

Educational Leadership in Improving the Quality of School-Based Education

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Educational Leadership in Improving the Quality of School-Based Education

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Abstract

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

Pronoun

Keywords: Educational Leadership, School-Based Quality

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. Through education, human resources are educated, trained, fostered and empowered so that one day they will become successors to the progress of a nation. 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. 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 (Syafrizal et al., 2022; Purba et al., 2020).

At present, the success of educational or school leadership is inseparable from how leaders can improve the quality of schools (Purba et al., 2019; Siahaan et al., 2022; Amin et al., 2022). 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. 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. However,

every school has weaknesses, strengths, opportunities to advance, and rivals. Not all school principals as educational leaders have done this, so the expected quality improvement has not reached the predetermined standard.

Literature Review

Educational Leadership

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. 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". 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. Wahjosumijo (2013) explained that leadership is an essential force in management. Therefore, leading effectively is the key to becoming an effective manager.

Komarlah (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. The necessity for high-quality instruction in classrooms.
2. What has to be done to raise academic standards and efficiency?
3. Effective school management strategies for achieving high accomplishment.

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

1. Teachers and other school personnel are urged to uphold strict discipline while adhering to learning standards.
2. Assisting instructors professionally and proportionately in finding solutions to their work-related issues.
2. Assist teachers in enforcing student behavior.
3. Exhibit exceptional attitudes and behavior that can serve as an example to students, instructors, and other school personnel.
4. Create vibrant, innovative, and effective working groups.
5. Creating an environment where all students can feel empowered at school.

If educational leaders take ownership of the six indications, the school's objectives will be met. This is also inseparable from his role as a school principal, issued through Permen no. 13 of 2007 concerning school/madrasah principal standards.

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

The term "school-based quality" refers to raising the standard of a school by assessing its own strengths, shortcomings, and level of competition. This was put into place at the start of the regional autonomy, which has an effect on school autonomy. In numerous regions and also schools, the results were not statistically significant. School-based quality, also referred to as school-based management (SBM), is a management strategy that grants schools more freedom or independence.

According to Triwiyanto (2013), the phrase "school-based management" is a translation of the word "school-based management," which first originated in the US when individuals questioned the applicability of education to the needs and advancements of the local community. Several other names for SBM were written by Larry Kuehn and Eric (Danim, 2016), the Clearinghouse on Educational Management, including devolution in the form of changes in school management from heavily depending on the agencies above it or the government to managed with specific steering (self-managed in each area), independent school management, and participatory school management. In order to fulfill their objectives in accordance with school capabilities, schools are expected to compete with school-based management.

A new paradigm in education called SBM gives schools more autonomy, which motivates them and helps them become better places to accomplish the aspirations outlined in their vision, purpose, and goals. In Indonesia, SBM is referred to as School-Based Quality Improvement Management (MPMBS), a type of school administration or management that gives schools the authority and capacity to execute education in schools in accordance with existing legislation.

According to Sutiah et al. (2021), Amal et al. (2022), and Ingias et al. (2022), SBM implementation in Indonesia comprises school autonomy, flexibility, participation from school members and stakeholders, and accountability for attaining school quality goals. SBM implementation aims to empower or give autonomy to schools by giving them more control over how to manage their resources and by promoting involvement from both the school community and the general public in efforts to raise educational standards. Better yet, the idea of attitude is required as a standard for the various levels of analysis. The attitude for creating a strategic plan includes the following: grand strategy, strategy, SWOT analysis, priorities, policies, programs, and actions.

School Based Management Objectives (MBS)

The purpose of implementing SBM is to strengthen educational institutions, particularly their human resources (principals, teachers, staff, students, parents, and the local community), by giving them the power, flexibility, and other resources to address issues that they are facing (Ampera et al., 2020; Purba & Negara, 2018).

The characteristics of a "powerful" school are :

1. Significant independence
2. Low dependency level
3. Adaptability, anticipation, and proactiveness
4. High entrepreneurial spirit
5. Accept responsibility for academic performance
6. Strong managerial input and resource control
7. Control of the environment at work
8. High level of dedication to oneself
9. Measured by results.

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. With SBM, schools and communities no longer need to wait for orders from the centre/above. They can develop an educational vision appropriate to local circumstances and implement it independently.

Characteristics of School-Based Management (MBS)

The characteristics of school-based management must be understood by schools planning to use it. In other words, if schools want to apply SBM successfully, certain of the SBM characteristics need to be thoroughly researched and understood. It is impossible to talk about SBM without also talking about what makes a good school. Effective schools are the contents if SBM is viewed as the container or framework. As a result, the input, process, and output categories of an effective school are included in the MBS characteristics.

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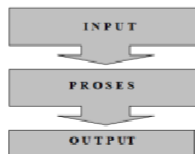


Figure 1. Characteristics of School Based Management (SBM)

Everything that must be provided in order for a process to take place is considered educational input. Something that serves as a roadmap for the continuing process and can take the shape of tools and resources as well as expectations. Principals, teachers, counselors, staff members, students, and the rest of the resources (equipment, supplies, money, materials, etc.) are all examples of resource inputs. The components of education 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).

"During the process, "something" is changed into "something else." Both input and output refer to components that affect the process as it is now operating. When it comes to implementing education in schools, the educational process consists of four components :

- 1) The selection procedure.
- 2) Process of institutional management.
- 3) The method for managing programs.
- 4) The educational process.

The results of the school's management and learning processes are its educational output. School performance, which includes the following components: (1) effectiveness; (2) quality; (3) productivity; (4) efficiency; (5) innovation; (6) quality of work life; and (7) work morale, can be used to quantify school output.

School Based Management (SBM) Implementation Strategy

To put it simply, transitioning from a central-based management strategy to an

SBM is a continual process including all parties involved in implementing education in schools.

1. The following are the primary methods for adopting school-based management:
2. Explain the SBM idea to everyone in the school.
3. Conduct an investigation of the reality inside and outside of schools, the findings of which reveal real obstacles that schools must overcome in order to switch from central-based management to SBM.
4. Based on the difficulties encountered, develop situational goals to be accomplished through the application of school-based management.
5. Identify the people who must be involved in order to accomplish situational goals and who still require a readiness assessment.
6. Use the SWOT analysis (Strength, Weakness, Opportunity, and Threat) to ascertain the state of readiness of each function and its contributing variables.
7. Select troubleshooting actions.
8. Create programs for your short-, medium-, and long-term ambitions.
9. Put plans in place to carry out the SBM short-term plan.
10. Monitoring the procedure and assessing the SBM's outcomes.

Research Method

In order to conduct a literature review, this article examines a number of research findings as well as some relevant literature on educational leadership and school-based quality. Using a variety of sources, including books, journals, and other references deemed pertinent to the research issue, the literature review approach gathers data (Triandini et al., 2019). Because researchers are interested in the breadth of the literature on excellent school-based educational leadership, this study employs the literature approach. The authors conducted the analysis while also making observations in several schools to see how leadership was practiced to enhance school-based quality, particularly in anticipating weaknesses and, at the same time, strengthening the school's position among rivals. This helped them to focus their findings.

Result and Discussion

It is the responsibility of a leader to begin school activities by assessing the real state of the school in order to improve school-based quality. It has been operating in accordance with its roles as an educator, manager, administrator, supervisor, leader, innovator, motivator, figure, mediator, creator of the work climate, and entrepreneur, according to observations made in a number of schools about the function of education and school leadership in general. The school principal's leadership style, on the other hand, is controlled by a democratic leadership style that permits each staff member to carry out their responsibilities, beginning with their talents first. In order to work even better and accomplish the vision, mission, and school goals, they are then urged to increase their professionalism.

Observing the principal's leadership style has highlighted the qualities of effective leadership. According to Arcaro (2006), a good leader is one who evaluates their performance in relation to that of their team members. The ability to articulate the institution's goal to his team and motivate them to take the necessary measures or actions to attain this vision is what distinguishes a quality leader in education.

By putting the principal's leadership into practice, communication becomes a tool for overseeing the school program. This is done to reduce faults in the work program implementation so that the anticipated quality development can be carried out as effectively as possible. According to Ermika and Pratiwi (2022), principals' leadership in raising educational standards through motivation, communication, and personal participation. A pattern of harmonious and familial ties in the school

environment, strong teamwork always coloring the steps in carrying out each duty and obligation are examples of how this communication capacity affects the democratic leadership used by the school principal. to foster a sense of unity and closeness among the principal, the teaching staff, the staff, and the 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.

1. 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,
2. Monitoring and evaluation of the process of implementing quality compliance that has been carried out,
3. 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 , increase , establish , conduct , invite , deepen , raise . 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.

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Missing "," Review the rules for using punctuation marks.



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Article Error You may need to use an article before this word.



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.



Article Error You may need to use an article before this word.



Confused You have used either an imprecise word or an incorrect word.

PAGE 6



Prep. You may be using the wrong preposition.



Article Error You may need to remove this article.



Missing "," Review the rules for using punctuation marks.



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.



Compound These two words should be a compound word.



Article Error You may need to use an article before this word. Consider using the article **the**.

PAGE 7



Missing "," Review the rules for using punctuation marks.



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Compound These two words should be a compound word.

PAGE 8

PAGE 9
