



The Influence of Principal's Supervisory Competence in Improving the Quality of Education

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Abstract

This research aims to see the influence of the principal's leadership on improving school quality at MAN Cililin. In addition, this research was conducted to examine and measure how much significant influence the school principal's leadership role has on the quality of education. This research was carried out at MAN Cililin with quantitative research. This research method uses a descriptive survey method with correlation analysis to see the relationship between the independent variables, namely the leadership of the school principal, and the attachment variable, namely the quality of education in schools. The population of this research is school teachers at MAN Cililin with a sample of 31. This research instrument uses questionnaires and interviews which have been tested for validity and reliability. The specifications for data analysis requirements used consist of a normality test using Kolmogorov Smirnov and a linearity test with the hypothesis used, namely correlation and regression tests using SPSS version 26. In this study, it can be concluded that the principal's leadership and the quality of education at the MAN Cililin school have a very strong relationship, strong with a correlation coefficient value of 0.907. Apart from that, it was found that the principal's leadership had an influence of 81.2% on the quality of education in schools and the remaining 18.8% was influenced by external factors with the regression equation model $Y = 18.117 + 0.658X$. Thus, for further research, research can be carried out to see the differences, correlations, and interactions that occur in student learning outcomes at MAN Cililin based on the cognitive level and gender of students to compare with other schools.

Keywords: Principal Leadership; Education Quality; Correlation; Regression

Abstrak

Penelitian ini bertujuan untuk melihat pengaruh kepemimpinan kepala sekolah terhadap peningkatan mutu sekolah di MAN Cililin. Selain itu, penelitian ini dilakukan untuk mengevaluasi dan mengukur seberapa besar pengaruh yang dihasilkan secara signifikan terhadap peran kepemimpinan kepala sekolah dengan mutu pendidikan. Penelitian ini dilaksanakan di MAN Cililin dengan penelitian kuantitatif. Metode penelitian ini menggunakan metode survey deskriptif dengan analisis korelasi untuk melihat keterkaitan akan variabel bebas yakni kepemimpinan kepala sekolah dan variabel terikat yakni mutu pendidikan pada sekolah. Populasi penelitian ini adalah guru sekolah di MAN Cililin dengan sampel sebanyak 31. Instrumen penelitian ini menggunakan angket dan wawancara yang telah diuji validitas dan reliabilitasnya. Pengujian persyaratan analisis data yang digunakan terdiri dari uji normalitas dengan kolmogorov smirnov dan uji linearitas dengan hipotesis yang digunakan yakni uji korelasi dan regresi menggunakan SPSS versi 26. Pada penelitian ini dapat disimpulkan bahwa kepemimpinan kepala sekolah dan mutu pendidikan di sekolah MAN Cililin memiliki hubungan yang sangat kuat dengan nilai koefisien korelasi sebesar 0,907. Selain itu didapatkan kepemimpinan kepala sekolah memiliki pengaruh sebesar 81,2% terhadap mutu pendidikan di sekolah dan sisanya yakni 18,8% lainnya dipengaruhi oleh faktor-faktor eksternal dengan model persamaan regresi $Y = 18,117 + 0,658X$. Dengan demikian untuk penelitian selanjutnya dapat dilakukan penelitian untuk melihat perbedaan, korelasi, hingga interaksi yang terjadi pada hasil belajar siswa di MAN Cililin berdasarkan tahap kognitif dan jenis kelamin siswa untuk dikomparasikan dengan sekolah lainnya

Kata Kunci: Kepemimpinan Kepala Sekolah; Mutu Pendidikan; Korelasi; Regresi

INTRODUCTION

Improving the quality of education in schools is one of the regulations to achieve national development goals which is carried out in a structured, planned, directed manner, and this takes place continuously.¹ Improving the quality of education has implications for the primary component, namely school quality, because it is closely related to human resources in managing education,² both formal and non-formal education.³ The quality of schools that are connected to life in society in general has relevance regarding vital issues for the nation that require serious attention and handling,⁴ Because school management is the main thing in school quality and must be pursued by all levels of education.⁵ In leadership, especially school principals in orienting school quality, it is still found that they do not have a clear enough vision and mission in an effort to develop school quality.⁶ The leadership that the principal still has does not reflect the leadership that should be applied as a figure and to carry out his mandate as a leader to encourage educators or their subordinates to have better performance.⁷ In addition, there is a lack of efforts from the principal in improving his professionalism in exemplifying how efforts to improve the quality of schools.⁸ The problems found are also related to the existence of teachers who teach not only in one school, so that educators and educators' ideas will be drained and also become unfocused.⁹

¹ Ashraf Alam, "What is the Philosophy of Chemistry Education? Viewing Philosophy behind Educational Ideas in Chemistry from John Dewey's Lens: The Curriculum and the Entitlement to Knowledge," *PalArch's Journal of Archaeology of Egypt/Egyptology* 17, no. 9 (2020): 6857-89; Erni Ratna Dewi dan A Aminullah Alam, "Transformation model for character education of students," *Cypriot Journal of Educational Sciences* 15, no. 5 (2020): 1228-37; Imam Tabroni, Muhamad Dika Pransah, dan Teguh Agus Wahyudi, "Qirati Method: Unlocking Student Motivation and Controversy of Closing Educational Institutions," *Indonesian Journal of Applied and Industrial Sciences (ESA)* 2, no. 1 (2023): 71-80; Abd Rahman dkk., "The Implementation of Strengthening Character Education Program through Scouts Extracurricular Activities in Islamic Senior High School," *Journal of Education Research and Evaluation* 5, no. 4 (2021): 633-44, <https://doi.org/10.23887/jere.v5i4.32858>; Abdul Muid, "Internalization of Tolerance Value: Strategies and Innovations of Islamic Religious Education Teachers in Senior High Schools," *Tafkir: Interdisciplinary Journal of Islamic Education* 3, no. 1 (2022): 105-14, <https://doi.org/10.31538/tijie.v3i1.81>.

² Mumu Zainal Mutaqin dkk., "Factors in Religious Culture to Increase Tolerant Attitude of Gen-Z Among Urban Muslims," *Akademika: Jurnal Pemikiran Islam* 29, no. 1 (2024): 73-86, <https://doi.org/10.32332/akademika.v29i1.9145>.

³ Haris Pancawardana dkk., "The Influence of Nonformal Education on Students' Cognitive Formation," *KOLOKIUUM Jurnal Pendidikan Luar Sekolah* 11, no. 2 (2023): 236-43, <https://doi.org/10.24036/kolokium.v11i2.612>.

⁴ Ibnu Imam Al Ayyubi dkk., "Pendidikan Humanis Paulo Freire Dalam Pembelajaran Matematika MI," *Wulang: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 1, no. 1 (2024): 1-15.

⁵ Heryon Bernard Mbuik, "Pengaruh Kepemimpinan Kepala Sekolah terhadap Penerapan Manajemen Berbasis Sekolah di SD," *Indonesian Journal of Primary Education* 3, no. 2 (2019): 28-37.

⁶ H Masduki Duryat, *Kepemimpinan Pendidikan: Meneguhkan Legitimasi Dalam Berkontestasi Di Bidang Pendidikan* (Penerbit Alfabeta, 2021).

⁷ Dielfi Mariana, "Pengaruh kepemimpinan kepala sekolah terhadap efektivitas Sekolah Penggerak dalam meningkatkan kualitas pendidikan," *Jurnal Pendidikan Tambusai* 5, no. 3 (2021): 10228-33, <https://doi.org/10.31004/jptam.v5i3.2606>.

⁸ Karine Rizkita dan Achmad Supriyanto, "Komparasi kepemimpinan pendidikan di Indonesia dan Malaysia dalam upaya peningkatan mutu pendidikan," *Jurnal Akuntabilitas Manajemen Pendidikan* 8, no. 2 (2020): 155-64, <https://doi.org/10.21831/jamp.v8i2.32362>; Ulfah Ulfah, Yuli Supriani, dan Opan Arifudin, "Kepemimpinan Pendidikan di Era Disrupsi," *JlIP-Jurnal Ilmiah Ilmu Pendidikan* 5, no. 1 (2022): 153-61, <https://doi.org/10.54371/jiip.v5i1.392>.

⁹ M Sahabuddin dan Syahrani Syahrani, "Kepemimpinan pendidikan perspektif manajemen pendidikan," *Educational Journal: General and Specific Research* 2, no. 1 (2022): 102-12; Besse Marhawati, *Kepemimpinan Pendidikan* (Deepublish, 2021); Erna Kusumawati, "Kepemimpinan Digital dalam Pendidikan: Sebuah Analisis Bibliometrik," *Journal of Education and Teaching (JET)* 4, no. 2 (2023): 252-60, <https://doi.org/10.51454/jet.v4i2.254>.

Then the impact of this causes problems in the management of process standards in schools that have not been implemented optimally, with the discovery of students who are not present without information due to the absence of teachers who enter the classroom.¹⁰ This can lead to other external factors due to a lack of supervision and education about students' behavior and abilities.¹¹ This can be proven by pragmatic problem solving by simply giving assignments to students who cannot be controlled in the process of work, even though the values of honesty and good things are always instilled in students. So far, research on the leadership of school principals in improving the quality of education is still carried out in a qualitative, descriptive manner supported by interviews and documentation to describe conditions in the field.¹² Meanwhile, research that orients inferential statistical conclusions such as to see the influence of school principals' leadership on the quality of education in the schools they lead is still rare. So that the value of novelty in the research carried out will use inferential statistical analysis with parametric or non-parametric statistical data analysis techniques using SPSS version 26 to see the relationship and form of correlation that occurs.

Previous research shows that the supervisory competence of school principals is a key factor in improving the quality of education, especially in fostering and motivating teachers to achieve higher teaching standards. According to Hillary, school principals who have strong supervision skills can provide clear direction to teachers, provide appropriate support, and create a collaborative work environment. In this way, teachers feel more motivated to develop innovative teaching methods and focus on improving student achievement.¹³ This study emphasizes the importance of communication skills and the ability to provide feedback from principals as part of effective supervision that has an impact on the quality of learning. Another study conducted by Anjel Dane, shows that the competence of school principals in supervising includes the ability to plan, implement, and evaluate programs to improve the quality of education in schools.¹⁴ Principals who are competent in supervision are able to map teacher development needs and provide relevant training in accordance with the challenges faced in the field. The results of the study revealed that

¹⁰ Dedi Sihabudin Ahmad, "Kepemimpinan Kepala Sekolah Dalam Upaya-Upaya Peningkatan Mutu Pendidikan," *ALACRITY: Journal of Education*, 2022, 72–82, <https://doi.org/10.52121/alacrity.v2i3.115>; Bahori Muslim, Edi Harapan, dan Nila Kesumawati, "Kepemimpinan Kepala Sekolah dalam Meningkatkan Mutu Pendidikan di SMA Negeri 1 Indralaya Selatan," *Jurnal Intelektualita: Keislaman, Sosial dan Sains* 9, no. 1 (2020): 149–58, <https://doi.org/10.19109/intelektualita.v9i1.5586>.

¹¹ Handriyani Timor, Udin Syaefudin Saud, dan Dadang Suhardan, "Mutu Sekolah; Antara Kepemimpinan Kepala Sekolah Dan Kinerja Guru," *Jurnal Administrasi Pendidikan* 25, no. 1 (2018): 21–30.

¹² Idatul Fitriyah dan Achadi Budi Santosa, "Kepemimpinan kepala sekolah dalam menghadapi era revolusi industri 4.0 untuk meningkatkan mutu sekolah," *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)* 5, no. 1 (2020): 65–70, <https://doi.org/10.31851/jmksp.v5i1.3538>; Nurhayati Nurhayati dkk., "Kinerja kepala sekolah kinerja kepala sekolah, disiplin kerja guru dalam meningkatkan mutu pendidikan," *Jurnal Manajemen Pendidikan Dan Ilmu Sosial* 3, no. 2 (2022): 634–44, <https://doi.org/10.38035/jmpis.v3i2.1009>; Rati Purwanto, "Kepemimpinan Visioner Kepala Sekolah Terhadap Mutu dan Kualitas Sekolah di SD Negeri Soko," *Jurnal Pendidikan Dan Teknologi Indonesia* 1, no. 4 (2021): 151–60, <https://doi.org/10.52436/1.jpti.26>; Suci Hartati, "Evaluasi kinerja kepemimpinan kepala sekolah dalam menerapkan konsep manajemen mutu, sebagai upaya meningkatkan mutu pendidikan," *Jurnal Pendidikan dan Konseling (JPDK)* 4, no. 6 (2022): 13422–33, <https://doi.org/10.31004/jpdk.v4i6.13559>.

¹³ Hillary Hillary Shikokoti, "Influence of Principals' Management Practices on Teachers' Job Satisfaction in Public Secondary Schools in Kakamega County, Kenya" (PhD Thesis, University of Nairobi, 2023), <http://erepository.uonbi.ac.ke/handle/11295/164264>.

¹⁴ Anjel Dane G. Go dan Rey T. Eslabon, "School Heads' Instructional Supervisory Skills and Teachers' Performance," diakses 14 November 2024, <https://pdfs.semanticscholar.org/7dc5/a0c575ddfc665bac7b46f3cce519157f01c.pdf>.

the active role of school principals in providing continuous supervision can improve teacher skills and improve the learning evaluation system, so that there is an overall improvement in the quality of education.

On the other hand, research by Vicdan Altınok highlights that school principals who have supervisory competence also play a role in developing a positive school culture, where openness to criticism and commitment to self-development are part of the work environment. Vicdan Altınok noted that good supervision does not only focus on individual teacher performance, but also on developing strong team collaboration, so that synergy is created between principals, teachers, and other staff in achieving educational goals.¹⁵ According to research conducted by Linus Chaula, the supervision competence of school principals has a significant impact on teachers' ability to design and implement an effective learning process. Principals who have good supervisory competencies can guide teachers in professional development and assist them in identifying and overcoming learning barriers.¹⁶ This study shows that supervision carried out in a structured and continuous manner encourages the improvement of the quality of education through the improvement of the quality of learning in the classroom. Furthermore, a study conducted by Guo Yongkun emphasizes that school principals who are competent in supervision are not only focused on administrative aspects, but also on teacher capacity development, including in terms of learning and assessment methodologies.¹⁷ This study states that school principals who are able to provide direction, constructive feedback, and conduct objective evaluations will create a school climate that is conducive to continuous improvement. In addition, research conducted by Herdiansyah (2020) found that school principals with high supervisory competence are able to motivate teachers to improve their performance, which ultimately has a positive impact on students' academic achievement.

The leadership behavior of the principal is a crucial factor that affects the quality of the school. This behavior can be used as a basis for developing the quality of schools as providers of education.¹⁸ Another factor that can affect the improvement of the quality of education is leadership itself or what we often call leadership. A leader can encourage the achievement of educational goals so that behavior is needed that is able to invite and work together with his subordinates in working optimally according to their duties to be able to achieve the quality of education as

¹⁵ Vicdan Altınok, "The Effect of Supervision in Education on Teacher Quality and Performance," *International Journal of Psychology and Educational Studies* 11, no. 3 (2024): 230–46, <https://ijpes.com/index.php/ijpes/article/view/1317>.

¹⁶ Linus Chaula, Godlove Lawrent, dan Iramba Freddie Warioba Iramba, "School Heads' Clinical Supervision Practices in Tanzania: Implications for Teachers' Professional Competency Development," *Cogent Education* 11, no. 1 (31 Desember 2024): 2362551, <https://doi.org/10.1080/2331186X.2024.2362551>.

¹⁷ Guo Yongkun, Albattat Ahmad, dan Azman Norhidayah, "Education Training, Principal's Supervision and Teacher Performance in Higher Vocational Colleges in China: Mediated by Teacher Competency," 2023, https://www.researchgate.net/profile/Guo-Yongkun-2/publication/374003389_Education_Training_Principal's_Supervision_and_Teacher_Performance_in_Higher_Vocational_Colleges_in_China_Mediated_by_Teacher_Competency/links/668d015bb15ba5590749abad/Education-Training-Principals-Supervision-and-Teacher-Performance-in-Higher-Vocational-Colleges-in-China-Mediated-by-Teacher-Competency.pdf.

¹⁸ Jean Dwi Ritia Sari, Muhammad Giatman, dan Ernawati Ernawati, "Peran Kepemimpinan Kepala Sekolah dalam Meningkatkan Mutu Pendidikan," *Jurnal Penelitian dan Pengembangan Pendidikan* 5, no. 3 (2021): 329–33, <https://doi.org/10.23887/jppp.v5i3.34846>.

expected.¹⁹ Thus, to fill the gap in previous research, this study aims to see the influence of school principal leadership on improving school quality in MAN Cililin. In addition, this study was conducted to evaluate and measure how much influence is produced significantly on the leadership role of the principal with the quality of education in the school.

RESEARCH METHOD

This research was carried out at MAN Cililin with quantitative research. This research method uses a descriptive survey method with correlation analysis to see the relationship between the independent variable, namely the principal's leadership and the bound variable, namely the quality of education in schools. The descriptive survey method is used to create a more objective picture of a situation supported by the output of inferential statistical results. Meanwhile, correlation analysis in this study is used to predict how far the influence is generated from the independent variable and the bound variable. The population of this study is school teachers in MAN Cililin with a sample of 31. This research instrument uses questionnaires and interviews that have been tested for validity and reliability. The testing of the data analysis requirements used consisted of a normality test with Kolmogorov Smirnov and a linearity test with the hypothesis used, namely a correlation and regression test using SPSS version 26. The relationship between two variables to find out whether the relationship is strong, moderate, or not strong and the form of correlation that occurs is linear positive or negative.

If the data is normally distributed, it will be continued in the parametric statistical test proposed by Karl Pearson, but if the assumption of normality is not met, non-parametric statistics are used using the Spearman Rank correlation test. In further analysis, regression tests can also be used to see the influence between variables and determine the contribution of independent variables to bound variables. This regression test aims to identify whether the independent variable significantly affects the dependent variable, as well as estimate how much influence it will have through the determination coefficient (R^2) value. Thus, through a combination of correlation and regression tests, the study can provide a more comprehensive picture of the nature of the relationship between variables and the strength of their influence in the context of the research.

RESULTS AND DISCUSSION

The data processing of the results of this study was carried out with the help of the SPSS version 26 program, with the test criterion of receiving H_0 if the value of sig. ≥ 0.05 and minus H_0 if the value is sig. < 0.05 . The Alternative Hypothesis (H_1) and the Zero Hypothesis (H_0) are as follows:

- H_0 : There is no correlation between the leadership of the principal and the quality of education at MAN Cililin
- H_1 : There is a correlation between the leadership of the principal and the quality of education at MAN Cililin

Table 1. Descriptive Statistics

	Mean	Std. Deviasi
Leadership	77,68	3,248
School Quality	79,65	4,311

¹⁹ Rizkita dan Supriyanto, "Komparasi kepemimpinan pendidikan di Indonesia dan Malaysia dalam upaya peningkatan mutu pendidikan."

Based on Table 1 above, it was obtained in the Descriptive Statistics display that the average values on school leadership and quality were 77.68 and 79.65 while the standard deviation values were 3.248 and 4.311.

Table 2. Test of Normality

	Statistic	Sig.
Leadership	0,120	0,200*
School Quality	0,151	0,069

Based on Table 2 above obtained in the Test of Normality display, the significance values for leadership and school quality in Kolmogorov Smirnov are 0.200 and 0.069. From the data, it was obtained that the significance value was greater than 0.05, so based on the H0 decision-making criteria, it was accepted, so it can be concluded that the data is normally distributed. Because the normality assumption is met, it is continued to the pearson product moment correlation test.

Tabel 3. Correlations

		Leadership	School Quality
Leadership	Pearson Correlation	1	0,907**
	Sig. (2-tailed)		0,000
	N	31	31
School Quality	Pearson Correlation	0,907**	1
	Sig. (2-tailed)	0,000	
	N	31	31

Based on Table 3 above, it is obtained that the value of Sig. (2-tailed) is 0.000. From the data, it was obtained that the significance value was less than 0.05, so based on the H0 decision-making criteria, it was rejected, so it can be concluded that there is a relationship between the principal's leadership and the quality of education in MAN Cililin schools. Meanwhile, the value of pearson correlation is 0.907. Based on the coefficient interpretation guideline, the correlation of the number 0.907 is in the interval of 0.80-1.00. This shows that there is a very strong relationship between the leadership of the school and the quality of school education at MAN Cililin. To see the strong relationship of correlation values is as follows.²⁰

Table 4. Interpretation of Correlation Coefficient

Interpretation of Correlation	The Power of Relationships
0,00-0,19	Sangat Rendah
0,20-0,39	Rendah
0,40-0,59	Cukup
0,60-0,79	Kuat
0,80-1,00	Sangat Kuat

The significance of the correlation between the two variables can be seen by the presence

²⁰ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2013).

of a ** sign on the correlational data pair. From the output generated at the pearson correlation value, there is a ** sign so that it can be concluded that the independent variable and the bound variable are significantly correlated. Next, it is continued to a simple linear regression test.

Table 5. Model Summary

Model	R	R Square	Adjusted R Square
1	0,907 ^a	0,812	0,829

Based on Table 5 above, it is obtained that the R value is 0.907. The R value can be interpreted as the relationship between the principal's leadership and the quality of the school at MAN Cililin is very strong. In addition, the R Square value was obtained at 0.812 which shows how well the regression model formed by the interaction between the principal's leadership and the quality of education in the school can be interpreted that the principal's leadership has an influence of 81.2% on the quality of education in the school and the remaining 18.8% is influenced by external factors. Next, the Anova test is carried out to determine the level of significance or linearity of regression.

Table 6. ANOVA^a

Model		Sum of Square	Sig.
1	Regression	293,321	0,000 ^b
	Residual	57,265	
	Total	350,586	

Based on Table 6 above, it is obtained that the value of Sig. is 0.000. From the data, it was obtained that the significance value was less than 0.05, so based on the H0 decision-making criteria, it was rejected, so it can be concluded that the linear regression equation model or meets the linearity criteria, the regression model can be used to predict the quality of education in schools.

Table 7. Coefficients^a

Type		t	Sig.
1	(Constant)	3,966	0,000
	Mutu Pendidikan	12,092	0,000

Based on Table 7 above, it was obtained that the value of Unstandardized B in Constant (a) was 18.117 and the coefficient regression of education quality in schools was 0.658. The regression equation model $Y = 18.117 + 0.658X$ means that if the quality of the school increases by 1 unit, the quality of education in the school will increase by 1.658 and if the quality of education in the school increases by 1.658, the leadership results of the principal will increase by 1.658.

DISCUSSION

Leadership is an inherent trait in a leader who has the ability to motivate and provide service in loyalty, guide and direct in communication ethics and knowledgeable interaction. In Islam, a leader has the nature of shiddiq, tabligh, mandate, and fathanah who have the ability to influence a group or individual to achieve certain goals according to what he expects. Based on this, a leader has implications in (1) his involvement with employees and subordinates; (2) Effectiveness in providing satisfaction to employees and their subordinates; (3) Have responsibility with

integrity in himself and others in constructing what he wants to achieve.²¹ An educational institution that is functional in providing formal and non-formal knowledge, one of which is a school.²² In it there is a leader called the principal, who gives additional tasks to a teacher to be able to manage the school in an effort to improve the quality of education in it. The principal provides an example of leadership in a way or effort in guiding and directing employees or subordinates to be able to play a role in achieving the expected educational goals and has been set by consensus together.

The function of the principal itself is to be a managerial in the school which plays a very crucial role in realizing the vision and mission of the school in accordance with the Ministry's regulations where the principal is a teacher as well as in it who is given additional tasks with the dimensions of competence that have been set, including having a personality, high social spirit, supervising, becoming an entrepreneur, and managerial employees and their subordinates to create a predictive atmosphere and realize the target to realize common ideals in the quality of education in the school they lead. The criteria for becoming a school principal are (1) Able to manage the institution or school he leads and provide conclusions as expected together.²³ (2) Able and quick to respond in adapting to change, especially in the contemporary era which is integrated with exponentially developed technology.²⁴ (3) Able to evaluate and correct every existing weakness to be corrected together.²⁵ (4) Bringing the school to the expected goals in accordance with the common ideals of the consensus that has been made previously.²⁶ Because of this, a school principal can realize the quality of education in accordance with what is expected with good and correct parameters of education quality.²⁷ Education gave birth to a concept of transformation, namely knowing, doing, and being. These three aspects can be achieved by the leadership role of the principal in preserving the quality culture in the school.²⁸

The more school members understand and believe in the values and norms that apply to each different school culture, the more significant the level of awareness for school members in existing, sensitizing and preserving the school name in the external audience.²⁹ Thus, if there are newcomers who want to become members of the school, they should be required to carry out various acculturation processes, although in its implementation there must be assertiveness in a

²¹ Kamsia Nurafni, Fatimah Saguni, dan Sitti Hasnah, "Pengaruh Kinerja Komite Sekolah dan Kepemimpinan Kepala Sekolah Terhadap Peningkatan Mutu Pembelajaran Pendidikan Agama Islam," *Jurnal Integrasi Manajemen Pendidikan* 1, no. 1 (2022): 44–68, <https://doi.org/10.24239/jimpi.v1i1.901>.

²² I Gusti Ngurah Santika, "Kepala sekolah dalam konsep kepemimpinan pendidikan: Suatu kajian teoritis," *Widya Accarya* 7, no. 1 (2017), <http://ejournal.undwi.ac.id/index.php/widyaaccarya/article/view/898>.

²³ Mardhiah Mardhiah dkk., "Ikhtiar Kepala Mis Raudhatul Mushallin Tanjung Unggat Dalam Meningkatkan Eksistensi Madrasah Yang Dipimpinnya Melalui Perbaikan Manajemen," *HIKMAH: Jurnal Pendidikan Islam* 11, no. 2 (2022): 285–94, <http://dx.doi.org/10.55403/hikmah.v11i2.507>.

²⁴ Lilis Kholifatul Jannah, "Kepemimpinan Kepala Sekolah dalam Menghadapi Era Revolusi Industri 4.0: Perspektif Manajemen Pendidikan," *Islamika* 2, no. 1 (2020): 129–39, <https://doi.org/10.36088/islamika.v2i1.471>.

²⁵ Siti Muawanatul Hasanah, "Kepemimpinan kepala sekolah dalam meningkatkan mutu pembelajaran di era pandemi covid 19," *INCARE, International Journal of Educational Resources* 1, no. 3 (2020): 256–79, <https://doi.org/10.59689/incare.v1i3.99>.

²⁶ Dela Khoirul Ainia, "Merdeka belajar dalam pandangan Ki Hadjar Dewantara dan relevansinya bagi pengembangan pendidikan karakter," *Jurnal Filsafat Indonesia* 3, no. 3 (2020): 95–101, <https://doi.org/10.23887/jfi.v3i3.24525>.

²⁷ Yunus Russamsi, Hanhan Hadian, dan Acep Nurlaeli, "Pengaruh kepemimpinan kepala sekolah dan peningkatan profesional guru terhadap kinerja guru di masa pandemi Covid-19," *MANAGERE: Indonesian Journal of Educational Management* 2, no. 3 (2020): 244–55.

²⁸ Sri Maryati dan Muhammad Ichsan Siregar, "Kepemimpinan Digital dalam meningkatkan kinerja organisasi peran Teknologi Informasi dan Komunikasi," *Owner: Riset dan Jurnal Akuntansi* 6, no. 4 (2022): 3616–24, <https://doi.org/10.33395/owner.v6i4.1176>.

²⁹ Ria Diana, Muhammad Kristiawan, dan Dessy Wardiah, "Pengaruh kepemimpinan dan kinerja guru terhadap mutu Pembelajaran," *Jurnal Educatio FKIP UNMA* 7, no. 3 (2021): 769–77, <https://doi.org/10.31949/educatio.v7i3.1221>.

leader who in this case is the principal. In general, there are several methods that can be used to maintain and preserve culture in the quality of schools, namely in a formal way where new students are introduced to the culture in their school, and informal ways in which to introduce the existing culture by socializing in the manifestation of behavior and manners that are exemplified to make it easier for students to realize it.³⁰ Selection in schools that run transparently can guide an individual in having a knowledge quotient of both IQ and EQ which plays a role in providing achievement implications for jobs in the organization to succeed optimally. The selectivity is applied to provide information to applicants to be able to get to know the organization, which in this case is a school to minimize conflicts and hinder the common goal, which is to achieve the quality of education in accordance with the values and norms that apply in it. So that the selection process will maintain the culture within the organization in order to distract individuals who may not be in line and in line with what has gone hand in hand without the existence of potentially destructive things in front of them.

The quality of education in schools is an absolute value to ensure the quality of schools, so it is necessary to always preserve and maintain its quality value. Some of the perspectives in the quality of education are (1) Transcendental Approach; (2) Product Based Approach; (3) Use Based Approach; (4) Manufacturing Based Approach; and (5) Value Based Approach. These things explain the perceived quality but it is difficult to define, the quality of specifications that can be measured quantitatively, the quality depends from the point of view so that the most satisfactory and highest educational service is related to different needs and desires for a person. To determine this quality, it must be in accordance with standardization in looking at the quality of education to be said to be meaningful. ³¹As the results of the research conducted found that the leadership and quality of education that occurred at MAN Cililin provided a positive correlation and a very strong relationship. As the previous study stated that this is parallel and equivalent to the quality and managerial leadership that can be accepted and carried out well cooperatively without destructive competition.³²

A system of shared meaning embraced by members that differentiates organizations from one another is called a culture of quality in education.³³ The system of meaning is a vital characteristic that is firmly held by each member to always maintain and improve the culture or culture in their school education, not to degrade the value system in it that has been agreed upon together and has been running for a long time. Quality culture in schools is an integralization of value and belief factors for every member in the school to be used as an ethical guideline for

³⁰ Budi Susanto dan Mattalatta Mattalatta, "Pengaruh kepemimpinan kepala sekolah, iklim sekolah dan kompetensi guru terhadap mutu pendidikan di MTS kabupaten Jeneponto," *YUME: Journal of Management* 1, no. 2 (2018), <https://doi.org/10.37531/yum.v1i2.230>.

³¹ Pancawardana dkk., "The Influence of Nonformal Education on Students' Cognitive Formation."

³² Titin Damayani, Yasir Arafat, dan Syaiful Eddy, "Pengaruh Kepemimpinan Kepala Sekolah dan Motivasi Kerja terhadap Kinerja," *Journal of Innovation in Teaching and Instructional Media* 1, no. 1 (2020): 46–57, <https://doi.org/10.52690/jitim.v1i1.29>; Tarsisius Wartono, Lisa Gracia Kailola, dan Bintang Simbolon, "Peningkatan Mutu Pendidikan Melalui Kepemimpinan Kepala Sekolah dan Budaya Sekolah di Lembaga Pendidikan Bina Pangudi Luhur Jakarta," *Jurnal Pendidikan Tambusai* 5, no. 2 (2021): 5390–5400; Elvi Juniarti, Nur Ahyani, dan Arif Ardiansyah, "Pengaruh Kepemimpinan Kepala Sekolah dan Disiplin Guru terhadap Kinerja Guru," *Journal of Education Research* 1, no. 3 (2020): 193–99, <https://doi.org/10.37985/joe.v1i3.21>; Puji Astuti, Happy Fitria, dan Yessi Fitrianti, "Pengaruh Kepemimpinan Kepala Sekolah dan Motivasi Kerja terhadap Kinerja Pegawai," *Jurnal Pendidikan Tambusai* 4, no. 3 (2020): 3429–38, <https://doi.org/10.31004/jptam.v4i3.867>; Muhamad Romadhon dan M S Zulela, "Pengaruh Kepemimpinan Kepala Sekolah terhadap Kinerja Guru Sekolah Dasar," *Jurnal Basicedu* 5, no. 2 (2021): 479–89, <https://doi.org/10.31004/basicedu.v5i2.711>; Alya Adelia Safrina Putri Yunus dkk., "Pengaruh Kepemimpinan Kepala Sekolah terhadap Kinerja Guru Sekolah Dasar," *Jurnal Basicedu* 5, no. 5 (2021): 3625–35, <https://doi.org/10.31004/basicedu.v5i5.1419>.

³³ Era Kurnia Ningsih, Happy Fitria, dan Yessi Fitrianti, "Pengaruh Kepemimpinan Kepala Sekolah dan Konsep Diri Terhadap Kinerja Guru," *Journal of Education Research* 1, no. 2 (2020): 100–105, <https://doi.org/10.37985/joe.v1i2.7>.

behavior related to ethics and etiquette in it, besides that the axiological aspect is useful in problem solving on internal and external problems faced.³⁴ On the other hand, internal factors are related to the values that are embedded in humans that are inherited from generation to generation, besides that external factors related to the influence of the environment can potentially change the value system that has been embedded in internal factors.³⁵

Culture in the quality of education has various benefits, including (1) Creating an explicit differentiation between the quality culture of the school and other cultures, in this case outside the school; (2) Can bring identity to school members; (3) It can make it easier for a commitment to something more macro than just personal interests, so that this can answer that the quality of education must prioritize the common interest and the public, rather than subjective interests; and (4) Improving social systems that can be said to be inter-connected. The implication of all of this is in shaping the character of the school as a primary identity in the quality of school self-education in order to produce quality outcomes and have distinctive distinctions. So that the principal holds a very supremacy role in the management of the school he leads and manages, as an effort to maintain integrity and quality culture as the identity of the school to realize good things that are mutually agreed upon in accordance with different cultural values externally and internally.³⁶

CONCLUSION

In this study, it can be concluded that the leadership of the principal and the quality of education in MAN Cililin school have a very strong relationship with a correlation koefisien value of 0.907. In addition, it was found that the leadership of the principal has an influence of 81.2% on the quality of education in schools and the rest, namely the other 18.8%, is influenced by external factors with the regression equation model $Y = 18.117 + 0.658X$, meaning that if the quality of the school increases by 1 unit, the quality of education in the school will increase by 1.658 and if the quality of education in the school increases by 1.658, then the leadership results of the principal will increase by 1.658. This can also be seen through the average value of the leadership and school quality variables which show values of 77.68 and 79.65 while the standard deviation values are 3,248 and 4,311. So in this study, it can be said that the leadership of school principals in MAN Cililin provides a positive correlation and a strong relationship with the quality of education based on the results of the respondents. Thus, for further research, research can be carried out to see the differences, correlations, and interactions that occur in student learning outcomes at MAN Cililin based on the cognitive stage and gender of students to be compared with other schools.

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³⁴ Maria Ulpah dkk., "Pengaruh Kepemimpinan Visioner Kepala Sekolah dan Kinerja Guru terhadap Mutu Pendidikan," *Journal on Teacher Education* 4, no. 3 (2023): 521–31, <https://doi.org/10.31004/jote.v4i3.12282>.

³⁵ Hadi Ahmad Bukhori dan Ibnu Imam Al Ayyubi, "Hubungan Hasil Belajar Mata Pelajaran Pendidikan Agama Islam Dengan Perilaku Siswa Di SMPN 3 Cihampelas KBB," *Al-Mubin; Islamic Scientific Journal* 6, no. 1 (2023): 17–30, <https://doi.org/10.51192/almubin.v6i01.425>.

³⁶ Dian Komarsyah Djuardi dkk., "Diagnosis Efektivitas Organisasi Model 7S Mckinsey," *Jurnal Perspektif Bisnis* 2, no. 1 (2019): 19–27.

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