Effectiveness of Implementing Principal Leadership Principles Towards Improving the Quality of Administrative Services Education at SMA Negeri Sipora Selatan, Mentawai

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Article Info	ABSTRACT
	Quality education is the focus of stakeholders, namely school principals, vice principals, teachers, students, parents, and the community. Quality education can be achieved by supporting the school principal's leadership and educational administration services. **Background.** This study aims to reveal the application of principal leadership principles in improving the quality of educational administration at SMA Negeri 1 Sipora Selatan. **Methods.** The research approach is qualitative and uses descriptive methods. The data on leadership principle services has been obtained through interviews with school principals, focusing on key managerial tasks, entrepreneurial development, and the supervision of teachers and education staff to develop and enhance the quality of schools. Administrative service data has been obtained through questionnaires. **Results.** The school principal consistently encourages staff to seek out and implement new strategies in carrying out administrative service tasks. **Conclusion.** Based on the data obtained, good educational administration services still have room for improvement to reach an even better condition.

1. INTRODUCTION

The impact of globalization in the world of education is increasingly strengthening demands for the quality of education. Quality education requires individuals who are creative, innovative, and productive so that it can compete globally. Education is a service that educational institutions or units provide to benefit the community. Education is a strategic means to improve the quality of the nation. Therefore, the progress of a nation and the advancement of education are determined. Education must be oriented towards improving the quality of service in order to create enjoyable and satisfying educational outcomes that encourage students to be enthusiastic about learning.

In Law No. 20 of 2003 concerning the National Education System, it is mandated that national education aims to develop the potential of students so that they become individuals who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible

citizens. This noble goal balances transcendental dimensions in piety, faith, and sincerity. It has a worldly dimension, such as knowledge, intelligence, and skills, all of which need to be achieved optimally.

Hasbullah (2012) stated that education is a conscious and planned effort to create a learning atmosphere and process so that students actively develop their potential in religious spirituality, self-control, personality, intelligence, noble morals, and the skills needed by themselves, the nation, and the state. One implication of this education formulation is the need to improve the quality of education in various aspects, types, levels, and units integrated into the national education system.

Suradji and Martono (2014) define leadership as the ability of an individual or a combination of several people to lead others. This means that leadership is characterized by the actions of an individual or group leading others to achieve common goals. More specifically, leadership can be defined as a leader's ability, skill, intelligence, or expertise in guiding a group of people engaged in cooperative activities.

Istikomah (2018) emphasized that leadership heavily depends on the work situation, the circumstances of members or subordinates, the organization's supporting resources, and the well-being of the organization and work environment, based on a person's leadership model. Therefore, educational leadership can be interpreted as the readiness and ability of an individual to influence, encourage, guide, and promote others in the implementation and development of education and teaching, ensuring that all learning activities are carried out smoothly, effectively, and efficiently to achieve the educational goals. Abrori, M. & Muali, C. (2020) noted that the principal, as the initial leader of an educational institution, plays a crucial role in improving quality and empowering resources within the school. A strong correlation exists between school principals' competence in various areas, such as maintaining discipline, fostering a positive school culture, addressing deviant behavior, and empowering others, influencing the relationship between empowerment and innovative leadership.

A school principal's leadership must strive to improve teacher performance through capacity-building programs for education staff. To lead effectively, leaders must care for and love what they lead. With this characteristic, leaders become invaluable human resources unmatched by other assets. As a leader, the principal holds a central position in creating and maintaining the quality of the school. The principal sets the direction and goals of the school, and their leadership often determines the school's success or failure. The strategic role of school principals in improving school quality, particularly in quality services, involves meeting customer satisfaction. Customer satisfaction encompasses various aspects, and although some people perceive that services have met their expectations, others believe there is still room for improvement.

SMA Negeri 1 Sipora Selatan, located in the Mentawai Islands, West Sumatra, faces various challenges in improving the quality of educational administration services. The main problems faced are the lack of human resources, facilities, and infrastructure, which impact efforts to improve this school's education quality. Even so, the principal as a leader is expected to be able to implement practical leadership principles to manage better and improve educational administration services. Implementing sound leadership principles, such as effective communication, appropriate decision-making, and the ability to empower administrative staff and teachers, is crucial to creating a supportive working atmosphere and increasing the efficiency and effectiveness of educational administration services. Effective leadership can motivate teams, improve work methods, and maximize existing resources to achieve better educational goals.

At SMA Negeri 1 Sipora Selatan, the principal prioritizes a participatory approach to decision-making and policy-setting. The principal consistently seeks input and perspectives from various parties, such as the vice principal, teachers, staff, the school committee, and student representatives. Decisions are made through regular teacher council meetings where open discussions are held to address problems, gather suggestions, and listen to different viewpoints. Final decisions are made after considering all inputs and conducting an in-depth analysis. For instance, when determining the school's annual work program, the principal forms a special team that includes teachers, staff, and the school committee representatives. This team is responsible for identifying the school's needs and priorities and preparing a work program aligned with the school's vision and mission. Additionally, the principal frequently meets with student representatives to gather input on policies related to discipline, extracurricular activities, and learning support facilities. In making decisions, the principal adheres to principles of openness, transparency, and professionalism, prioritizing the school's progress, student development, and continuous improvement in education quality. Through this participatory approach, the policies and decisions made by the principal of SMA Negeri 1 Sipora Selatan receive strong support and commitment from the entire school community, leading to effective and optimal implementation.

Service is a process of delivering services from producers to customers. Quality service meets or exceeds the expectations of service users. Service quality is an essential and integral factor in education. The quality of educational services is the outcome of the interaction between a conducive learning environment, students and educators, learning materials (materials, curriculum, and standards), and classroom learning processes.

Service is a process of providing services (service delivery) from producers to customers. Quality services can meet or even exceed the needs expected by service users. Services are a collection of concepts, principles, and approaches used to understand how services are conceptualized, designed, implemented, and managed to create value for customers and

service providers. This theory involves various aspects such as service management, customer satisfaction, service quality, customer experience, and service marketing strategies. SMA N 1 Sipora Selatan's service conditions can meet the expected needs because it provides better, more efficient, and more effective services. SMA N 1 Sipora Selatan, located in Mentawai Islands Regency, faces challenges in managing education regarding geography, human resources, and limited facilities and infrastructure. In this context, the effectiveness of the principal's leadership greatly determines the direction and quality of existing administrative services. The suboptimal responsive and efficient administrative services are often a complaint from school residents, including teachers, students, and parents. Therefore, the quality of service at SMAN 1 Sipora Selatan is characterized by dedication, honesty, and diligence. Based on the research above, the author is interested in writing a paper entitled "Effectiveness of the Implementation of Principal Leadership Principles in Improving the Quality of Educational Administration Services at SMA Negeri 1 Sipora Selatan, Mentawai."

2.   METHODS

This research aimed to reveal the application of principal leadership principles, assess the quality of educational administration services in schools, and determine the effectiveness of principal leadership in improving the quality of educational administration. This research uses a mixed method, namely a quantitative and qualitative approach with descriptive analysis. (Sihotang & Siregar, 2024). Data on principal leadership were obtained through in-depth interviews with the deputy principal for student affairs, coded (WJ), and three teachers (GF, GS, GD). Validation was carried out with triangulation, and reduction was conducted to conclude. The quality of educational administration services was assessed through a 15-item questionnaire with a 4-point scale distributed to 25 SMAN I Sipora Selatan students. Data analysis was conducted using descriptive statistics (Sihotang, 2023).

3.   RESULTS AND DISCUSSION

1.   Implementation of Principal Leadership Principles

The application of principal leadership principles consists of 3 aspects, namely, the Principal's Duties aspect (2 question items), the leadership aspect (2 question items), and the quality improvement aspect (5 question items). The results of this research were obtained through interviews with student representatives (WJ) and teachers (GF, GS, and GD) of SMAN 1 Sipora Selatan. The principal's responsibilities include carrying out the main managerial tasks, entrepreneurship development, and supervision of teachers and educational staff, as well as developing and improving the quality of the school. The principal consistently encourages staff to explore and implement new strategies to fulfill their duties and allows teachers and staff to make changes that enhance the school's effectiveness. If there is a shortage of teachers in an

educational unit, the principal provides instruction or guidance, ensuring the continuity of the teaching and learning process. In line with the opinion of Sagala (2013), leadership is the driving force of all the resources and tools available to an organization. The fundamental task of leaders is to shape and maintain the environment (Amabile, et. al, 2004; Crossan & Nanjad, 2008). Humans work together in a well-organized group, completing tasks to achieve predetermined goals. Leadership emerges from individual interactions within a group or organization. It can be interpreted as persuasion, guidance, and development of individuals or groups through appropriate interaction and motivation, enabling them to work together to advance organizational goals.

Tambunan's (2015) leadership principles are: serving, making decisions, leading by example, being responsible, collaborating, and creating change.

a.   Serve. The first and most important principle a leader must know is to provide good service as the primary goal. In leadership theory, an effective leader must be able to serve to fulfill the needs and desires, thereby improving the welfare of the people they lead. With the principle of service, a leader will prioritize the interests of subordinates, followers, and the general public, rather than focusing on personal or group interests. According to Northouse (2013), servant leadership is an approach that focuses on leadership from the leader, emphasizing their behavior, empathy, and development of others. Servant leaders put followers first, empower them, and assist in developing their full personal capacities. According to Larry C. Spears (2010), ten characteristics at the core of servant leadership are outlined: listening, empathy, healing, awareness, persuasion, conceptualization, forecasting, stewardship, commitment to the growth of people, and building community.

b.   Make a decision. Decision-making is one of the most important tasks a leader must perform. It involves using one's mind to direct an action and determine a choice. Problem-solving and decision-making are critical functions of leadership. A leader must be able to solve problems and make informed decisions. There are five steps in the decision-making process, namely: (1) identifying problems and opportunities, (2) collecting and analyzing relevant data, (3) developing and evaluating alternatives, (4) selecting the best alternative, and (5) implementing decisions and evaluating results

c.   Exemplary. Leaders who demonstrate good influence and provide positive value to the organization and their followers can be role models for those they lead. The example of a leader is shown through their ability to inspire, guide, and motivate subordinates, their creativity, visionary thinking, honesty, sincerity, and concern for others. Leaders must be role models, with personalities that can be emulated by those they lead.

d.   Responsible. Leadership comes with significant responsibility, which must be fulfilled through trust and support from others who expect the leader to create positive changes. The responsibility of a leader consists of two stages: (1) being responsible for completing

tasks, and (2) being accountable to superiors or those who delegate authority, regarding the results achieved.

e. Cooperate. An effective leader will be able to create a culture of good teamwork among organizational members, communicate effectively with subordinates, and create a good work environment. By creating good cooperation, all work will be completed on time, the desired goals can be achieved by establishing teamwork indicators, namely: (1) shared responsibility for completing the work because by giving responsibility, good cooperation can be created, (2) mutual contribution of energy and thoughts to each other, cooperation will be achieved, (3) maximizing each team member's abilities to strengthen and improve the quality of cooperation.

f. Creating change. Leaders must make breakthroughs to achieve fundamental renewal in the organization, products or services, and the people they lead. Innovative and creative leaders will avoid routine (monotonous) work patterns that do not provide good development direction for those they lead. They are willing to create opportunities and face challenges to achieve their goals.

Based on the description above, what is meant by the effectiveness of implementing the principal's leadership principles is by applying the principle of serving, the principle of decision making, the principle of example, the principle of cooperation, and the principle of creating change.

Kadarsih (2020) The school principal must be able to understand his primary duties as a school leader, such as the main duties of the school principal as managerial, the primary duties of the school leader as school supervisor, the primary duties as an entrepreneurial leader, because the school principal is a key person who determines success in leading and managing education in schools. Without professional leadership from the school principal, realizing the school's vision and mission is impossible, and this has become a priority educational goal. The principal's leadership is influenced by the strategies and methodologies they employ, and their leadership style significantly impacts the development of school culture. A competent principal is a principal who can bring change and progress to the school, fostering effective communication between the principal, teachers, and students. This facilitates strong communication between teachers and promotes optimal learning experiences for students. The principal also acts as a role model for the entire school community. The principal commands admiration and respect from instructors and the broader school community and can make astute decisions that align with collective consensus.

According to MySCH (2021), a principal's responsibilities include curriculum program development, evaluation of teaching staff, counseling, meetings, appointments, school management (such as weekly calendars, office tasks, budgeting), student activities (meetings, evaluations, mentoring), regional office activities (meetings, missions, reports), and activities with the community (consultant groups, meetings with students' parents). Leadership style is a

habitual way a leader influences others. When the leadership process occurs, a leader applies a specific leadership style, which can be identified through task conduct and tolerance patterns. The school principal's efforts to enhance teacher performance and energy in learning include bringing school members to meetings, guiding them to conclusions, assigning tasks and responsibilities, and managing school activities. The principal also works to expand teacher competence and educational energy by involving them in training, enforcement, and supervision of teachers by school heads and supervisors.

Their management abilities mainly determine the success of a leader in carrying out a task. Leadership is the most important factor in helping a school achieve its organizational goals. The principal's leadership largely determines the success of a school principal in carrying out his duties. Leadership is the most important factor in supporting school organizational goals. The success of the school principal in managing the office, managing school infrastructure, developing teachers, and managing other school activities is determined by the school principal's leadership.

If the principal can effectively mobilize, guide, and direct members, all activities within the school organization will be carried out efficiently. Conversely, the goals will not be achieved optimally if they cannot effectively mobilize members. Good leaders, teachers, and staff cultivate themselves to envision an inspiring future and work diligently to make it a reality.

2. Quality of Educational Administration Services

Quality is a relative and material measure. It can be defined in general terms, making it challenging to offer an operational meaning. Operationally, product or service quality meets or exceeds customer expectations. In essence, quality is equivalent to customer satisfaction. To determine the quality of educational administration services, questionnaire data filled out by 25 students were used. The following are the descriptive statistics on the quality of educational administration services, as presented in Table 1.

Table 1. Description of educational administration quality service

Statistics

		Item1	Item2	Item3	Item4	Item5	Item6	Item7	Item8	Item9	Item10	Item11	Item12	Item13	Item14	Item15
N	Valid	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean		3.12	3.12	3.16	3.16	3.40	3.40	3.24	3.28	3.20	3.24	3.28	3.32	3.28	3.04	3.16
Median		3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Mode		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Sum		78	78	79	79	85	85	81	82	80	81	82	83	82	76	79

Table 1 explains that the respondents in the study were 25 students, with the sample consisting of all students from class XI IPA 1 at SMAN 1 Sipora Selatan. The results obtained are: the educational administration service quality scores ranged from a minimum of 76, with a mean of 3.04, to a maximum of 85, with a mean of 3.40. Based on the results obtained, there were six items with scores below 80 and 9 items with scores above 80. This indicates that the quality of educational administration services at SMA N 1 Sipora Selatan falls into the high category. The quality of educational administration services refers to the standards and quality of services provided by educational administration institutions to all stakeholders, including students, parents, teachers, and the general public. This concept emphasizes the efficiency of administrative processes, responsiveness to user needs, availability of adequate resources, openness in information management, and the ability to meet stakeholder expectations and needs.

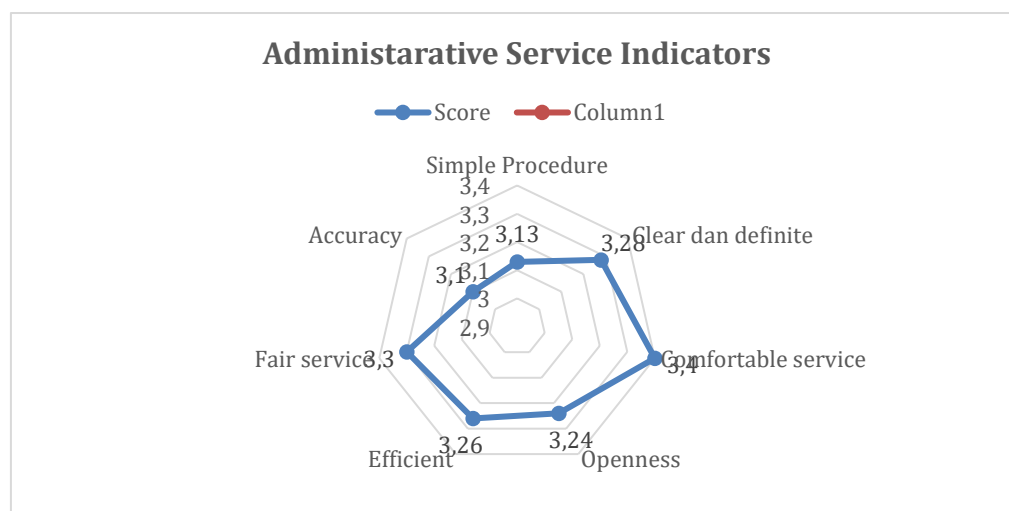The results of the analysis for each administrative service indicator are given in Figure 1.

Figure 1 shows that the indicators for each service are good, with a score above three on a scale of 4. The lowest score is for punctuality and the highest is for service convenience.

3. Implementation of Effective Principal Leadership Principles to Improve the Quality of Educational Administration

The research findings indicate that the application of leadership by the principal of SMAN 1 Sipora Selatan has improved the quality of administrative services by meeting students' needs and expectations. Service quality is assessed by comparing customer expectations/interests for ideal service with the service they receive. The higher the quality of the service provided, the greater the satisfaction felt by employees and students. Quality service can also encourage someone to work better. This is in line with encouragement from the school principal. A good principal sets a positive example for all school personnel through effective service, making leadership an internal factor that significantly influences the quality

of educational administration services. The better the principal's leadership, the better the school's overall quality.

Budiyono (2023) suggests that effective school leadership can improve education quality across various aspects, including enhancing learning quality, developing teacher professionalism, managing facilities and infrastructure efficiently, and empowering all school components. Leadership principles can improve quality in line with the findings (Ismaya, B., et al., 2019, April). Moreover, the principal's leadership is critical in creating a safe, enjoyable, and friendly school atmosphere, enabling children to excel academically and reach their maximum potential. Schools are the primary center for knowledge acquisition and educational efforts, particularly in character development. The principal is pivotal in shaping student character in the educational environment. The negative impacts of the digital era on student morale require school principals to play a more focused role in addressing these challenges. Revitalizing the role of school principals is essential for them to effectively carry out their responsibilities and significantly impact student character development, both directly and indirectly.

In leadership theory, effective leaders must meet the needs and desires of those they lead, thereby improving the welfare. With a service-oriented approach, the school principal prioritizes the interests of all school personnel over personal interests. Providing good service to all school components is vital so that others feel comfortable sharing ideas or concerns about their experiences. This openness makes it easier for the principal to make informed decisions, which is a key responsibility of leadership. A leader must be able to solve problems through sound decision-making. As a leader, the principal must inspire and positively influence followers through attitudes and actions (Sihotang, 2020). The principal should also be a role model whose personality others can emulate (Sihotang et al, 2022). Apart from being a good role model, the school principal must be responsible and trustworthy in leadership duties. Collaboration is crucial in any organization, and the principal must foster a strong culture of cooperation among all organization members. Such collaboration contributes ideas that drive change, with the principal leading innovative and creative efforts for school progress.

Based on interviews conducted in the field, the principal of SMAN 1 Sipora has demonstrated effective leadership, which has positively impacted the quality of education. So that in the future, efforts should focus on further improvement and optimization. The principal's methods have been well-received by both students and teachers. However, some challenges remain concerning work ethics in the principal, teachers, and staff relationships. The guidance of the school principal still influences the actions of teachers and staff in fulfilling their responsibilities. A school principal's leadership significantly improves teacher performance, resulting in a strong work ethic among teachers and staff. This includes their enthusiasm in fulfilling their responsibilities, high commitment to the school, increased workplace unity, and collaborative efforts to achieve school goals.

4.   CONCLUSION

Based on the results of the data analysis and discussion, it can be concluded as follows: (1) The principal's responsibilities are to carry out basic managerial tasks, entrepreneurship development, and supervision of teachers and educational staff to develop and improve the quality of the school. The principal consistently encourages staff to seek out and implement new strategies to fulfill their duties. Additionally, the principal empowers teachers and staff to make changes to enhance the school's effectiveness. If there is a shortage of teachers in an educational unit, the principal steps in to provide instruction or guidance, ensuring the continuity of the teaching and learning process; (2) The quality of educational administration services at SMA N 1 Sipora Selatan is categorized as high; (3) The application of leadership by the principal of SMAN 1 Sipora Selatan has increased the quality of administrative services by meeting students' needs and desires and ensuring that ervices align with their expectations. Service quality is assessed by comparing customers' expectations/interests for ideal service with the service they receive.

5.   ACKNOWLEDGEMENTS

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