

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

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