

# Service Quality and Educational Leadership at Elementary Schools in Sleman District

Nurtanio Agus Purwanto

*Educational Management Study Program*

*Universitas Negeri Yogyakarta*

Yogyakarta, Indonesia

nurtanio@uny.ac.id

**Abstract**—This study aims to determine: 1) the model of school community services carried out by the principal, the supporting and inhibiting factors in the service of the school community, 2) the indicator of the principal as a manager and 3) the indicator of the principal of the primary school as a leader in the services of the school community. The research method in this study is qualitative with a descriptive approach. The informants in this study were school supervisors, principals, teachers, and educational personnel. The data collection techniques using interviews, documents, and observations. The validity of the qualitative data was validated using the informant review model and data triangulation. The analysis of qualitative data using an interactive analysis model. The research results are as follows: 1). School community services by the school principal are carried out both formally and informally. Services are carried out formally through routine and incidental coordination. The service process describes the pattern of the principal as manager and leader. 2). Indicators of the principal as a manager, namely: (a) being able to manage the school (b) maximizing the potential of the school's educational resources, (c) being able to coordinate and communicate with school members, and (d) accurately and quickly in solving problems. 3). Indicators of the principal as a leader, namely: being able to become entrepreneurs and role models in learning leadership (supervisor), having a clear vision; (c) Able to motivate school members to advance the school; (d) Able to make decisions appropriately; (e) Able to manage change and develop school culture under the development of the environment; (f) Willing to learn for self-development and well communicate.

**Keywords**—leadership; service quality; principal

## I. INTRODUCTION

The educational management identifies the basic elements of quality development in schools by involving the participation of the school community optimally. The school community members are the principal, teachers, educational staff, and students. School community services for quality development are the responsibility of all components in the school, but the principal school figure is needed in order to determine the intended direction of development. The average educational problem in schools concerns three main aspects, namely human resources, facilities, and strategies in managing the institution. Furthermore, the success of schools in

developing quality in schools is reflected in the performance and culture adopted by an educational institution.

These three problems are an accumulation of central issues that should be resolved properly and systematically. Various patterns of efforts can solve these problems, one of which can be made a priority is human resources, especially the principal. This is inseparable from the organizational culture, which is interpreted as a shared perception shared by members of the organization, a system of shared meanings [1]. Preliminary research on the aspects of development required by the principal, then the fulfillment of the principal's responsibilities, is more optimal. Under Government Regulation No. 28 of 1990, Article 12 paragraph 1 that the principal is responsible for the implementation of educational activities, school administration, fostering other educational personnel, and the utilization and maintenance of facilities and infrastructure. The responsibility of the principal is heavy, requires the ability to maximize his role. Based on data in Sleman Regency in 2018, the number of elementary schools was 508 with 37 supervisors, so if calculated, one supervisor had to foster 27/28 schools. This is reinforced by the existence of a survey conducted by the Directorate of Education Personnel in 2008 of supervisors in a district showing that supervisors have weaknesses in the competencies of academic supervision, evaluation, education, and research and development. [2].

In research related to the development of a model for increasing the competence of school principals in Purworejo district, it shows that most principals lack managerial competence, especially interpersonal relationships, and human resource development. [3]. Meanwhile, research on leadership for primary schools with the title examination of innovation within an Austrian educational context published by the Global Education Review shows that in this study it supports the fulfillment of the need for education and training that can support principals in kindergarten to form the skills of kindergarten principals as designers for their school [4]. Meanwhile, research that conducted a meta-analysis of 12 out of 13 studies on exemplary principals and the results showed that the effect size of the principal's role model had a significant effect on improving teacher performance and learning quality. The effect size of the principal's role model on teacher performance and learning quality is three times greater than the effect size of transformational leadership.

These findings indicate that the role model of the principal has a great influence on the success of educational programs through improving teacher performance and improving the quality of learning [5].

At present, the trend of research related to principals in primary schools is still limited to performance issues and has not explored the basic essence from preparation to the coaching stage. Based on these problems, this study focuses in depth on the leadership of the principal in the Sleman Regency. With expectations, this study can reveal accurate and meaningful information about the school community service model that has been implemented so far. This study aims to examine the principal's leadership is in providing services to the school community in Sleman Regency. These research objectives are to find the school community service model carried out by school principals, to find indicators of primary school principals as managers in school community services, and to find indicators of primary school principals as leaders in the school community services.

## II. METHODS

The research method in this study uses qualitative methods. This research was conducted in Sleman Regency, only limited to State Elementary Schools (SDN), whose principal leadership was successful in empowering the school community, namely SDN Puren, SD Model, and SDN Tajem. Primary data sources or informants in this study were school supervisors, teachers, and school principals. Meanwhile, the secondary data sources in this study include documents in schools. The data collection techniques used were in-depth interviews, observation, and documentation. Test the validity of the data using triangulation techniques and informant review. Qualitative data analysis techniques are used to obtain meaning by analyzing the results of the research data. The analysis technique used in this research is the interactive analysis [6]. In this analysis model, the three components of the analysis are data reduction, data presentation, and drawing conclusions or verification.

## III. RESULT AND DISCUSSION

### A. *The School Community Service Model*

The services for the school community provided by the principal of elementary schools in the Sleman Regency still apply an instructive pattern. That fact refers to the direction of the Regional Education Office, which emphasizes the creativity of the primary school principal according to the needs of the school itself. It is reflected in the services of the school community between one school and another because they have different human resource characteristics, diversity of facilities, and the commitment of school members. The efforts of primary school principals in providing services to school members vary widely. It can be seen from interviews with primary school principals who previously served in certain schools when moving to another school, and it turned out that the strategy could not be implemented in the same way in new schools.

The research results with interviews, observations, and document studies conducted on primary school principals found supporting factors for the services for the school

community by the elementary school principals. First, there is a School Principal Working Group (KKKS) forum as a means for school principals to coordinate as well as exchange experiences to handle problems at school. The existence of the principal's working group or the KKKS forum serves as a forum for solving problems, especially those related to school management. The forum contributes to enhancing professional abilities and developing the competence of school principals in carrying out their duties to advance the education unit according to the vision and mission of the school directly [7]. Second, the existence of supporting human resources and third, the support of the school committee and school members, especially the commitment to the success of school programs. Based on these conditions, the function of the school committee in this study has gone well because it is under Government Regulation No. 17 of 2010 which states that the school committee functions in improving the quality of education, namely providing consideration, direction, and support for personnel, facilities, and infrastructure as well as supervision. This is also supported by research related to the role of the school committee, in that study it was explained that the school committee must build good coordination with the school, especially the principal so that it can control the activities that take place at the school [8].

Furthermore, in this study it was also found that the inhibiting factors for primary school principals in providing services to school residents in Sleman Regency include the following: (a) administrative and bureaucratic complexity, (b) many demands of schools in order to fulfill minimum service standards towards achieving National Education Standards, (c) lack of instrumentation monitoring of principal performance, (d) personal problems due to lack of understanding between school members and school principals so that it has an impact on the ineffectiveness of the process of achieving school goals, (e) the principal has not used information technology in the process of providing services to school residents

### B. *Principal as Manager*

Us The principal in carrying out his role and function as a manager should have a strategy to optimize existing resources in the school such as educators, education staff, and others through built collaborations, and provide opportunities for staff to increase professional competence and encourage involvement in various activities in school. Based on the results of this study, it was found that the principal's services to school residents in Sleman Regency still apply an interactive pattern with the tendency of the principal's initiative. This resulted in a lack of initiative from school residents to obtain services according to their own needs. The utilization of information technology has not been carried out optimally so that it has not been able to play an optimal role in overcoming the limitations of time, human resources, and facilities. In this study, it was also found that the indicators of the principal as a manager in providing services were as follows: (1) able to manage schools well; (2) able to maximize the potential of school's educational resources; (3) able to coordinate and communicate with school members; and (4) prompt and precise in solving problems.

The existence of the principal as a manager is a role that is owned by managing and optimizing the utilization of all

educational resources in the school to achieve predetermined goals. Based on the results of previous research, the role of the principal as a manager can be linked to management functions such as planning, organizing, actuating, and controlling [9]. Thus, the indicators found in this study are not much different from the indicators in previous studies. This is also not significantly different from the results of the research, which states that the principal as a manager plays a role in planning programs, creating organizational structures involving school stakeholders, optimizing school facilities, providing motivation or rewarding personnel, overseeing output, and management processes in schools. In this study, it was also stated that communication is considered important as one of the factors that are an inhibiting factor for the principal in optimizing his role as a manager, especially in providing services to school residents [10]

### C. Principal as Leader

The principal, with the role as a leader, can create personality, knowledge of education personnel, vision, and mission of the school, decision-making skills, and communication skills [11]. Furthermore, the principal's function as a leader consists of making plans, compiling school organizations, as coordinators and directors, and carrying out staffing management [12]. The role of the principal as a leader can be interpreted as a leader in the field of teaching, curriculum development, student administration, personnel administration, public relations, school program planning, and school organization.

Based on the results of interviews with informants, in this study, it was found that the principal must be able to meet several indicators. These indicators are to have an entrepreneurial spirit and a role model in learning leadership (supervisor), have a clear vision, be able to motivate school members to progress, be able to make appropriate decisions, be able to manage change and develop school culture according to the development of their environment, and want to learn for self-development. The indicator of the principal as an entrepreneur is basically under the criteria of the principal based on the Minister of Education and National Culture Regulation No.13 of 2007, which states the five competencies of the principal, namely personality, managerial, supervision, social and entrepreneurship. The importance of this entrepreneurial competence is because of the principal functions as a decision-maker and regulator, which is a determining factor for the success of the school so that this entrepreneurial spirit will help the principal to develop schools and be independent in various ways [13]. Meanwhile, in another study, it was stated that principals who have an entrepreneurial spirit will always be future-oriented, able to anticipate change, think strategically, and are flexible. In particular, from the perspective of education financing, this capability will assist the principal in obtaining funds from various sources by empowering all school resources to obtain profits so that they can be financially independent [14].

Also, there are indicators of the principal as a leader who can be a role model in leadership learning, has a clear vision, can motivate school members to advance the school, can make the right decisions. Besides, the principal must also develop a

school culture, pay attention to the environment, and be willing to learn to develop himself and communicate well. These results are following the five main responsibility indicators of the principal as a leader, namely forming a vision of academic success for students, creating a friendly educational climate, fostering leadership in others, improving teaching and managing people, data, and processes in encouraging school improvement. These results are following the five main responsibility indicators of the principal as a leader, namely forming a vision of academic success for students, creating a friendly educational climate, fostering leadership in others, improving teaching and managing people, data and processes in driving school improvement [15].

### IV. CONCLUSION

Based on the results and discussion of this research, it can be concluded that the results of the study, first, school community services by the principal of primary schools are carried out formally and informally. Services are carried out formally through routine and incidental coordination. The service process describes the pattern of the principal as manager and leader. Second, indicators of primary school principals as managers in providing services, namely: (a) being able to manage schools properly according to applicable regulations, (b) maximizing the potential of the school's educational resources, (c) able to coordinate and communicate with school members, and (d) be precise and fast in solving problems. Third, indicators of primary school principals as leaders in providing services, namely: being able to have an entrepreneurial spirit and role models in learning leadership (supervisors), having a clear vision; (c) Able to motivate school members to advance the school; (d) Able to make decisions appropriately; (e) Able to manage change and develop school culture under the development of the environment; (f) Willing to learn for self-development and well communicate.

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