



## The Role of Principal Leadership in Improving the Quality of Islamic Elementary School

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### Abstract

The purpose of this study was to describe and analyze the role of principal leadership in carrying out its function to improve the quality of education at SD Islam Ta'allumul Huda Bumiayu. This research approach is a qualitative approach with a case study design. Data were collected by structured interviews, unstructured interviews, and document studies. The results of this study indicate that the role used by the principal in order to improve the quality of education at SD Islam Ta'allumul Huda Bumiayu is (1) the role of the principal as an educator, where the principal always provides guidance and direction to the board of teachers and students in an educational context. (2) the role of the principal as a supervisor, where the principal always supervises and controls the performance of teachers and school programs. (3) the role of the principal as a leader, where the principal always encourages enthusiasm and confidence of all stakeholders in carrying out their duties. (4) the role of the principal as an innovator, where the principal is always looking for and implementing new ideas and being an example or example for all school members. The benefit of this research is to provide insight into the field of educational management related to principal leadership in improving the quality of education at the primary school level as well as being used as material for evaluating and supporting the work of school principals.

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## INTRODUCTION

According to global challenges that make the era more open and developing, a school leader/principal is expected to have a good leadership role in order to achieve the expected vision and mission of the school. Roles are a series of behaviors expected by a person in accordance with the social position given to him, either formally or informally, which explains what must be done in a certain situation to meet that person's expectations (Hermansyah, 2015). Meanwhile, leadership is an activity of influencing, mobilizing and directing other people to be willing to work to achieve predetermined goals (Purwanti, 2013). The leadership role of the principal is a series of behaviors that become provisions or guidelines for the functional staff of teachers who are given the task of being the leader of a school in doing something according to their position.

Hooge & Honingh's research (2014) states that the leadership role of the principal and school management is related to the quality control process of the institution. If the principal and school management continue to play a regulatory and management role, this can positively affect the quality of the education they lead according to the extent to which they can identify the quality of their education. The leadership role of the principal is also related to all learning processes that occur in schools in order to produce better or better quality outputs and outcomes. As stated in Law no. 23/2014 states that the authority of regional governments is not fully limited because it is limited to the aspects of human resources and infrastructure. Meanwhile, aspects of the learning curriculum, evaluation and learning tools, learning methods and time as well as budget allocation all fall under the authority of the school. Therefore, school principals and teachers are required to be responsible for the quality of the process and learning outcomes in order to improve the quality of education nationally (Fitrah, 2017).

Basically, the success of schools or educational institutions is influenced by many factors, including: school principals, teachers,

students, infrastructure, curriculum and the environment. Of these several factors, the principal has a very important role in leading and improving the quality of school education he leads. In this study, researchers took the object of research on the role of principal leadership in improving the quality of primary school education at SD Islam Ta'allumul Huda Bumiayu. As an object of research, researchers are guided by the principle that SD Islam Ta'allumul Huda Bumiayu is one of the private schools whose school development continues to develop after the change of the principal.

Since the leadership of the school principal in 2014 until now, SD Islam Ta'allumul Huda Bumiayu is able to be at a good quality point supported by the achievement of a school accreditation score of 97 (A), graduates accepted by favorite junior high schools (SMP) such as SMP N 1 Bumiayu, SMP N 1 Paguyangan which is categorized as National Standard School and several other schools outside the city of Bumiayu. The success of the quality of SD Islam Ta'allumul Huda Bumiayu does not stop there, the enrollment of students increases every year starting from the 2017/2018 school year to the 2019/2020 academic year so it is not uncommon for parents who wish to include their children to place an order in advance. first. The annual achievements are approximately 70-110 achievements. The school has achieved this achievement through competitions at the general, sub-district, district, presidential and provincial levels every year since the last three years. The school got this achievement from various branches of competition both in the academic and non-academic fields.

Mulyasa (2018) states that in the new paradigm of education management, the principal must at least act as an educator, manager, administrator, supervisor, leader, innovator and motivator. The success of school principals can be measured using the seven dimensions of these roles, including: the role of the principal as an educator, the principal must have the ability to guide teachers, guide education personnel, guide students, develop

education personnel, follow the development of science and technology and provide teaching examples (Pohan, 2014). The role of the principal as an educator is to provide guidance and guidance to teachers in the learning process, provide mental, moral guidance and guidance to teachers and provide encouragement and motivation to teachers (Hadi *et al.*, 2018).

The role of school principals as managers, principals planning HR programs and curriculum policies, organizing programs by creating school organizational structures, mobilizing educators and education personnel, monitoring and evaluating programs and developing school culture (Rosyadi & Pardjono, 2015). The role of the principal as an administrator, the principal provides facilities related to school administration, carries out supervision of school administration and provides motivation to school administrative personnel (Hidijaya & Husain, 2018). The role of the principal as a supervisor, the principal is in charge of supervising and coaching, researching the state of the school building, school equipment and learning tools, the state and implementation of the duties of teachers and school employees, student learning outcomes, efforts to improve work and teacher quality and teacher participation in school development and development (Hanafiah, 2018).

The role of the principal as a leader, the principal must be able to provide guidance and supervision, increase the willingness of education personnel, open two-way communication and delegate tasks. The principal must also be able to encourage the emergence of a strong will with enthusiasm and confidence in teachers, staff and students in carrying out their duties, provide guidance and encouragement and direct teachers, staff and students to progress in achieving school goals (Hanafiah, 2018). The role of the principal as an innovator, the principal must have the right strategy to establish a harmonious relationship with the environment, look for new ideas, implement new ideas, integrate all school activities, provide role models and develop innovative learning models (Putra, 2014).

The role of the principal as a motivator, the principal is able to regulate the physical environment, work atmosphere and discipline. Physical environment arrangements include conducive workspaces, study rooms, library rooms, laboratory rooms and a comfortable and pleasant school environment (Makmuri *et al.*, 2014 dan Nugraheni & Khanifah, 2016). The reason the researchers chose SD Islam Ta'allumul Huda Bumiayu was none other than to analyze the role of the principal in SD Islam Ta'allumul Huda Bumiayu where the principal has high commitment and motivation to improve the quality of school education and develop it so that it is proven by the continuous progress of the school every year. Based on this description, the researcher is interested in conducting research on "The Role of Principal Leadership in Improving the Quality of Islamic Elementary School".

## METHODS

This study uses a qualitative so that researcher can describe clearly and in detail and obtain in-depth data according to the focus of the study. Moleong (2018) argues that qualitative is research that intends to understand the phenomena experienced by research subjects, for example behavior, perceptions, motivation, actions and others holistically and by means of descriptions in the form of words and language. in a specific natural context by utilizing various natural methods.

The design in this research is a case study design. Gunawan (2013) states that case study research is intended to intensively study the background of the problem, the state and position of an event that is currently taking place and the environmental interactions of certain social units that are given. Research subjects can be individuals, groups, institutions or communities. The researcher conducted a preliminary survey by compiling the research design, after everything was ready the researcher entered the field by understanding the research background to obtain the required data. All data collected, the researcher conducted data analysis and data interpretation and triangulated the data with

literature theory which then concluded as a result of the research.

The focus and activity in this study is the leadership role of the principal in carrying out its function to improve the quality of education at SD Islam Ta'allumul Huda Bumiayu. The subjects of this study consisted of the head of the foundation education sector, the principal, four teachers, and four guardians of students with primary data directly from interviews and secondary data in the form of documents obtained from the field. The validity test of the data used in this study was to increase persistence, triangulation, and memberchecks with the interactive data analysis model of Milles and Huberman.

## RESULTS AND DISCUSSION

Educational quality refers to two processes, those are the educational process and educational outcomes. A quality education process can be seen from a variety of inputs, while educational outcomes refer to the achievements achieved by the school at any given period of time every quarter, semester, year, 5 years and so on. The achievements can be in the form of academic ability test results (for example general tests and UN), it can also be achievements in other fields, for example in sports or arts (Timor, 2018). The quality of schools is also a value or measure of the good and bad places of education. Effective schools are schools that not only support academic achievement, but also develop students much better and develop than when they first entered school (Setyaningsih, 2017).

The principal has a very vital and urgent role in improving the quality of education in his school. Based on the results, it is known that the role of the principal in improving the quality of education at Ta'allumul Huda Bumiayu Islamic Elementary School is by implementing his role as educator / educator, supervisor, leader and innovator.

### The Principal as an educator

The principal as an educator must have the ability to guide teachers, guide education

personnel, guide students, develop education staff, follow developments in science and technology and provide teaching examples (Pohan, 2014). The role of the principal as an educator is to provide guidance and guidance to teachers in the learning process, provide mental, moral guidance and guidance to teachers and provide encouragement and motivation to teachers (Hadi *et al.*, 2018). The position of the principal as an educator includes having to be able to delegate tasks to the right person, determine the right time and place for school programs and encourage teachers and education staff to carry out their duties in accordance with applicable standards (Basri, 2014).

Bapak Indra Gautama, S.Sos., S.Pd., as the principal of SD Islam Ta'allumul Huda Bumiayu, always provides guidance and direction to the board of teachers and students in an educational context. the process of providing guidance and direction to the teacher/employee council is carried out through joint meetings or through casual chat. In this guidance, the principal of SD Islam Ta'allumul Huda Bumiayu always reminded that students had the right to get good teaching and direction either in the form of live or online teaching and learning during the Covid-19 pandemic. The process of coaching students on a small scale is given through daily communication whether in class, library, reading garden, prayer room, during extracurricular activities or in other places. Meanwhile, the general/large scale is given through the delivery of a word or two after the joint pledge, ceremony and remarks of the principal in each event.

Meetings of the principal and the board of teachers/employees are held every three months or every four months depending on the situation and conditions of the school. The goal is to remind the school's vision and mission so that all teachers/employees have a strong and istiqomah spirit. Conditional meetings were also held by the principal when he saw that the morale of the teacher/employee board had decreased, resulting in all programs not running optimally.

### **The Principal as a supervisor**

The principal must be able to carry out various supervision and controls to improve the performance of the educational staff. The principal as a supervisor is in charge of supervising and coaching, examining the state of the school building, school equipment and learning tools, the condition and implementation of the duties of teachers and school staff, student learning outcomes, efforts to improve work and teacher quality and participation teachers in school development and progress (Hanafiah, 2018). The role of the principal as a supervisor is to provide guidance to all teachers, staff and students both in class and outside the classroom, creating a harmonious relationship between students and teachers in the learning process, analyzing needs, developing strategies and learning media and assessing and revising (Renata *et al.*, 2018).

Mr. Indra Gautama, S.Sos., S.Pd., as the principal of SD Islam Ta'allumul Huda Bumiayu, always supervises and controls the performance of teachers and school programs. Supervision and control of teacher performance is carried out every day by visiting each class from grade 1 to grade 6, the goal is to find out to what extent teachers and students carry out teaching and learning activities as well as monitor teaching methods or strategies, the media used and so on. The school principal also controls and supervises extracurricular activities as well as mentoring competitions for each scheduled activity. The principal sees directly and has a conversation with the trainer or teacher who is filling in.

### **The Principal as a leader**

The principal as a leader must be able to provide guidance and supervision, increase the willingness of education personnel, open two-way communication and delegate tasks. The principal as a leader must also be able to encourage the emergence of a strong will with full enthusiasm and confidence in teachers, staff and students in carrying out their duties, providing guidance and encouragement and directing teachers, staff and students to progress in achieving school goals (Hanafiah, 2018). Leaders

have a dominant role in an organization. This dominant role can affect the morale of security job satisfaction, the quality of work life, and especially the level of achievement of an organization (Pandoyo & Wuradji, 2015).

Bapak Indra Gautama, S.Sos., S.Pd., as the principal of SD Islam Ta'allumul Huda Bumiayu, has encouraged the enthusiasm and confidence of the board of teachers/employees and students in carrying out their duties. The way he does is by always participating in every activity and the attitude of the principal that does not differentiate between his positions. The purpose of participating directly is none other than to give full support to all of them so that they are enthusiastic and feel cared for by the school. The position as head of the school does not make him feel that he has a high position, but he considers all the teacher/employee boards to be teammates, relatives and friends. All of that makes the teacher/employee board enthusiastic and motivated to continue to work together in providing the best for the school. The principal also strives to continue to build two-way communication with anyone, be it foundations, the board of teachers / employees, students, guardians and guests. The goal is to build strong chemistry between the principal and all of them in order to make school programs a success.

### **Principals as innovators**

The principal must have the right strategy to establish a harmonious relationship with the environment, look for new ideas, implement new ideas, integrate all school activities, provide role models and develop innovative learning models (Putra, 2014). Mr. Indra Gautama, S.Sos., S.Pd., as the principal of SD Islam Ta'allumul Huda Bumiayu, always looks for and implements new ideas or ideas and becomes an example or example for all school members.

The school principal has implemented several new strategies including (1) emphasizing more on the activities of praying duha and duhur in congregation, memorizing juz 30, praying and tadarus Al Qur'an before studying, (2) improving the quality of learning by adding additional

teachers to accompany each class , (3) adding extracurricular programs by keeping up with the times, (4) utilizing internet media for learning and school promotion, (5) involving students in various branches of competition, (6) collaborating with lecturers and students of the University of Civilization in several extracurricular activities and training competitions, (7) bringing in professional trainers in various extracurricular branches, (8) always working together and coordinating with supervisors, foundations, teachers/employees and guardians of students. The principal of SD Islam Ta'allumul Huda Bumiayu is also a role model for all school members by always setting an example and maintaining discipline. One example that he always carries out is always being present in every activity, leaving school early and coming home last every day.

## CONCLUSION

Based on the results of the data obtained on the role of the principal's leadership in improving the quality of education in SD Islam Ta'allumul Huda Bumiayu, it can be concluded that the role used by the principal in order to improve the quality of education at the Ta'allumul Huda Bumiayu Islamic elementary school is (1) the role of the principal as educators, where the principal always provides guidance and direction to the board of teachers and students in the context of educating. (2) the role of the principal as a supervisor, where the principal always supervises and controls the performance of teachers and school programs. (3) the role of the principal as a leader, where the principal always encourages the enthusiasm and confidence of all stakeholders in carrying out their duties. (4) the role of the principal as an innovator, where the principal is always looking for and implementing new ideas and being an example or an example for all school members.

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