



Effectiveness of Leadership, Quality of School Management, and Performance of School Principal in Relation to The Teaching Quality of Teachers

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ABSTRACT

The proficiency of teachers at SMAN 1 Bekasi in facilitating learning exchanges varies significantly. In fact, teachers frequently express dissatisfaction with the students they instruct, deeming them to be inadequately prepared. This study seeks to examine and assess the correlation between the efficacy of the Head of School's leadership, the school's management quality, and the Head of School's performance with the teaching quality of teachers at SMAN 1 Bekasi. This study used a mixed-methods methodology. Questionnaires, interviews, and observations serve as data collecting methods. The findings indicated that the leadership effectiveness of the head of school (X1), the quality of school administration (X2), and the leader's performance (X3) had a significant impact on the teaching quality of teachers (Y), both individually and collectively. The correlation between X1 and Y was 71.5%, the correlation between X2 and Y was 53.6%, and the correlation between X3 and Y was 35.7%. The combined correlation of the three independent variables (X1, X2, and X3) on the dependent variable (Y) was 72.4% and fell into the high category. Based on this study, it can be inferred that the quality of teaching in schools is significantly impacted by three primary characteristics: the leadership of the head of school, the quality of school management, and the performance of the head. Other variables also play a role in determining the overall quality. Every school principal has the ability to promote the enhancement of teaching by implementing efficient leadership, working towards achieving high-quality school administration, and enhancing performance to expedite school advancement.

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INTRODUCTION

Education is a crucial determinant in the progress of a nation. High-quality education has the capacity to generate exceptional and competitive human capital. The instructor is a crucial element of education. The teacher assumes the role of a facilitator and mediator during the learning process. Hence, the caliber of instruction provided by instructors emerges as a crucial determinant of educational excellence. The caliber of instruction can be impacted by a multitude of factors, one of which is the guidance provided by the school principal (Purwanto, 2021). According to article 1 paragraph (1) of Permendikbud No. 28/2010, the standard of competence for the head of school is the minimal requirement that must be fulfilled by the head of school in carrying out their responsibilities and obligations. According to Article 2, paragraph 1 of Permendikbud No 28/2010, the competency standard for the head of the school encompasses personal skills, managerial competencies, competences of entrepreneurship, competencies of supervision, and social competences.

Efficient school leadership may establish a conducive working environment for teachers to enhance their professional growth and enhance the standard of instruction. (Sauri et al., 2018). The teaching quality of teachers can be influenced not only by the leadership of the head of school, but also by the quality of the school management. Effective school management entails the establishment of systems and procedures that facilitate the learning process (Putra et al., 2023).

Education is crucial in human life since it possesses the ability to provide hope and elevate an individual's quality of life in the future, as stated by Silalahi (2022). Individuals must accept the current status of education as it stands. Evidence of the inadequate qualifications of academic graduates, unresolved issues in the field of education, and the predominant focus on economic value in class discussions is apparent. Unquestionably, this has an adverse effect on education and frequently leaves the public feeling let down (Silalahi, 2022).

According to Syamsul (2017), good head of school leadership should promote teacher effectiveness through staff development. A leader can start by being loving. Leaders with these traits become human resources. Leaders determine organizational policy in institutions, organizations, and schools. The school leader must increase performance efficiency and meet institutional performance results to set educational (Syamsul, 2017). Numerous major and considered initiatives are planned to maximize the head of school's effectiveness. The head of school's desire to lead well and perform well determines this. An effective leader may lead the school community, especially outstanding kids, as well as reach leadership heights. In education, the teacher is key. Teachers are vital to academic success. Teachers are key contributors in education. Teachers lead and facilitate student learning (Syamsul, 2017).

Educators Teachers are required to effectively execute their duties as instructors, trainers, and educators by demonstrating competence and making significant contributions towards achieving the defined educational goals. However, other factors have a significant impact on individual performance (Mutholib et al., 2021). Gibson et al. (1985: 51-53) in (Silalahi, 2022)) provide a more extensive examination by positing the presence of three distinct types of variables that can impact an individual's performance and potential inside an organization: Individual variables comprise the following: Aptitude or proficiency: (a) Family background, social status, and personal experiences. The subsequent organizational variables include: (a) resources, (b) job design, (c) appreciation, (d) structure, and (e) leadership. The school principal assumes the role

of the organization's leader and is responsible for guaranteeing the organization's continued existence. According to Supriadi (1998: 346) in Silalahi (2022), there is a strong correlation between the competence of the school principal and numerous areas of school functioning, such as maintaining discipline, fostering a positive cultural environment, and minimizing student misconduct. Consequently, the school principal holds direct accountability for overseeing micro-education, which directly impacts the actual learning process within the school (Silalahi, 2022).

The study conducted by Yulisetyawati et al. (2018) demonstrates the efficacy of school leadership and its correlation with teacher performance (Yulisetyawati et al., 2018). This research does not specifically examine the correlation between the efficacy of the head of school leadership, the caliber of school administration, and the performance of the head in connection to the teaching quality of the teachers. Many studies have examined the correlation between the effectiveness of school leaders and teacher performance. However, there is a lack of research that specifically investigates the relationship between the leadership efficacy of school heads, the quality of school management, and their impact on teacher teaching qualities. This study examines the correlation between the efficacy of a headmaster's aspirations and the motivation of teachers to perform well. It also explores the connection between career policies and the motivation of teachers to perform. Additionally, the study investigates how the effectiveness of a headmaster's aspirations and career policies influence the motivation of teachers to perform (Dukhri, 2018). This study may not encompass all the factors that impact the effectiveness of head school leadership, the caliber of school administration, and the success of head schools in relation to the quality of instruction provided by teachers.

According to the study conducted by Siahaan & Prasetia, the research indicates that the efficacy of school leadership has a direct influence on teachers' performance and the overall quality of teaching in schools. The research conducted lacks a suitable methodology for examining the correlation between the effectiveness of the Head of School's leadership, the quality of school management, and the performance of the head in connection to the teaching quality of the teachers. For instance, certain research employs a quantitative methodology (Siahaan & Prasetia, 2023).

This study seeks to quantify the correlation between three independent variables: the efficacy of the school principal's leadership, the caliber of the school's administration, and the performance of the school principal, with the teaching quality of instructors.

Effective is derived from the English word effective, which signifies accomplishment or adherence (Echolis and Shadily, 2005: 207) in (Silalahi, 2022). Another viewpoint is stated by (Kurniawan, 2005: p.109) who defines *effectiveness* as the capacity to execute functions and tasks (such as operations, program activities, and vision) without experiencing any tension or pressure during the implementation phase, as opposed to an organization or comparable entity (Kurniawan, 2005).

According to Fachrudi & Soekarto (2003), *leadership* is the capacity and readiness of an individual to exert influence, motivate, invite, direct, and, if required, coerce others to accept that influence and subsequently carry out actions that contribute to the attainment of specific goals or objectives. Meanwhile, according to Reddin (1970) in (Silalahi, 2022), leadership effectiveness is contingent upon factors beyond the leader himself, including subordinates, partners, superiors, the nature of the work, technological advancements, and the physical surroundings. When viewed in the context of an actual organization, the effectiveness of a

leader's leadership will be highly dependent on the organization's decision-making capacity, which consists of a process of selecting various courses of action to address the diverse problems that organizations face (Siagaan, 1991: p. 49) in (Silalahi, 2022).

In a school, the principal is the most senior leader. The principal's presence is critical because it serves as the impetus for the resources already in place in schools, particularly those related to teachers. His leadership will have a significant and even decisive impact on the school's progress. The principal is the responsible member of the school staff who oversees all activities (Daryanto, 2008: p.80). While the teacher is a leader at the technical level of learning that will determine the success of the learning process and produce high-quality learning or educational output, the principal is a leader at the level of school organizational institutions that will determine how the organization performs as a whole (Silalahi, 2022).

Etymologically, technically "the act of performing," or "performance," refers to the act of exhibiting, carrying out, performing, and executing a task or work behavior. Performance can be understood as work performance, work implementation, or work results (Direktorat Tenaga Kependidikan Direktorat Jenderal et al., 2008). Cited in Direktorat Tenaga Kependidikan Direktorat Jenderal et al. (2008), Ivancevich lists several benchmarks or measures that are used to assess the effectiveness of a school principal or teacher. These include: 1) Results, which refers to the volume of output; 2) Efficient, which refers to the use of resources; 3) Satisfaction, which refers to service; and 4) Adaptability, which refers to innovation and change. This viewpoint is consistent with that of Piet A. Sahertian in the Directorate of Educational Personnel (2008), who states that the teacher performance standards pertaining to the manner in which competent educators fulfill their responsibilities, which include: 1) Working one-on-one with students; 2) Planning and preparing lessons; 3) Using educational resources; 4) Including students in a range of learning activities; and 5) Demonstrating effective leadership (Rukmana, 2008). Since this has a significant impact on student learning outcomes, the principal, in their capacity as an instructional leader, focuses on the quality of teaching in schools by continuously implementing improvements that allow all school personnel, including teachers and support staff, to fulfil their duties and responsibilities as best they (Sutrisno, E., Fatoni, A., & Nawawi, 2010).

According to Mulyasa (2014), three different types of skills are necessary for a head of school to be successful in leadership. Conceptual skills, which include the following: (1) the ability to comprehend and manage organizations; (2) human skills, such as the capacity for teamwork, motivation, and leadership; and (3) technical skills, which involve the application of knowledge, procedures, tools, and techniques to accomplish specific tasks (Mulyasa, 2014).

According to Prawirosentono (2011:52) in (Silalahi, 2022), "performance is work results that can be achieved by a person or group of people at something organization in accordance with their respective authorities and responsibilities within framework of efforts to achieve the goals of the organization concerned in accordance with morals and ethics." Judith (2003:141) states that there are four primary components to performance, specifically: (1) capacities, (2) objectives, (3) stages, and (4) relationships. According to this explanation, *performance* is defined as a person's ability and the amount of effort they put forth to accomplish a task. (Simamora, 2015: p. 327) clarifies that performance serves as a benchmark for the degree of achievement of job requirements.

Competency is the ability of a teacher in a particular field. To accomplish learning objectives and provide instruction, teachers need to possess the knowledge, behaviors, and skills known as competency. One's level of competence in one's field is also a factor in competency. Knowledge, abilities, and attitudes make up actual work results that adhere to standards (measures) that have been set and acknowledged by the government or institution. According to (Musfah, 2015: p. 27), the capacity to execute a task or skill acquired via training and experience requires both mental and physical strength. This allows for the acquisition of competency through instruction and training.

METHODS

This research methodology employs a mixed methods approach, integrating both qualitative and quantitative data as crucial information, and is commonly utilized in research, particularly in the collecting and analysis of data. Data collection procedures, such as questionnaires, interviews, and observations, are employed in a coordinated manner to meet the requirements of research data. The data is analyzed using SPSS Version 27 to assess the impact of both individual and combined variables, employing qualitative and quantitative methods. The study was carried out at the 1st State High School in Bekasi.

This study focuses on a population of educators, including school principals and teachers, in the town of Bekasi. The whole population consists of 60 individuals, and a sample of 35 teachers has been selected using proportional stratification for the research. The study initially employed a qualitative technique for data gathering, involving interviews with the head of school, teachers, and administrative staff members. Subsequently, a quantitative approach was adopted, wherein researchers distributed questionnaires to teachers to evaluate the performance of the head. The utilization of a quotational technique facilitated researchers in conducting extensive participant observations. The researchers fully engaged in immersive participant observations, completely immersing themselves in the actions and experiences of the data source (Sugiyono, 2013).

in this study pertains to the methodical procedure of gathering and arranging data concerning the efficacy of leadership principles in enhancing the performance of teachers in SMAN 1 Bekasi. This approach includes doing observations, engaging in field activities, conducting comprehensive interviews, and subsequently analyzing the teacher's execution of the learning process. Following the approach suggested by (Syahputri et al., 2023), a quantitative analysis is conducted. This involves organizing the data obtained from the questionnaires into numerical results, which are then used to assess the normality and homogeneity of the data. Additionally, the significance of the data is determined through correlation testing. The quantitative analysis utility SPSS Version 27 is used to complete the task.

RESULTS AND DISCUSSION

a. Result

The school principal assumes a pivotal role as the main influence in shaping and establishing the trajectory of educational policies. The establishment will ascertain the objectives of the educational institution and the broader achievement of education. In relation to the cognitive development process, educational institutions are obligated to consistently enhance

their efficacy as a guiding entity in order to attain the objectives of the school. The quality of education is significantly influenced by the efficacy of the school principal's leadership.

The subsequent findings are derived from the author's interview conducted with the principal and teachers at SMAN 1 Bekasi during the 2022-2023 academic years.

“In order to facilitate a meaningful learning experience at SMAN 1 Bekasi, as the Principal, I arrange seminars and group study sessions. This will enhance teachers' motivation to establish study groups with colleagues in cognate disciplines. Furthermore, it is imperative to engage teachers in various training courses and seminars. Typically, the act of upgrading was undertaken, and the seminar in question was organized with the intention of empowering school principals. The objective is to enhance knowledge and expertise by facilitating the sharing and exchange of information among educators” (Nov. 2022, Principal interview).

There are several responses from the teachers regarding the principal's agenda. One of the teachers of SMAN 1 Bekasi stated that,

“I am firmly in favor of the establishment of dynamic and innovative collaborative teams organized by the educational institution's principal. This has a significant positive impact on teachers' creativity. This activity aims to enhance the pedagogical resources accessible to educators by imparting supplementary knowledge. Thus far, our efforts have primarily involved adhering to the current module and adopting a "just do it" approach” (Nov. 2022, Teacher interview).

Based on a comprehensive analysis of interviews and observations, it is evident that the school principal effectively fosters an environment of active and creative engagement among teachers, thereby facilitating the successful execution of the learning process. This is achieved through the establishment of robust and unidirectional channels of communication. In closer analysis, developing effective communication with colleagues in the teaching profession is a crucial aspect. If the act of exchanging information or ideas between individuals or groups is considered, effective communication plays a crucial role in various aspects of human interaction and collaboration. Once implemented, the teacher will readily address the obstacles that arise during the learning process in the classroom. Another teacher stated that,

“Due to the ongoing advancement of social media, there is an emerging trend of increased proximity between school principals and teachers—for instance, WhatsApp groups, Instagram, Facebook, Telegram, and other similar platforms. Educational institutions and educators can unite solely within the confines of their instructional responsibilities, albeit with a shared spirit of camaraderie and familial connection. The relationship is not inflexible. Engaging in communication with students during specific periods is not uncommon. This measure is implemented in order to mitigate students' apprehension towards the principal” (Nov. 2022, Teacher interview).

In closer observation, effective communication between a school principal and the local community is imperative for fostering harmonious relationships and facilitating the successful execution of various activities within the educational institution. The principal's effective time management and strong communication skills have greatly contributed to the successful execution of their leadership responsibilities. The author views that the Principal consistently endeavors to empower teachers in order to facilitate the effective implementation of the learning process. The Principal consistently engages teachers in professional development activities, such

as workshops and seminars, with the objective of enhancing their understanding and knowledge. This approach facilitates the exchange of information among educators.

According to the results received from the interviews, the school principal has successfully carried out their responsibility in empowering teachers. By organizing seminars or training sessions, working groups have shown a proactive and disciplined approach, leading to improved communication with teachers. The position of the head of school extends beyond that of a teacher, as they possess the power to assert their leadership within the school setting. According to data gathered from field research, the leadership effectiveness exhibited in SMAN 1 Bekasi is defined by the capacity to efficiently and successfully achieve school objectives. The subsequent discovery was derived from an interview conducted with the school's principal.

"As an education administrator, I avoid placing limitations on the ambitions of my faculty members to develop expertise in emerging technology." As the leader of the institution, it is crucial to hire teachers who possess the capacity to enhance academic performance and make a substantial impact on the overall development and advancement of the school." (Nov. 2022, Teacher interview).

The quality of teaching demonstrated by teachers is influenced by the efficiency of their leadership and management skills at the head level. Educational institutions have launched teacher development initiatives, which encompass the participation of instructors in training sessions or seminars, as well as the encouragement of their pursuit of advanced degrees in education. However, the effective execution of training programs has not been accomplished. Presently, the program mostly engages teachers in extracurricular activities. In addition, only a limited number of teachers possess the capability to successfully administer programs in their specific areas of competence.

The aforementioned qualitative study is supported by the findings of a double linear regression analysis, which examines the individual and combined impact of school leadership, head of school motivation and performance on teacher instruction.

Tabel 1. Output of the Relationship between Principal Leadership, Motivation and Performance

Principals Against Teacher Teaching					
ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	68,471	3	22,824	11,362	.000 ^b
Residual	62,272	31	2,009		
Total	130,743	34			

a. Dependent Variable: Pengajaran Guru

b. Predictors: (Constant), School Management, Principal Performance, Principal Leadership

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.724 ^a	0,524	0,478	1,417

a. Predictors: (Constant), School Management, Principal Performance, Principal Leadership

Sources: Result of analysis SPSS27

b. Discussion

The Impact of the Head of School's Leadership Effectiveness on the Teaching Quality of Teachers

The efficacy of strong school leadership can have a substantial influence on the caliber of teacher instruction and have a wide-ranging effect on student performance and educational achievements. An effective head of school leadership typically entails the development and communication of a distinct vision and mission for the school. This vision can offer reliable direction and assist teachers in creating and presenting classes.

A proficient head of school will endeavor to cultivate the pedagogical aptitude of the teachers within the educational institution. It encompasses training and professional growth, offers necessary support, and facilitates the exchange of best practices. Effective leadership entails fostering transparent and reciprocal communication between the school principal and the teacher. Efficient communication facilitates instructors' comprehension of expectations, reception of constructive feedback, and sense of support in their endeavors to enhance teaching quality. A competent head of school ensures that teachers are provided with the resources and the essential assistance to carry out their responsibilities proficiently. This include the acquisition of appropriate educational resources, instruction, and acknowledgment of exceptional accomplishments. The role of a school leader requires proficiency in conflict management and the facilitation of stakeholder engagement, which includes teachers, parents, and students.

A competent school administrator has the ability to establish a nurturing and cooperative atmosphere, hence enhancing the caliber of instructional delivery by teachers. Timely feedback and support for teacher professional development can enhance the quality of teaching. An affirmative and all-encompassing culture might serve as a motivating factor for educators to enhance the caliber of their instruction. Effective leadership prioritizes a continuous cycle of sustainable progress. This encompasses ongoing introspection, adaptation of tactics, and dedication to perpetual education for both educators and educational administrators.

It is crucial to bear in mind that every school and educational setting is distinct, and the efficacy of leadership can differ. Effective head of school leadership is crucial for enhancing the quality of teacher instruction and thus boosting student performance.

The quantitative analysis revealed that the leadership effectiveness of the school head has a significant impact of 71.5% on the quality of instruction by the teachers. According to a study conducted by (Kazi, 2021), the role of school leadership has a positive and statistically significant influence on the effectiveness of teaching methods among instructors and the academic achievement of students in Cyprus. In a study conducted by (Kim & Lee, 2020), it was discovered that the impact of educational leadership on teacher engagement in professional development differs depending on the type of learning activity and the country. Our data indicates that the leadership of the head of school can influence the extent to which teachers engage in activities such as mentoring, observing their peers, and collaborative work, as opposed to other forms of professional development.

The Impact of the Quality of School Management on the Quality of Teacher Teaching

Efficient school administration has the ability to establish a conducive atmosphere that enables, empowers, and streamlines teachers to provide high-quality instruction. This is an elucidation of the correlation between the caliber of school administration and the standard of

teacher instruction. Effective school administration entails the development of unambiguous school policies and the proficient dissemination of those policies to all staff members, including teachers. Transparent and comprehensible policies can offer precise instructions for instructors in fulfilling their responsibilities. Effective school administration is demonstrated by the capacity to oversee and allocate resources, including financial, physical, and human resources. Lack of resources or ineffective management can impact the accessibility and quality of educational materials, teacher training, and support infrastructure for teaching.

Effective school management supports and trains teachers. It entails identifying professional development requirements, training regularly, and helping teachers meet rising educational demands. Good school management entails fair and constructive teacher evaluation and monitoring. Quality feedback helps teachers develop. Conflict management and worker collaboration are possible with good management. Teacher collaboration and a good work culture can improve teaching and learning. Learning culture-focused school management encourages teachers to innovate, implement novel teaching approaches, and engage in sustainable professional learning. An inclusive school climate can be achieved via administration that fosters classroom diversity. It involves helping teachers handle specific needs and making learning fun for everyone.

An efficient school administration actively engages in communication with stakeholders, such as parents and communities. Effective communication fosters collaboration and facilitates collective endeavors aimed at enhancing the educational standards. Therefore, effective school management has the ability to establish a conducive atmosphere that encourages and inspires instructors to enhance their instructional effectiveness, ultimately leading to favorable outcomes in student academic achievement.

The correlation between the quality of school management and the teaching quality of teachers was quantitatively measured to be 0.536, which corresponds to 53.6%. A study conducted by Nir (2002) discovered a direct correlation between the management of schools and the teaching profession, and the academic achievement of students.

Effective school management communicates effectively with relevant parties, including parents and the community. Good communication builds partnerships and supports joint efforts to improve the quality of education. Thus, good quality school management can create an environment that supports and motivates teachers to improve the quality of their teaching, which in turn can have a positive impact on student achievement.

Quantitatively, the effect of school management quality on teacher teaching quality was 0.536 or 53.6%. The effectiveness of the influence of school management on the quality of teaching belongs to the medium category. Research conducted by, found that there is a positive relationship between school management to the teaching profession and student academic achievement. (Nir, 2002)

The Impact of Principal Performance on the Quality of Teacher Teaching

The efficacy of the school principal greatly influences the caliber of instruction provided by instructors within an educational establishment. A well-defined vision can offer consistent guidance and objectives for all members of the workforce, including teachers. This vision has the potential to establish a shared objective and enhance the caliber of instruction by incorporating school objectives into daily educational endeavors. The head of school's performance is demonstrated by his capacity to proficiently oversee and assess teacher performance. An

impartial and effective assessment procedure can assist in pinpointing areas for improvement and guaranteeing the maintenance or improvement of teaching quality standards. Competent school administrators offer valuable feedback to educators. This encompasses incentivizing excellent performance, helping when necessary, and offering direction for enhancement. Positive feedback has the potential to motivate and support the growth of teachers' professional development.

The school principal can contribute to the creation of customized training and professional development programs that cater to the specific requirements of teachers. These incorporate offering instructions to comprehend the most up-to-date pedagogical techniques, confront classroom obstacles, or expand interpersonal aptitudes. The school principal is responsible for overseeing and managing various resources, such as budgets, staff, and buildings. Efficient management can guarantee the accessibility of the necessary resources to uphold the standard of education, including ensuring timely updates of textbooks, technology, and learning facilities. Competent school administrators facilitate the growth of leadership skills among educators. Promoting instructors to assume a leadership position in learning and cooperation can enhance the overall quality of instruction. School administrators who promote efficient collaboration and communication among school personnel establish a conducive atmosphere for the sharing of ideas and implementation of optimal methods. Implementing team-based learning and facilitating the exchange of experiences can enhance the overall quality of education. An adept and impartial school leader has the ability to foster a healthy atmosphere within the school by effectively managing disagreements. It has the ability to mitigate tensions that may impact the quality of instruction. Therefore, the effectiveness of the school principal is crucial in establishing a conducive atmosphere that fosters and motivates teachers' instructional excellence, thereby impacting students' academic achievements.

The quantitative analysis revealed that the head of school's performance has a significant influence of 35.7% on the quality of instruction by the teacher.

CONCLUSION

Head of SMAN 1 Bekasi has demonstrated effective leadership by ensuring that tasks are completed within the prescribed time frame, thereby improving the performance of teachers. The primary performance of teachers is teaching, so every teaching activity should be able to be a barometer of the quality of the school in some ways such as measuring the effectiveness of the leadership of the head of school, quality of school management and quality of teaching teachers in the school.

Recommendations

The active involvement of the head of school as a leader is essential to creating an environment that significantly affects the field of education. Educational institutions, in their capacity as leaders, must adopt wise measures to ensure the achievement of high-quality teacher performance. Besides, it is vital for the head of the school as a leader to build trust among their subordinates. In addition, teachers have the opportunity to improve their competence through guidance and support from the head of the school. Teachers must have the ability to demonstrate commitment in terms of attitudes, performance, and the environment of the community around them.

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