PRINCIPAL LEADERSHIP IN IMPROVING THE QUALITY OF EDUCATIONAL UNITS

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ABSTRACT

Success a unit education is greatly influenced by leadership head school . In the context of improvement quality education , head school play a role as the mover the main capable create environment conducive learning . Research This aiming For analyze various leadership strategies head school in increase quality education in schools . Through approach qualitative , data collected from interview with head schools , teachers, and other stakeholders. Research results show that leadership head transformative , participatory and collaborative schools contribute significant to improvement quality Education . Head capable school motivating teachers, involving parents , and optimizing source existing power , shows more results Good in achievement academic students . Research This conclude that development competence leadership head school need become focus main in effort improvement quality unit education . It is hoped that the findings This can become reference for development policy more education effective .

Keywords : *Leadership , Head School , Quality, Educational Unit*

INTRODUCTION

Leadership head school play a crucial role in development and improvement quality Education unit (Artanti , A., Ramadhani, ND, Rahmawati, S., & Rizqa , M., 2024) . As leader , head school No only responsible answer on administration , but also must capable create clear vision and mission For school (Hafizah, N., Zayrin , AA, Hanifah, H., & Hidayatullah, R., 2024) . With existence effective leadership , is expected quality education can increase , produce qualified and ready graduates face global challenges .

In the era of globalization and development rapid technology , demands to quality education the more increased (Setyawan , DA, 2017) . The community expects school No only become place learning , but also a place For develop character and skills students (Dwiputri , FA, & Anggraeni , D., 2021) . Therefore that , head school sued For innovate and adapt with existing changes , so that schools can still relevant and quality .

Good leadership in schools covers various aspects , starting from management source Power human , development curriculum , up to involvement of parents and the community (Azmi, F., Handoko, H., Ningsih, AD, Hanum, R., Tarmizi , A., & Hamdan, H., 2023) . Head capable school build a solid and motivating team of teachers will create environment positive learning (Dakabesi , ED, & Wicaksono , L., 2022) . In the context of this , leadership transformational be one of many approaches discussed , where the head school functioning as agent change .

Next , the quality education is also influenced by climate positive school . Conducive school climate will push student For Study with more good (Lubis, NS, 2022) . Head a proactive school in create climate said , through activities involving students , teachers, and parents , will produce harmonious and productive interactions .

In addition , the head school need own skills good communication . Ability For convey vision and mission school in a way effective to all stakeholders interests are very important (Fadillah , ZI, 2024) . With clear communication , all party will own same understanding about objective school and contribute For achieve it .

Leadership head school is also related close with decision making (Murtiningsih , M., & Lian, B., 2017) . Decisions taken by the head school must based on accurate data and facts (Tomatala , W., Wenno , IH, & Laurens, T., 2023) . In terms of this , usage data analysis for evaluate the process and results education become very important . Head smart school in taking decision can identify problem more beginning and formulating the right solution .

In addition to taking decision , head schools must also capable manage changes . changes in education often face resistance from various parties . Therefore that , ability For manage change and build commitment among teachers and staff is essential . Head successful school in matter This will capable bring school going to continuous improvement .

In context improvement quality education , training and development professional for teachers also to be focus main . Head a school that understands importance investment in development power educator will create competent and qualified team . With existence development sustainable professionalism , teachers will more Ready face challenge in the learning process .

Participation of parents and the community is also aspect important in improvement quality Education . Head school must capable to weave good partnership with parents and the community

. With existence support from all parties , educational programs run in schools will more effective and impactful positive on students .

Beside that , head school need utilise technology in the learning process . Use technology information and communication (ICT) can increase interaction between teachers and students , as well as make it easier access information . Head a visionary school will utilizing ICT for create innovation in method learning .

Leadership head effective school No only impact on increasing quality education , but also on development character students . Schools led by the principal a school with integrity and cares about development student will create generation that does not only smart , but also ethical .

Leadership head schools must also notice aspect sustainability . Improvement quality education is not a goals that can be achieved achieved in time short , but is an ongoing process continuously . Therefore that , head school need plan and implement sustainable programs , so that results achieved can maintained in term long .

Finally , the challenge in leadership head school must faced with attitude positive and proactive . In facing the various challenge , head a resilient school will capable find innovative and effective solutions . With Thus , good leadership will contribute to the improvement quality unit education in a way overall .

In general overall , leadership head school own significant impact to quality education . Therefore that 's important For to study more in about strategy and practice leadership that can increase quality education in this modern era . Research and development more further in the field this is very necessary For support head school in operate his job optimally .

METHOD

Approach Study

Study This use approach qualitative For get deep understanding about leadership head school in improvement quality Education Unit (Roja, A., & Salim, H., 2023) . Approach This chosen Because allow researcher For explore experiences , views and practices head school and stakeholders interest other .

Location and Subject Study

Study implemented in several school elementary and secondary schools in the West Sumatra region, which were selected based on criteria diversity in regarding accreditation status and achievements academic . Subject study consists of from head schools , teachers, students , and parents . Election subject done purposively for ensure that information obtained relevant with objective study .

Data collection technique

Data collected through a number of techniques , including :

1. **Interview In-depth** : Interview done with head schools and teachers for explore the leadership strategies implemented as well as challenges faced . Interview This is semi- structured , allowing researcher For explore emerging topics in a way deep .
2. **Observation Participatory** : Researcher do observation directly in the environment school For understand dynamics leadership and interaction between head school , teachers, and students . Observation This help researcher get a richer context about practice leadership .
3. **Documentation** : Data collection is also carried out through analysis documents , such as report annual schools , curriculum , and policies school . This provides information addition about vision , mission and strategy implemented by the head school in improvement quality education.

Data analysis

Data obtained from interviews , observations , and documentation analyzed with use technique analysis thematic . Analysis process done with steps following :

1. **Data Transcription** : Interview recorded and transcribed For make it easier analysis .
2. **Encoding** : Data that has been transcribed encoded For identify emerging themes .
3. **Categorization** : Themes that have been identified grouped to in more categories wide For understand connection between variable .
4. **Interpretation** : Results of analysis interpreted For describe practice leadership head schools and their impact to quality education .

Validity and Reliability

For ensure validity and reliability of data, some step carried out , including :

1. **Triangulation** : Using various data sources (interviews , observations , and documentation) for compare and validate findings .
2. **Member Checking** : Confirming findings beginning with subject study For ensure data accuracy and representativeness .
3. **Audit Trail** : Recording the research process in a way Details For ensure transparency and openness in data analysis .

Methods used in study This designed For give a comprehensive overview about leadership head Schools and their roles in improvement quality unit education . With approach in -depth qualitative , expected results study can give valuable insights for practice leadership in schools .

RESEARCH RESULTS AND DISCUSSION

Research result This obtained from analysis of collected data through interviews , observations , and documentation . Findings main can summarized in a number of category following :

Leadership Style

Head schools involved in study This generally apply style leadership transformational . They show ability For inspire and motivate teachers and staff . Some strategies implemented includes :

1. **Clear Vision and Mission** : Head school capable convey clear vision about objective education , so that all party feel involved .
2. **Teacher Empowerment** : Through delegation tasks and development professional , head school empower teachers to contribute in a way active in the learning process .

School Climate

A conducive school climate has a big influence to improvement quality education . Research results show that :

1. **Involvement Student** : Head school create programs that involve student in taking decisions , increasing the sense of ownership and responsibility answer to school .
2. **Strong Collaboration** : Available good synergy between head schools , teachers, parents , and the community . This collaboration help create supportive environment learning .

Development Professional

Development professional for teachers is focus main in improvement quality education . Findings show that :

1. **Training Sustainable** : Head school stage regular training for teachers, which focuses on methods teaching latest and usage technology in class .
2. **Mentoring and Coaching** : A mentoring program between senior and junior teachers is implemented. For increase competence teaching .

Decision -making

Retrieval data - based decisions are common practice done by the head school . Research results show that :

1. **Data Analysis** : Head school routinely analyze academic data and feedback come back from students and parents For evaluate effectiveness of the program implemented .
2. **Stakeholder Participation** : Decision Making decision involving input from various parties , including teachers and parents , so decisions taken more accurate and relevant .

Innovation and Technology

Head innovative school in utilization technology show positive results . Findings includes:

1. **Use of ICT :** Technology integration information and communication in the learning process increase interactivity and engagement student .
2. **System Management School** : Implementation system management digital based makes it easier management administration and communication between school and parents .

Challenges Faced

Although Lots success , head schools also face various challenges , such as :

1. **Resistance to Changes** : Some teachers and staff show dissatisfaction to implemented changes , which require approach more communication Good .
2. **Limitations Resources** : Limited budget and resources Power For development professional and facilities education become constraint .

Research result show that leadership head effective schools , through style leadership transformational , development sustainable professionalism , and decision making data - driven decisions , contributing significant to improvement quality unit education . Although There is challenges that must be faced , head an innovative and collaborative school can create environment quality and sustainable learning . Findings This expected can become reference for development policy more education Good .

Discussion

Research result about leadership head school in improvement quality unit education show that role head schools are very vital (Nurafni , K., Saguni , F., & Hasnah, S., 2022) . Under discussion this , we will to describe a number of aspect key from results research that has been obtained .

Leadership Style Transformational

Leadership style transformational implemented by the head school proven effective in increase quality Education . Head capable school inspire and motivate teachers and staff create atmosphere positive work . This is in line with theory leadership that states that a capable leader build vision and giving motivation will push performance team in a way overall .

Conducive School Climate

Positive school climate is factor important in the learning process . Research show that head active school in create involvement students and collaboration between parties related succeed build supportive climate . Involvement student in taking decision creating a sense of belonging , which has an impact straight to motivation and achievement Study they .

Development Professional

Development sustainable professional for teachers is one of the main pillars in improvement quality Education . Head school that holds regular training and mentoring programs show commitment to improvement competence power educators . This is important because of the quality of teachers will in a way direct influence quality teaching and results Study student .

Data -Driven Decision Making

Practice taking decision data- based becomes one of findings important in study This . Head schools that analyze academic data and feedback come back from student can make more decisions precise and relevant . Approach This No only increase effectiveness of the program but also provides transparency in management school .

Innovation and Utilization Technology

Innovation in utilization technology information and communication (ICT) shows positive results in learning . Head schools that integrate ICT in the learning process teach capable increase interactivity and engagement students . This also shows that head adaptive school to development technology can create environment learn more interesting and relevant .

Challenges Faced

Although Lots success , challenges still there is . Resistance to change from some teachers and limitations source Power become obstacles that must be overcome overcome . Head school need develop skills communication and management strategy more changes Good For reduce resistance and increase support from all stakeholders.

In general overall , results study show that leadership head effective schools , through implementation style leadership transformational , development sustainable professionalism , and decision making decision data- based , greatly contributing to the improvement quality unit education . With overcome existing challenges , head school can create environment quality and sustainable learning . Findings This give outlook important for development policy education and practice leadership in schools .

CONCLUSION

Research result This confirm that leadership head school own significant impact to improvement quality unit education . Through implementation style leadership transformational , head school capable inspire and motivate teachers and staff For reach objective more education good . This is create atmosphere positive work and support effective learning processes .

Conducive school climate become aspect important in success Education . Research show that involvement students and collaboration between parties related parties , such as parents and the community , contribute to the improvement motivation students . Head active school create climate This succeed building a sense of belonging among students , which has an impact positive on achievement academic they .

Development professional for teachers is also a main pillar in improvement quality education . Ongoing training programs and effective mentoring increase competence teacher teaching . With Thus , the quality more teaching Good direct affect the results Study students , creating the next generation Ready face challenges in the future .

Finally , the challenges faced head school , such as resistance to changes and limitations source power , need overcome with the right strategy . Taking decision data- driven and innovation

in utilization technology become key in create environment learn more good . With Thus , research This give outlook valuable for development policy education and practice leadership in schools .

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