

THE LEADERSHIP ROLE OF THE PRINCIPAL IN IMPROVING THE QUALITY OF EDUCATION AT MTS MANBATUL FIKRI CURUGRENDENG

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Abstract

This study aims to analyze the leadership role of the principal in improving the quality of education at MTs Manbatul Fikri Curugrendeng. This study uses a qualitative approach by collecting data through interviews and observations of the school principal. Data analysis was performed using a phenomenological approach. The results of the study show that the principal's leadership has a significant role in improving the quality of education at MTs Manbatul Fikri Curugrendeng. Strong vision and mission, teacher professional development, good collaboration, and effective resource management are some of the important aspects of principal leadership found in this research.

Keywords: School leadership, quality of education, teacher professionalism

INTRODUCTION

The Education is one of the administrations in the formation of useful humans. Meanwhile, learning is an effort to shape the human being. Article 31 of the 1945 Constitution concerning the right of every citizen to obtain education and Article 32 of the National Education System Law Number 20 of 2003 concerning the National Education System which regulates

regarding Special Education and Special Services Education. In its management, schools need quality assurance, as a benchmark for assessing the success or failure of an educational institution. One of the most important aspects that influences the quality of education is leadership and quality management. The aim of education quality management is to maintain and improve the quality of education in a sustainable manner, which is carried out systemically to meet the needs of stakeholders (Sukran, 2023, p. 452).

However, education cannot be separated from problems, one of which, according to Fajri, said that education problems are divided into two, namely micro

problems and macro problems. Micro problems are problems that arise within an education system itself, for example the curriculum (Hidayah, 2022, p. 2)

According to the results of a survey from PISA (Program for International Student Assessment) in 2018 regarding the secondary education system in the world, it was stated that Indonesia was in a low position, namely 74th out of 79 other countries. In the sense that Indonesia occupies the 6th lowest position compared to other countries. So it is very unfortunate that the large number of human resources is not directly proportional to the quality of education in Indonesia (Hewi & Shaleh, 2020, p. 2)

Good educational management is based on how school leaders manage their schools. Good management will produce good quality school education and conversely, when school leaders manage their schools poorly, the quality obtained by the school will also be poor. Because of the many types and levels that exist in educational leadership, school principals are the most influential because they deal directly with the implementation of education in schools.

A leader in a madrasah is a functional teacher who is given the task of leading a school where the teaching and learning process is held or a place where interaction occurs between teachers who give lessons and students who receive lessons. In this way, the head of the madrasah can be said to be a leader in the educational unit whose job is to carry out the management of the educational unit he leads. At the operational level, the head of the madrasah is the person at the forefront who coordinates efforts to improve quality learning. The madrasa head is appointed to hold a position responsible for coordinating joint efforts to achieve educational goals at the level of the school he leads (Hasibuan et al., 2019, p. 202).

Leadership is one of the basic abilities that every leader must have in leading a group under their control, whether organized or not, its role is very important when remembering that the leader is the Central Figure in the process of planning, implementing, motivating, supervising in the field so that goals are achieved. together in the group. In this way, good leadership can increase the ability of subordinates to show maximum quality of work, so that goal achievement can be carried out effectively and efficiently. Leaders in leadership display various models and styles which will ultimately identify the leader into certain leadership types. Apart from that, leadership is an activity or art to influence the behavior of people who are leaders so that they want to work towards a goal that is set or desired together. Leadership is an activity or art of influencing the behavior of the people being led so that they want to work towards a set goal or something that is mutually desired.

Education is an institution that can be said to be complex and unique. It is complex, because education is an organization in which there are interrelations of various dimensions towards achieving commitment. Meanwhile, the uniqueness of educational institutions is based on certain characteristics that other organizations do not have. This characteristic is the existence of a teaching and learning process as

empowerment of humanity. According to Wahjosumidjo, the complexity and uniqueness of education is that the role of the madrasa head is very fundamental in realizing the achievement of educational goals (Ulfah et al., 2022).

Islamic education and all its problems are the keywords that most often receive the spotlight and are areas of academic study carried out by various experts, enthusiasts and practitioners of education themselves. Because education itself is a process of integrative stages from other stages on the other side of the changes in life that humans are undergoing. The goal of all human life's journey is to what extent the life they live can give its own meaning and color and can show the value of its nature as a human being, therefore education is the main thing that humans must get and do as a direction and guide for the journey of life itself (,kg) . The real world today will never stop talking about education from various points of view and the problems that surround it.

RESEARCH METHOD (500-1000 words)

The research was carried out at MTs Manbatul Fikri which is located at Kp. Curugrendeng Curugrendeng Village, District. Jalancagak, Kab. Subang, West Java Province. The research was conducted for 1 week, namely March 4 2024 to March 9 2024.

This research uses a qualitative type of research, because the case to be studied is a case that requires the use of observation and it is easier to deal with direct facts in the field and there is an emotional relationship between the researcher and the respondent so that it will produce in-depth data.

This research uses a type of qualitative research with a phenomenological approach, namely the researcher goes directly to the field to make observations about a phenomenon in a natural situation. The data sources used are primary data sources (person, place and paper) and secondary data sources.

The techniques and data collection used are documentation techniques, interview techniques and observation techniques. Meanwhile, the instruments used in this research were cellphones and field note sheets.

The data analysis techniques used are data reduction, data presentation, and drawing conclusions or verification. Meanwhile, the techniques for ensuring the validity of the data in this research are Credibility, Transferability, Dependability and Confirmability. After the required information data is collected, it is then analyzed in order to find the meaning of the findings. Data analysis is the process of organizing and sorting data into patterns, categories and basic units of description so that working hypotheses can be formulated that are suggested by the data. This data analysis is the process of searching, systematically organizing interview transcripts, field notes and other materials collected to increase one's own understanding and enable the findings to be reported to other parties.

This research was conducted at MTs Manbatul Fikri which is in Curugrendeng Village, Curugrendeng Village, Jalancagak District, Subang Regency. In carrying out the research, the researcher conducted research at MTs Manbatul Fikri which was carried out for a week, precisely on March 8-March 13 2024, by means of the researcher following the learning process directly and seeing how the teachers at the school performed, especially the performance of the principal as a managerial or which regulates all learning implementation at MTs Manbatul Fikri.

The technique used in determining the subject of this research is to look at the state of how education is implemented at MTs Manbatul Fikri, whether an educational institution is progressing or not is determined by the role of the school principal in carrying out his duties, namely as a teacher who is given additional duties as a school principal or managerial. . Therefore, after observing the quality of education at MTs Manbatul Fikri, the researcher then conducted research on the role of the school principal in improving the quality of education at the school he leads.

Procedures need to be described according to the type of research. How the research is carried out and the data will be obtained, needs to be described in this section. For experimental research, the type of experimental design used should be written in this section. The type of data, how the data is collected, with which instruments the data is collected, and the technicalities of collecting it, need to be explained clearly in this section.

How to interpret the data obtained, its relation to the problem and research objectives, needs to be explained clearly.

RESULT AND DISCUSSION

Result

MTs Manbatul Fikri is located in Curugrendeng Village, Curugrendeng Village, Jalancagak District, Subang Regency. This MTs has been accredited and received B accreditation. The vision of MTs Manbatul Fikri is that there is togetherness to produce students who are knowledgeable, faithful, devout and behave in an Islamic manner. To realize the vision, this is by fostering togetherness between teachers, people, the community and the government to advance education in madrasas. Apart from that, instilling good manners, good manners, independence and creating examples in Islamic behavior. Therefore, the principal as the leader or manager of the school always carries out his duties as he should.

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 (Hasibuan et al., 2019).

The school principal is the driving force in activities within the school environment (Sari et al., 2021, p. 329). 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 (Simatupang et al., 2023). 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 (Suriansyah & others, 2015). The principal also empowers all school members in implementing all existing programs at school.

This finding is strengthened by previous findings which stated that the leadership of school principals can influence the quality of education (Sari et al., 2021). Quality leadership from a school principal will influence student achievement in their school, increase teacher motivation and teacher self-confidence (Annisya, 2021). From the results of this research, it was found that the principal's leadership had a positive and significant effect on teacher performance, teacher motivation and student learning achievement. Teacher performance, motivation and good learning achievement will improve the quality of education in the school. So, good school principal leadership will result in good school community performance which will of course influence 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 their duties as school principals.

Discussion

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 (Eka, 2023). 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 (Sari et al., 2021). The principal's leadership is a locomotive that is able to move the school to have good quality (Laela et al., 2023). 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 principal's leadership is able to improve the quality of education by leading a school.

In this discussion, we will examine in more depth the leadership role of school principals in several key aspects, based on findings and interviews with school/madrasah principals at MTs Manbatul Fikri Curugrendeng. With the following results:

1. Building a Strong Vision and Mission:

One of the important findings from this research is the leadership role of school principals in building a strong vision and mission. The principal at MTs Manbatul Fikri Curugrendeng has succeeded in establishing a clear and focused vision and mission, which provides strong direction for the entire school community. A well-defined vision and mission helps inspire and motivate teachers, students and other stakeholders to work towards the same goal, namely improving the quality of education.

2. Encourage Teacher Professional Development:

In this research, it was found that the leadership of the principal at MTs Manbatul Fikri Curugrendeng had an important role in encouraging teacher professional development. School principals have implemented various training programs, workshops and other professional development activities to improve teacher competency and teaching quality. Through the support and guidance provided by the school principal, teachers at MTs Manbatul Fikri Curugrendeng have been able to improve their abilities in carrying out their duties and responsibilities as educators.

3. Promote Collaboration within the School Community:

Strong collaboration between school principals, teachers, students and other stakeholders is also a key factor found in this research. The principal at MTs Manbatul Fikri Curugrendeng has succeeded in building close collaboration and mutual support between all members of the school community. Through effective communication, regular meetings, and other collaborative activities, school principals facilitate the creation of a conducive learning environment, where ideas and experiences can be shared, providing a positive impact on student development and improving the quality of education.

4. Effective Resource Management:

Effective resource management is also an important role for school principals in improving the quality of education at MTs Manbatul Fikri Curugrendeng. The principal at this school has succeeded in managing the available resources, including budget, facilities and workforce, well. In this research, it was found that the school principal had allocated resources wisely, ensured the availability of adequate educational facilities and infrastructure, and supported effective learning activities.

Overall, this research shows that the principal's leadership has a significant role in improving the quality of education at MTs Manbatul Fikri Curugrendeng. By building a strong vision and mission, encouraging teacher professional development, promoting collaboration within the school community, and carrying out effective resource management, school principals have succeeded in creating a quality learning environment and having a positive impact on student achievement. The implication of this research is the importance of the strong leadership role of school principals in efforts to improve the quality of education in schools.

CONCLUSION

Based on the results of research regarding the leadership role of school principals in improving the quality of education at MTs Manbatul Fikri Curugrendeng, the following conclusions can be drawn: Strong Vision and Mission: The principal at MTs Manbatul Fikri Curugrendeng has succeeded in building a clear and focused vision and mission. This vision and mission provide strong direction for the entire school community in an effort to improve the quality of education. Teacher Professional Development: Principal leadership has an important role in encouraging teacher professional development. Through training programs and other development activities, school principals have helped teachers improve their competency and teaching quality. Strong Collaboration: Good collaboration between school principals,

teachers, students and other stakeholders is an important factor in improving the quality of education. The principal at MTs Manbatul Fikri Curugrendeng has promoted effective collaboration, which helps create a conducive learning environment.

Based on the conclusions above, it can be concluded that the principal's leadership has a significant contribution in improving the quality of education at MTs Manbatul Fikri Curugrendeng. School principals who are able to build a strong vision and mission, encourage teacher professional development, promote collaboration, and carry out effective resource management, play an important role in creating a quality learning environment and have a positive impact on student achievement.

This research provides a deeper understanding of the importance of school principal leadership in efforts to improve the quality of education. The implication of this research is the need for support and development of the leadership role of school principals in other schools in order to improve the overall quality of education.

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