

Quality Leadership Style as an Approach to School Performance: Strategy and Management

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Abstract: This research uses a quantitative research paradigm and a survey method. It aims to determine the influence of strategic management and transformational leadership on school quality. The technique used in this research is the total sampling technique, taking the entire population to be studied. The results of this study show that there is a significant influence of (1) strategic management on school quality based on the level of significance ($Sig = 0.000$) and a correlation coefficient value of $6.14 > 1.68$, which is 46%; (2) transformational leadership on school quality with a correlation coefficient value of $4.14 > 1.68$, which is 28%; (3) strategic management and transformational leadership simultaneously influence school quality with a correlation coefficient of $18.854 > 3.20$, which is 47%. Therefore, the test results indicate a direct influence of strategic management and transformational leadership on school quality.

Abstrak: Penelitian ini menggunakan paradigma penelitian kuantitatif metode survey. Bertujuan untuk mengetahui besaran pengaruh manajemen strategi dan kepemimpinan transformasional terhadap mutu sekolah. Teknik yang digunakan dalam penelitian ini adalah Teknik total sampling dengan mengambil seluruh populasi untuk diteliti. Hasil dari pengujian ini menyatakan bahwa terdapat: (1) pengaruh manajemen strategi terhadap mutu sekolah adalah signifikan, berlandaskan pada tingkat signifikansi ($Sig = 0,000$) dan nilai koefisien korelasi sebesar $6,14 > 1,68$ yaitu 46%; (2) pengaruh kepemimpinan transformasional terhadap mutu sekolah dengan nilai koefisien korelasi $4,14 > 1,68$ yaitu 28%; (3) manajemen strategi dan kepemimpinan transformasional secara simultan berpengaruh terhadap mutu sekolah dengan koefisien korelasi $18,854 > 3,20$ yaitu 47%. Dengan demikian hasil uji ini menyatakan bahwa terdapat pengaruh langsung manajemen strategi dan kepemimpinan transformasional terhadap mutu sekolah.



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INTRODUCTION

Recognizing the importance of the process of improving the quality of human resources, the government has attempted to fulfill this mandate by developing and improving curriculum and evaluation systems, improving educational facilities, developing and procuring teaching materials, and providing teacher and education personnel training (Fawaidi, 2021; Hikmawati & Hosnan, 2022; Land & Jonassen, 2012). Enhancing the quality of human resources relies heavily on improving the quality of education.

Because schools play such a significant role in the provision of educational services, it is essential that they can meet the needs of every client. This is particularly true in terms of the level of satisfaction students have with their own educational experiences. All facilities and academic programs provide students with the most favorable and user-friendly learning environments. The description and characteristics of all goods and services that reflect their ability to meet specified requirements are called their quality (Danial et al., 2022; Uline, 2022).

The quality of a school reflects the success with which numerous strategies have been implemented to establish high-quality educational practices for students. There is no doubt that every educational institution has quality standards that aid in sustaining the quality of instruction and producing outstanding work (Zenchanka & Malchenka, 2017). The absence of a work ethic, the quality and quantity of educators, and the facilities and infrastructure necessary to support the educational process are the key contributors to the poor quality of the nation's educational institutions (Akbar et al., 2012). This is supported by Hyler's and Prasetyo research, which identifies the problems as a lack of budget dollars, a lack of facilities, limited quality, a lack of excitement and drive, poor innovation, and a lack of enthusiasts. This can be seen in Hyler and Prasetyo studies as well (Darling-Hammond & Hyler, 2020; Prasetyo et al., 2022).

The problem with school quality that develops during high school is a truth that must be dealt with. According to the data in the form of documents gathered by the researchers during their initial observations, the input in SMA had yearly fluctuations in the number of enthusiasts, indicating that performance was not at its peak. The researchers received the records during their initial observations. Even though it has increased in 2020, it has not been stated that it gives maximum effects. Maximum outcomes are only expected if the school's input has risen each year. Even if it has increased in 2020, it has not been specified whether it yields maximum outcomes. This is because the performance of the personnel in implementing the defined tactics is subpar, and the leaders lack enthusiasm for the scenario or the school's environment. The situation is forcing the employees to perform poorly.

Management is one of the factors that adds to the overall quality of an educational institution or a school. This is comparable to the opinion provided by Jones and George in the journal written by Mamduh Hanafi, which states that management is the process of planning, organizing, directing, and controlling human and other resources to achieve objectives. organization in an effective and efficient manner (Hanafi, 2015; Jones-Evans & Klofsten, 2016).

Therefore, educational institutions require strategic management in order to improve the overall quality of education or the quality of the schools themselves. According to Hardari Nawawi's research, strategic management is a means of exercising effective and efficient control over an organization to guarantee that its goals and objectives are attained (Nawawi & Hadari, 2012). This finding is consistent with those findings. To achieve this purpose, it is required for there to be actions with authority and accountability as institutional holders. In that it integrates all components of an organization's surrounding environment, the implementation of strategic management takes the form of large-scale planning. These elements are represented by operational plans, which are then translated into work programs (De Leo, 2012).

One of the components that adds to the overall quality of an educational institution or of a school is its leadership. Educational leadership requires the ability to direct the implementation of education in such a way that the established educational objectives can be attained effectively and efficiently. It is the job of educational institutions to orchestrate an effective instructional method. As a result, an ideal leader's figure must be capable of understanding and simultaneously applying high quality growth plans to schools. Developing patterns of behavior, raising standards of behavior, adopting regulations, and being followed by a variety of other additional signs are some of the strategies that must be carried out by a leader to accomplish this.

A school principal employs transformational leadership if he is able to alter the energy resources, including people, instruments, and situations, to achieve school reform goals. Transformational leadership contributes significantly to the enhancement of schools' overall excellence. According to Kholifah research, this is relevant to the expert viewpoint that a successful leader can persuade subordinates to attain predefined corporate goals (Kholifah et al., 2022; psychcentral.com, 2022).

To empower followers to effectively complete tasks by growing their commitment to new values, improving their skills and beliefs, and establishing an environment conducive to innovation and creativity is the essence of transformational leadership. This leadership style is often referred to as

servant leadership (Ferch & Spears, 2011; Zaballero & Park, 2012). Triatna conducted the research that serves as the basis for this study. Priatna's findings suggested that the school principal's leadership had a positive and significant impact on enhancing the overall quality of the educational environment (Hermawan & Triatna, 2011). If the school's principal gets better at leading the school, the school's overall quality will improve. And research conducted by Soegiarto and others demonstrates that the results of her study indicate that transformational leadership significantly impacts the quality of schools (Soegiarto et al., 2022). This shows that a significant influence exists.

According to the preceding description, the author is interested in performing research with the title "Research with the Title: Quality Leadership Style As An Approach To School Performance: Strategy And Management" to explore the school's available information in greater depth.

RESULT AND DISCUSSION

Because of this, educational institutions need to undertake strategic management to improve the quality of education as a whole and the quality of the schools themselves. According to Hardari Nawawi's research findings, strategic management may be defined as exercising effective and efficient control over an organization to guarantee that the organization's goals and objectives are achieved (Krücken et al., 2018; Nawawi, 2012). This control is applied to ensure that the organization's goals and objectives are met so that the organization can continue to move forward successfully. The conclusions of this inquiry are consistent with the findings of other investigations that have been conducted. It is essential for there to be actions that have power and accountability as institutional bearers if this aim is to be achieved, and this must be the case if there is to be any possibility of achieving it. These things must take place. The implementation of strategic management typically takes the shape of all-encompassing planning since it must consider every facet of the environment in which an organization functions to be effective. These components are referred to as operational plans, which are interpreted as work programs later.

It is one of the aspects that contributes to the overall quality of an educational institution or of a school. That aspect is the leadership of the educational institution or of the school. The capability to manage the operations of educational institutions in such a way that the educational goals that have been established can be accomplished in a manner that is both effective and efficient is a fundamental attribute of educational leadership. To achieve their success goals, educational institutions need to be held accountable for designing and executing effective instructional methods. As a direct result of this, the figure

of an ideal leader should be capable of grasping and simultaneously applying high-quality development strategies to educational institutions. Creating patterns of conduct, raising standards of behavior, strictly enforcing rules, and being followed by a variety of other additional signs are some strategies a leader must carry out to achieve this objective. In addition to this, a leader is required to be followed a variety of different indicators.

It is argued that a school administrator uses transformational leadership strategies if he can change the energy resources of the school, which may include people, instruments, and situations, to achieve the goals of school reform. This is one of the criteria for this type of leadership. The execution of several key responsibilities that are fulfilled by transformational leadership is a vital factor that contributes to the overall improvement in the quality of educational institutions. According to the conclusions of the research that Iwa Kuswaeri carried out, this is relevant to the viewpoint of experts who feel that a good leader is a leader who is capable of motivating subordinates to fulfill organizational goals that have been set (Putra et al., 2021; Villela, 2013).

Giving followers the ability to effectively carry out tasks by increasing their commitment to new ideals, improving their abilities and beliefs, and establishing an environment conducive to innovation and creativity is the essence of transformational leadership. This is accomplished by providing an environment that is conducive to the growth of innovative and creative solutions to problems. This style of leadership is also referred to as servant leadership in some communities and settings. As for the research that serves as the foundation for this study, it was carried out by Machalli who concluded that the research indicated that the leadership of the school principal had a positive and significant contribution to improving the overall quality of the educational environment (Hidayat & Machali, 2012; Murdani, 2022).

School Performance

Unfortunately, as straightforward as it may sound, tracking school performance reliably and consistently across district and charter sectors is something few cities have even attempted, let alone mastered (Muhammad Ilham & Yuniarti, 2022; Mutohar & Trisnantari, 2020). Complications abound. Islamic schools may have mission-specific measures that are key to determining success, data systems housed in district offices may be antiquated and unable to “talk” to other systems, and independent organizations may feel that sharing their data is too risky.

However, despite these challenges, a growing number of district and charter school leaders are looking to move toward standard performance

measures. These leaders are motivated by parents' demands for information to make better school choice decisions, by the city's responsibility to determine which neighborhoods are most in need of new quality options, and by a desire to scale up schools that work and support or close those that don't. It's hard for a mayor to say that charter schools are part of a citywide school system when district and charter schools operate under different performance expectations (Berkowitz et al., 2021). And charter leaders see the benefit in apples-to-apples comparisons of school quality, want clarity on renewal processes and opportunities for growth, and value accountability that respects their school autonomy.

As a result, educational institutions must implement strategic management to improve the overall quality of education and the quality of the schools themselves. According to Hardari research findings, strategic management is exercising effective and efficient control over an organization to ensure that its goals and objectives are met. This control ensures that the organization's goals and objectives are met (Nawawi, 2012). This investigation's findings are consistent with previous investigations. To achieve this goal, there must be activities that have authority and accountability as institutional bearers (Bhawana, 2012). These actions must take place. Strategic management is carried out through broad-based planning, which considers all aspects of the environment in which an organization operates. These components are known as operational plans (RENOP), which are then translated into work programs.

The leadership of an educational institution or school is one of the factors that contribute to the overall quality of the institution or school. The ability to steer the operation of educational institutions in such a way that the educational objectives that have been established can be attained effectively and efficiently is an essential quality of educational leadership.

If educational institutions are to succeed, they must be held accountable for developing and implementing effective teaching strategies. As a result, the ideal leader should be capable of comprehending and simultaneously implementing high-quality development plans for educational institutions. Creating patterns of behavior, raising standards of behavior, enforcing rules, and being followed by a variety of other indicators are some of the techniques that a leader must employ to achieve this goal.

It is argued that a school administrator employs transformational leadership strategies if he can change the energy resources of the school, which may include people, instruments, and situations, to achieve school reform goals. Implementing several critical responsibilities played by transformational leadership greatly aids the overall quality of educational institutions. According to the findings of Salabi and Siregar research, this is relevant to the viewpoint of experts who believe that a

successful leader can convince subordinates to achieve specified organizational goals (Arifin et al., 2019; Murniati & Siregar, 2022; Umar & Siregar, 2022).

The essence of transformational leadership is to empower followers to carry out tasks effectively by increasing their commitment to new ideas, improving their abilities and beliefs, and creating an environment conducive to the growth of innovation and creativity. This type of leadership is also known as servant leadership in some circles. Asep Priatna conducted the research that served as the foundation for this study, and he concluded that the research indicated that the leadership of the school principal had a positive and significant contribution to improving the overall quality of the educational environment (Roni Hamdani & Priatna, 2020). This study was intended to lay the groundwork for future research. If the principal improves at leading the school, the school's overall quality will improve. And, according to research conducted by Intan Silvana Maris and others, the findings of her study indicate that transformational leadership significantly influences school quality (Rivai & Murni, 2009). A group of different researchers conducted this study. This indicates that the effect is significant.

According to the preceding description, the author is interested in conducting research under the title "Research with the Title" to investigate the information available at the school further. The description that preceded it piqued my interest. The purpose of this study was to provide the groundwork for subsequent research, which is exactly what it did. If the school's principal is getting better at leading the school, then the school's overall quality will improve due to the leader's progress. And research carried out by Intan Silvana Maris, along with that of others, has demonstrated that the findings of her study indicate that transformational leadership significantly influences the quality of schools. This was demonstrated by research carried out by Intan Silvana Maris and others. This study was conducted by a slew of different researchers working independently of one another. This lends credence to the idea that the effect has a meaningful impact.

According to the description that came before it, the author is interested in conducting research with the title "Research with the Title" to further study the information available at the school. This is indicated by their interest in conducting research with the title "Research with the Title." This interest is a result of the description that was presented before it.

Transformational Leadership (X2) on School Quality (Y)

According to the findings of the SPSS analysis test, the significance value of the transformational leadership variable (X2) on the school quality variable (Y) is 0.00 0.05. This value was determined based on the results of the test. This indicates that there is a strong connection between the variables relating to strategic management (XI) and the variables relating to school quality (Y).

Even though it has only a small influence on the quality of the school, transformational leadership is a factor that influences the quality of the school, and the results of the analysis test allow us to conclude that the leadership pattern applied in SMA identified a transformational leadership pattern. This conclusion can be drawn from the findings of the analysis test.

Explained once more in Sudarwan's theory published in the journal Sharif, which states that transformational leadership is the ability of a leader to work with and or through other people to optimally transform organizational resources to achieve meaningful goals in accordance with predetermined achievement targets, transformational leadership is the ability to work with and or through other people to transform organizational resources to achieve meaningful goals optimally (Danim, 2012; Sharif, 2019). The resources in question may be human resources, facilities, cash, or external organizational variables. Alternatively, the resources may be referred to as funds. Human resources (HR) in a learning company can take many forms, including leaders, staff, subordinates, and teachers. According to the findings of this research, it is feasible to raise the overall quality of educational institutions by having a leader skilled in transformational leadership.

Transformational leadership has the potential to either be accepted or rejected within an organization, depending on the culture of that organization. According to this research, transformational leadership directly impacts the educational standards of schools in the SMA.

Strategic Management (X1) and Transformational Leadership on School Quality (Y)

According to the findings of the SPSS analysis test, the significance value of the variables of strategic management (X1) and transformational leadership (X2) on school quality (Y) is 0.000 with a probability of 0.05 or less. This indicates that there is a considerable influence between the variables of strategic management (X1) and those of transformational leadership (X2) for there to be quality in the schools (Y).

Regarding the significance of the variable Fcount', it is possible to assert that HO is invalid, but Ha is valid. Therefore, it is possible to interpret that the hypothesis in this study states that strategic management (X1) transformational leadership (X2), simultaneously influences school quality (Y), and that it can be accepted because it has been tested for truth. This is possible because the hypothesis has been proven to be true. As a result of the findings of the analytical test, we can reach the following conclusion: strategic management (X 1) and

transformational leadership (X2) have connected affects amongst variables that have an effect on school quality (Y).

It was further clarified in the Agus Tardian journal, which stated that strategic management can improve school quality through several stages, specifically: (1) Formulating strategies, formulating vision and mission, formulating goals, and determining school organizational strategies; (2) Implementation of the strategy, describing the goals to be achieved by the organization; (3) Evaluation of strategy, monitoring the results of the formulation and implementation of organizational strategies; and (4) Therefore, effective management is essential to the success of any educational institution if it is to maintain or improve its standing.

After that, Mulyasa and Habibi discussed leadership by stating that the principle is one of the aspects of education that plays the most significant part in enhancing the education standard (Habibi & Prasetyo, 2022; Mulyasa, 2012). When it comes to the implementation of school-based education, principals as leaders are required to have the ability to effectively manage schools. Because of this, it is necessary to have a transformative leader, a head who is willing to take risks and become an agent of change to improve the quality of schools.

Therefore, the conclusion that can be drawn is that strategic management and transformational leadership have a considerable impact on the quality of schools, even though there is only a tiny degree of influence between the variables. In addition, each independent variable has a positive contribution to the variable being studied. There are several extra supporting activities that are carried out at SMA. Some of these programs include hosting recitations, implementing memorization of short verses, and providing dorms for students.

CONSLUSION

As a result of the findings of the research analysis and the discussion that was presented in the introduction, it is possible to draw the following inferences regarding the ultimate findings of this study:

According to the significance (Sig) of the calculation, there is a strong influence between the strategic management variable (XI) and the school quality variable (Y). This is demonstrated by the sig value for the calculation is 0.000. Because it has been demonstrated that the sig value of 0.000 is lower than the probability of 0. 05, also known as the value 0.000 is lower than 0.05, it is possible to state that Ho is rejected and Ha is accepted, which indicates that the coefficient of determination is significant. Therefore, strategic management (XI) contributes significantly to the quality of the school (Y). According to the findings of this research project, strategic management affects the quality of schools. Therefore, it does not matter how extensive the

application of strategic management is, but it will still significantly affect the overall quality of the educational system.

There is a significant transformational effect (X2) on the school quality variable (Y) based on the significance of the calculation having a Sig 0.000, it is proven that the sig 0.000 value is smaller than the probability of 0.05 or the value 0.000 0.05, it is possible to state that Ho is rejected, and Ha accepted means that the coefficient of determination is significant. The significance of the transformational effect (X2) on the school quality variable (Y) is based on the significance of the calculation According to the findings of the research, transformational leadership can affect the quality of schools.

There is a considerable relationship between the variables of strategic management (X1) and transformational leadership (X2) and the quality of the educational institution (Y). The significant value of the impact of transformational leadership variables (X2) and strategic management variables (X1) on school quality (Y) is 0.000 0.05. It is possible to say that Ho is rejected, and Ha is accepted based on the significance (Sig) of the calculation, which has a sig value of 0.000. Since this value is less than the probability of 0.05, also known as a sig value of 0.000 0.05, it is possible to say that Ho is rejected, and Ha is accepted. This indicates that the coefficient of determination is significant. According to the findings of the research, strategic management, and transformational leadership both have an impact on the quality of educational institutions.

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