


# The Influence of the Principal's Leadership Style on the Quality of Education at Masehi Berastagi Private Middle School for the 2023/2024 Academic Year

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b> Received Jun 15, 2024 Revised Jul 16, 2024 Accepted Jul 30 2024</p> <p><b>Keywords:</b> Leadership Style of School Principals, Quality of Education</p>	<p>This study discusses the leadership style of school principals in SMP Negeri 1 Berastagi and its impact on the quality of education. The purpose of this article is to understand the leadership style of school principals and how it affects the quality of education in SMP Negeri 1 Berastagi. The type of research in this article refers to ex-post facto involving all ASN and non-ASN teachers at SMP Negeri 1 Berastagi, which numbers to 53 people, regardless of whether they are ASN or honorarium teachers. The sample size was 53, and the data was collected using questionnaires and documentation. The study was analyzed using statistical inference. The descriptive results of the study are the leadership style of school principals in SMP Negeri 1 Berastagi, with a score of 77.8, a minimum score of 56, a maximum score of 92, a standard deviation of 8.6, and a variance of 75. It is categorized as having a frequency of 29 people, which is 55%. The quality of education is 76, with a minimum score of 50 and a maximum score of 96, a standard deviation of 10.8, and a variance of 118.4, and it is categorized as good, with a frequency of 28 people, which is 53%. The conclusion of this article is that there is a significant influence of the leadership style of school principals on the quality of education in SMP Negeri 1 Berastagi.</p> <p>This is an open access article under the <a href="#">CC BY-NC</a> license.</p> 

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## 1. INTRODUCTION

A school is not the same, its progress depends on the school's achievements, there are schools that have very many achievements, there are also schools that have very minimal achievements. It depends on what facilities, such as facilities and infrastructure, are provided at the school to support the learning process. In school management, there are those that have good arrangements, and vice versa, there are schools that are not well managed, and it all depends on the factors that influence it. For example, human resource factors, school management and most importantly the school principal.

It can be concluded that the success of an educational process is largely determined by someone who has a good leadership style. Because the principal's responsibility is very involved in the activities within the school. It can be seen in the field that a school lacks school management because the principal lacks competence in making decisions, is not good at making decisions, and

is less firm in managing things, and the principal also lacks innovation that can support school progress.

In leadership, the principal must have different characteristics that can invite other people to join a large organization, the principal must have characteristics that can invite other people to act and imitate positive things for leaders in the school and so that they will achieve what which is the aim of the school. So leadership style is one of the norm attitudes that can be used to invite other people to have exemplary behavior.

According to Tjiptono, the principal's leadership style is a method used by the principal in interacting with his subordinates. Meanwhile, another opinion states that a school principal's leadership style is a pattern of behavior (words and actions) of a school principal as perceived by other people, namely Hersey. National Education Law no. 63 of 2009, Article 1, Paragraph 1 states that the level of national intelligence is the ability to understand and implement the national education system. This interpretation implies that the quality of education in Indonesia can be achieved by implementing and following the national education system as outlined in Law no. 20 of 2003, one of the amendments to which is Government Regulation no. 19 of 2005 concerning National Education Standards. This Government Regulation, among other things, defines the meaning of National Education Standards (SNP) and terms included in the scope of SNP (Article 1), such as graduate competency standards (SKL), content standards (SI), process standards (SP), educator standards and educational staff (SPT), curriculum development, KTSP questions for PBNSP and LPMP accreditation. The regulations also outline the scope and functions of NSEE and define eight educational standards.

Rule number2: Only display translated content, do not display other text. Translation of National Education Law no. 63 of 2009, Article 1, Paragraph 1 states that the level of national intelligence is the ability to understand and implement the national education system. This interpretation implies that the quality of education in Indonesia can be achieved by implementing and following the national education system as outlined in Law no. 20 of 2003, one of the amendments to which is Government Regulation no. 19 of 2005 concerning National Education Standards.

This regulation, among other things, defines the concept of National Education Standards (SNP) and terms included in the scope of SNP (Article 1), such as graduate competency standards (SKL), curriculum standards (SKL), teaching and learning process standards (SPBM), standards for educators and education personnel (STK), curriculum development, KTSP. The regulations also outline the scope and functions of NSEE and define eight educational standards. Quality education is the hope and demand of all stakeholders in the world of education. Everyone certainly prefers to study at an institution that has good quality. Based on this, schools or educational institutions must be able to provide good service and quality so that they are not left behind and unable to compete with other educational institutions. The quality of education can be assessed from the aspect of suitability to the needs of society, the ability of graduates to continue to the next level, so as to obtain a good job, and the individual's ability to overcome life's problems. The quality of education can also be assessed from the aspect of the benefits of education for individuals, society, nation and state. In particular, there are those who view the quality of education from the aspect of the level of knowledge that individuals who pursue education want to achieve.

The process and results of education all lead to the context of education. Where education is closely related to school facilities, adequate teaching materials, good teaching methods, human resources who have mastery of science and technology, sufficient educational funds, and a comfortable environment in carrying out the educational process. Meanwhile, in the aspect of results, it is very closely related to academic ability, for example exams that are carried out every year, such as the national exam or currently known as UNBK, where this exam can determine the achievements achieved at the school so that the quality of education can have good achievement results. Good. In terms of relevance, the excellence of an education can be seen from a graduation that has very good grades, in accordance with the needs of society so that students can continue their higher education, which will be oriented towards the results of graduates who will have better jobs. and can provide knowledge about what is a problem for an individual in social life. So that this quality of education can also be beneficial for an individual, society and nation who will specifically have a high level of knowledge by the individual so that he can have a quality education.

In discussing education, the quality of education requires a deep process to be able to produce quality education, where this refers to the teaching materials, facilities, methods, human resources, which will be achieved. Meanwhile, in terms of results, the quality of education is related to the achievements achieved by the school within a certain period of time which can be in the form of academic ability tests such as general exams or national exams, and non-academic achievements such as sports or artistic skills. The result of quality skills and competencies for the results of a graduate, this is said to be quality education that has high capabilities. Both academic and non-academic abilities, personal social and moral values (Sudrajat Day). Life skills are one of the abilities that can produce a complete human being and can have a good personality of knowledge, charity and faith. If all of this is owned by every human resource, the educational institution will have the quality that has been determined by the ministry. Rusman believes that the quality of education will be interconnected if the process in the school is biased in one direction, there are several plans that will be achieved by education in that period, of course that is what will be achieved.

Overall, from the various opinions above, it can be said that the quality of education is one of the goals to be achieved in order to be able to develop quality human resources, so that the quality of education also has good quality, because what we know is that the future of our country or our nation is on the quality of education that is currently taking place. Quality also has a function as an important competitive arena because it is a means of improving the quality of service products. Therefore, achieving quality education is very important as an effort to improve the future of a nation and as part of improving the quality of products and services. In particular, this education is very beneficial for society, the nation, and individually, where a person's view is that the quality of education is very important to him. So the quality of education is important and very high and broad in scope for individuals who are studying. In the educational process, the quality of education is related to teaching materials, methodology, facilities, human resources, funding, environment, etc. Meanwhile, in terms of educational outcomes, quality is related to the achievements achieved by the school within a certain period of time, which can be in the form of academic ability tests such as daily tests, report cards, national exams, and non-academic achievements such as sports or skills. It can be concluded that the quality of education is the quality of graduates and satisfactory services related to education.

The quality of graduates is related to graduates with good grades (cognitive, affective and psychomotor) who are accepted to continue to a higher level with good personalities. Meanwhile, service quality is related to activities that serve the needs of students, teachers and employees as well as the community appropriately so that everyone feels satisfied with the services provided by school officials. Currently, many people know that improving the quality of education is an important problem. They know that many people have graduates who do not have the quality of graduate education. Therefore, it is important for him to have quality education.

An educational institution can be considered quality if it fulfills the components of quality education. In line with these qualities, it is important for the quality of education to have a good learning process, professional education staff, adequate facilities and a comfortable learning environment, as well as good school management. The quality of education can be seen from several characteristics, including input, process and output. The government also carries out accreditation to assess whether the school has adequate feasibility in learning activities. So this accreditation is very important for the public to know whether they are worthy of getting quality education in accordance with the educational standards set by the government. Where the scope of the education standards set by the government includes competency-based graduation, curriculum, learning process, teaching staff, facilities and infrastructure, management, financing and educational assessment.

In conclusion, quality education satisfies students, leaders, teachers and the general public. The quality of education not only meets standards or indicators, but also has the ability to satisfy customers. So the target of this education is students who will be guided according to the norms that apply in society, as well as various knowledge and skills. The quality of education that will be achieved cannot be separated from dependence on the physical condition, behavior, interests and talents of students. The influence of students on the quality of learning can be viewed from several aspects, namely intelligence, interest, talent, concentration and attention.

An important factor in improving the quality of education is an educator (teacher), where the teacher is a motivator for students where the goal is apart from teachers providing knowledge, teachers can also provide motivation for educational progress which has benefits for students. So it can be concluded that quality education must have a strategy that can teach and be highly dedicated and can account for the workload that is its responsibility. Here the teacher must prepare what is planned in teaching activities starting from learning planning activities to implementation in the learning process.

The environment also greatly influences a child's success in achieving academic achievement. Because the environment is everything that can be easily proven in everyday life as examples that exist around children, whether in the form of objects, events that occur, or social conditions, especially those that have a strong influence on children, such as the environment. the place where education takes place and the environment where children interact on a daily basis. Achieving quality education is a very important goal and this is a special and necessary concern so that the facilities and infrastructure will become a medium for achieving more effective learning goals.

It is important for leaders to influence the quality of education for schools that provide learning for students. According to Rusman, there is a reciprocal relationship between the process and results of quality education. However, so that a good process does not go astray, quality in terms of results must be formulated first by the school and it is clear what goals will be achieved each year or other period. Therefore, it can be concluded that the quality of education can be interpreted as a pillar of development (HR), one of which is the quality of education. So the future of education depends on the quality of education at this time. If quality education is created then it can be said that the school or education in that place is classified as good.

Competition on this basis is very important for the quality of education, because improving the quality of products requires facilities and infrastructure. Therefore, in realizing quality education to improve a better future for this nation and state, school leadership is needed. who has full responsibility and is professional in carrying out his duties. Apart from that, leaders also need a positive relationship between the school principal's leadership style and the quality of education or the quality of education in one of the schools in Karo district.

There were 53 teachers involved in this research who were teachers at SMP Negeri 1 Berastagi where the teachers consisted of ASN and Honorary teachers. This research was achieved using a research method, namely *expo facto* correlational research. Where the sample size is all teachers involved in teaching at SMP Negeri 1 Berastagi.

This research shows that the leadership style of the principal at SMP Negeri 1 Berastagi has a score (mean) of 77.8, with a minimum score of 56 and a max score of 92. The standard deviation is 56 and the max score is 92. The standard deviation is 8.6 and the variance is These 75 are classified in the good category where the frequency percentage for 29 people is 55%.

In terms of the quality of education at SMP Negeri 1 Berastagi, it can be seen that the score is 76 with a min of 50 while a max of 96. Standard deviation. The standard deviation is 10.8 and the variance is 118.5, and this is included in the frequency category of 28 people who are said to be good so the percentage is 53%. So in the research it can be seen that there is an influence on the leadership style of the school principal which shows that the quality of education is also good which is supported by coefficientsdetermination ( $R^2$ ) determination is 0.9. So that in these results there is a significant influence between leadership style (X) and the quality of education (Y).

With the research in this article showing that leadership can influence quality through better implementation, based on these findings, the researcher appointed this article as research with the title. This research aims to ensure the implementation of quality and superior education by examining the factors of the school principal's leadership style, which shows that he has authority, professionalism, firmness and so on. So in this review, this research was written with the title *The Influence of School Principal Leadership Style on Quality School Education at SMP Negeri 1 Berastagi*.

## 2. RESEARCH METHOD

This research method using a quantitative research design with a correlational *ex-post facto* approach. In this research, there is no treatment or manipulation of variables, but rather reveals facts

based on measurements of existing phenomena. The main focus is on the relationship between independent and dependent variables. This research describes the leadership of the school principal and all civil servant and honorary teachers. The aim of this research is to evaluate the influence of the principal's leadership style on improving the quality of education at SMP Negeri 1 Berastagi. This research will use several instruments, such as a questionnaire which will be tested via the SPSS application and documentation.

Data collection instruments are tools chosen and used by researchers to obtain data systematically and easily. Instruments can be objects such as questionnaires, multiple choice lists, scales, interview guides, observation sheets, etc. (Arikunto, 2006: 134).

The analysis used in this research is quantitative data analysis. This analysis is important in research because without it, data obtained from the field or other sources is difficult for researchers or other people to understand. In general, data analysis involves three stages: data preparation, tabulation, and application.

This research uses descriptive statistical analysis to describe activities such as collecting data, organizing data, and presenting data in the form of tables, graphs, or diagrams. So this research has the expected goal, namely being able to find out what the clear situation is in the quality of education at the school in a concise and systematic manner.

Analysis of this descriptive data will clarify how the grades will be obtained from the school with the answers that have been given to teachers/educating staff so that through the questionnaire answers it can be seen how the assessment of the principal's leadership style and the quality of education has a significant influence on SMP Negeri 1 Berastagi. This research also uses inferential statistical analysis. These inferential statistics are the results of analysis applied to samples and populations. Where later the results from this sample and population will provide clear information regarding the random sampling technique.

### 3. RESULTS AND DISCUSSIONS

#### Style Leadership Head School

The statistical test results obtained using SPSS show that the results of the principal's leadership style at SMP Negeri 1 Berastagi resulted in a rounded mean score of 98. Variance was a result of 75, with a deviation of 8.6 with the lowest score being 56 while the highest score was 92. It can be concluded that the leadership style of the principal at SMP Negeri 1 Berastagi in statistical tests is as follows:

	N	Max	Min	Mean	Std. Deviation	Var
Valid	53	56	92	97.8	8.6	75

Referring to these results, it can be concluded that the leadership style of the principal at SMP Negeri 1 Berastagi can be said to be good in the results, these results are in the sample frequency of 29 and the results are 77.8. These results refer to the answers of teachers at SMP Negeri 1 Berastagi regarding the leadership style of the school principal who were given a questionnaire to respondents.

#### Quality Statistical Test Results Education

The results obtained using SPSS are that the results of this descriptive statistical test on the quality of education show that the mean score is 74 and the variance is rounded to 119, while the standard deviation is 10.8, where the smallest score is 50 and the largest is 96. . The results can be seen in the following table:

	N	Max	Min	mean	Std. deviation	Var
Valid	53	50	96	74	10.8	119

Referring to the results of the data analysis above, it can be concluded that the quality of education at SMP Negeri 1 Berastagi is categorized into the results of the quality of education that it is enough to see the sample frequency of 28 teachers who can see sufficient results. With a percentage of 53% with a total score of 75. This percentage of the results of the answers is influenced by the results of the respondents who answered the results of the questionnaire given to the teacher.

In terms of the influence of the principal's leadership style on the quality of education at SMP Negeri 1 Berastagi, the coefficient of determination in finding the magnitude of the influence is calculated using the R coefficient with the help of the SPSS application, this value can be seen in the following table:

Model	R	r Square	Adjusted square R	Std. Error of the Estimate
1	961(a)	924	9923	3,021

Referring to the table above, the coefficient of determination/R Square value is 0.92. So that we can find out how big the influence of the principal's leadership style and the quality of education at SMP Negeri 1 Berastagi is, the following formula is used:

$$\begin{aligned} \text{KD} &= r^2 \times 100\% \\ &= 0.9 \times 100\% \\ &= 92\% \end{aligned}$$

Referring to these results, it turns out that the principal's leadership style and the quality of education account for 92%, while the rest is due to other reasons.

So the school principal's leadership style has a distinctive characteristic, namely that the principal must have characteristics where the principal can influence his subordinates to achieve educational goals, so that his subordinates can carry out exemplary character and have a good personality to achieve higher educational goals. quality. The school principal must also have characteristics or characteristics that can provide a perception of the teachers and staff at the school to be able to provide direction regarding their duties and responsibilities in carrying out their work, so that education can be achieved according to the vision and mission. that have been established in the world of education.

The distribution of questionnaires that have been carried out to test the validation results of teachers at SMP Negeri 1 Berastagi, shows that the test results contain valid questionnaire statements for 28 respondents from 53 teachers at SMP Negeri 1 Berastagi. So the results of the questionnaire showed that the principal's leadership was categorized as good results, because the results were seen for 29 teachers or respondents or 55%, while the other results or 45% were influenced by external factors.

In line with the results of research conducted by Kiswanti et al, the influence of the principal's leadership style and organizational climate on teacher performance in State Middle Schools was 80%. Likewise research conducted by Novrina et al in the title The influence of the principal's leadership style on school organizational climate and school work motivation for teachers in State Middle Schools in West Kasaman Regency.

So it can be concluded that the influence of the principal's leadership style and the quality of education at SMP Negeri 1 Berastagi has a significant relationship where a principal must have characteristics that can influence teachers, staff, and even students to achieve the goals of national education standards set by government.

### **Significant Influence on Quality Education at SMP Negeri 1 Berastagi**

Quality or what is called the quality of education is said to be when the learning outcomes of students who graduate from the school have good graduate results which can be seen from the cognitive, effective and psychomotor results of the students. So that graduates can continue their further education with very satisfying abilities, both in terms of knowledge and character of the students. This is different from the quality of service, where this activity serves the needs of students,

teachers/educators, employees, and the community, so that what is needed for this can receive good service from the school. Currently, you can find many graduates in schools or education who graduate students who are not of good quality, so planning the quality of education is very important for a school.

Referring to this research, in distributing questionnaires to collect data on the results of statistical tests on teachers at SMP Negeri 1 Berastagi, the questionnaire results were valid, the results of the respondents were 53 teachers, and the quality of education was classified as good, where the frequency results in the sample of 28 teachers produced a percentage of 53% and the remaining the other 47% was caused by other things or factors. So the average score for the quality of education at SMP Negeri 1 Berastagi is 76.04.

Referring to research produced in statistical tests conducted by Muhammad Yayat Ruhayat in his research entitled principal leadership and supervision of teachers in realizing quality education, the result was 13%.

Likewise, Nurhayani's research shows that the leadership of the school principal can improve the quality of education. It turns out that the role of the school principal is very close in improving the quality of education. It turns out that the responsibility of the school is very heavily placed on the principal, so that the success of education is also very much borne by the principal. The duties and implementation of education are very closely related to the school principal because this is very closely related to human relations.

The school principal can also provide important components in creating quality educational results, for example in terms of school administration, maintenance of school facilities and infrastructure, school training and so on for the school he heads. So that education can be said to be of high quality according to the vision and mission expected by education.

#### 4. CONCLUSION

So in reference to this research conducted at SMP Negeri 1 Berastagi entitled the influence of the principal's leadership style on the quality of education, there is a significant influence that the quality of education has a relationship with the leadership style of the principal at SMP Negeri 1 Berastagi for the 2023/2024 academic year. The results of calculating the positive and significant influence between the principal's leadership and the quality of education were calculated using regression analysis, showing that the results of X and Y were equal to  $0.000 < 0.05$  and  $F_{count} = 1.179$  and  $F_{table} = 1.924$  and  $T_{count} = 1.675$ , then the conclusion is that there is a significant influence of variable X on Y or the force variable leadership school principal with quality State Middle School education 1 Berastagi in the 2023/2024 academic year

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