of a topic to be reviewed, (2) identifying relevant sources, (3) reviewing literature, (4) writing a review and (5) applying literature to the study to be done. 6 articles were used as data in this article. Each article has a relevant topic, so a new article will appear. The data analysis technique uses qualitative analysis.

## **RESULT AND DISCUSSION**

### **Result**

The principal is the leader who drives all activities in the school environment. The school principal is the main figure in improving the quality of education in the school with the help of the entire school community. Making changes, commitment, strategy and motivation is a necessity that a school principal must have to be able to improve the quality of education in schools. The principal's leadership is able to provide an overview of the school. Research proves that in improving the quality of education, a leader has competency standards that must be possessed by school principals. Competency standards are personality competence, managerial competence, entrepreneurial competence, supervisory competence and social competence. A leader who has these competencies will more easily improve the quality of education in schools (Fauzi & Falah, 2020; Raberi et

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al., 2020). The school principal is the driving force in activities within the school environment (Sumarni, 2016; Syaputra et al., 2020). The success or failure of a school depends on the quality of the school principal. School principals must be able to make changes to improve the quality of education in schools. Changes in the leadership of school principals can improve the quality of education. A school principal has a vision and mission to improve student management by tightening student discipline. The principal provides innovations that make the school better. The school principal creates an innovative educational program that aims to shape the character of students. It is also hoped that this innovative education program will be able to shape students' character for the better and be able to improve the quality of learning. The principal's leadership encourages school members to change and create new innovations that can improve the quality of education in schools. The success of making changes lies in the leadership of the school principal through his role as person in charge, locomotive, philosophical and work partner (Kastawi, 2021; Suyitno, 2021). The principal also fosters school culture and disciplines students by tightening school rules and providing direction to existing teachers to create more innovative learning scenarios. The principal's leadership strategy to shape the character of a teacher is through example, discipline, instructional leadership and the quality of the teacher (Ramadoni et al., 2016; Russamsi et al., 2020). The principal also empowers the entire school community.

### **Discussions**

The quality of education that can be realized is influenced by several factors. Influencing factors include the leadership of the school principal in leading and stimulating teachers and employees. School principals must be able to optimize their strategic role in managing the school organization. The principal's leadership is a unity of abilities and personality traits including authority to be used as a means to convince those he leads to carry out the tasks given willingly, enthusiastically and without coercion. Apart from that, the characteristics needed in a leader are the ability to adapt to situations; always ready for the social environment; oriented towards the ideals of success; firm; cooperation; and confident. The principal's leadership skills in creating cooperation, motivating and a good sense of family. The principal's leadership skills in influencing his subordinates to carry out their duties as well as possible are by providing role models and providing guidance and motivation to teachers so that they can carry out their duties as well as possible (Nurani & Sarino, 2017; Suyitno, 2021). The principal's leadership is a locomotive that is able to move the school to have good quality (Ferry & Ahrens, 2016; Liu et al., 2016). A good school principal is able to foster a school culture and discipline, become a work partner, create cooperation between all school members to form a friendly and purposeful school environment. Thus, the leadership of the school principal is able to improve the quality of education by leading a school. This finding is strengthened by previous findings which stated that the leadership of school principals can influence the quality of education (Fitriyah & Santosa, 2020; Kurniawati et al., 2020; Wijania, 2017). Quality principal leadership will influence student achievement (Coelli & Green, 2012; Grissom et al., 2015). Principal leadership can increase teacher motivation (Kara &

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Ertürk, 2015), teacher self-confidence (S. Liu et al., 2016). From the results of this research, it was found that the principal's leadership had a positive and significant influence on teacher performance, teacher motivation and student learning achievement. Teacher performance, motivation and good learning achievement will improve the quality of education in schools. So, good school principal leadership will result in good school community performance which will of course affect the quality of education. The results of this research show that a supervision program is still needed to improve the quality of education and the performance of school principals in completing tasks.

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## **CONCLUSION**

The leadership of a school principal who has change is able to improve the quality of education in schools. School principals improve student management by tightening student discipline and providing innovative programs to improve the quality of education. With good school principal leadership, the quality of education will be better.

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