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Analysis of the principal's position in the implementation of quality management in education

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ABSTRACT

The role of transformational principal leadership in developing educational quality principals can motivate teachers, students, and other stakeholders to work together to achieve quality improvement if they are able to articulate a strong vision, foster innovation in learning, and create an inclusive and collaborative school culture. This study aims to analyze the principal's leadership role in developing strategies and policies that support improving education quality, identify the barriers and challenges principals face in implementing programs to improve education quality, and examine the influence of principal leadership on teachers' participation and their involvement in efforts to improve education quality. A qualitative case study approach was used in this research. Interviews, observations, and analysis of related documents were used to collect data. The findings showed that principal leadership plays a very important role in developing strategies and policies that support educational quality improvement. Principals need to have a strong commitment and be able to formulate appropriate strategies to improve the quality of education in the school. In addition, principals are also faced with several barriers and challenges in the implementation of quality improvement programs, such as limited resources, resistance to change by some teachers, and lack of time. Principals need to manage resources effectively, establish effective communication with staff, and manage administrative tasks efficiently. The results also showed that principal leadership is associated with improved instruction.



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Introduction

The principal is one of the components of education that plays the most role in improving the quality of education according to Rostikawati (2022). In Article 12 paragraph 1 of Government Regulation Number 28 of 1990 that: "The principal is responsible for the organization of educational activities, school administration, coaching other education personnel, and utilization and maintenance of facilities and infrastructure. School as a formal education aims to form a human personality, in developing the intellectual of students in order to educate the nation's life. In running the wheels of the organization, the principal must be able to understand, overcome and correct the shortcomings that occur in the school environment.

Based on Mulyasa (2013) that the principal is the leader of education at the education unit level, who must be responsible for the back and forth of the school he leads and has a strong leadership foundation. Thus,

principals are required to have various abilities, especially with regard to their knowledge and understanding of management and leadership as well as the tasks assigned to them. Because it is not uncommon for the failure of education and learning in schools to be caused by the principal's lack of understanding of the tasks he must carry out. In an educational institution, the principal has a huge influence in determining the direction of the existing rules in the school in order to achieve maximum quality education. As a top manager (principal) should not look for mistakes or shortcomings in the school in carrying out the supervisory function. School principals are expected to be able to have a good influence in determining the functions of planning, organizing, actuating and controlling in order to achieve maximum educational quality.

According to Mahmudah (2021), the principal as the leader in the school organization is responsible for the continuity of the organization. The success or failure of education and learning in schools is strongly influenced by the principal's ability to manage each component of the school. Because the school is a complex institution, the school as an organization requires coordination. Therefore, the success of the school is the success of the principal as well. Principals are considered successful if they understand the existence of schools as complex and unique organizations, and are able to carry out the role of principal as someone who is given the responsibility to lead the school.

Education is a system where every component in education is interrelated with each other. In this case, just like any other organization, the success and failure of the school is very much related to the role of the principal. Low teacher performance is an indication of the principal's low ability to carry out his role as an educational leader according to Hasanah, et al. Therefore, schools as educational organizations must be led by principals who can function their roles well. The low performance of teachers, staff and principals will have an impact on student learning outcomes. This will certainly greatly affect school activities that have an impact on the quality of education. If this is left unchecked, it will certainly have an unfavorable influence on the quality of learning. Thus, what can be used as a measure of the success of the principal in leading the school is the quality of the school.

According to Sari, et al., (2021) improving the quality of schools requires a strategy to improve the quality of education, by giving authority and a responsibility in making a decision of the school leader or principal by involving individuals, both from all school personnel and community members. The role of leadership is needed considering the times that always develop every second. An effective principal is a principal who has a balance as a manager and leader. A leader must be able to read every change that will be faced by his school 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 that aim to improve the quality of learning. Changes in a school are efforts made 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 change aims to improve the quality of education in the school.

Sari, et al., (2021) added that the principal plays a role in realizing a 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 empowerment to subordinates a way of life, and building commitment. Efforts to improve the quality of education can be done in the commitment of the principal and other school members. It takes the participation of all school members to commit to improving the quality of education in schools.

In implementing quality improvement management, principals must always understand the school as an organizational system. Principals in building human resources through human resource management according to Darmawan (2021). In general, Leithwood (2022) describes the characteristics of resilient principals, namely having foresight and knowing what actions to take and understanding the right way to go, having the ability to coordinate and harmonize all available limited resources; having the ability to make decisions, mobilize existing resources, tolerance for differences, and the ability to fight the enemies. To have the ability to fight the enemies of the principal, namely indifference, suspicion, non-decision, mediocrity, imitation, arrogance, waste, rigidity, and duplicity in behavior and action.

The principal as an educator, the principal is to guide teachers, education personnel, students, follow the development of science and technology, and set a good example. Creating a conducive school climate requires cooperation or harmonious relationships among all school members and is not the responsibility of the principal alone. Therefore, the efforts that can be made by principals in improving their performance as educators, especially in improving the performance of educational personnel and the learning achievement of students, is to involve teachers in further education by encouraging teachers to start creative and achievement.

According to Retnodiani & Hartono (2023) that the head teacher influences as a manager with the function of planning, coordinating activities, supervising and evaluating activities to staff including teachers in the school

setting. The principal becomes a tool to motivate teachers. On the other hand, Effendi, et al, (2023) states that the head teacher is a manager in the school setting who is responsible for holding conferences, deciding, organizing learning, managing and administering the administration, student affairs, human resources, facilities and infrastructure, and finances.

Ihsan & Sujarwo (2022) explained that the principal as a manager must have the willingness to manage the school, the ability and willingness to be open to cooperation among schools to open up widely to absorb existing resources in order to promote management changes related to the development of quality education management. Research by Jaliah, et al. (2020) states that school principals have an impact on the performance of teachers related to the development of quality education. Principal leadership has a great influence on management in the school environment. Tanjung, et al. (2021) in the Principal Managerial Competence, presents the findings that each principal must have the competence to improve the performance of teachers in order to develop the quality of education in the school environment in which they are.

Obviously, the principal must have the right strategy in empowering teachers through collaboration, providing opportunities for teachers to improve their profession, and encouraging teachers to improve their profession in order to carry out these roles and functions. This can have a significant impact on the development of the quality of education.



Figure 2. Principal Position

In Indonesia, the importance of principals' transformational leadership in the development of education quality management is highlighted. Principals can significantly improve the quality of education if they are able to drive change and build a school culture that is inclusive, participatory, and focused on student learning outcomes. This research emphasizes that effective principal leadership can transform schools into institutions that are efficient, responsive, and focused on the achievement of high quality education. Looking to the future, principal leadership must be enhanced and empowered in the development of educational quality management. It is expected that a conducive environment for the development of education quality management for the leadership development of school principals will be created with the support of the government, education providers and various related stakeholders.

In this way, improving the quality of education can be realized through collaborative efforts involving all relevant parties. The leadership role of school leaders in the development of quality management in education is a frequent issue. Lack of visionary leadership. One of the most common problems is the lack of a clear and strong vision on the part of the principal. Principals who lack an inspiring vision and clear strategic direction can hinder efforts to develop education quality management. The lack of a clear vision can lead to confusion in identifying and setting specific educational quality goals. It can also hinder progress and innovation in improving the quality of learning.

Resource management challenges. The leadership role of the school principal in the management of resources is an important issue in the development of education quality management. Principals often face challenges in allocating limited resources, including budget, facilities, and staff. The lack of adequate resources can have an impact on the implementation of policies and programs for the improvement of the quality of

education. Therefore, in order to support the development of educational quality, principals need to develop effective management skills to manage resources wisely.

The leadership role of school leaders in developing quality management in education is often associated with changing school culture. Improving the quality of education requires not only changes in structures and policies, but also changes in the existing culture and practices in schools. It is challenging for principals to build a school culture which is inclusive, learner-centered, and focused on the professional growth and development of teachers and school staff. Building a school culture that is inclusive, learner-centered, and focused on the professional growth and development of teachers and school staff is a challenge for school leaders.

These issues require ongoing attention and effort on the part of the principal in the context of developing quality management in education. By working with the school leadership team, teachers, and other stakeholders to address these issues, principals can develop effective strategies and appropriate solutions. The role of the principal in leading and developing quality in education is very important. As a school committed to providing quality education, you understand the importance of effective leadership in achieving the goal of improving the quality of education. Principals have the responsibility to lead, manage and improve the quality of education by focusing on quality learning, staff development and creating a supportive school culture.

However, there are problems that occur in some schools. For example, teachers aren't involved in decision making regarding the development of educational quality management. If teachers do not feel heard or actively involved in the decision-making process, they may feel less motivated to participate in the implementation of policies or programs set by the principal. It may hamper the progress and success of efforts to improve educational quality. This problem stems from the lack of adequate resources. Limited resources can be an obstacle to the effective implementation of quality education programs. School leaders need to overcome this challenge by making the best use of the resources they have and by finding creative ways to obtain additional resources.

To overcome these problems, concrete steps must be taken. By taking these steps, it is expected that the principal's leadership can have a positive impact on the development of educational quality management. The school leader has a strategic role in creating an environment conducive to the growth and development of all school personnel and to the continuous improvement of school quality. This leadership enables school leaders to clearly communicate educational goals and expectations to school constituents, including students and parents. Effective principals also need to integrate principles of inclusive and empowering leadership, including providing space for the entire school community to participate in decision-making, respecting differences in thought, and promoting a culture of inclusiveness that supports sustainability.

In addition, principals who are successful in implementing learning strategies need to be able to measure and evaluate the consequences of their learning strategies. Principals need to be able to measure and evaluate the consequences of the change they are attempting. This evaluation is not only of an academic nature, but also relates to the following aspects of learning: students' personal development and social skills. By involving all stakeholders in the evaluation process, the school leader can make changes that are responsive to growing needs. responsive to growing needs. In order to produce quality learning over time, principals must continually innovate, adapt instructional practices, and integrate learning technologies. As they do, principals' leadership not only creates short-term turnarounds, but also lays the foundation for long-term learning growth. The principal is not just an administrator. He or she is a leader who inspires and motivates the entire school community to achieve optimal learning.

Method

The research uses a qualitative paradigm. Qualitative research can use a various approaches. There are three reasons why qualitative methods were chosen for this study: First, reality in a context is constructed as a whole and in separate parts. Through realistic qualitative research, this can be explored completely, focused and according to the context in which the cultural event occurred. Second, through qualitative research, the nature of the relationship between the researcher and the subject under study can be presented in a more sensitive manner and sharpening of existing cultural patterns can be achieved. Third, Sugiyono (in Pahleviannur et al., 2022: 151) concluded that (1) qualitative research is carried out in natural conditions, the researcher goes directly to the data source, and the researcher is the key instrument; (2) it is more descriptive in nature; (3) qualitative research emphasizes the process rather than the product or outcome; (4) inductive data analysis; and (5) emphasizes meaning (the data behind what is observed).

The basic issue of data validity relationships is simple. How the researcher persuades the participants (including himself) that the research findings can be trusted or considered. This figure 1 show about a qualitative research framework.



Figure 1. Qualitative Research Method

As a key human instrument, the presence of the researcher in this research setting is essential. This qualitative research was actively conducted for 4 (four) months, which means that the researchers can come to the research site at any time if data is needed again. The population of resource persons in this study consisted of 20 people who were randomly selected and considered to know and understand how management is represented in the world of education. The samples that are used in this research are the parties that are involved in the process of management representation in the educational field.

Results and Discussions

Leadership

School directors must be able to guide teachers to implement interesting learning models. It is necessary to improve the application of interesting learning models as an indicator of improving the quality of education. What is meant by improving the learning model here is not to create or develop a new learning model, but how to apply or use it according to the material presented to achieve satisfactory results in teaching and learning. The use of methods should also vary according to the material to be taught, so that students do not feel bored and saturated or monotonous. In order to achieve optimal interaction, educational institutions must always adapt to the situation. Besides, in the learning process, the principal must also choose and determine a learning model that is in accordance with the potential, abilities, interests, talents and needs of different students.

In this case, the principal has the task of leading and promoting the transformation of education in schools. Because without the principal's breakthrough to be able to change the paradigm of educators in schooling, it will make schools and schooling conditions unable to change, especially now that it has entered the digital era. From the results of the interviews, the researchers showed that the principals had participated in the realization of an interesting learning model.

This can be seen in classroom learning, there are several teachers who used projectors and laptops to show pictures or videos and powerpoints related to the material. And there is evidence that this method is able to attract students' attention so that they are enthusiastic about the screen where the material is being taught. It can be seen that school principals always try to keep up with the rapid development of science and technology, as long as the researchers conducted observations and interviews on the implementation of interesting learning models. However, basically, the teacher plays the main role in implementing an interesting learning model, because the teacher knows the characteristics of the students in the classroom better. Therefore, the teacher must be able to choose and determine what kind of learning model is suitable for the students.

Creating supportive school environments

Based on the researcher's observations, the principal's efforts to create a favorable school climate, in addition to a safe and orderly environment, involve leadership efforts to realize an effective learning process and form a democratic and open leadership, and harmonious relationships among school members by establishing two-way communication. According to the theory that effective schools pay special attention to creating and maintaining a conducive climate and culture so that students feel happy and have a positive attitude toward their school, teachers feel valued, parents and the community feel accepted and involved, and each school member is encouraged to do their best. In the realization of an effective learning process, the teacher is basically responsible, but the principal, as a superior, can encourage teachers to increase their creativity in designing lessons that have an impact on increasing student activity and mastery of competencies, taking into account the factors that support the realization of an effective and enjoyable learning process for students. fun for students

The principal, in creating an effective school climate, has guided teachers well through direct instructions on the technical aspects of their work and general instructions in regular meetings, as well as through monitoring teachers' attendance and punctuality in performing their tasks, but still needs some improvement steps for maximum results. Moreover, he provides an example of forming a democratic and open leadership character, which can be seen in involving teachers and staff in meetings where participants are given the opportunity to openly express their suggestions or opinions. The principal has also tried to create a conducive school climate through harmonious relationships among school members, the elimination of barriers between superiors and subordinates, but still applying a culture of mutual respect for others and maintaining professionalism in work.

Encourage all teachers

Based on the observations made at the research site, the head teacher has encouraged all the teachers to continuously enhance the quality of learning to make the teaching and learning activities effective and efficient. Based on observations at the research site, the principal has facilitated educators in an effort to encourage all educators to continuously improve the quality of learning, so that teaching and learning activities can run effectively and efficiently.

In order to encourage educators to improve the quality of education, it is not enough to provide training or guidance. It is also necessary to have a quality leader who is reflected in his or her behavior and actions. In this case, the school principal should try to understand the characteristics of the teacher and begin to establish a rapport-relationship to find out the abilities of each teacher, so that the school principal can play a role in the promotion or improvement of the teacher's abilities.

Supervise

It is the responsibility of the principal to monitor, guide, and improve the learning process in the classroom that is in need of improvement. In this aspect, the principal conducts regular supervision. This is to monitor the performance of teachers. When the performance of the teacher has been monitored, the principal will get information about the performance of the teacher. The role of the principal as the leader of supervisory activities in improving the quality of education is described as follows based on the data collected and analyzed by the researchers: At this stage, the principal forms a supervision team together with the curriculum department and several senior teachers. The principal's performance as a leader requires the principal's ability to do various things, one of which is to supervise and control to improve the quality of teaching and educational personnel, including improving the quality of process and learning outcomes.

The main key to improving this quality is the teacher. In order to find out the extent to which teachers are able to carry out their profession, principals carry out regular supervision and evaluation activities. Teachers who are competent, loyal, honest, and responsible in the performance of their duties are essential to good education. This means that principals must have a strong commitment to developing, improving and maintaining the professionalism of teachers in their schools through regular supervision. Supervision activities can be carried out through individual techniques and group techniques. The individual techniques that can be modeled by the principal are classroom visits or observations, one-on-one conversations, and so on. Through these activities, the weaknesses as well as the strengths of the teachers in carrying out their duties will be known. Furthermore, certain solutions or follow-ups are sought so that teachers can improve their weaknesses while maintaining their strengths.

Be a Manager

The ability to properly manage the potential resources of the school is necessary for the principal's leadership to be effective and to improve the quality of the school. The role of the principal as a manager is to lead the school starting from planning the school work programs, managing and using the human resources (HR) or the existing infrastructure, implementing the jointly designed programs, controlling and evaluating the implementation of the school programs. By detailing the needs of educators who will perform their duties in teaching, the principal

prepares a learning program plan, which is human resource planning. Then, at the beginning of the school year through work meeting activities (RAKER), planning policies such as the principal's program and the curriculum that will be implemented in the school.

In the process of preparing the program planning, the school uses the Education Quality Report Card that has been determined by the Education Office as a reference source in which there are several components that must be achieved by the school. Then, in the implementation of the work meeting, the principal involves teachers and education personnel as well as other stakeholders to provide opportunities for the expression of aspirations and consciously take responsibility for the implementation of the program. Therefore, the implementation of the work program can be realized relatively well. The principal coordinates the work plan together with the teachers and education staff, divides and appoints the person responsible for each plan, and forms a structure team of the school organization according to the ability of the teachers both at the classroom level and their abilities. Afterwards, the principal gives directions and instructions on how to do the job and the objectives of the task to do. This has also been outlined by the principal in a decree (SK).

Conclusions

The leadership of the principal plays a very important role in the development of strategies and policies that support the improvement of the quality of education. In order to improve the quality of education in a school, principals must have a strong commitment and be able to formulate appropriate strategies. In addition, principals face several obstacles and challenges in implementing quality improvement programs. These include limited resources, resistance to change from some teachers, and lack of time. Principals are required to manage resources in an effective manner, to establish effective communication with staff, and to manage administrative tasks in an efficient manner. In addition, the results show that principals' leadership has a positive influence on teachers' participation and involvement in educational quality development efforts. Principals who provide visionary, inspiring, and empowering leadership and are committed to working with teachers

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