



## Leadership management in quality improvement of sd muhammadiyah wirobrajan 3

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### ABSTRACT

Efforts to improve the quality of education require serious consideration from various parties. The problem of low quality of education is an issue that must be addressed immediately so that improvements can be made in various sectors, especially management, in order to improve the quality of education. This study analyzes leadership management of; la schools in an effort to improve the quality of education. The research method used in this study is a descriptive qualitative analysis. The results showed that the principal combined transformational and participatory leadership theories to protect the school community. The efforts made by the principal are in the form of performance evaluation, holding training or workshops and good cooperation with parents. It is hoped that in the future, further research can examine the quality of education based on aspects of school infrastructure.

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## Introduction

Efforts to improve the quality of education require serious consideration from various parties. The problem of the lack of quality of education is an issue that needs to be addressed in order to make improvements in various sectors, especially management, in order to improve the quality of learning. (Setiawan, 2024) Education in Indonesia is still very low compared to ASEAN countries, out of ten Southeast Asian countries Indonesia occupies the fifth position. If examined further, the decline in the quality of education is related to the role of a school principal in carrying out his responsibilities and the management system implemented in schools, which includes curriculum, school management, community involvement, and ways to improve the quality of education. (Diki Maulansyah et al., 2023)

Effective management is needed to respond quickly and appropriately to the changing demands and needs of society. In this case, the principal needs to create a system that utilizes every member of the school community so that human resources can be maximally empowered. (Suhaedin et al., 2024) To carry out this empowerment, the principal must have initiative and creativity in formulating a clear vision, mission, goals and strategies that are acceptable to the school community, in order to improve the quality of education. (Rahmi Aulia et al., 2024) To encourage the creativity of school community, there needs to be conditions that support participation from below (bottom up) rather than just waiting for policies from above (top down).

Principal leadership in efforts to improve the quality of education has an important role, because the success of education is highly dependent on proper management. Without effective control, educational achievement cannot be optimized. The success of a school in improving the quality of education can only be achieved through good management, which is produced by professional leadership. Principals need to be innovative, active, creative, as well

as responsible and risk-taking in school management. The ability that varies in each school depends on how the management can make good use of human and other resources to achieve the set standards. Individual empowerment will bring about awareness, confidence, wisdom and creativity that may not be foreseen. For each school member to be successful in their assigned tasks, they need to have a strong commitment to carry out their duties and responsibilities.

Improving the quality of education must be carried out and planned in accordance with the targets and work objectives to be achieved based on the vision, mission and objectives determined within a predetermined period of time, both short, medium and long term. This requires various efforts to improve the quality of education with the determination to face challenges.

Leadership in education is carried out by individuals who are rationally, socially and morally responsible. (Sahabuddin STAI Rakha Amuntai et al., 2022) Rationally, the education system implemented must be able to catch up and meet the demands of modern civilization, but still pay attention to social and moral aspects in order to remain balanced. This balance affects the quality of Indonesian human beings in accordance with the objectives of national education. School quality can be analyzed from a system perspective, where quality is related to each component of the system. The lack of school culture capacity can result in the low quality of education. (Nuraeni & Labudasari, 2021) This problem can be explained in more detail based on the school culture system which includes outcomes, inputs and processes. The input component consists of 8 national standards of education, the process is a pedagogical activity known as the learning activity process, and learning outcomes are measured in the form of graduate competencies.

A study on leadership management focusing on vocational secondary schools identified various managerial strategies that school leaders can implement to improve the quality of education. The results showed that leadership oriented towards collaboration and professional development can improve the quality of learning and student learning outcomes. In addition, good management can create a positive and productive learning environment (Suhaedin et al., 2024).

## Method

This research uses descriptive qualitative research. Descriptive research is research that aims to describe the observed phenomenon or situation in an in-depth and detailed manner. This approach focuses on understanding and describing a particular social or cultural context without manipulating variables. (Sugiyono Guzman & Oktarina, Nina Paper, 2018). In this study, researchers used qualitative research to understand phenomena in a natural social context that describes social problems from a behavioral point of view. In qualitative research, researchers analyze and report phenomena in a research analysis.

The purpose of this study was to obtain a more complete, clear, and easy description and information and make it possible for researchers to carry out observation activities. Therefore, the author determines that the research location is the place where the research will be conducted. In this case, the research location is located at SD Muhammadiyah 3 Wirobrajan, which is located at Jl. Gatotkaca No.19A, Wirobrajan, Yogyakarta City, Yogyakarta Special Region 55252. This research was conducted on September 27, 2024.

In his book entitled qualitative research methodology, Loflan and lofland as quoted by Lexy. J. Moeleong said that words and actions are the main data sources in qualitative research. Then secondary data sources such as documents and others can be supported. (Sugiyono, 2019) In this regard, in this study researchers used interviews and documentation.

The data analysis used is descriptive analytic method, which describes the data collected in the form of words, pictures, and not numbers. Data that comes from manuscripts, interviews, field notes, documents, and so on, is then described so that it can provide clarity on reality or reality.

## Result and Discussion

The vision and mission of SD Muhammadiyah 3 Wirobrajan reflect a holistic educational goal that focuses on the overall development of students, namely forming an Islamic generation that is not only superior in science, but has noble morals, clean, healthy, and environmentally cultured. This vision is in line with the national education goals that emphasize the importance of strengthening character and morals as nation building. (Marita Sari, 2019) The established mission shows the school's commitment in improving the quality of education through a faith-based approach, innovative learning, and the application of environmental awareness values. With these efforts, SD Muhammadiyah Wirobrajan 3 aims to create an educational ecosystem that not only excels academically, but also contributes to the process of forming a competitive and environmentally conscious society.

The leadership style of the head of SD Muhammadiyah 3 Wirobrajan can be analyzed through an approach using leadership theories such as transformational and participatory. Transformational leadership focuses on providing motivation and inspiration to all elements of the school. (Safira Khoirotunnisa & Wahyu Eko Pujiyanto, 2023) The principal is able to provide a clear vision, be an example, and encourage teachers and staff to bring out the best potential. The leadership style used creates an innovative and proactive school environment, where each individual has an important role to play in achieving goals, while participative leadership emphasizes staff involvement in decision-making. This approach creates a democratic work atmosphere and increases collective responsibility for the school. (Permana & Karwanto, 2020) Principals who combine these two styles can create a collaborative work environment, build trust, increase teacher morale, and contribute to improving the quality of education.

Teacher performance evaluation at SD Muhammadiyah 3 Wirobrajan can be done through various complementary methods, such as direct observation of the classroom learning process, portfolio assessment of teacher work, and feedback from students and parents. This approach ensures a comprehensive evaluation, not only measuring student learning outcomes but also analyzing the quality of the learning process implemented by teachers. By involving multiple perspectives, the evaluation can provide a complete picture of the effectiveness of teaching methods. Evaluation results are used to identify teacher development needs, such as training and workshops. In addition, schools can develop effective improvement strategies to improve school quality.

Performance training and teacher development at SD Muhammadiyah 3 Wirobrajan plays a crucial role in improving teachers' pedagogical competence and professionalism. Systematically designed training programs, especially those that focus on the application of innovative learning methods, are able to increase teachers' motivation and creativity in teaching. (Andryani et al., 2020) This not only impacts the effectiveness of classroom learning, but creates a more interesting and meaningful learning experience for students. In addition, training contributes to increasing teachers' job satisfaction, building better relationships among teachers and creating a school environment that supports sustainable high-quality learning.

Parent involvement plays a very important role in improving the quality of education at SD Muhammadiyah 3 Wirobrajan. Research shows that parents' active support and participation in various school activities, such as regular meetings, learning programs or extracurricular activities, can significantly contribute to improving students' academic performance. (Aniza et al., 2021) Moreover, parental involvement helps create synergy between the home and school environments, thus supporting students' social, emotional and character development more holistically. This collaboration also strengthens communication links between parents and schools (HP & Abdullah, 2012), creating an educational ecosystem that is conducive to children's holistic and sustainable development.

Principals at SD Muhammadiyah 3 Wirobrajan face various challenges, including human resource management, education financing, and adapting to curriculum changes. (Susmita et al., 2024) In addition, the challenge of creating a school culture that is inclusive and responsive to students' needs is also a major concern. Principals need to have good managerial skills to

overcome these challenges.

Measurement and assessment in leadership management at SD Muhammadiyah 3 Wirobrajan can be done by applying key performance indicators that cover various important aspects, such as students' academic achievement, the level of teacher satisfaction with the work environment, and the level of active involvement of parents in school activities.(Perkasa & Mulyanto, 2023) This approach provides a comprehensive picture of the effectiveness of the principal's leadership. With the data obtained from these indicators, principals can evaluate the strengths and weaknesses in their management and design data-driven strategies for continuous improvement. As a result, the educational environment becomes more efficient, innovative and able to support the overall improvement of school quality.

## Conlusion

SD Muhammadiyah 3 Wirobrajan has a holistic vision and mission, focusing on the formation of an Islamic generation that is knowledgeable, noble, and concerned about the environment. In its implementation, the principal's leadership style combines transformational and participatory approaches, creating a collaborative work environment that increases teachers' motivation and morale, contributing to the quality of education.

Teacher performance evaluation is conducted comprehensively through observation, portfolio assessment and feedback from students and parents, enabling effective identification of professional development needs. Training focused on innovative learning methods has been shown to improve teachers' competence and job satisfaction, as well as positive relationships with students. Parental involvement is critical in supporting the quality of education, creating synergies that impact on student achievement and development. Principals face challenges in resource management, financing and curriculum changes, which require good managerial skills.

Facilitation of constructive feedback between teachers can be improved through regular meetings and discussions, creating a culture that supports the exchange of constructive feedback. Key performance indicator-based measurement and assessment help principals evaluate leadership effectiveness and make data-based decisions for continuous improvement. Overall, SD Muhammadiyah 3 Wirobrajan is committed to improving the quality of education through collaboration, training and involvement of all parties.

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