



LEADERSHIP MODEL OF THE PRINCIPAL OF SMP MUHAMMADIYAH SPECIAL PROGRAM KOTTABARAT IN EDUCATION QUALITY MANAGEMENT

Muhammad Hisyamudin Amrullah¹, Mohammad Zakki Azani²

Universitas Muhammadiyah Surakarta¹²

Correspondence Email: g000210007@student.ums.ac.id

ABSTRACT

This study analyzes the principal's leadership model in managing education quality at SMP Muhammadiyah Special Program Kottabarat, Surakarta. Using a qualitative field research method, data were collected through observations, interviews, and documentation involving the principal, teachers, and staff. Results show that the principal applies a transformational and participatory leadership style, characterized by visionary leadership, participatory decision-making, and learning innovation. Strategies to improve education quality include teacher training, facility improvements, regular evaluations, and external collaboration. Supporting factors are qualified human resources, a conducive environment, and strong networking. Challenges include low student and teacher motivation, limited infrastructure, inadequate IT skills, and financial constraints. Solutions involve enhanced training, technology optimization, and strengthened partnerships. Effective leadership is key to continuously improving education quality at the school

ARTICLE INFO

Article History:

Submitted/Received 13 Feb 2025

First Revised 20 Feb 2025

Accepted 27 Feb 2025

First Available online 01 May 2025

Publication Date 01 Jun 2025

Kata Kunci:

Leadership, Education Quality Management; Principal; Junior High School.

1. INTRODUCTION

Education is the most fundamental foundation for national development. In today's globalized world, education plays an important role in determining the quality of human resources (Sutisna, Rozak, & Saputra, 2023). The quality of human resources in an institution or educational organization reflects the level of educational development (Amini, Pane, & Akrim, 2021). As times evolve, the demand for educational quality continues to increase. This is particularly relevant for SMP Muhammadiyah Special Program Kottabarat, an educational institution committed to improving the quality of teaching and learning.

As a leader in the institution, the principal is not only responsible for managing administration but also for motivating teachers and staff to actively contribute to enhancing the quality of learning (Wildan, Zakki, & Lathifatul, 2024). Leadership in education is a factor in shaping future generations. Educational leaders are responsible for organizing and supervising institutions to achieve their goals (Abidin & Rahbini, 2022). Leadership is the ability to motivate and influence others, particularly in education, where leaders must encourage individuals within the institution to collaborate sincerely toward achieving educational objectives (Nurullah, 2016).

In Islamic education, leadership and quality management models must be adaptive and innovative. In this context, Islamic educational leaders are expected to integrate Islamic values with technological advancements to create a holistic and relevant learning environment (Diana, Azani, & Mahmudulhassan, 2024). A strong Islamic leadership model emphasizes moral example, effective communication, and motivation to help students internalize Islamic values in their daily lives (Hafidz et al., 2022).

SMP Muhammadiyah Special Program Kottabarat is recognized for its excellent reputation in providing quality education. To maintain and enhance educational quality, the principal must implement an effective leadership model that aligns with the school's needs. The leadership model must integrate Islamic values with modern managerial practices to achieve comprehensive educational goals (Suri et al., 2023).

Research on the leadership model of the principal at SMP Muhammadiyah Special Program Kottabarat is essential to understanding how leadership strategies can significantly improve education quality. This study aims to identify the leadership model applied and explore the challenges, supporting factors, and obstacles in the education quality management process. One key issue is the increasing preference of the Surakarta community for SMP Muhammadiyah Special Program Kottabarat over public schools. This is evidenced by the school's consistent top ranking in national exam results at the city level. Additionally, a lecturer from FAI UMS noted that the school's effective management has made it highly sought after despite being located in a rural area (Mahendra, 2023).

Education quality is the evaluation of educational processes that meet accountability standards, including inputs, processes, and outcomes, as well as the continuous development of student potential. Since its inception, SMP Muhammadiyah Special Program Kottabarat has mapped students based on their potential, leading to many graduates being accepted into top high schools in Surakarta.

Therefore, this research is important as it will reveal the leadership model employed by the principal to ensure education quality at SMP Muhammadiyah Special Program Kottabarat meets the required standards. In this context, the principal holds full responsibility for the entire learning process. The success of the learning process largely depends on the principal's role. Since quality education is the primary factor in shaping competent and character-driven human resources, the principal's leadership is expected to foster high-quality learning.

This paper will comprehensively discuss the leadership model of the principal at SMP Muhammadiyah Special Program Kottabarat in managing education quality, along with the supporting and inhibiting factors for sustainable education quality. This analysis is expected to result in significant improvements in education quality at SMP Muhammadiyah Special Program Kottabarat, positively impacting student growth and the surrounding community.

2. LITERATURE REVIEW

Leadership plays an important role in the success of education quality management. A principal's leadership model significantly influences school effectiveness, teacher performance, and student outcomes. Effective school leadership is characterized by a combination of visionary thinking, strong management skills, and the ability to inspire all school stakeholders (Wahjosumidjo, 2013). In the context of SMP Muhammadiyah Special Program Kottabarat, the leadership model adopted by the principal is central to maintaining high education quality and ensuring that the institution meets its academic and moral objectives.

Education quality management requires a comprehensive and structured approach that integrates planning, implementation, evaluation, and continuous improvement. According to Asrohah (2014), quality education management ensures that all components of the school, including curriculum, teaching methodologies, and institutional policies, align with national education standards and global best practices. The leadership model of the principal must therefore emphasize strategic planning and sustainable innovation to improve the overall learning environment.

The principal's role in improving education quality extends beyond administrative duties to fostering a positive and motivating school culture. Abidin and Rahbini (2022) argue that school principals must actively engage with teachers, students, and the community to create an inclusive and dynamic learning atmosphere. At SMP Muhammadiyah Special Program Kottabarat, the principal's participatory leadership style, which involves all stakeholders in decision-making, is crucial in enhancing school effectiveness and student performance.

Islamic school management principles emphasize both academic excellence and moral development. Ali and Istanto (2018) highlight the importance of integrating Islamic values into school leadership, ensuring that education not only imparts knowledge but also shapes students' character. At SMP Muhammadiyah Special Program Kottabarat, the principal adopts a leadership approach that aligns with

Islamic educational principles, emphasizing ethical behavior, responsibility, and discipline.

School-Based Management (SBM) is a leadership approach that empowers schools to take greater control over decision-making and resource allocation. Amini and Akrim (2021) suggest that SBM enhances school accountability and allows principals to implement tailored strategies for quality improvement. The leadership model at SMP Muhammadiyah Special Program Kottabarat incorporates SBM principles, ensuring that teachers and staff actively participate in school governance and policy formulation.

The managerial competencies of a school principal are essential for effective education quality management. Amon and Harliansyah (2022) emphasize that principals must possess skills in planning, organizing, and evaluating school performance to drive continuous improvement. The leadership model at SMP Muhammadiyah Special Program Kottabarat reflects these competencies through systematic evaluations, teacher training programs, and collaboration with external education networks to enhance institutional quality.

3. RESEARCH METHODS

This research is a field study, where the researcher directly visits the school to observe the real conditions in the studied environment. In this study, the object of analysis is SMP Muhammadiyah Special Program Kottabarat. The selection of subjects is based on their role in the education quality management process and the direct influence of the principal's leadership model. Supporting documentation is also used for data collection. To gather opinions, the researcher conducted interviews with the vice principal, teachers, and staff. The research findings were analyzed descriptively by identifying key patterns and insights (Ghozali, 2016).

4. RESULTS AND DISCUSSION

According to Rasjidi, in the context of leadership and education quality management, there is a need for educational leaders who possess high moral integrity and scholarly expertise while integrating Islamic values into institutional management. The leadership model emphasizes exemplary behavior, responsibility, and commitment to improving education quality based on spiritual and rational values (Azani & Harris (2019). Leadership is understood as the ability or power to motivate and influence others. In the educational context, leadership involves various activities aimed at influencing individuals within the educational environment in specific situations so that they willingly collaborate with full responsibility and sincerity to achieve predetermined educational goals (Zaelani et al., 2012). According to Wahjosumidjo (2013), the principal is the authority figure responsible for deciding what is taught and implemented in school, and the school's operations are overseen by the principal.

Some school principals have high expectations for their staff and students. Much can be said about individuals who choose their profession and the school environment (Sholeh, 2017). Based on interviews conducted with the vice principal for curriculum affairs, teachers, and staff, the principal of SMP Muhammadiyah Special Program acts as a visionary leader who encourages all school members to achieve common goals. The principal is also proactive in implementing changes and innovations to enhance education quality. Additionally, the principal applies a participatory leadership model, involving all school members in the decision-making process. This approach fosters a sense of institutional ownership, advances the institution, and reinforces obligations towards education quality.

The principal at SMP Muhammadiyah Special Program consistently strives to create an environment conducive to improving education quality, instilling quality values in all school members, and recognizing outstanding students, teachers, and educational staff. Regular evaluations of all school members, particularly teachers as the front line in school development, serve as reflection materials. The principal also organizes training, workshops, and in-house training (IHT) to enhance professional competencies, ultimately improving classroom learning quality. Furthermore, the school leadership seeks to establish collaborations and networks with outstanding schools to support efforts in education quality improvement.

This leadership model aligns closely with the vision and mission of SMP Muhammadiyah Special Program Kottabarat, which aims to become an institution excelling in both faith and knowledge while fostering high-quality Muslim individuals. The school's mission includes providing competitive and Islamic-based education, instilling religious values in students through Islamic habituation, and enhancing the competence and commitment of all educational staff to improve students' knowledge, perspectives, and intelligence.

School management is the application of management functions to oversee schools, making school operations more effective and efficient. School management handles and conditions school resources, both internally and externally (Ali & Istianto, 2018). Through school management, flexibility and adaptability are supported by students, teachers, principals, staff, and other community members, improving the quality of educational institutions in accordance with national education policies and regulations (Asrohah, 2014).

A well-structured education quality management system focuses on moral values, creating a holistic learning environment where character development aligns with academic competency improvement. By integrating moral principles from the Qur'an into leadership strategies and education quality management, educational institutions can cultivate a generation that is not only intellectually capable but also morally upright in facing the challenges of the digital era (Rochmat et al., 2024).

The research findings indicate the existence of both supporting and inhibiting factors in the education quality management system at SMP Muhammadiyah Special Program Kottabarat. Supporting factors include human resources, adequate learning

facilities, a conducive school environment, network support, and leadership, which play a important role in quality education management. Meanwhile, inhibiting factors include low student motivation, low teacher motivation, inadequate infrastructure, lack of proficiency in information technology, and financial constraints, all of which pose challenges to education quality management.

5. CONCLUSION

Based on the research findings and discussion, it can be concluded that the principal's leadership model at SMP Muhammadiyah Special Program Kottabarat plays a important role in supporting education quality management. The principal adopts a visionary, participatory, and Islamic values-based leadership model, emphasizing exemplary behavior, responsibility, and commitment to improving education quality. This effective leadership is reflected in various efforts, such as involving all school members in decision-making, creating a conducive learning environment, conducting regular evaluations, and organizing training and workshops to enhance educators' competencies.

The supporting factors for education quality management at SMP Muhammadiyah Special Program Kottabarat include qualified educators, adequate learning facilities, a conducive environment, external network support, and strong leadership. Meanwhile, the inhibiting factors consist of low student motivation, low teacher motivation, limited infrastructure, lack of proficiency in information technology, and financial constraints. By integrating moral and spiritual values from the Qur'an into leadership and management strategies, the school strives to produce a generation that excels not only academically but also in character and ethics.

6. REFERENCES

- Abidin, Zainal, and Muh. Rahbini, 'Peran Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan', *Al-Jadwa: Jurnal Studi Islam*, 2.1 (2022), 132–47
- Ali, Muhammad, and Istanto, *MANAJEMEN SEKOLAH ISLAM*, 2018
- Amini, Desliana Pane, and Akrim, 'Analisis Manajemen Berbasis Sekolah Dan Kepemimpinan Kepala', *Jurnal Pendidikan Tambusai*, 5.3 (2021), 11148–59
- Amon, Lorensius, and Harliansyah Harliansyah, 'Analisis Kompetensi Manajerial Kepala Sekolah Dalam Perencanaan Peningkatan Mutu Pendidikan Menengah Kejuruan', *Jurnal Ilmiah Manajemen Dan Kewirausahaan*, 1.1 (2022), 147–62
- Asrohah, Hanum, *Manajemen Mutu Pendidikan* (Surabaya: UIN Sunan Ampel Pres, 2014)
- Azani, Mohammad Zakki, and Khalif Muammar A. Harris, 'Islam Dan Modernisme Di Indonesia: Tinjauan Atas Pemikiran Mohamad Rasjidi (1915-2001)', *Tsaqafah*, 15.1 (2019), 165
- Diana, Amirotu, Mohammad Zakki Azani, and Mahmudulhassan M, 'The Concept and Context of Islamic Education Learning in the Digital Era: Relevance and Integrative Studies', *Profetika: Jurnal Studi Islam*, 25.01 (2024), 33–44
- Ghozali 2016, 'Desain Penelitian Kuantitatif & Kualitatif', 2017, 32–42
- Hafidz, Hafidz, Mutiya Novita Cahyani, Mohammad Zakki Azani, and Nurul Latifatul Inayati, 'Implementasi Pendidikan Moral Dalam Membina Perilaku Siswa Di Sekolah Menengah Atas Islam Terpadu Al Huda', *Jurnal Ilmu Pendidikan Dan Sains Islam Interdisipliner*, 2.1 (2022), 95–105
- Mahendra, 15 Sekolah Menengah Pertama (SMP) Sederajat Terbaik Di Kota Surakarta (Jakarta, 2023)
<<https://kabar24.bisnis.com/read/20230126/243/1621812/15-sekolah-menengah-pertama-smp-sederajat-terbaik-di-kota-surakarta>>
- Nurullah, 'Sistem Ekonomi Dan Demokrasi Ekonomi Indonesia', *Sistem Ekonomi Dan Demokrasi Hikamuna I Edisi*, 1.1 (2016), 16
- Rochmat, Cecep Sobar, Nurul Salis Alamin, Khusnul Amanah, Shofiya Taqiya Kamal, Mohammad Zakki Azani, and Bagus Asri Wibawa, 'Implications of Moral Education on Children's Character in the Digital Era: Insights from Surah Al-Isra, Verses 23-24', *International Journal of Educational Qualitative Quantitative Research*, 3.1 (2024), 28–35
- Sholeh, Muhamad, 'Keefektifan Peran Kepala Sekolah Dalam Meningkatkan Kinerja Guru', *Jurnal Dinamika Manajemen Pendidikan*, 1.1 (2017), 41
- Suri, E, S Nainggolan, F S Handari, M A Jabat, and ..., 'Analisis Peran Kepala Sekolah Dalam Peningkatan Mutu Manajemen Sekolah Di Sd', *PeTeKa*, 6 (2023), 158–66
- Wahjosumidjo, *Kepemimpinan Kepala Sekolah : Tinjauan Teoritik Dan Permasalahannya* (Jakarta: Rajawali Pers, 2013)

- Wildan, Muhammad, Mohammad Zakki, and Nurul Lathifatul, 'Islamic Perspective on Organizational Citizenship Behavior Among Academic Staff in Indonesian State Islamic Higher Education : Is It Effective ?', 36.2 (2024), 155–69
- Zaelani, Mohamad, Program Magister, Manajemen Pendidikan, Program Pascasarjana, and Universitas Muhammadiyah Surakarta, 'Model Kepemimpinan Kepala Sekolah', 10.1 (2012), 0–16