



Case Study: Values and Beliefs of Excellence-Based Quality Leadership in a Junior High School

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Abstract. This study aims to describe the belief and value of excellence-based quality leadership. This study used a qualitative method. Data collection in this study used in-depth interviews, observation of all school management activities, and documents related to the activities carried out by the school. Data validation in this study was carried out by triangulating sources, triangulating methods or techniques, confirmability and dependability. Meanwhile, data analysis used an interactive model from Miles and Huberman (2014), which consisted of data collection, data condensation, data presentation and data conclusion stages. The results of the study showed that the values and beliefs of quality-based leadership towards school excellence include the philosophical values of leaders based on Ki Hajar Dewantara's educational figures such as the value of mutual care, love and nurture; the principal's main grip is working based on sincerity and hard work based on religious values; the principal becomes a model and role model for everyone in the school; joint commitment; building communication with the spirit of kinship and the spirit of cooperation; continuous development, empowering and participation become a reference in the leadership process; the value of the spirit of togetherness, hard work, commitment, professionalism and quality-based; the value of self-belonging; the formation of teamwork in schools as a strategy to empower all school members in achieving the vision of excellence; providing autonomy and work assistance; inspirational principals and motivators.

Keywords: Excellence, Leadership, Junior High School

1 Introduction

The World Bank suggests "give people a handout or a tool, and they will live a little better, give them an education, and they will change the world." This statement is very relevant to the current reality. The statement above emphasizes that education is an urgent factor and has strategic value in changing a human or state situation, both structurally, culturally, and emotionally. Therefore, education can be a very promising investment. The results of the education process itself can be in the form of effects and impacts. The results of education that change can be seen from the personalities of education service users (students). The results of the effects of education can usually be denoted in numbers and over a certain period of time. While the results of education in the form of impact, as stated by [1], are the further influence of the results of education in the form of products and effects obtained from users of educational services on conditions and their environment either in the family or society as a whole. The process of organizing quality education requires strong efforts to always make

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improvements, innovation, and high creativity. The key to quality education lies in the quality of leadership of the educational institution itself, because there is no quality educational institution without being led by a quality principal.

The management perspective sees that quality and superior institutions can be seen in the management theory known as Total Quality Management because this theory is always looking for better through improvement and change of work culture processes and creating a quality work culture [2].

Researchers who spread the theory of total quality management, argue that continuous improvement is an effective measure in improving organizational quality. Since management was put forward scientifically, mankind's efforts to achieve the best in management have continued in such a way that the process from management to governance has become one of the clear indicators. Changes in the understanding of management have had an impact on the socially open school system. The desire to be the best, improve service quality, and have the belief that both the provider and the recipient of the service are important [3].

Schools strive to balance and harmonize the cultural values expected in the future with the values of the past. The fact that superior schools have a planned and programmed education system, can achieve the desired goals, and are effective and superior can be achieved through educational administration, especially educational leadership. The leadership role of the principal is the most important component in improving the quality of school.

Schools are seen as the place to determine the future of the younger generation with competitive students, skills development and even survival. Therefore, to meet the demands of society 5.0, the education sector must provide high-quality education services. This is because a good or excellent school management system determines 85% of the institution's quality. This management will ensure that the service is of high quality [4] [5] [6]. The quality of leadership is critical to the success of any school or organization within a school. Good leaders anticipate change and capitalize on opportunities, inspire teachers to achieve high levels of productivity and are prepared for technological advances.

The characteristics and personality traits of individuals who exhibit leadership behavior are fundamentally important in this broad spectrum. The leadership behavior exhibited by the leader is a description of the meaning of his character and personality [7]. A superior human being must have a sense of devotion to his duties and work. In other words, he/she must have farsighted vision. The vision he/she has is not just a normative or idealistic vision. Indeed, normative or idealistic visions are necessary as guiding principles. However, a normative vision is not enough because it is not concrete, so it must be elaborated in a strategic vision, namely a vision that is elaborated in targets and bound within a certain period of time that needs to be realized. Furthermore, a dedicated person is someone who is disciplined because he is focused on what he wants

to realize. This is very necessary for school principals today. Dedication and discipline are absolute must-haves for a principal. In addition, honesty is also very important, not only with others but also with oneself. Towards other people, a superior human being must be able to cooperate, because in the end cooperation is based on mutual trust as expressed by Francis Fukuyama. Without honesty, it is impossible for a superior human being to survive. Doesn't the 21st century man need networking and networking is only possible because of honesty. Honesty is also related to being honest about one's own abilities. We must be honest about what we can and cannot do. This is the attitude of professionalism. The 21st century society is a professional society [8].

From several studies on educational leadership in schools, it was found that the "lust" for achievement (school effectiveness) is only obtained through the strong leadership awareness that penetrates strongly into the individuals of all educational stakeholders who are encouraged by the exemplary achievement of the principal in the form of meaningful interactions through the utilization of leadership values based on adjustments to variations in cultural context consistently [9]. Leadership in organizations is a process where a leader influences and sets an example for his subordinates to achieve organizational goals [10].

A role is a person's behavior related to their duties in their position in a social unit. Roles can also be interpreted as behaviors that are regulated and expected of many people in certain positions. Leaders in organizations have a role in every job that carries many expectations as role bearers who behave. The reality of the organization can be identified as the work to be done and the desired role behavior that goes hand in hand with the work, also implies expectations regarding important roles in subordinate behavior [11]. Educational leadership as the ability to influence and move others to achieve educational goals freely and voluntarily [12].

Proper leadership is an important factor in sustainable organizational success and is one of the assets that all school organizations must have in order to achieve greatness. This is because every school organization must experience ups and downs. The conception of leadership requirements is linked to three things, namely: 1) Power is the strength, authority, and legality that allow leaders to influence and move subordinates to act; 2) Authority is the benefits, qualities, and virtues that allow a person to organize others; 3) Ability is a resource of strength, ability, technical and social skills that are more than those possessed by ordinary members [13]. The key to the success of an organization is basically the efficiency and effectiveness of its leader's performance.

Leadership is a person's ability to influence others through genetics, learning and authority. It involves handling change, setting direction, and uniting, communicating and inspiring people to achieve goals. Excellent leaders are generally those who have high standards and constantly strive to achieve better. Excellent leaders must strive to achieve the best with those around them within the scope of opportunities available. From various studies on effective schools, it is found that there is no effective school without an effective principal. An effective school is determined by the leadership of

an effective principal because the success or failure of a school is determined by the leadership of the principal. We almost never see in reality good schools led by bad principals and bad schools are usually led by bad principals as well.

The rise and fall of school quality is highly dependent on the quality of the principal. The leadership behavior of school principals can not only be understood from general behaviors, such as "vision" and "mission" only, but also must be identified in specific actions, namely innovative and creative activities of principals in carrying out their leadership and daily school management. With such behavior, it is expected that it will directly or indirectly affect the academic and non-academic achievements of students and the school as a whole [14]. Leadership qualities are critical to the success of any school or organization within a school. Good leaders anticipate change and capitalize on opportunities, inspire teachers to achieve high levels of productivity and are prepared for technological advances. Effective leaders anticipate change and capitalize on possibilities, motivate educators (teachers) to achieve high levels of production, and are prepared for technological advances.

Quality is not a program but is rooted in principles such as belief, hope, humility, hard work, consistency in goals, progress improvement, moral values and truth that must become the culture of organizational life. If all employees of the organization do not live these principles, then the application of methods alone is not enough to be able to make quality products, services and work relationships [15]. Based on the explanation above, this study aims to describe the belief and value of excellence-based quality leadership.

2 Method

This research used qualitative methods. Data collection in this study used in-depth interviews with key informants, namely the principal, observation of all school management activities and documents related to activities carried out by the school. Data validation in this study was carried out by triangulating sources, triangulating methods or techniques, confirmability and dependability. While data analysis uses an interactive model from Miles and Huberman (2014) which consisted of data collection stages, data condensation, data presentation and data conclusions.

3 Result and Discussion

From the results of interview, observation and documentation, it was found that the values and beliefs of the principal's quality leadership are (1) Ki Hajar Dewantara's philosophy; (2) personal expectations and vision are understood by all school members; (3) work with sincerity because work is worship; (4) leaders are examples and role models for everyone; (5) leaders are role models, therefore leaders are basically parents for everyone; (6) building a joint commitment; (7) building communication with a family spirit and spirit of cooperation; (8) examples in work and discipline, working

hard, committed and quality-based; (9) quality management approach; (10) The level of professionalism of teachers in carrying out their duties; (11) building cooperation and partnerships with outside parties; (12) giving autonomy to teachers and staff to create and innovate; (13) activities of various seminars (especially those conducted online) and competency development workshops; (14) making oneself a model that inspires everyone; (15) the formation of team work in schools as a strategy to empower all school members in achieving the vision of excellence; (16) fostering and developing the competence of all teachers continuously (continuous development); (17) instilling a sense of belongingness in everyone to the school (self belongingness); (18) always providing ideas to all teachers; (19) the principal becomes an inspiration and at the same time a motivator in implementing the motto of local wisdom. Based on the result findings, it can be concluded that the model findings below:

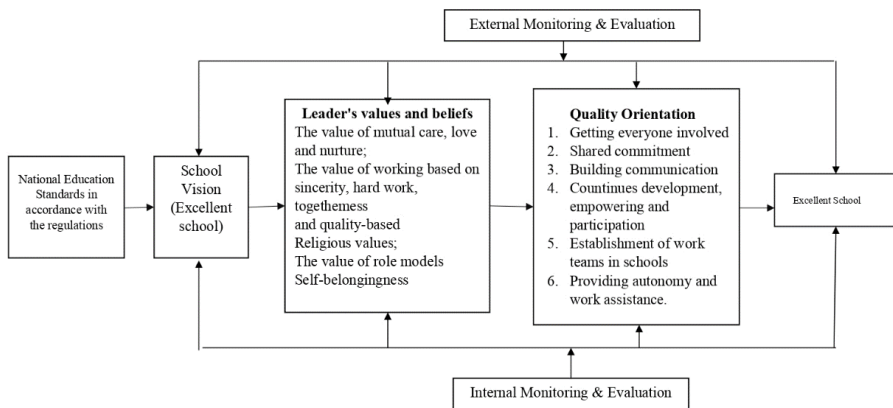


Fig. 1. Model finding

The research finding, as seen in Figure 1, illustrates that the behavior of superior quality-based school leaders has values and beliefs that become a guide and direction in organizing education in schools. This is in line with the findings that the principal has a belief in the religious values he adheres to, which are formulated in the vision of education [16]. The success or failure of the quality of education in an educational institution is influenced by the principal [17]. Leaders use attitudes and behaviors to motivate individuals and groups to achieve organizational goals through understanding and cooperation. Leadership is divided into functionalist and interpretive approaches, which seek to find relationships between leadership and other variables. Educational leadership is the ability to drive the implementation of education to achieve goals effectively and efficiently. It is used as a benchmark to achieve goals and a series of activities to foster inter-personal cooperation in an educational environment. Educational leadership is communicating messages that enable people and groups to collaborate with leaders to co-create a vision and improve students' educational experience. It can be concluded that educational leadership must foster empowerment

and foster a good atmosphere in educational institutions. Leadership is the main driver for the growth of excellent education in achieving national education goals, referring to the brilliant school administration and stability of education leadership.

The leader's role as a manager is an interpersonal role (figurehead, leader, liaison), an information role (monitor, information disseminator, spokesperson), and a decision-maker (making decisions based on the inter-personal relationships he develops and the information he monitors in advance). The leadership function is the ability to influence the behavior of others to achieve a common goal. It is essential for productive and efficient teamwork. The functions of educational leadership are generating trust and loyalty, communicating ideas, influencing, creating change in performance and mobilizing others to do what they want. A strong belief in the value system requires a correct understanding of the values that must be implemented and become part of everyday life. This value system must first be demonstrated by the highest leadership so that all members of the organization can set an example and believe that the value system and beliefs held are the key to success in achieving the desired quality. Therefore, without a strong understanding and belief by staff in the values, vision and mission, the involvement and sense of belonging to the institution will be weak which can result in poor performance at work. This is where the important role of a leader can act as a model, example and role model at work for everyone.

The findings found effective principals can lead educational institutions are principals who have personal resilience [18]. With their strong values and beliefs, leaders can determine accurate strategies as principals who function to lead teachers and staff at school. When examined in depth, all the behaviors that become indicators of the leadership based on integrated quality management or total quality management (TQM). Integrated quality (TQM) is a passion and a way of life for organizations that implement it. The question is how to generate the desire and passion to improve the quality of education. Peters and Austin have examined these characteristics in their book *A Passion for Excellence*. The research convinced them that what determines quality in an institution is leadership. They argued that certain leadership can lead an institutional style to a quality revolution, a style they called MBWA or management by walking about. The desire for excellence cannot be communicated from behind a desk. MBWA emphasizes the importance of leaders' presence and their understanding or view of the institution's people and processes. This leadership style places importance on communicating the vision and values of the institution to others, as well as engaging with staff and customers. Communicating the vision is one of the strategies in developing quality and is mandatory for all principals. Senior managers should provide direction, vision and inspiration. In TQM (Total Quality Management) organizations, all managers should be leaders and champions of the quality process. They must communicate the vision and pass it down to everyone in the institution. Some managers, especially middle managers, may find integrated quality difficult to accept and implement.

The leader is a person who stands in front of every institution or organization he leads, a leader who is trustworthy, sincere, visionary and always makes changes for the better [19]. The vision and mission of leadership in schools support changes in leadership practices in schools [20]. TQM (Total Quality Management) involves a change in management mindset as well as a change in roles. The role changes from an 'I am the boss' mentality to a mentality that managers are supporters and leaders of staff. The function of the leader is to enhance quality and support the staff who run the quality wheel. Traditional ideas will not go hand in hand with an integrated quality approach. Because TQM (Total Quality Management) will change traditional institutions from leaders to staff and reverse the hierarchy of institutional functions. TQM (Total Quality Management) empowers teachers and gives them ample opportunity to take initiative. It is for this reason that it is often said that TQM institutions only require simple management with excellent leadership.

Total Quality starts from the development of personal individuals that the thought patterns and behavior patterns of daily life are personally based on a clear level of quality. The implementation of this is that private individuals must continuously improve and improve the quality of themselves in the context of science. As with quality, there are also various definitions of integrated quality management. Integrated quality management is defined as the integration of all functions of the company into a holistic philosophy built on the concepts of quality, teamwork, productivity, understanding and customer satisfaction. Integrated quality management is a management system that promotes quality as a business strategy and is oriented towards customer satisfaction by involving all members of the organization. To facilitate understanding, the definition of integrated quality management can be divided into two aspects. The first aspect describes what integrated quality management is and the second aspect discusses how to achieve it. Total Quality Management is an approach to doing business that tries to maximize the competitiveness of the organization through continuous improvement of products, services, people, processes and the environment.

The Total Quality Approach can only be achieved by paying attention to the characteristics of integrated quality management, namely focusing on customers, both internal and external customers, having a high obsession with quality, using a scientific approach in decision making and problem solving, having a long commitment, requiring teamwork, improving processes continuously, organizing education and training, providing controlled freedom, having unity of purpose, and employee involvement and empowerment. Education quality is the level of excellence in effective and efficient education management that provides academic and extracurricular excellence to students who graduate for a certain level or learning program. TQM is a functional management approach that consistently focuses on quality improvement to ensure that its products meet society's quality standards and are used to carry out public service and community development tasks. One of the challenges in implementing total quality management (TQM) in education is the problem of determining the quality of products (graduates) which is more qualitative

in nature. TQM is a method of quality improvement that relies on the school itself and uses various techniques based on the availability of quantitative and qualitative data. TQM also encourages all parts of the school to consistently improve the capacity and ability of the school organization to meet the needs of learners.

Quality improvement in educational institutions or any institution is strongly influenced by work habits, work culture and organizational culture that are interrelated. Without a work culture and organizational culture that leads to a quality work culture, optimal quality improvement efforts will not be achieved as desired and demanded by the community [6]. The implementation of TQM (total quality management) seeks that all members of the organization can create and innovate and excel in activities that are their respective duties and responsibilities. Improving the quality of organizational members must involve all members and provide their needs to improve the production process and at the same time they should understand the vision, mission and goals of the organization clearly. Therefore, efforts to improve the understanding of the vision by the work through the socialization process and examples and role models from the leadership, clarify the relationship between their work with the organization of organizational progress and themselves, through intensive and harmonious communication and appreciate the contributions of individual organizational members so as to trigger an increase in organizational performance is a very strategic concern [21]. Education in general finds the same thing: changes in organizational culture and work culture require the implementation of TQM (total quality management) as an approach as well as a model in organizational management. It has long been suggested that organizational culture can be changed through continuous improvement programs (continuous development and continuous improvement). This continuous improvement is basically the implementation of important elements of TQM (total quality management) [22].

The implementation of TQM (total quality management) in education as a model for quality assurance requires continuous efforts and the involvement of all people both internal and external to the organization, because this model makes improvements through the process of changing work culture as the main foundation. The process of changing this foundation is related to the values and beliefs, vision and mission that must be built into a strong foundation for the next process. The fact is that excellent schools that provide excellent education can be created by excellent leaders (excellence leadership). From various research results conducted by experts, there are a number of similar findings about the belief values derived from the vision, mission and culture of the organization. They conclude that changes in organizational culture are a prerequisite for the successful implementation of TQM-based management towards a quality work culture.

Total Quality Management (TQM) is a management concept that is oriented towards improving quality and customer satisfaction with the services provided. Total Quality Management (TQM), or Integrated Quality Management (MMT) is a paradigm of continuous quality improvement by presenting a set of practical tools to every

educational institution in meeting the needs and satisfaction of its customers today and in the future. The advantage of TQM lies in its planning system. In the planning process, TQM will be implemented with active involvement, full commitment, and high consistency from all members of the organization [23].

4 Conclusion

Based on the results of research conducted at Junior High School 3 of Marabahan showed that the values and beliefs of quality-based leadership towards school excellence include philosophical values of leaders based on Ki Hajar Dewantara's educational figures, such as the value of mutual care, love and nurture; the main grip of the principal is working based on sincerity and hard work based on religious values; the principal becomes a model and role model for everyone in the school; joint commitment; building communication with the spirit of kinship and the spirit of cooperation; continuous development, empowering and participation becoming a reference in the leadership process; the value of the spirit of togetherness, hard work, commitment, professionalism and quality-based; the value of self-belongingness; the formation of teamwork in schools as a strategy to empower all school members in achieving the vision of excellence; providing autonomy and work assistance; and inspirational principals and motivators.

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