

An Analysis of the Synergistic Impact of Leadership and Stakeholder Involvement: School-Based Quality Improvement Management

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ABSTRACT

This research aims to analyze the synergistic impact between school leadership and stakeholder involvement in efforts to improve the quality of education at the Al Hijrah Integrated Islamic Middle School, Deli Serdang. A descriptive quantitative approach was used as a research method, and data was collected using questionnaires from respondents, namely the school principal and all school stakeholders. The results of the research show that school leadership that is synergistic and involves school stakeholders has a great influence on the management of improving school quality. Strong leadership and active stakeholder involvement have a significant positive impact on school-based quality improvement management. Visionary and learning-oriented leadership plays a key role in formulating a shared vision and strategy to improve the quality of education. The involvement of stakeholders, including teachers, parents, and the community, provides support, input, and active participation in the implementation of quality improvement programs. The synergy between effective leadership and involving stakeholders can create a collaborative and supportive learning environment. This leads to achieving the goals of better quality education, improving the quality of learning, and holistic development of student potential.

KEYWORDS

School leadership; stakeholders; school-based quality management; synergistic impact analysis

INTRODUCTION

The initial step towards a quality school is to develop a vision and mission that are in accordance with the region and community expectations for the school, as well as carry out continuous improvements in all fields related to education by always striving hard to carry out the educational process well. It should be noted that improving the quality of education will not be achieved if the resources in it are not of good quality, because resources are the main raw material and driving engine in creating quality schools. To achieve optimal meaningfulness of human resources, management with clear objectives is needed.

Human resource organizational goals are goals that are related to organizational effectiveness goals. Community goals, namely the goal of meeting the needs and challenges that arise in society, so that the organization is expected to provide benefits to society (Ulfatain, 2016: 11), Implementation of prerequisite policies to increase the competency of educators in schools is very important because educators are the spearheads

of implementing education in schools. These prerequisites include communication, resources, executive attitude disposition, and bureaucratic structure (Ulfatain, 2016: 11).

To become a quality school, it must at least be able to follow the National Education Standards (SNP) as regulated in Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards as amended by Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 2021 concerning National Education Standards. National Education Standards are the key to realizing a quality education system. National Education Standards are minimum criteria regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia. SNP coverage consists of eight (eight) standards, namely: (i) graduate competency standards; (ii) content standards; (iii) process standards; (iv) educational assessment standards; (v) educational staff standards; (vi) facilities and infrastructure standards; (vii) management standards; and (viii) financing standards.

Quality in the context of education, according to the national education ministry, as quoted by Mulyasa in Kristiawan (2017), includes educational input, process, and output. Secondary schools, according to Law No. 20 of 2003 concerning the National Education System, which states that secondary school is a continuation of basic education, Meanwhile, according to PP No. 29 of 1990, which states that secondary education is education provided for primary education graduates, So, middle school quality management is an effort made to improve the quality of a secondary-level educational institution (SMP, SMA, K/MA) in order to achieve educational goals. (Kristiawan, 2017: 40). According to Jerom S. Arcaro (2007: 38), quality schools and madrasahs have five characteristics that are defined as pillars of quality. These pillars are based on school or madrasah beliefs such as trust, cooperation, and leadership.

Schools must be professionally involved in every change process through the application of total quality management principles by creating competition and awards within the school itself and other schools. The competition system encourages schools to continue to improve themselves, while awards can provide motivation and increase the self-confidence of all school personnel, especially students. School principals need to carry out supervision activities as a consideration in evaluating teacher performance. Supervision activities are carried out through class visits to observe the learning process directly, especially in the selection and use of methods and media and the extent of student involvement in carrying out learning (Helmawati, 2014: 30).

The implementation of school-based management will take place effectively and efficiently if it is supported by professional human resources to realize all programs planned by the school, sufficient funds so that the school is able to pay staff according to their functions, adequate infrastructure to support the teaching and learning process, as well as support high society (parents) (Mulyasa, 2004: 58). In general, the management of improving the quality of graduates is in accordance with the capabilities and limitations of the school, especially in terms of implementation, management of the annual program, and control of learning support and supervision, taking into account environmental conditions and local regional conditions (Tien, 2015: 586).

Integrated Islamic schools that are under the auspices of the Integrated Islamic School Network (JSIT) must also be able to adapt to implementing statutory regulations in order to improve the quality of education in the schools under their auspices. An integrated Islamic school is also a school whose curriculum framework tries to optimally combine religious knowledge and general knowledge. This integration can clearly be applied in the learning process in the classroom, which always tries to incorporate the noble values of Islam in every subject in a way and innovative learning models (Roji, 2019: 51).

Al Hijrah Integrated Islamic High School Deli Serdang is a private educational institution that is supported by a foundation called Al Hijrah. There are several levels of education, including IT kindergarten, IT elementary school, IT middle school, and IT high school. This educational institution was established under the auspices of the Ministry of Education and Culture. The Integrated Islamic School Network (JSIT) is an organization whose members are Integrated Islamic Schools from all over Indonesia. These include Integrated Islamic Kindertartens (TKIT), Integrated Islamic Elementary Schools (SDIT), Integrated Islamic Junior High Schools (SMPIT), and Integrated Islamic High Schools (SMAIT). JSIT has a curriculum that combines the national curriculum with the Islamic education curriculum.

SMPIT Ihsanul Fikri Magelang City is the only junior high school (SMP) in Magelang City that applies the JSIT curriculum. This makes SMPIT Ihsanul Fikri Magelang City the main choice for both parents and students in Magelang City because it is seen as an educational solution to the increasingly degraded moral condition of the nation (Raafi, 2018: 319–320).

Al Hijrah Integrated Islamic Middle School has an important role in providing quality education and encouraging the development of its students. As an Islamic school, a holistic educational approach based on Islamic values is integrated into every aspect of school activities. By implementing the Ministry of Education and Culture curriculum and the JSIT curriculum, which seeks to improve the quality of schools, especially in improving the quality of graduates so that they can become graduates who are great in science, have good character, and have good morals, Al Hijrah Deli Serdang Integrated Islamic High School is one of the schools that is developing quite quickly. To find out in depth how the school can manage the school's systems and human resources so that it can develop quickly and become one of the schools that is well known by the community, it is felt necessary to carry out research and observations. at this school. In this way, it is hoped that various information can be extracted about how the management system implemented by the school improves the quality of its education.

Leadership has a crucial role in guiding schools towards improving quality. Effective leadership is able to provide direction, motivate, and create a conducive learning environment. Al Hijrah Integrated Islamic Middle School in Deli Serdang, as an integrated Islamic education institution, is also committed to improving the quality of education provided. Improving school-based quality at the Al Hijrah Integrated Islamic Middle School by examining the impact of synergy between leadership and stakeholder involvement in the context of educational management.

Leadership is a key element that underlies every aspect of human life, directing and motivating individuals or groups towards common goals. In various fields, including organizational, business, and government contexts, including schools, leadership has a central role in shaping culture, managing resources, and achieving desired results. Leadership is the art of persuading subordinates to undertake tasks with confidence and enthusiasm (Mulyasa, 2001: 17). Meanwhile, Rivai (2003: 3) explains that leadership is sometimes understood as the power to move and influence people.

School stakeholders open up space to explore the complex and vital network of relationships between various parties involved in the world of education. Stakeholders, as stakeholders, have their respective roles and responsibilities in forming and advancing educational institutions. From teachers, students, and parents to the surrounding community, educational success depends not only on the performance of the school itself but also on synergistic interactions between various parties who have an interest in the world of education.

The management of improving the quality of education covers all aspects of improving the quality of education, including finance, personnel, facilities and infrastructure, acceptance of new students, and curriculum. Third, although the entire management domain for improving the quality of education is decentralized to schools, it is necessary to have a number of regulations that regulate the central control function over the overall implementation of school authority and responsibility (Bafadal, 2009: 82–83). Integrated quality management is a management science theory that directs organizational leaders and personnel to carry out continuous quality improvement programs that focus on achieving customer satisfaction (expectation). (Syafuruddin, 2002: 31).

The problem formulation in this research includes: (1) What is the level of involvement of stakeholders, especially parents, school committees and local communities, in decision making?; (2) What is the level of synergy between school leadership and stakeholder involvement in supporting the implementation of school-based quality improvement strategies?; (3) What is the level of motivation and support from teachers and school employees for quality improvement initiatives, and what factors influence this?; (4) To what extent has communication between stakeholders, including school leadership, teachers, parents and students, been effective in supporting the achievement of quality improvement goals?; and (5) What is the influence of synergy between school leadership and stakeholder involvement on the quality of education, especially in aspects measured by the eight national education standards?

RESEARCH METHODS

This research uses descriptive and quantitative research methods. This research collects data based on survey results, observations, and document analysis obtained while at the research location. Researchers used this method because they wanted to describe things related to leadership and the involvement of school stakeholders in efforts to improve the quality of education.

This method was chosen to make it easier for researchers to describe phenomena related to activities and steps taken to improve school quality by analyzing the relationship between leadership and stakeholder involvement in implementing school-based management.

This research will be carried out on February 12, 2024, at the Al Hijrah Deli Serdang Integrated Islamic Middle School located on Jl. Transportation, Teratai Hamlet, Laut Dendang Village, District. Percut Sei Tuan, Kab. Deli Serdang, Prov. North Sumatra, Postal Code 20371, is in the geographical location Latitude 3 and Longitude 98.

The research population is all elements or individuals who are the focus of the research. In the context of this research, the population consists of:

1. All Teachers and Principals at Al Hijrah Integrated Islamic High School Deli Serdang: This is the main group involved in implementing policies, programs, and educational management in schools.
2. Parents of Students at Al Hijrah Integrated Islamic High School Deli Serdang: This is a group that has a direct interest in the educational development of their children.
3. Students at Al Hijrah Integrated Islamic Middle School, Deli Serdang: This is a group that will experience the direct impact of quality improvement policies and programs.
4. Internal Stakeholders (Board of Trustees, School Committee): This is a group that has direct involvement in decision-making and support for the school.
5. External Stakeholders (Local Community): These are groups that are related to the school but are not directly involved in school management.

In the context of this research, the selected samples are as follows:

1. Teachers and Principals: Take a proportional random sample from all teachers and principals at the Al Hijrah Integrated Islamic Middle School, Deli Serdang.
2. Parents of Students: Take a proportional random sample from all parents of students at Al Hijrah Integrated Islamic Middle School, Deli Serdang.
3. Students: Take a proportional random sample from all students at the Al Hijrah Integrated Islamic Middle School, Deli Serdang.
4. Internal and External Stakeholders: Taking samples of members of the Board of Trustees, School Committee, and local community.

Data collection instruments and techniques

Research instruments are tools used to obtain or collect data in order to solve research problems or achieve research objectives. If the data obtained is not accurate (valid), then the decisions taken will be incorrect (Sukarnyana, 2003: 71).

Data collection can be done in various ways depending on the research objectives, available time, energy, and costs. Apart from that, it is also necessary to consider whether the data to be collected is quantitative data. If the aim of the research is to obtain data that can be measured, then the data collected is quantitative data (Syahrur, 2014: 132).

Data analysis technique

This research will use data analysis techniques based on quantitative analysis. Data analysis techniques in quantitative research use statistics (Sugiono, 2010: 207). Describe by presenting and summarizing data statistically, such as mean, median, and mode, to provide a general idea of the data distribution.

The data will be analyzed using descriptive and inferential statistical methods, such as linear regression, to evaluate the relationship between the variables studied. Data analysis was carried out not manually but using statistical data processing software, namely SPSS.

Analysis was carried out to see the description of the frequency distribution of relations and the central distribution of scores for each variable. Next, a normality test of the research data and a linear regression test were carried out, which made it possible to provide information about the accuracy of the research data.

RESULTS AND DISCUSSION

Results

Al-Hijrah Deli Serdang Integrated Islamic Middle School is located on Jl. Transportation, Deli Serdang Regency, North Sumatra. The location of this school is in an environment that is conducive to learning and easy to reach. Al-Hijrah Integrated Islamic Middle School, Deli Serdang, is a private junior high school with A accreditation. This school consists of a building that has 33 rooms with 7 classrooms. Al-Hijrah Integrated Islamic Middle School, Deli Serdang, is currently continuing to improve itself to provide educational services in order to increase student motivation and achievement and answer various community demands in the field of education. Al-Hijrah Deli Serdang Integrated Islamic Middle School is a school with a National Standard School (SSN). Al-Hijrah Deli Serdang Integrated Islamic Middle School must follow the Indonesian National Education Standards.

Based on the research results, it is known that the Al-Hijrah Deli Serdang Integrated Islamic Middle School has implemented school-based management several years ago, or, to be precise, since 2021. This is in accordance with the principal's explanation that "The

Al-Hijrah Deli Serdang Integrated Islamic Middle School has implemented a school-based management system. school since 3 years ago until now.”

The vision and mission of Al-Hijrah Deli Serdang Integrated Islamic Private Middle Vision: To become a leading integrated Islamic junior high school that creates a generation with Qur'anic character, toughness, and achievement.

Mission: (1) Implementing the Qur'an Learning Process using the Ilman Wa Ruuhan Method; (2) Establishing and strengthening cooperation with parents and various parties in exploring and developing students' potential; (3) Organizing the Learning Process by utilizing the Development of Science and Technology; (4) Organizing various activities to train resilience and develop students' potential through superior school programs; and (5) Providing new experiences for students to create a love for the Unitary State of the Republic of Indonesia.

In this research, the researcher attempts to present an analysis of the synergistic impact of leadership and stakeholder involvement in school-based quality improvement management at Al Hijrah Integrated Islamic Middle School, Deli Serdang, using a descriptive quantitative approach. The research results in descriptive quantitative form are as follows:

Relationship Frequency Distribution

Based on the data that has been collected through questionnaires, the frequency distribution of respondents' relationships with schools is as follows:

Table 1. Frequency Distribution of Respondents'

Relationship	N	%
Teacher	6	13,0
Head of Library	1	2,2
Principal	1	2,2
Student	14	30,4
Administration	1	2,2
Student Parents	23	50,0
Total	46	100,0

Based on the table above, it can be seen that the respondents in this study were 46 respondents with details of 6 teachers (13.0), 1 respondent head of library (2.2%), 1 school principal (2.2%), 14 students. respondents (30.4%), administration was 1 respondent (2.2%) and guardians were 23 respondents (50.0). The majority of respondents are parents.

Table 2. Central Distribution of Dependent Variable Scores (School Based Quality Improvement Management)

Mean	Median	Modus	N
84,0435	82,000	80,0	46

Based on table 2 above, it can be seen that from the 20 questions with a min score of 1 and a max score of 5, the average value of the total respondent score was 84.0435, the median was 82.000, the mode was 82.0.

Table 3. Central Distribution of Independent Variable Scores (School Leadership)

Mean	Median	Modus	N
102,6087	104,000	104,0	46

Based on table 3 above, it can be seen that from the 26 questions with a min score of 1 and a max score of 5, the average value of the total respondent score was 102.6087, the median was 104.000, the mode was 104.0.

Table 4. Central Distribution of Independent Variable Scores (Stakeholder Involvement)

Mean	Median	Modus	N
42,4783	44,500	39,00	46

Based on table 4 above, it can be seen that from the 13 questions with a min score of 1 and a max score of 5, the average value of the total respondent score was 42.4783, the median was 44.500, the mode was 39.00.

Data Normality Test

Table 5. Inferential Statistics for Data Normality

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		46
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	7.98537098
Most Extreme Differences	Absolute	.122
	Positive	.122
	Negative	-.121
Test Statistic		.122
Asymp. Sig. (2-tailed)		.083^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on table 5, the normality test using the non-parametric Kolmogorov test obtained a significant value of > 0.05 , namely 0.83. Data is said to be normally distributed if the significance value is 0.05. Based on the test results, it was found that the data in this study were normally distributed.

Linear Regression Test

Table 6. Linear Regression of X1 against Y

Variables Entered/Removed ^a			
Model	Variables Entered	Variables Removed	Method
1	Total_X1 ^b	.	Enter
a. Dependent Variable: Total_Y			
b. All requested variables entered.			

Table 6 above explains the variables included and the methods used. In this case the variables entered are variable X1 as independent and variable Y as dependent, the method used is the enter method.

Table 7. The magnitude of the correlation value

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sig. F Change
1	.503 ^a	.253	.236	8.07900	.000

a. Predictors: (Constant), Total_X1
 b. Dependent Variable: Total_Y

The table above explains the magnitude of the correlation value. The relationship (R) for X1 to Y is 0.503. From this output, a coefficient of determination (R Square) of 0.253 is obtained, which means that the influence of the independent variable (School Leadership) on the dependent variable (Education quality management) is 25.3%.

Table 8. The calculated F value for X1

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	972.020	1	972.020	14.892	.000 ^b
	Residual	2871.893	44	65.270		
	Total	3843.913	45			

a. Dependent Variable: Total_Y
 b. Predictors: (Constant), Total_X1

From this table it is known that the calculated F value for X1 = 14,892 with a significance level of 0.000 < 0,005, the regression model can be used to predict the influence or in other words there is an influence between the school leadership variable and education quality management.

Table 9. The consistent value of the education quality variable

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	59.585	6.449		9.239	.000
	Total_X1	.238	.062	.503	3.859	.000

a. Dependent Variable: Total_Y

- 1) A constant of 59.585 means that the consistent value of the education quality variable is 59.585
- 2) The regression coefficient The regression coefficient is positive, so it can be said that the direction of influence of variable X1 on Y is positive.

Decision Making in Simple Regression Tests

- Based on the significance value: from the coefficients table, a significance value of 0.000 < 0.05 is obtained, so it can be concluded that variable X1 (School Leadership) has an effect on variable Y (Educational Quality Management).
- Based on the t value, it is known that the calculated t value is 3.859 > t table 2.014, so it can be concluded that variable X1 (school leadership) has an influence on variable Y (Education Quality Management)

*Note: T table formula

($\alpha/2$: n-k-1)

(0,05/2 : 46-1-1)

(0,025 : 44) seen from the t table it is at 2.014

Tabel 10. Regression Linear X2 terhadap Y

Variables Entered/Removed ^a			
Model	Variables Entered	Variables Removed	Method
1	Total_X2 ^b	.	Enter

a. Dependent Variable: Total_Y

b. All requested variables entered.

Table 10 above explains the variables included and the methods used. In this case the variables entered are variable X2 as independent and variable Y as dependent, the method used is the enter method.

Table 11. The magnitude of the correlation value

Model Summary^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.323 ^a	.104	.084	8.84718	

a. Predictors: (Constant), Total_X2
 b. Dependent Variable: Total_Y

The table above explains the magnitude of the correlation value. The relationship (R) for X2 to Y is 0.323. From this output, a coefficient of determination (R Square) of 0.104 is obtained, which means that the influence of the independent variable (Stakeholder Involvement) on the dependent variable (Education quality management) is 10.4%.

Table 12. The calculated F value for X1

ANOVA^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	399.918	1	399.918	5.109	.029 ^b
	Residual	3443.995	44	78.273		
	Total	3843.913	45			

a. Dependent Variable: Total_Y
 b. Predictors: (Constant), Total_X2

From this table it is known that the calculated F value for X1 = 5.109 with a significance level of 0.029 < 0.005, the regression model can be used to predict the influence or in other words there is an influence between the variables of stakeholder involvement and education quality management.

Table 13. The regression equation

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	75.398	4.041		18.659	.000
	Total_X2	.204	.090	.323	2.260	.029

a. Dependent Variable: Total_Y

It is known that the Constant (a) value is 75.398, while the X2 value is 0.204, so the regression equation can be written:

$$Y = a - bX$$

$$Y = 75.398 - 0.204X$$

- 1) A constant of 75.398 means that the consistent value of the education quality variable is 75.398
- 2) The regression coefficient The regression coefficient is positive, so it can be said that the direction of influence of variable X1 on Y is positive.

Decision Making in Simple Regression Tests

- Based on the significance value: from the coefficients table, a significance value of

0.029 < 0.05 is obtained, so it can be concluded that variable X2 (Stakeholder Involvement) has an influence on variable Y (Education Quality Management).

- Based on the t value, it is known that the calculated t value is 2.260 > t table 2.014, so it can be concluded that variable X2 (Stakeholder Involvement) has an influence on variable Y (Education Quality Management)

*Note: T table formula

$(\alpha/2 : n-k-1)$

$(0,05/2 : 46-1-1)$

$(0,025 : 44)$ dilihat dari t tabel ada di angka 2,014

Discussion

School leadership plays a vital role in directing, managing, and developing an educational institution. It involves a variety of strategies, skills, and attitudes to create an effective and inclusive learning environment for students, teachers, and school staff.

In modern developments, the success or failure of an organization is largely determined by the quality of leadership possessed by people who are appointed or entrusted with responsibility as leaders in society or in an organization. Leaders must have good skills and traits, which is a requirement for a leader in a particular organization (Syafaruddin, 2010: 49).

Leadership at Alhijrah Deli Serdang Integrated Islamic Middle School includes the principles of general school leadership with an additional focus on Islamic values and principles in the educational context. The school principal plays an active role in ensuring that activities and policies are aligned with the school's Islamic values and that the school curriculum includes strong Islamic religious education, as well as promoting values that are Qur'anic in character, tough, and achievable as per the vision the school wants to achieve.

The success of a program certainly requires help and support from many parties who influence it both directly and indirectly. These parties are known as stakeholders, or better known as stakeholders. A stakeholder is a person or group of people who have an interest in the success of an organization in achieving its goals.

Decision-making involving stakeholders at Al Hijrah Deli Serdang Integrated Islamic School is a crucial process in managing the school effectively and sustainably. Involving stakeholders, including teaching staff, students, parents, and the local community, ensures that decisions taken take into account various points of view and existing interests.

Decision-making can be considered an output (result) of a mental or cognitive process that leads to action choices (decisions) among several available alternatives. As G. R. Terry states in Amalia and Firmadhani (2022: 44), decision-making is a selection based on certain criteria over two or more possible alternatives. It is further stated that decision-making is the selection of certain behavioral alternatives from two or more existing alternatives.

The initial step in the decision-making process at Al Hijrah Deli Serdang Integrated Islamic School is to identify relevant stakeholders related to the policies or programs that will be implemented by the school. This step seeks to involve the introduction and understanding of parties who have an interest in or can be influenced by the decision to be taken. The main stakeholders at the Al Hijrah Deli Serdang Integrated Islamic School include the management board, school principal, teachers, administrative staff, students, parents, and the surrounding community.

The Parent-Student and Teacher Meeting Forum (POMG) is held to build familiarity between teachers and parents of students as well as a forum for exchanging ideas between

the school and parents of students so that it can be a consideration in making a decision. In addition, surveys are often used to collect input from various stakeholders. Meetings with foundations are held every month in the 2nd week, which aim to strengthen and evaluate all foundation stakeholders in science with seminars or lectures, discipline, and as a place for stakeholders to criticize and provide suggestions for the foundation's progress.

In decision-making at the Al Hijrah Deli Serdang Integrated Islamic School, the involvement of stakeholders plays an important role. Stakeholders in this context include various parties related to the educational process in schools, such as teachers, school principals, students, guardians, and several school officials, such as the head of the library and administrators.

Motivation, support, and quality improvement initiatives, as well as factors that influence quality improvement at the Al Hijrah Integrated Islamic School, Deli Serdang, are very important in developing the quality of education. In this case, attention to motivation and support from various parties, including teachers, school employees, students, and parents, as well as factors that influence the quality and effectiveness of quality improvement programs, is the key to improving the overall quality of education. Motivation can be interpreted as a state that provides energy, encourages activities or moves, and directs and channels behavior towards achieving needs that provide satisfaction or reduce imbalance (Bedjo, 1989: 243). Motivation at the Al Hijrah Deli Serdang Integrated Islamic School for teaching staff comes from the satisfaction of seeing student progress, opportunities for professional development, a secure economy, and a sense of responsibility towards the school's educational mission. Meanwhile, students can be motivated by rewards for academic achievement, the desire to learn, and support from parents and teachers.

Quality improvement initiatives include various programs and activities designed to improve the quality of education at Al Hijrah Integrated Islamic Middle School Deli Serdang in the form of curriculum development, training and professional development for teachers, improving teaching and learning facilities, and developing quality extracurricular programs that suit student interests. In order to improve the quality of education, Sudarwan (2007: 56) said that if an institution wants to improve the quality of education, it must involve at least five dominant factors, namely: (1) leadership of the school principal; the principal must have and understand a clear work vision; be able and willing to work hard; have a high work drive; be diligent and persistent in working; provide optimal services; and have strong work discipline. (2) Teacher; maximum involvement of teachers by increasing teachers' competence and professionalism in seminars, workshops, and training activities so that the results of these activities are applied in schools; (3) Students; the approach that must be taken is "the child as the center" so that students' competencies and abilities can be explored so that the school can inventory the strengths that exist in students; (4) Curriculum; the existence of a consistent, dynamic, and integrated curriculum can enable and facilitate the expected quality standards so that goals can be achieved optimally; and (5) Collaboration Network; collaboration networks are not only limited to the school environment and the community (parents and the community) but with other organizations, such as companies or government agencies, so that the output from schools can be absorbed into the world of work.

Communication is one of the main pillars in ensuring the effectiveness and success of an educational institution. This is no exception for Al Hijrah Deli Serdang Integrated Islamic Middle School, which continues to strive and is committed to providing high-quality education based on Islamic values. In this case, an attempt will be made to describe communication at the Al Hijrah Integrated Islamic Middle School Deli Serdang so that we

can understand the role and dynamics of communication in this school and how this communication influences interactions between teachers, students, parents, and school staff.

Synergy between leadership and stakeholder involvement is a key factor in improving the quality of education at the Al Hijrah Integrated Islamic Middle School, Deli Serdang. Leadership from the principal and collaboration between other managerial staff at Al Hijrah Integrated Islamic Middle School have a central role in forming a clear vision, mission, and school goals. Strong leadership drives innovation, accountability, and staff development, all of which contribute to improving the quality of education.

The synergy between leadership and stakeholder involvement creates a shared commitment to continuous improvement in the quality of education. This includes continuous efforts to improve academic standards, student welfare, and the overall learning experience. By strengthening the synergy between effective leadership and stakeholder involvement at Al Hijrah Deli Serdang Integrated Islamic Middle School, there is great hope for the school to be able to create an educational environment that is inclusive, innovative, and oriented towards achieving superior results for all students.

CONCLUSION

This research focuses on the Islamic School in Al-Hijrah Deli Serdang, which is dedicated to providing educational services to increase student motivation and performance. It can be concluded as follows:

1. This school is affiliated with the National School System (SSN) and has worked to improve the curriculum, teaching and learning standards, and administrative systems.
2. The school's mission is to promote Quran education through Islamic teaching methods, encourage collaboration with parents and other stakeholders, and use technology and science to develop students' potential.
3. Decision-making is an important process in effective and efficient school management.
4. Stakeholders, including teachers, students, parents, and local communities, are involved in making decisions that balance interests and needs.
5. Identification of relevant stakeholders is a key step in decision-making.
6. Effective communication between stakeholders is very important for making decisions; therefore, activities at forums and meetings are used to gather information for making decisions.
7. Information gathered from stakeholders is analyzed to understand the potential implications of various decision options.
8. Decisions made are closely related to the interests of the school, ensuring alignment with the school's vision, mission, and values.

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