

THE EFFECT OF PRINCIPAL'S LEADERSHIP AND EDUCATIONAL PERFORMANCE ON IMPROVING THE QUALITY OF EDUCATION IN MTS BUSTANUL'ULUM GUPPI TEBING TINGGI CITY

M. Alang Khairun Nizar

Sekolah Tinggi Ilmu Ekonomi Bina Karya Tebing Tinggi

Corresponding Email: mhdkhairunnizar@gmail.com

Abstract

The research method used is a descriptive survey method that describes social phenomena by examining the influence of Principal Leadership and Educational Personnel Performance (X) on Education Quality Improvement (variable Y). This study uses quantitative analysis techniques through path analysis which is intended to determine the magnitude of the influence of the Principal Leadership and Education Personnel Performance variables on improving the quality of education at MTs Bustanul'Ulum GUPPI Tebing Tinggi City, either simultaneously or partially. The results showed that the Principal's Leadership and Educational Personnel Performance had an effect on the Quality Improvement of Graduates at MTs Bustanul'Ulum GUPPI Tebing Tinggi City. The Principal's Leadership Variables and the Performance of Education Personnel were tested in influencing the Quality Improvement of Graduates at MTs Bustanul'Ulum GUPPI Tebing Tinggi City: Based on the SPSS calculation, the Fcount value is 6,302. with $\alpha = 5\%$, dk in the numerator: k, dk in the denominator: $n-k-1$ ($5\%; 2; 41$) the f table value is 3.23. From the description, it can be seen that $F \text{ Count } (6.302) > F \text{ Table } (3.23)$, with a significance of $0.004 < 0.05$, it can be concluded that the hypothesis is accepted. From the calculation results of the SPSS program, the t-count value is 0.592 with $\alpha = 5\%$, t table ($5\%; n-k = 42$) the t-table value is 2.018. From the description, it can be seen that the value of tcount (0.592) $<$ t table (2.018), as well as the significance value of $0.557 > 0.05$, it can be concluded that the first hypothesis is rejected. This means that leadership does not affect the quality of education. From the calculation results of the SPSS program, the t-count value is 2.625 with $\alpha = 5\%$, t table ($5\%; n-k = 42$) the t-table value is 2.018. From the description, it can be seen that the value of tcount (2.625) $>$ t table (2.018), as well as the significance value of $0.012 < 0.05$, it can be concluded that the second hypothesis is accepted. This means that the performance of education personnel affects the quality of education.

Keywords: *Leadership, Performance, Education Quality*

1. INTRODUCTION

Quality education has now become a necessity for improving the quality of life of people throughout the country. Improving the quality of education will be directly proportional to the quality and level of welfare of the community, meaning that the education aspect is one way to improve the welfare and life of the community. Therefore, related to the issue of education, it is demanded that the government or the state must be present at the front in realizing the ideals of the state and nation. The need for improving the quality of education is an absolute necessity because without quality and equitable education in all levels of society, a nation will certainly have problems in managing its country because it does not have reliable and quality human resources that are able to compete with other nations.

The problems faced by the world of education in Indonesia related to the substance of education management and legislation include: 1) Curriculum problems, where currently the curriculum is

THE EFFECT OF PRINCIPAL'S LEADERSHIP AND EDUCATIONAL PERFORMANCE ON IMPROVING THE QUALITY OF EDUCATION IN MTS BUSTANUL'ULUM GUPPI TEBING TINGGI CITY

M. Alang Khairun Nizar

only a list of subjects required in the type and level of education, which ultimately triggers the creation of graduate unemployment due to the irrelevant curriculum with labor market conditions. 2) The problem of human resources (HR) where human resources are the most important pillar in implementing educational autonomy, for example in the field of HR readiness, including the lack of job opportunities with the ability of existing resources. The principle of "the right man on the right place" is increasingly being implemented, such as in the appointment of education managers, including the placement of school principals who do not pay attention to background and professionalism. Another example that is no less important is the leadership factor which is still weak in its ability to lead where leadership is a determining factor in improving the quality of education, 3) Problems with Funds, Education Facilities and Infrastructure, where the issue of funds is the most crucial issue in improvement and development. education system in Indonesia, and funding is also one of the conditions or elements that will determine the success of education. Another problem related to the implementation of education is the output of the process of implementing education in Indonesia that it is very clear, especially in areas where many graduates are unable to continue to higher education, especially when taking academic tests, this can also be seen through national policy with the implementation of the National Examination where the academic ability of each graduate will measure the achievement and quality of the graduates, then also the results of the graduates are not able to compete in entering the job market, many graduates do not master the science of applied technology which is much needed at this time.

Quality of Education at MTs Bustanul Ulum Guppi, Tebing Tinggi City

No	Job Description	Target	Realisasi	Information
1	Curriculum	The educational curriculum must be responsive to technological developments that support the implementation of graduate tasks in the field	The curriculum is simply a list of subjects required in the type and level of education.	Have an impact on output that is able to guarantee its future, especially in the world of work sector
2	SDM	Human resources must be the most important pillar in realizing quality education	Placement and appointment of education managers who do not pay attention to background and professionalism	Will hinder the implementation of the education system, the implementation of unprofessional education
3	Funds, Facilities and Infrastructure	The quality of education will increase if the funds provided are adequate in accordance with the mandate of the Constitution, which is 20% of the APBN and APBD	Until now, the mandate which clearly has a legal umbrella with various pretexts and reasons has not been realized and implemented	Educational development is not on a priority scale

Based on the description of the problems above, it can be explained that the quality of education at the MTs Bustanul Ulum Guppi school in Tebing Tinggi City is low, allegedly due to the leadership of the MTs Principal and the Performance of Education Personnel that have not run optimally.

1.1.Objectives

The author chose the Bustanul'Ulum GUPPI School of Tebing Tinggi City because in the implementation of education, especially those related to the results of graduates, the quality was still very low. This can be seen from the non-optimal leadership of the MTs Principal and the Performance of Education Personnel

2.LITERATURE REVIEW

2.1.Leadership

The success of an organization both as a whole and various groups in a particular organization is very dependent on the quality of leadership contained in the organization concerned. As stated by (Siagian, 2002) "It would even be acceptable to say that the quality of leadership contained in an organization plays a very dominant role in the success of the organization in carrying out its various activities "The quality of leadership in the organization according to (Siagian, 2006) is seen, among others, in the ability of leadership officials in the organization to:

1. Understand the various factors that are strengths for the organization
2. Correctly identify the various forms of weakness that exist in the organization
3. Take advantage of various opportunities that may arise
4. Eliminate various forms of threats that can be a barrier to the organization achieving its goals
5. Have a proactive and anticipatory nature towards changes that will always occur.
6. Encouraging subordinates to work with high levels of efficiency and effectiveness and productivity
7. Creating ways and a working climate that supports the insight of togetherness in an effort to achieve goals.

Leadership Typology

The recognized types of leadership are:

1. The autocratic type
2. The paternalistic type
3. Charismatic type
4. The laissez faire type and
5. The democratic type

The method used in analyzing the various characters possessed by each type according to (Siagian, 2002), is to categorize the various characters based on:

1. A leader's perception of his role as a leader
2. The values espoused
3. Attitude in driving the organization
4. Behavior in leading, and
5. Dominant leadership style

2.2.Subordinate Leadership-Participation Model

The focus of this model's attention is that leadership behavior is associated with the decision-making process. By realizing that the task structure raises various demands, in the sense of the demands of structured and routine tasks, this theory suggests that the behavior of leaders needs to be adjusted to the structure of tasks that must be completed by their subordinates. according to this theory, is that there are a series of provisions that must be adhered to by subordinates in determining the form and level of subordinates' participation in decision making. It was

emphasized that the form and level of the subordinate's participation were "dictated" by the situation at hand and the problem to be solved through the decision-making process. Because this theory and model is aimed at understanding situational leadership, the focus of the analysis is on the various types of situations that a leader might face in carrying out his leadership and not on the people who might participate in that particular situation. One of the reasons why these theories and models are fun to explore is their emphasis on flexible leadership that is appropriate to the circumstances encountered in the "real world."

Scope of Employee Performance (Educational Personnel) The success of the organization in carrying out its duties cannot be separated from the quality of the human resources in it. Every member of the organization must understand the vision, values and goals of the organization, so that in carrying out their duties they achieve high performance. The concept of performance according to (Isdaryanti et al., 2018) (Isdaryantiet al., 2018) states that: "performance is carrying out an activity and perfecting it in accordance with its responsibilities with results as expected". This understanding bases that performance is a result of work that can be achieved by a person or group of people in an organization in accordance with their authority and responsibility. Furthermore, (Sedarmayanti, 2020) gests the following understanding of performance: "Performance has a close relationship with productivity problems because it is an indicator in determining how efforts to achieve high productivity levels in an organization". Performance is important in management and administrative activities, because it can be used as feedback for managers and decision makers. In other words, performance is defined as the achievement of the assignment of obligations and the resulting outcomes in the function of the position or activity of the position or activity during a certain period. Performance is not only about the quantity or a number of results that can be calculated, but also includes the quality or quality of work.

Furthermore, (Sedarmayanti & Rahadian, 2018) suggests about performance measurement based on the following performance aspects:

1. Quality of Work
2. Punctuality
3. Initiative
4. Ability
5. Communication

The five aspects above are general standards for measuring employee performance in various institutions, both government and private. According to Moeheriono through the partner-lawyer model, measuring the performance of employees (individuals) is influenced by 7 factors (Moeheriono, 2005) as follows:

1. Expectations regarding rewards
2. Encouragement
3. Ability
4. Needs and traits
5. Perception of the task
6. Internal and external rewards
7. Perception of reward level and job satisfaction

The seven factors are standards for measuring the performance of a person or group of people in an organization both quantitatively and qualitatively, in accordance with the authority, duties and responsibilities of the employee concerned. The purpose of measuring performance according to (Mahmudi & Nurhayati, 2015) is stated as follows:

1. Knowing the level of achievement of organizational goals
2. Provide employee learning facilities
3. Improve the performance of the next period
4. Provide systematic consideration in making decisions on giving rewards and punishments

5. Motivate employees
6. Creating public accountability

2.3.Scope of Education Quality Improvement

One of the educational problems faced by the Indonesian people is the low quality of education at every level and unit of education, especially primary and secondary education. Various efforts have been made to improve the quality of national education, for example the development of national and local curricula; increasing teacher competence through various trainings; procurement of books and learning tools; procurement and improvement of educational facilities and infrastructure; and improving the quality of school management. Conceptually there are several terms related to School-Based Management, including School Based Management or School Based decision making and Management. The basic concept of MBS according to Samani is: "shifting decision-making from the center, regional offices, kande, offices to the school level"(Samani, 1999).

Citing the opinion of the World Bank (1999) gives the understanding that: "MBS is an alternative form of school in the decentralization program in education, which is characterized by broad autonomy at the school level, community participation, and within the framework of national education policies"(Mulyasa, 2004). Among the demands for changes in the school environment are the demands of the world of work, the demands of science and technology, social, economic, legal and political demands. Graduates of schools are currently considered below the standards of the demands of various fields of need which have resulted in the disappointment of many people involved, either directly or indirectly. MBS gives schools great freedom and power, along with a set of responsibilities. With the transfer of decision-making authority to the school level, schools are expected to be more independent and able to determine the direction of development in accordance with the conditions and demands of the community environment. Or in other words, schools must be able to develop programs that are relevant to the needs of the community

MBS has the potential to offer community participation, equity, efficiency, and school-based management. Mbs serves to ensure that the control of the central government is less, but the autonomy of schools is increasing to determine for themselves what needs to be taught and to manage the resources available in schools to innovate and improvise. there are several things that need to be considered, namely:

1. The leadership adopted must be participatory and democratic, open-minded, and open,
2. A healthy organizational culture and climate so that each member can express their views and opinions in a straightforward manner, and
3. Uphold the principle of professionalism in the work environment concerned.

2.4.Conceptual Relationship between Variables

Leadership is the right choice for improving the quality of education and has direct implications for improving the quality of graduates. This is in line with Hasbullah's statement that: Local governments have a commitment to take care of educational operational matters, especially in the management of education which includes aspects of (1) Institutional; (2) Curriculum; (3) Human Resources; (4) Financing; (5) Infrastructure facilities In its implementation, it is necessary to develop Leadership, in which a culture of dialogue, communication, interpersonal relations, joint training, and peer validation, is given a broad place in problem solving, decision making, and determining educational policies that are implemented..(Dewi, n.d.). The above statement is in line with the MBS principle proposed by Makmun is There are several things that need to be considered in order to improve teacher performance and the quality of graduates, namely (1) The leadership style adopted must be participatory and democratic, straightforward, and open; (2) Culture and a healthy organizational climate so that each member can express their views and opinions. its establishment in a straightforward manner; (3) Upholding the principle of Professionalism in the work environment concerned(Makmun, 2015).

According to Widjaja , "The concept of leadership implies the ability of a leader to mobilize and provide motivation where the target is that employees are expected to be able to improve their performance". Likewise with leadership, opportunities for employees are very wide to improve their performance (Amir, 2014).

2.5.Hypothesis

Based on the identification of the problem and the research framework above, the authors propose the following main hypotheses:

1. The Great Influence of the Leadership of the Principal of MTs and the Performance of Education Personnel Simultaneously on Improving the Quality of Education at MTs Bustanul Ulum Guppi, Tebing Tinggi City
2. The influence of MTs principal's leadership is partially measured through its characteristics on improving the quality of education at MTs Bustanul Ulum Guppi, Tebing Tinggi City
3. The magnitude of the influence of the performance of education personnel is partially measured through its dimensions on improving the quality of education at MTs Bustanul Ulum Guppi, Tebing Tinggi City.

3.METHODS

Research planning, the design begins with conducting an investigation and evaluation of the research that has been done and is known to solve the problem. While the implementation of the research includes the process of making experiments or observations as well as selecting variable measurements, selecting sampling procedures and techniques, tools to collect data and then coding, editing and processing the collected data. The method used in this research is the explanatory survey method, namely research that highlights the relationship or influence between research variables by testing the hypotheses that have been formulated previously.

The population in this study were all teachers of MTs Bustanul 'Ulum GUPPI Tebing Tinggi City with a population of 11 people, who would perceive the attitudes of teachers and parents of students as many as 66 people who would perceive the attitudes of the people in Tebing Tinggi City. Population sampling was taken from teachers and parents at MTs Bustanul'Ulum GUPPI School using the Two Stratified Random Sampling technique. This population consists of social strata, in this case, taken from the status as a teacher and as a community represented by the parents of students. The determination of the sample size used the Slovin formula (Suprayitno et al., 2018) with a precision of 10%.

3.1.Data Collection

The primary data collection technique proposed to the teachers and administrative staff of MTs Bustanul'Ulum GUPPI Tebing Tinggi City by using a questionnaire. The selection of respondents' answers uses a questionnaire with the Rating Scale technique, namely through measurements at the level of an ordinal or tiered scale. Given the data collection is done using a questionnaire, the seriousness of the respondents in answering the questions is very important in the study. The validity or validity of a social research result is largely determined by the measuring instrument used. If the measuring instrument used is not valid and or cannot be trusted, then the results of the research conducted will not describe the actual situation. In overcoming this, two kinds of tests are needed, namely the test of validity and the test of reliability to test the sincerity of the respondents' answers.

4.RESULTS AND DISCUSSION

The variables of this study consisted of three variables, namely the leadership variable and the performance of the education staff as independent variables which were given the symbols X1 and X2 and the improvement in the quality of education as the dependent variable which was given the symbol Y. estimated to have a major influence on improving the quality of education, a series of research was conducted as a case study at MTs Bustanul'ulum Guppi Tebing Tinggi City. How much influence the variables of leadership and performance of education personnel have on the variable of improving the quality of education. The analytical method used in testing the hypothesis is Path Analysis. The results of the Path Analysis on the tested influence structure can be seen briefly in the details of the stages as follows:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.854 ^a	.730	.730	11.5838

a. Predictors: (Constant), x2, x1

The table above shows that the coefficient of determination (R²) is 0.730, which means that 73.0% of the variability of the variable of improving the quality of education can be explained by the independent variables, in this case the leadership and performance of education personnel. Furthermore, to test whether there is a simultaneous strong influence between leadership and educational staff performance on improving the quality of education, it can be seen from the test results as follows:

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1691.235	2	845.618	6.302	.004 ^a
	Residual	5501.560	41	134.184		
	Total	7192.795	43			

a. Predictors: (Constant), x2, x1

b. Dependent Variable: y

Based on the SPSS calculation, the Fcount value is 6,302. with $\alpha = 5\%$, dk in the numerator: k, dk in the denominator: n-k-1 ($5\%; 2; 41$) the f table value is 3.23. From the description, it can be seen that F Count (6.302) > F Table (3.23), with a significance of $0.004 < 0.05$, it can be concluded that the hypothesis is accepted. To partially test or to find out which variables have a significant effect on the dependent variable, the t-test is tested, the results are as follows:

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.602	24.631		.349	.729
	x1	.319	.539	.096	.592	.557
	x2	.951	.362	.426	2.625	.012

a. Dependent Variable: y

THE EFFECT OF PRINCIPAL'S LEADERSHIP AND EDUCATIONAL PERFORMANCE ON IMPROVING THE QUALITY OF EDUCATION IN MTS BUSTANUL'ULUM GUPPI TEBING TINGGI CITY

M. Alang Khairun Nizar

a. From the calculation results of the SPSS program, the t-count value is 0.592 with $\alpha = 5\%$, t table (5% ; $n-k = 42$) the t-table value is 2.018. From the description, it can be seen that the value of tcount (0.592) $<$ t table (2.018), as well as the significance value of $0.557 > 0.05$, it can be concluded that the first hypothesis is rejected. This means that leadership does not affect the quality of education.

b. From the calculation results of the SPSS program, the t-count value is 2.625 with $\alpha = 5\%$, t table (5% ; $n-k = 42$) the t-table value is 2.018. From the description, it can be seen that the value of tcount (2.625) $>$ t table (2.018), as well as the significance value of $0.012 < 0.05$, it can be concluded that the second hypothesis is accepted. This means that the performance of education personnel affects the quality of education.

5.CONCLUSION

After completing the analysis of research results and discussion of the influence of leadership and performance of education personnel on improving the quality of education, then we can open the results of the analysis and discussion as follows

1. Simultaneous impact, leadership and performance of education personnel have an effect on improving the quality of education.
2. Partially, the impact of improving the quality of education at MTS Bustanul'ulum Guppi, Tebing Tinggi City, cannot be influenced by leadership variables consisting of the leader's perception of his role, values held, attitudes in running the organization, behavioral factors in leading and leadership. style.
3. Partially, the impact of improving the quality of education at MTS Bustanul'ulum Guppi, Tebing Tinggi City can be influenced by the performance variables of education personnel which consist of factors having high fighting spirit, meeting the demands of the environment and science and technology, having the quality of personal, social and professional competence, having quality of welfare and future-minded creative. Factors having quality, personal, social and professional competence have the greatest influence on improving the quality of education, followed by creative and future-minded which have a strong influence on the performance variable of education personnel. While the smallest variable influence on improving the quality of education is from the factor of having a high fighting spirit
4. There are other influences that are outside the sub-variables that need to be investigated further in order to develop leadership and performance of education personnel more broadly in accordance with organizational development

REFERENCES

- Amir, N. (2014). Budaya Organisasi Sekolah. *Visipena*, 5(2), 132–139.
- Dewi, R. V. K. (n.d.). *KEBIJAKAN TENTANG PENGEMBANGAN PENDIDIKAN DI INDONESIA*.
- Isdaryanti, B., Rahman, M., Sukestiyarno, Y. L., Florentinus, T. S., & Widodo, W. (2018). Teachers' performance in science learning management integrated with character education. *Jurnal Pendidikan IPA Indonesia*, 7(1), 9–15.
- Mahmudi, B., & Nurhayati, E. (2015). The influence of board governance characteristics on intellectual capital performance (empirical study on listed banks in BEI 2008-2012). *Review of Integrative Business and Economics Research*, 4(1), 417.
- Makmun, H. (2015). *Kepemimpinan kepala sekolah dalam meningkatkan profesionalisme guru IPS di SMP Islam Jabung Kabupaten Malang*. Universitas Islam Negeri Maulana Malik Ibrahim.
- Moehersono, M. (2005). PENGARUH PENDIDIKAN DAN PELATIHAN KEPEMIMPINAN TINGKAT III TERHADAP MOTIVASI KERJA, KARIER DAN KOMPETENSI PEGAWAI PEMERINTAH PROVINSI JAWA TIMUR. *EKUITAS (Jurnal Ekonomi Dan Keuangan)*, 9(2), 217–242.
- Mulyasa, E. (2004). *Manajemen berbasis sekolah: konsep, strategi dan implementasi*.
- Samani, M. (1999). School Based Management: Strategi Pemberdayaan Sekolah dalam Kerangka Desentralisasi Pendidikan Menuju Pendidikan yang Berkualitas. *Makalah Seminar*, 23.
- Sedarmayanti, S. (2020). The Strategy of Link and Match between Higher Education Quality and The Demand for The Need of Job Field to Produce Qualified Human Resources. *Jurnal Wacana Kinerja: Kajian Praktis-Akademis Kinerja Dan Administrasi Pelayanan Publik*, 5(3), 13–20.
- Sedarmayanti, S., & Rahadian, N. (2018). Hubungan Budaya Kerja dan Lingkungan Kerja Terhadap Peningkatan Kinerja Pegawai Pada Lembaga Pendidikan Tinggi. *Jurnal Ilmu Administrasi: Media Pengembangan Ilmu Dan Praktek Administrasi*, 15(1), 63–77.
- Siagian, S. P. (2002). *Manajemen sumber daya manusia*.
- Siagian, S. P. (2006). *Sistem informasi manajemen*.
- Suprayitno, H., Ratnasari, V., Saraswati, N., & Fajrinia, C. P. (2018). Sample Based Trip Length Distribution Quality based on χ^2 and Mean Absolute Error Value. *IPTEK The Journal for Technology and Science*, 29(1), 5–10.