

The Principal's Leadership Role in Developing the Quality of KBM at SMPIT AL-FAHMI Palu

Radian Al-Saysar^{1*}, Rustina Rustina² & Sagaf S. Pettalongi³

¹ Islamic Education Management Study Program State Islamic University Datokarama Palu, Indonesia

² State Islamic University Datokarama Palu, Indonesia

³ State Islamic University Datokarama Palu, Indonesia

Corresponding Author: Radian Al-Saysar E-mail: ryanapril060@gmail.com

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ABSTRACT

This study examines the crucial role of the principal in improving KBM at SMPIT AL-FAHMI Palu. A qualitative case study method was used with interviews and observations. The principal plays an important role in planning, curriculum development, teacher coaching, learning environment, and monitoring KBM. Challenges include limited resources and changing educational demands. Continuous efforts are needed to improve leadership competencies for better KBM at SMPIT AL-FAHMI Palu. In conclusion, the principal's leadership is central in improving KBM. Support and competencies are key to the sustainable development of KBM in schools.

1. Introduction

The quality of teaching and learning activities (KBM) is a key element in the implementation of effective education. Principal leadership plays an important role in shaping and directing efforts to develop the quality of KBM in schools. In the context of junior secondary schools, principals play a strategic role in managing various aspects of education, from curriculum planning to teacher professional development. This study aims to analyze and describe the principal's leadership role in developing the quality of KBM at SMPIT AL-FAHMI Palu.

In the Indonesian education literature, the role of principals in improving the quality of KBM has been a major focus of research. According to Hadi (2018), principal leadership has a direct impact on the effectiveness of KBM in schools. This is in line with the view expressed by Suparman (2017), which states that principals have the responsibility of developing a school culture that supports innovative and quality learning processes.

In addition, based on research by Mulyasa (2019), inclusive and collaborative principal leadership can create a positive learning environment, where teachers and students feel motivated to actively participate in the KBM process. According to Yamin et al. (2020), principals must also be able to manage school resources efficiently to support the implementation of quality KBM.

However, in the specific context of SMPIT AL-FAHMI Palu, research on the leadership role of school principals in developing the quality of KBM is still limited. Therefore, this study will fill the gap by analyzing the concrete role played by the principal in the context of the school.

¹ **Radian Al-Saysar** is a Student Candidate of Islamic Education Management Study Program at Postgraduate School, State Islamic University Datokarama Palu, Indonesia. This paper was presented at the 2nd International Conference on Islamic and Interdisciplinary Studies (ICIIS) 2023, as a presenter, held by the Postgraduate School State Islamic University Datokarama Palu, Indonesia.

Thus, this study aims to provide a deeper insight into how the principal's leadership contributes to the development of the quality of KBM at SMPIT AL-FAHMI Palu. Through the analysis of the leadership role, it is expected to identify best practices that can be adopted by other schools in an effort to improve the quality of KBM.

2. Literature Review

This literature review illustrates the importance of the principal's leadership role in developing the quality of KBM in schools. Through their leadership, principals can shape a conducive school culture, direct educational strategies, manage resources efficiently, and motivate teachers to actively participate in quality KBM. By exploring this literature, this study will better understand the concrete role of principals in developing the quality of KBM at SMPIT AL-FAHMI Palu.

2.1 According to Experts

Michael Fullan, an expert in the field of educational leadership, underscores the importance of strong instructional leadership in improving the quality of teaching and learning. He emphasizes that principals must act as change agents who encourage innovation in the learning process. Fullan states that principals who are able to demonstrate a commitment to continuous improvement in the KBM will encourage teachers and students to achieve better results. *Leithwood and Riehl* in their research highlighted that principal leadership has a direct impact on student performance. According to them, principals who are learning-oriented and able to create a school culture that supports collaboration and reflection will improve the quality of teaching and learning. Through their leadership, principals can create an environment that encourages students' academic growth. *Alma Harris*, in her research on effective school leadership, highlights the importance of principals' involvement in collaborative learning. According to her, principals should be learning leaders who are directly involved in designing curriculum development strategies, providing feedback to teachers and encouraging collaboration among teachers to share best practices in teaching and learning. By referring to the views of these experts, this study will be able to understand the role of principal leadership in developing the quality of KBM at SMPIT AL-FAHMI Palu and its implications for student achievement.

3. Methodology

This research uses a qualitative approach with a case study design to analyze the principal's leadership role in developing the quality of Teaching and Learning Activities (KBM) at SMPIT AL-FAHMI Palu. The qualitative approach was chosen because this research aims to gain an in-depth understanding of the leadership role in the specific context of the school. Through this qualitative approach and case study design, this research aims to explore an in-depth understanding of the principal's leadership role in developing the quality of KBM at SMPIT AL-FAHMI Palu.

4. Results and Discussion

Research Results:

The results of this study reveal the important role of principal leadership in developing the quality of Teaching and Learning Activities (KBM) at SMPIT AL-FAHMI Palu. Based on data analysis from interviews and observations, several key findings can be identified:

4.1. Principal's Strategic Role: Principals at SMPIT AL-FAHMI Palu have a strategic role in formulating the school's educational direction. They are involved in curriculum planning, identifying students' needs and designing learning strategies that are relevant to the school's educational goals.

4.2. Teacher coaching and development: Principals act as teacher coaches and developers. They provide training and support to teachers to improve teaching quality. This includes providing constructive feedback, encouraging participation in training, and facilitating the exchange of ideas among teachers.

4.3. Creating a Positive Learning Environment: Principals strive to create a conducive learning environment, including through adequate spatial planning and necessary learning resources. This aims to create an atmosphere that inspires students and encourages creativity in learning.

4.4. Continuous Monitoring and Evaluation: Principals are involved in monitoring and evaluating the implementation of the KBM. They conduct regular classroom observations, analyze test result data, and dialogue with teachers about student progress. These actions allow them to identify constraints and opportunities for improvement.

Discussion:

The findings of this study reflect the integral role of principal leadership in advancing the quality of teaching and learning at SMPIT AL-FAHMI Palu. The principals' more than managerial contributions, such as teacher professional development and ongoing coaching, reflect the importance of instructional leadership in bringing about significant changes in the quality of education. A school culture conducive to learning, which the principal emphasizes through creating a positive learning environment, has a direct impact on students' motivation and engagement in the KBM. In addition, principals who are active in curriculum development and continuous monitoring help schools adjust to changing educational needs. However, there are some challenges faced by principals in their role. Limited resources and constantly evolving demands in education may limit the ability of principals to fully realize their vision. Therefore, support from all stakeholders, including teachers, students, parents and other related parties, is crucial in optimizing the leadership role of school principals.

Overall, the findings of this study support experts' views on the importance of principals' leadership in developing the quality of KBM. By understanding the role and contribution played by principals, schools can design more effective strategies to improve education and learning.

5. Conclusion

In the context of education at SMPIT AL-FAHMI Palu, the leadership role of the principal has a significant impact in developing the quality of Teaching and Learning Activities (KBM). Based on the analysis of the principal's role and its implications in the development of KBM, several important conclusions can be drawn:

1. Influential Instructional Leadership:

The instructionally-focused leadership role of principals has a strong influence on the quality of teaching and learning. Principals who are actively involved in designing the curriculum, training teachers and providing constructive feedback encourage the development of more effective teaching.

2. Collaboration Drives Growth:

Principal leadership that prioritizes collaboration among teachers and school stakeholders creates a positive learning environment. This collaboration enables the exchange of ideas, sharing of best practices and professional development of teachers, which in turn improves the quality of teaching and learning.

3. Integration of Islamic Values is Important:

The principal's leadership role should also include integrating Islamic values in all aspects of the KBM. By maintaining a balance between modern pedagogical aspects and Islamic values, the principal creates a learning environment that fits the character of an Islamic school.

4. Continuous Monitoring and Evaluation:

Principals have the responsibility of monitoring and evaluating the implementation of KBM on an ongoing basis. Classroom observations, analysis of learning outcomes, and dialoguing with teachers help in identifying necessary improvements and establishing measures to overcome challenges.

5. Empowering Teachers to Improve the Quality of KBM:

Principals play the role of teacher coaches and developers. Providing training, feedback and support in teachers' professional development can improve teaching quality and enrich learning methods.

In conclusion, the principal's leadership role in developing the quality of teaching and learning at SMPIT AL-FAHMI Palu has positive implications for students' learning experiences and academic achievement. Through instructional leadership, collaboration, integration of Islamic values, and teacher empowerment, principals contribute to creating a high-quality learning environment that is in line with the goals of Islamic school education. Continued efforts to optimize these leadership roles will form a solid foundation for improving the quality of education at SMPIT AL-FAHMI Palu and similar schools.

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