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Original Article



The Effect of Principal Leadership and Educational Personnel Performance on Quality of Education in Tebing Tinggi City, Indonesia

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Abstract

Quality of education has now become necessary 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 education 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. This study uses quantitative analysis techniques through Multiple Linear Regression. The results showed that the Principal's Leadership and Educational Personnel Performance influenced the Quality Improvement of Graduates at MTs Bustanul'Ulum Guppi Tebing Tinggi City. The simultaneous (overall) effect of the Principal's Leadership and Education Personnel Performance variables on improving the quality of education is 73.00%. The magnitude of the value is strong. Partially, 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: The results of the Principal's Leadership study affect the Quality Improvement of Graduates by 43 percent and Educational Personnel Performance of 30 percent. Other influences that are not studied or evaluated affect the quality of public services by 27 percent.

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1. Introduction

Quality of education has now become necessary for improving the quality of life of people throughout the country (Saputro et al., 2023). Improving the quality of education will be directly proportional to the quality and level of welfare of the community, meaning that education 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. Improving the quality of education is an absolute necessity because without quality and equitable education at all levels of society, a nation will have problems managing its country (Xi & Halabi, 2023). After all, it does not have reliable and quality human resources that can compete with other nations. The problems faced by the world of education in Indonesia related to the substance of education management and legislation include (i) Curriculum

problems, where currently the curriculum is 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 labour market conditions. (ii) 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, includes the lack of job opportunities with the ability of existing resources. The principle of "the right man in 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, (iii) Problems with Funds, Education Facilities, and Infrastructure, where the issue

of funds is the most crucial in improvement and development. The education system in Indonesia and funding are also some 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. 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 each graduate's academic ability will measure the graduates' achievement and quality. Also, the results of the graduates cannot compete in entering the job market. Many graduates have not mastered the science of applied technology, which is much needed now.

Table 1. Quality of Education at MTs Bustanul Ulum Guppi, Tebing Tinggi City

No	Job Description	Target	Realization	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 can 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 would increase if the funds provided are adequate by the mandate of the Constitution, which is 20% of the APBN and APBD.	Until now, the mandate which has a legal umbrella with various pretexts and reasons has not been realized and implemented	Educational development is not on a priority scale,

Table 1 captures 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. 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 as a whole and various groups in a particular organization depends on the quality of leadership contained in the organization concerned. As stated by Siagian (2008), 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 of 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 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 to achieve goals.

2.2. Leadership Typology

The recognized types of leadership are autocratic, paternalistic, charismatic, laissez-faire, and democratic. The method used in analyzing the various characters possessed by each type, according to Siagian (2008), is to categorize the various characters based on (i) A leader's perception of his role as a leader. (ii) The values espoused. (iii) Attitude in driving the organization. (iv) Behaviour in leading, and (v) Dominant leadership style.

2.3. Leadership Participation Model

The focus of this model's attention is that leadership behaviour 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 behaviour of leaders needs to be adjusted to the

structure of tasks that their subordinates must complete.

According to this theory, a series of provisions 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 and the problem to be solved through the decision-making process.

Because this theory and model aim to understand situational leadership, the analysis focuses on the various situations a leader might face in carrying out his leadership and not on the people who might participate in those situations. 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."

2.4. Employee Performance (Educational Personnel)

The organization's success in carrying out its duties cannot be separated from the quality of its human resources (Harahap, 2023; Hutagalung et al., 2023). Every organization member must understand its vision, values, and goals to achieve high performance. According to Sedarmayanti & Rahadian (2018), the concept of performance states that performance is carrying out an activity and perfecting it according to its responsibilities with expected results. This understanding is based on performance resulting from

Furthermore, Sedarmayanti (2020) discusses the following understanding of performance: Performance has a close relationship with productivity problems because it is an indicator in determining how 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 several results that can be calculated but also includes the quality or quality of work. Furthermore, Sedarmayanti & Rahadian (2018) suggest performance measurement based on the following aspects (i) Quality of Work. (ii) Punctuality. (iii) Initiative. (iv) Ability and (v) Communication. The five aspects above are general standards for measuring employee performance in various government and private institutions. According to Moeheriono (2018), through the partner-lawyer model, measuring the performance of employees is influenced by 7 factors such as expectations regarding rewards, encouragement, ability, needs and traits, perception of the task, internal and external rewards and 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 quantitatively and qualitatively, by the authority, duties and responsibilities of the employee concerned. According to Mahmudi & Nurhayati (2015), measuring performance is (i) knowing the achievement of organizational goals. (ii) provide employee learning facilities. (iii) improve the performance of the next period. (iv) provide systematic consideration in giving rewards and punishments. (v) motivate employees and (vi) creating public accountability.

2.5. 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, several terms are related to School-Based Management, including School Based Management or School Based decision-making and management. The basic concept of MBS, according to Samani (1999), is "shifting decision-making from the center, regional offices, kandep, offices to the school level (Samani, 1999). Citing the opinion of the (World Bank, 2002) 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, science and technology, and social, economic, legal, and political demands. School graduates are currently considered below the standards of the demands of various fields of need, which has 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 with the conditions and demands of the community environment. Or in other words, schools must be able to develop programs relevant to the community's needs.

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. Several things 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 straightforwardly express their views and opinions, and
3. Uphold the principle of professionalism in the work environment concerned.

2.6. The Relationship between Studied 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 Virgana et al. (2022) state that local governments have the 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, 2020).

The MBS principle proposed by Makmun (2015) is several things need to be considered 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 is straightforward; (3) Upholding the principle of professionalism in the work environment concerned (Makmun, 2015).

According to Taniya & Widjaja (2023), "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 to improve their performance are very wide (Nyak Amir, 2014).

3. Hypothesis

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

1. 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 leadership of the Principal of MTs is partially measured through its characteristics on improving the quality of education at MTs Bustanul Ulum Guppi, Tebing Tinggi City.

3. 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.

4. Materials and Methods

4.1. Research Design

The design of this study begins with an investigation and evaluation of the research that has been done and is known to solve the problem. At the same time, the implementation of the study 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, which highlights the relationship or influence between research variables by testing the hypotheses 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%.

4.2. Data Collection Technique

The primary data collection technique, using a questionnaire, was proposed to the teachers and administrative staff of MTs Bustanul'Ulum GUPPI Tebing Tinggi City. 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 or cannot be trusted, then the research results will not describe the actual situation. To overcome this, two kinds of tests are needed, namely the validity and the reliability test, to test the sincerity of the respondents' answers.

5. Results and Discussion

The variables of this study consisted of three variables, namely the leadership and the performance of the education staff as the independent variable,

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 do the variables of leadership and performance of education personnel have on improving the quality of education? The analytical method used in testing the hypothesis is path analysis.

Table 2. Result of Coefficient Determination (R-Square)

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.854	0.730	0.730	11.584

Note: a. Predictors: (Constant), X1, X2

Table 2 shows that the coefficient of determination (R^2) 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 in Table 3 below:

Table 3. Result of ANOVA

	Sum of Square	df	Mean Square	F	Sig.
Regression	1691.235	2	845.618	6.302	0.004
Residual	5501.56	41	134.184		
Total	7192.795	43			

a. Predictors: (Constant), X1, X2

b. Dependent variable: Y

Table 3 shows the F-stat value is 6,302. For the H_0 rejection criteria, it is enough to see the value of Sig. The F obtained is 0.001, which means that smaller than 5% still shows a significant effect (meaning that there is a jointly strong influence of the leadership variable, the performance of education personnel on improving the quality of education). And with the value of Sig. F of 0.004, it can be concluded that H_0 is rejected. This means that it can be explained that there is a linear relationship between the pattern of leadership and the performance of education personnel in improving the quality of education. It can also be interpreted that leadership and the performance of education personnel have a joint influence on improving the quality of education. The quality of education is the coefficient of determination ($R^2 = 0.730$ or 73 percent or this can also mean that the influence of variables outside the model is 0.270 or 27 percent.

To partially test or to find out which variables have a significant effect on the dependent variable, the t-test is tested. The result can be seen in Table 4:

Table 4. Result of Hypothesis Testing

	Unstandardized Coefficients		Standardized Coefficient	t	Sig.
	B	Std. Error	Beta		
Constant	8.602	24.631		0.349	0.729
X1	0.319	0.539	0.096	0.529	0.557
X2	0.951	0.362	0.426	2.626	0.012

a. Dependent variable: Y

6. Conclusion

In conclusion, this study indicates that leadership and performance of education personnel influence improving the quality of education. Also, the impact of improving the quality of education at MTS Bustanul'ulum Guppi, Tebing Tinggi City, can be influenced by leadership variables consisting of leaders' perceptions of their roles, values adopted, attitudes in running the organization, behavioral factors in leading and leadership styles. The dominant leadership style factor has the greatest influence on improving the quality of education, followed by the leader's perception factor about his role, which strongly influences the leadership variable. Meanwhile, the value factor linked is the smallest variable effect on improving the quality of education.

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 the quality of welfare and future-minded creative. Factors such as quality and personal, social, and professional competence have the greatest influence on improving the quality of education, followed by creativity and being future-minded, which strongly influence the performance variable of education personnel. The smallest variable influence on improving the quality of education is having a high fighting spirit. Other influences outside the sub-variables

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