

The Relationship between the Effectiveness of School Principal Leadership in Improving the Quality of Education

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ABSTRACT

Purpose of the study: The aim of this research is to provide insight and knowledge regarding the effectiveness of school principal leadership in relation to improving the quality of education.

Methodology: This research uses a descriptive approach. This research uses questionnaires, interviews and documentation methods. The research subjects were 30 respondents, using population techniques. Data collection uses a questionnaire instrument to collect data on the effectiveness of school principal leadership with efforts to improve the quality of education. The collected research data was analyzed using descriptive statistical analysis techniques. Testing research hypotheses uses correlation analysis.

Main Findings: The results of this research found that there is a relationship between the effectiveness of the principal's leadership and efforts to improve the quality of education at the Sudirman Islamic Vocational School Ungaran, this can be seen from the significance value <0.05 . The significance value is Sig. (2-tailed) obtained is 0.000. So the better the effectiveness of the school principal's leadership, the better the efforts to improve the quality of education. The strength of the relationship can be seen from the Pearson correlation value of 0.460 which is categorized as having a moderate relationship.

Novelty/Originality of this study: This research has the novelty of exploring the important role of principals in stimulating innovation, driving collaboration, and building supportive learning environments to improve the overall quality of students' educational experiences.

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1. INTRODUCTION

Education is the main factor in the formation of the human person. Education plays a very important role in shaping the goodness or badness of the human person according to normative standards [1], [2]. Realizing this, the government is very serious about handling the education sector, because with a good education system it is hoped that the nation's next generation will emerge with quality and ability to adapt to life in society, nation and state [3]. Educational reform is a response to developments in global demands as an effort to adapt the education system in an effort to develop human resources to meet the demands of the developing era [4]. In accordance with the development of society and the development of education, the obligations and responsibilities of educational leaders in general, school principals in particular, are also experiencing development and change [5]–[7].

Changes and educational goals are the scope of responsibility under the leadership of the school principal. In this regard, the principal as an educational leader must develop the potential and abilities that exist within him, one of which is the effectiveness of the principal's leadership, where the effectiveness of the principal's leadership is an effective strategy in improving the quality of education [8]. Because school principals play a very important role in improving the quality of education. The ability of the school principal as an educational leader is the main determining factor in empowering teachers and improving the quality of the learning process [9]. Because, the principal has a very important role and is the key to success who must pay attention to what happens to students at school.

The principal is a teacher who is appointed to occupy a structural position in the school, he is assigned to manage the school. A school principal is successful if they understand the existence of the school as a complex organization, and are able to carry out the role of the principal as someone who is given the responsibility to lead the school [10]. The character and effectiveness of the school principal's leadership are the dominant factors in the success of the established managerial system [11]. The character and effectiveness of the school principal's leadership are the dominant factors in the success of the established managerial system [12]. Potential that is not considered and cultivated will result in not achieving the expected goals. A person's leadership character should be synergistic with the efforts and work effectiveness of his subordinates [13]. Potential that is not considered and cultivated will result in not achieving the expected goals. A person's leadership character should be synergistic with the efforts and work effectiveness of his subordinates.

Previous research examining the effectiveness of school principal leadership found that school principals must be able to optimize all available resources to support improving the quality of education [14]. Apart from that, in carrying out leadership, the school principal must be able to serve, be a decision maker, be an example, be responsible, work together, create change and improve the quality of education in the academic and non-academic fields [15]. Based on several previous studies, this research will examine the relationship between the effectiveness of school principal leadership in improving the quality of education. The aim of this research is to provide insight and knowledge regarding the effectiveness of school principal leadership in relation to improving the quality of education.

This research offers a new perspective on the relationship between principal leadership effectiveness and improved educational quality by focusing on the unique local context and specific challenges faced by schools in the region. By combining quantitative and qualitative approaches, this research not only measures leadership effectiveness based on standard indicators, but also explores contextual factors that influence the successful implementation of leadership strategies. This research introduces an adaptive leadership model that takes into account local cultural, social and economic dynamics, thereby providing practical insights for school principals to improve the quality of education more effectively and contextually. It is hoped that the results of this research can be an important reference for education policy makers in formulating strategies for improving the quality of education that are more comprehensive and in line with local needs.

Research on the relationship between the effectiveness of school principal leadership and improving the quality of education has significant urgency, considering the central role of principals in determining the direction and success of educational institutions. Effective leadership from school principals can create a conducive learning environment, encourage teacher professionalism, and increase student engagement, all of which contribute directly to improving the quality of education. By understanding the factors that influence the effectiveness of school principal leadership, stakeholders can formulate more appropriate policies and strategies to support and strengthen the role of school principals in efforts to improve academic achievement and student welfare. This research also provides important insights for educational leadership development programs and can serve as a foundation for more targeted and effective interventions at various levels of the educational system.

2. RESEARCH METHOD

2.1. Research Type

Researchers use a descriptive approach. Descriptive research includes research in the quantitative category [16]–[18], what is meant by descriptive research is research that aims to highlight facts, variable conditions and phenomena that occur while the research is taking place and in its presentation as it is [19]. This research leads to a parallel correlation study, using questionnaire techniques. Correlation studies are studies that only look for the relationship between two or more variables, without giving special treatment to one of the variables [20], [21].

2.2. Population and Sample

The population in this study were 30 teachers at the Sudirman Ungaran Islamic Vocational School. The number of teachers at the Sudirman Ungaran Islamic Vocational School is 30 people, meaning less than 100 people, so the researcher did not use a sample in this research but instead used population research.

2.3. Method of Collecting Data

The instrument used in this research was a questionnaire. The types of data collection methods used in this research are questionnaires, documentation and interviews. In this research, a direct questionnaire was used aimed at Sudirman Ungaran Islamic vocational high school teachers to look for data on the relationship between the effectiveness of school principal leadership and efforts to improve the quality of education. The author uses this documentation method to obtain data about student, teacher and employee data, and the school's organizational structure. The interview takes the form of information from the school principal, regarding the general description of the school, the school's organizational structure and the conditions surrounding the school, as well as complementing the data obtained through questionnaires.

2.4. Data Analysis

In measuring the variable implementation of the principal's leadership effectiveness as variable X, and improving the quality of education as variable Y. To find out each variable, use the formula:

$$P = \frac{F}{N} \times 100\% \dots\dots\dots (1)$$

Information:

- P : Percentage of gain
- F : Frequency
- N : Number of Respondents

Next, further analysis is carried out, further analysis is a continuation of the preliminary analysis, namely testing existing variables, in further analysis the author uses the product moment correlation formula. With the following formula:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}} \dots\dots\dots(2)$$

Information :

- r_{xy} : Correlation coefficient of variable x and variable y
- XY : The number of times the variable x is multiplied by y
- ΣX : Number of values of variable x
- ΣY : Number of variable y values
- N : Number of subjects studied

Next, a hypothesis test is carried out. Hypothesis testing is carried out after the results of further analysis are known, namely giving an interpretation of rxy. In the correlation significance test, it is carried out on the null hypothesis Ho.

3. RESULTS AND DISCUSSION

Based on the results of the analysis of the data that has been collected, the results of the frequency distribution of answers related to the effectiveness of the leadership of school principals at Islamic Vocational School Sudirman Ungaran are presented in table 1 below:

Table 1. Frequency distribution of answers to the leadership effectiveness of school principals at Islamic Vocational School Sudirman Ungaran

No	The effectiveness of the Principal's leadership	Interval	Frequency	Percentage
1	Very good	37 – 40	14	46.7%
	Good	33 – 36	12	40.0%
	Not good	29 – 32	2	6.7%
	Very Not Good	25 - 28	2	6.7%
Total			30	100%

From the analysis above, it can be concluded that the effectiveness of the principal's leadership at Sudirman Islamic Vocational School Ungaran is 46.7% for very good perception, 40.0% for good perception, 6.7% for bad perception and 6.7% for very bad perception.

Table 2. Frequency distribution of answers to efforts to improve the quality of education at the Sudirman Islamic Vocational School, Ungaran

No	The effectiveness of the Principal's leadership	Interval	Frequency	Percentage
1	Very good	43 – 46	12	40.0%
	Good	39 – 42	13	43.3%
	Not good	35 – 38	4	13.3%
	Very Not Good	31 - 34	1	3.3%
Total			30	100%

From the analysis above, it can be concluded that the classification of efforts to improve the quality of education at Sudirman Islamic Vocational School Ungaran is 40.0% for very good perception, 43.3% for good perception, 13.3% for bad perception and 3.3% for very bad perception.

Then an assumption test is carried out to fulfill the hypothesis test in the form of a correlation test. The assumptions that must be met are that the data is normally distributed and linear. Table 3 below presents the results of the data normality test on the relationship between the effectiveness of the principal's leadership and efforts to improve the quality of education at the Sudirman Islamic Vocational School, Ungaran, using SPSS.

Table 3. Results of normality test data on perceptions of the effectiveness of the principal's leadership and efforts to improve the quality of education at Sudirman Islamic Vocational School, Ungaran

One-Sample Kolmogorov-Smirnov Test			
		Effectiveness	Effort
N		30	30
Normal Parameters ^{a,b}	Mean	67.7586	61.2321
	Std. Deviation	6.27449	11.21045
Most Extreme Differences	Absolute	.058	.069
	Positive	.054	.068
	Negative	-.058	-.069
Kolmogorov-Smirnov Z		.685	.812
Asymp. Sig. (2-tailed)		.726	.324
a. Test distribution is Normal.			
b. Calculated from data.			

Based on the test results above, a decision can be made that the data is normally distributed with a significance value > 0.05 . The significance value for data on perceptions of the effectiveness of the school principal's leadership is 0.726, then for data on perceptions of efforts to improve the quality of education, the significance value is 0.324. So H_0 is accepted, H_1 is rejected.

Next, a linearity prerequisite test was carried out on the perception of the effectiveness of the principal's leadership and efforts to improve the quality of education at the Sudirman Islamic Vocational School, Ungaran, presented in table 4 below:

Table 4. Results of linearity test data on perceptions of the effectiveness of the principal's leadership and efforts to improve the quality of education at Sudirman Islamic Vocational School, Ungaran

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Effectiveness * Effort	Between Groups	(Combined)	10737.364	30	268.434	3.948	.000
		Linearity	7362.986	1	7362.986	108.290	.000
		Deviation from Linearity	3374.378	29	86.523	1.273	.171
Within Groups			6731.341	99	67.993		
Total			17468.705	139			

Based on table 4 above, the significance value for deviation from linearity is 0.171, this result is more than the value of 0.05, meaning that the data on the perception of the effectiveness of the principal's leadership and efforts to improve the quality of education at the Sudirman Islamic Vocational School, Ungaran, are linearly related.

With the assumptions fulfilled to continue with the hypothesis test in the form of a correlation test, the following table 5 presents the results of the correlation test data on perceptions of the effectiveness of the school principal's leadership and efforts to improve the quality of education at Sudirman Islamic Vocational School, Ungaran.

Table 5. Results of correlation test data on perceptions of the effectiveness of the principal's leadership and efforts to improve the quality of education at the Sudirman Islamic Vocational School, Ungaran

Correlations			
		Effectiveness	Effort
Effectiveness	Pearson Correlation	1	.460*
	Sig. (2-tailed)		.000
	N	140	140
Effort	Pearson Correlation	.460*	1
	Sig. (2-tailed)	.000	
	N	140	140

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the test results above, a decision can be made that there is a relationship between the effectiveness of the principal's leadership and efforts to improve the quality of education at Sudirman Islamic Vocational School Ungaran, this can be seen from the significance value < 0.05 . The significance value is Sig. (2-tailed) obtained is 0.000. So H1 is accepted, H0 is rejected. With these results, the hypothesis that the author proposes is: there is a significant positive relationship between the effectiveness of the school principal's leadership and efforts to improve the quality of education at the Sudirman Islamic Vocational School, Ungaran, which can be accepted. In this way, it can be concluded that the better the effectiveness of the school principal's leadership, the better the efforts to improve the quality of education. The strength of the relationship can be seen from the Pearson correlation value of 0.460 which is categorized as having a moderate relationship.

Research on the relationship between the effectiveness of school principal leadership in improving the quality of education is an important topic in the context of education system development. First of all, this research provides a deeper understanding of the key role of school principals in improving the quality of education. The principal is not only an administrator, but also an influential leader in creating a conducive learning environment for students and teachers [22]–[24]. By understanding the factors that make their leadership effective, we can identify best practices that can be implemented in other schools to achieve better educational outcomes.

Second, this research also reveals the positive impact of effective leadership on teacher motivation and performance. Principals who are able to provide a clear vision, support teacher professional development, and facilitate productive collaboration within teaching teams are likely to create an environment where teachers feel valued and motivated to provide their best for students. This has significant implications in improving the quality of classroom teaching and learning.

Third, this research is important because it helps formulate more effective education policies. Based on empirical evidence, public policies can be formulated to support the development of effective school principal leadership at various levels of education [25], [26]. In addition, education stakeholders such as the government, educational institutions and the community can use the results of this research as a basis for improving the education system more broadly [27]–[29], so that every school has leadership that is able to advance the quality of education in a sustainable manner [30]–[32].

Research on the Relationship Between Principal Leadership Effectiveness in Improving Education Quality can help identify effective leadership strategies to improve student learning outcomes. The results of this research can provide a basis for developing leadership training programs for school principals, so that they can be more effective in influencing improvements in the quality of education in their schools. This research is limited to subjective assessments of the effectiveness of school principal leadership in improving the quality of education. Another limitation of this research is its exclusive focus on the direct influence of principal leadership without considering external factors that may contribute to improving the quality of education.

4. CONCLUSION

The conclusion from the results of this research is that there is a relationship between the effectiveness of the principal's leadership and efforts to improve the quality of education at the Sudirman Islamic Vocational School Ungaran, this can be seen from the significance value < 0.05 . The significance value is Sig. (2-tailed) obtained is 0.000. In this way, it can be concluded that the better the effectiveness of the school principal's leadership, the better the efforts to improve the quality of education. The strength of the relationship can be seen from the Pearson correlation value of 0.460 which is categorized as having a moderate relationship. For future research, it is recommended to deepen the analysis of the specific factors in school principal leadership that have the greatest influence on improving the quality of education, with a focus on different contexts and variables.

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