

# The Effects of Principal Leadership on Effective School Management

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# The Effects of Principal Leadership on Effective School Management

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The quality of education in Indonesia needs to improve. In order to achieve quality education the leadership of the school principal and the school management matters. This study was conducted to examine the influence of the principal and the school leadership on effective school management. This research is a quantitative descriptive study with a sample of 113 people. The study used the Likert model, as the principal's leadership instrument and effective school management instrument. Data analysis used descriptive analysis and simple linear regression analysis. The research findings show that the principal's leadership influenced effective school management.

**Keywords:** *Leadership, Headmaster, Effective School Management, Education, Management*

## Introduction

Improving the quality of education in Indonesia remains an interesting issue, and is the responsibility of the government who is the most authoritative institution for policymaking over education. The government has an interest in making improvements to the quality of education in Indonesia. In the context of improving the quality of education, the government of the Republic of Indonesia has an intense desire to realise quality schools/madrasas in Indonesia so that schools/madrasas are competitive at national, regional, and international levels.

The quality of education in Indonesia is considered very poor and understood to be in need of improvement (Usman, 2014). According to a Political and Economic Risk Consultant (PERC) survey, the quality of education in Indonesia ranks 12th out of 12 countries in Asia (Nanda & Widodo, 2015; Subawa, 2016). The quality of Indonesian education is shown by Balitbang (2003) that out of 146,052 elementary schools in Indonesia, only eight schools received world recognition in the Primary Years Program (PYP) category (Damanik, 2019; Hasnah & Ikbal, 2016).



As for the 20,918 junior high schools in Indonesia, only eight schools received world recognition in the Middle Years Program (MYP) category, and from 8,036 high schools, only seven schools received world recognition in the Diploma Program (DP). Meanwhile, from UNESCO data (2000) on rank of Human Development Index (Al-Jawi, 2006), namely the composition of the rankings of educational attainment, health, and per-head income, which shows that the index of Indonesian human development, is declining. Amongst 174 countries in the world, Indonesia ranked 102nd (1996), 99th (1997), 105th (1998) and 109th (1999) (1999) (Hasnah & Ikbal, 2016).

From this description there are at least three factors that influence the quality of education (Depdiknas, 2007; Susanto & Mattalatta, 2018; A. Yasin & Lisdawati, 2017):

- (1) Policies and implementation of national education. Specifically those that use the education production function approach (Herman, 2017; Rusmayati, 2017; Syafruddin, 2015). or input-output analysis is not carried out consequently (Abdurahman, 2016a). This approach sees that educational institutions function as production centres, which if successful, all the inputs that are needed are present in the production activities (Abdurahman, 2016b; Azhar, 2019) and the institution will produce the desired output. This approach assumes that if educational inputs (such as teachers, books, learning media, and other educational facilities and infrastructure) are met, the quality of education will automatically improve. This approach focuses more attention on educational inputs and less on the educational process (Ardiana & Wahyuningsih, 2018; Hasan, Lukman, & Hakim, 2018).
- (2) The implementation of national education is carried out in a bureaucratic-centralistic manner. Consequently, placing the school as an education provider is reliant on convoluted bureaucratic decisions. Sometimes the policies issued are not responsive to the conditions of the school (Nugroho, 2017). In turn, the school loses independence, flexibility, motivation and creativity to develop and advance the school (Ardiana & Wahyuningsih, 2018; Aziz, 2015; Suhirman, 2015).
- (3) The participation of school members, especially teachers, and the participation of the community, especially parents in the administration of education (Rahmawati & Rahmawati, 2017). Teacher participation in decision making is often ignored. Whether there is a change in the school very much depends on the teacher. Any renewal is introduced if the teacher changes. If the teacher does not change, there will be no change in the school.

Based on these three factors mentioned above, efforts need to be made to improve the quality of education. One option is to reorient the implementation of education through a central-based management system such as School-Based Management (SBM).



School-based management is a management model that gives more autonomy, authority and responsibility to schools and encourages the direct participation of school members (teachers, students, principals, employees) and the community (parents, community leaders, scientists, entrepreneurs, etc.). Their responsibility is to improve the quality of schools based on national education policies and legislation. If school-based management is an organisation, the effective school is the content (Sutarto, Darmansyah, & Warsono, 2014). Therefore, the characteristics of school-based management include inclusive elements of effective schools that are categorized as input, process, and output.

Ineffective school management, school members, and their respective functions play an important role. The functions of the school community are: (1) The school principal as a long-term policymaker and action (Murniati, 2008); (2) The teacher as an educator who seeks to improve the quality of learning (Wibawa, 2003) and; (3) Students as educated individuals (Moores, 2001). In Indonesia, the low quality of education is potentially caused by the role and leadership of the school principal as a top leader (Purnomo & Rahardjo, 2017).

Maximum effort is needed in a long planned, well-programmed study to determine the influence of the principal's leadership and the importance of leadership for improving the performance of teachers and all school members. There are many school principals who act solely as formality leaders in the education system (Munthe, 2018).

The many educational problems caused by the lack of quality of leadership in Indonesia and in the District of Kerinci is very influential on the development of school management. The schools depend on leadership to improve school quality effectively (Sujadi, Meditamar, Wahab, & Utama, 2018). Such conditions lead to a decrease in the quality of school management. Based on this, the researchers examined the contribution of the principal's leadership to effective school management.

## **Methods**

This research uses descriptive quantitative analysis. The sample of this study was 113 people. The variables of this study are the principal's leadership (X) and effective school management (Y). The instruments used in this study were the principal's leadership instrument and the effective school management instrument. The data analysis used descriptive analysis and regression analysis.

## **Results and Discussion**

The initial step was analysing data to check the completeness and suitability contents of the instruments. These were filled out by the students sampled in the study. A processing table and



score for each statement item on the research instrument was given. After analyzing the data, the following results were obtained.

#### ***Descriptive Analysis of Principal Leadership Data (X)***

Based on the results of a descriptive analysis of the principal's leadership variable data from the entire sample, it can be seen in the following Table 1.

**Table 1. Distribution of Descriptive Analysis of Principal Leadership (X) (N=113)**  
**Descriptive Statistics**

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Principal Leadership (X)	113	52	103	155	15477	136,96	12,316	151,677
Valid N (listwise)	113							

Table 1 shows the number of respondents (N = 113). Of these 113 respondents the smallest respondent value (Minimum) is 103, and the largest student score (Maximum) is 155. The range value is the difference between the minimum and maximum values and was equal to 52. The sum value, the sum of the 113 respondents' scores is 15477. The average value of the 113 respondents or the mean is 136.96, with a standard deviation of 12.3.

#### ***Descriptive Analysis of Effective School Management Data (Y)***

The results of a descriptive analysis of the variable student learning outcome data (from the entire sample) show the following.

**Table 2. Distribution of Descriptive Analysis of Effective School Management Variables (Y) (N=113)**  
**Descriptive Statistics**

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Effective School Management (Y)	113	34	56	90	8812	77,98	7,502	56,285
Valid N (listwise)	113							

Table 2 shows the number of respondents (N = 113). Of these 113 respondents, the smallest respondent value (Minimum) is 56, and the largest student value (Maximum) is 90. The range value is the difference between the minimum and maximum values equal to 34, and the sum value is the sum score of the 113 respondents' and is 8812. The average value of the 113 respondents or a mean of 77.98 with a standard deviation of 7.5.



### *Test Analysis of Simple X and Y Linear Regression Analysis*

The results of simple regression calculations using SPSS version 20.00 can be seen in Table 3.

**Table 3. Results of Simple Linear Regression Coefficient Analysis of Principal Leadership (X) on the Development of Effective School Management (Y)**

Variable	Unstandardized Coefficients	T	Sig.
	B		
(Constant)	10,137	2,190	,031
Effective School Management (X)	,495	14,719	,000

Analysis of the results of the simple regression coefficient of the principal's leadership (X) to the development of effective school management (Y) show:

The simple regression results show that a B value of 10.137 means that the principal's leadership has a positive effect on effective school management. Furthermore, it can be interpreted as the principal's leadership increasing, then effective school management increases. Based on Table 3, the regression equation can be described as follows:

$$\hat{Y} = a + bX = a + X = 10,137 + (0,495) X$$

The equation model contains the following meanings:

- The constant value (a) is 10,137 meaning that if the leadership of the principal is 0, then effective school management is 10.137.
- The coefficient of the principal's leadership regression coefficient (b) is positive, meaning that any increase in principle's leadership by 1 will increase effective school management by 0.495.

Based on Table 3, the regression coefficient is positive and the value of  $\text{Sig} \leq 0.05$ , which means that there is a significant positive influence on the leadership variable of the principal on the development of effective school management. The results of the first hypothesis test found a significant positive influence on leadership variable from the principal. This means that if there is an increase in principal leadership effectiveness, effective school management will also increase. The findings indicate a need for schools to consider principal leadership quality. Leadership is very determined by the individual who plays the leader role (Chaniago, 2017). The leader ideally influences and gives direction. The leader in an organization or a scope of activities becomes someone who is expected to assist individuals in achieving organisational goals. The research into achieving effective school management very much requires the leadership of the principal to be attended.



The results showed that the principal's leadership had a positive and significant effect on the development of effective school management. This means that if there is an increase in the principal's leadership, the development of effective school management will also increase. This finding is supported by research by Harso (2012). Harso found principal school leadership influenced school conditions and teacher performance. Where teachers and all school members are stakeholders trying to build a school - school management, both planning, implementing, and supervising schools - must satisfy school stakeholders.

To create effective school management, excellent headmaster leadership is needed. Leaders competent in social awareness can collaborate and collaborate with others to develop shared goals, plans for sharing, information, and resources. A school principal as an educational leader faces a heavy responsibility. They must have adequate preparation, both mental and psychological, in carrying out his duties, especially in dealing with all the problems and challenges they might face to create and provide comfort for teachers and students at school.

The research findings found that ineffective schools have poor principal leadership. Poor headmaster's leadership can cause chaos in the body of school residents, for example, the occurrence of harassment of students (Mendes, Pinskiar, & McCurdy, 2019). School principal leadership is an important issue in regards to making improvements in the quality of education. Research on a principal's leadership has been carried out on the island of Sumatra to investigate education (Yogica, 2019). The supervision of resource management activities is necessary, especially in relation to effective school management. Research related to the principal's leadership found that the motivation and innovation of the principal had a significant influence on improving teacher professionalism (Nellitawati, 2018). Besides influencing school management, the principal's leadership, for example, in terms of his personality, also affected the social competence of teachers (Amrullah & Ardiansyah, 2019).

Principal's leadership acts as a driving force determining the direction of school policy that will ultimately determine how to achieve school and educational goals (Mulyasa, 2004). The leader in an organization has a very important role, not only internally, but also in facing the challenges outside the organization. The aim externally is to improve the organization's ability to (Sutrisno, 2009) to educate the nation's children. Policies implemented in schools will affect the achievement of these objectives.

### **Conclusions**

Effective school management can run well if the principal's leadership is well implemented. The findings of this study show that there is an influence of the principal school leadership on effective school management. Such results need an increase in principal leadership skills and quality so that school management also runs well.



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