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EFFECTIVE LEADERSHIP IN SECONDARY SCHOOL EDUCATION MANAGEMENT: A TEACHER'S PERSPECTIVE IN GORONTALO

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ABSTRACT

In the context of education in Gorontalo, there are still limitations in the implementation of effective leadership, especially in the design and implementation of learning in the field. This study aims to analyze the influence of leadership on changes in education management at the secondary school level. The approach used was quantitative, involving 562 secondary school teachers as randomly selected respondents. Data collection was carried out through instruments with an assessment scale of 1 to 5, and data analysis used SPSS-assisted descriptive statistics version 25.0 to calculate the average value and the relationship between variables. The results showed that all dimensions of leadership were in the high category, with an average score that described the level of confidence of teachers in the implementation of leadership that was classified as good. These findings confirm that the role of leaders contributes significantly to driving positive changes to education management in secondary schools. In conclusion, the application of leadership styles needs to be strengthened and maintained between old and new leaders so that the effectiveness of learning in junior high school can increase. The implications of this study highlight the importance of leadership training and development for teachers to improve the quality of management, planning, and implementation of learning in schools.

Keywords : *Leadership, Educational management, Leader quality, Teacher management, High school.*

INTRODUCTION

In the management of education in schools, a leader is needed who is able to pay attention to the coordination and activities of each teacher in the student learning process. In the era of rapid technological development, leadership plays an important role in driving changes that can improve the quality of educational outcomes. Technological changes and increasingly dynamic economic conditions



TADBIR: Jurnal Manajemen Pendidikan Islam

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Vol. 11. No. 02. Agustus, 2023, Hal: 234-256

require leaders who are adaptive and able to bring the direction of education towards future progress. The relationship between leadership and education is often a topic of conversation among the community and the school environment. Problems that occur in schools are often associated with the style and effectiveness of the leadership that is carried out.¹ Therefore, a leader is required to understand strategic issues related to the desired direction of change, obstacles faced, behavior towards organizational structures, management and organizational adjustments, change planning, and goals to be achieved. To achieve success in school management, leaders need to have a broader range of knowledge and skills than the teachers they lead, as well as the ability to move them towards effective and efficient learning. Therefore, education management in schools requires effective leadership so that the process of change at the school level can run well.² If the goal of the Gorontalo Ministry of Education is to create superior schools in order to produce the nation's next generation and develop individual potential through quality education, then each school has the responsibility to improve student knowledge and learning outcomes, make continuous improvements, and manage changes appropriately to adapt to the times. In this context, leadership at the school level to teachers have a strategic role in designing, implementing, and evaluating every change process.³

The principal functions as an agent of change who provides an example in the planning and implementation of learning. As the leader of educational institutions, the principal is a central figure who influences the success of the school.⁴ Leadership is the main factor that leads to positive change and

¹ Raodatul Jannah and Olyvia Wahyuningsih, "The Leadership Role of The School Principal in Effective Educational Management," *Asian Journal of Engineering, Social and Health* 3, no. 3 (March 5, 2024): 663–68, <https://doi.org/10.46799/ajesh.v3i3.282>; Firdaus Firdaus, Muhammad Giatman, and Ernawati Ernawati, "Principal's Leadership in Improving Student Learning Outcomes," *Fair Value: Jurnal Ilmiah Akuntansi Dan Keuangan* 4, no. 11 (June 25, 2022): 4837–47, <https://doi.org/10.32670/fairvalue.v4i11.1817>.

² Narsamma Lingam and Govinda Ishwar Lingam, "Preparation and Lifelong Learning—Meeting the Needs of School Leaders," in *Developing School Leaders in the Pacific* (Singapore: Springer Nature Singapore, 2023), 109–17, https://doi.org/10.1007/978-99-4989-2_9.

³ Afifah Maharani et al., "Kepemimpinan Pendidikan Kompeten: Membangun Visi, Menghadapi Tantangan, Dan Meningkatkan Kualitas Pembelajaran Di Era Modern," *Jurnal Ekonomi Manajemen Dan Bisnis (JEMB)* 3, no. 2 (December 13, 2024): 254–59, <https://doi.org/10.47233/jemb.v3i2.2337>; Marsya Al Farin et al., "Model Pengembangan Peningkatan Dan Pengelolaan Mutu Pendidikan Di Sekolah," *Jurnal Budi Pekerti Agama Islam* 2, no. 1 (January 17, 2024): 01–08, <https://doi.org/10.61132/jbpai.v2i1.43>.

⁴ Sergios Nicolaou and Adamos Anastasiou, "The Role of the Principal in Successfully Promoting School Effectiveness," *Multilingual Academic Journal of Education and Social Sciences* 11, no. 1 (June 17, 2023), <https://doi.org/10.46886/MAJESS/v11-i1/7421>; Ilze Miķelsone, Jana Grava, and



TADBIR: Jurnal Manajemen Pendidikan Islam

P-ISSN: 2338:6673; E-ISSN 2442:8280

Vol. 11. No. 02. Agustus, 2023, Hal: 234-256

improvement in the quality of education. The changes made by a leader aim to strengthen the management of education at various levels, and its success depends heavily on the quality and strength of leadership possessed.⁵

Leadership has a crucial role in directing educational change towards quality improvement, especially in providing conceptual guidance related to the design, assessment, and evaluation of student learning processes.⁶ Schools that do not have competent leaders in their organizational structure will generally experience obstacles in realizing effective education management. The principal occupies a central position in implementing a leadership style that is oriented towards both teachers and students, where the role of the leader is to support his subordinates to develop their maximum potential, understand their needs, and create a conducive learning environment.⁷

Previous studies have shown that the implementation of leadership at the junior high school level requires good governance to support significant changes in improving the quality of learning.⁸ Leadership qualities supported by effective communication skills have a great contribution to the successful implementation of school programs. Ideal leadership is characterized by a selfless attitude, the ability to control emotions, wisdom, persuasion skills, and managerial capacity that is able to strengthen the education management system.⁹

Läsmä Latson, “A SCHOOL PRINCIPAL AS A CHANGE LEADER IN EDUCATION,” *Education. Innovation. Diversity* 2, no. 7 (January 15, 2024): 53–63, <https://doi.org/10.17770/eid2023.2.7352>.

⁵ Salome Chkheidze, “ROLE OF LEADER IN EDUCATIONAL MANAGEMENT,” *PUPIL: International Journal of Teaching, Education and Learning* 7, no. 2 (September 15, 2023): 171–79, <https://doi.org/10.20319/pijtel.2023.72.171179>; Aap Siti Ulyani, Machdum Bachtiar, and Anis Fauzi, “Leaders, Managers and Leadership, in Educational Institutions,” *Journal of Scientific Research, Education, and Technology (JSRET)* 3, no. 1 (January 6, 2024): 11–18, <https://doi.org/10.58526/jsret.v3i1.306>.

⁶ Muhammad Nadeem, “Leadership’s Role in Effective Quality Assurance Implementation in Higher Education Institutions,” *Education Quarterly Reviews* 6, no. 3 (September 30, 2023), <https://doi.org/10.31014/aior.1993.06.03.778>.

⁷ Nadeem.

⁸ Petros Pashardis and Olof Johansson, “Successful and Effective Schools: Bridging the Gap,” *Educational Management Administration & Leadership* 49, no. 5 (September 17, 2021): 690–707, <https://doi.org/10.1177/1741143220932585>.

⁹ Marjani Marjani and An-Najjar Madjani Tahir, “Leadership and Knowledge Sharing: Key Factors in Enhancing School Learning Outcomes,” *Journal of Leadership, Management and Policy in Education* 2, no. 1 (August 1, 2024): 18–29, <https://doi.org/10.51454/jlmpedu.v2i1.623>; Sri Nurabdiah Pratiwi, “Educational Leadership in Improving the Quality of School-Based Education,” *International Journal of Educational Narratives* 2, no. 1 (August 11, 2023): 1–9, <https://doi.org/10.70177/ijen.v2i1.414>.



TADBIR: Jurnal Manajemen Pendidikan Islam

P-ISSN: 2338:6673; E-ISSN 2442:8280

Vol. 11. No. 02. Agustus, 2023, Hal: 234-256

The role of school principals has been proven to have a close relationship with the level of job satisfaction of teachers, and is able to motivate teachers and students to excel optimally. Educational management is expected to be one that is able to create effectiveness in the learning process through attention to behavior in decision-making, planning, implementation, and evaluation of change. All of these stages center on classroom management and the implementation of effective leadership in the school environment.¹⁰ Change management doesn't just emphasize on *what* aspects are changed, but rather on *how* those changes are implemented strategically. The main goal is to increase the success of program implementation by paying attention to the human dimension as part of the change process.¹¹ The change management process starts with the leader's decision to innovate, followed by designing conceptual changes that are then integrated into the system so that they can function sustainably.¹²

Changes in school management include individual as well as organizational transformation, which involves an increase in emotional and intellectual confidence. This needs to be shared with teachers to improve their ability to design and implement effective learning. The change effort aims to improve the education system at all levels, with success highly dependent on the leadership capacity of school principals, especially at the secondary school level.¹³ Transformational leadership of principals is essential in driving positive change in schools, including in designing a curriculum that meets the needs of students.¹⁴

¹⁰ Syarifah Nargis et al., "The Managerial Competence of School Principals in Improving the Quality of Secondary Education," *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 9, no. 3 (October 13, 2024): 542–53, <https://doi.org/10.31538/ndhq.v9i3.1>; Pratiwi, "Educational Leadership in Improving the Quality of School-Based Education."

¹¹ Enur Rohmah, "Principal As A Manager In Improving The Quality Of Education," *Managere: Indonesian Journal of Educational Management* 3, no. 2 (August 25, 2021): 160–68, <https://doi.org/10.52627/managere.v3i2.126>; Susana Siti Riani and Siti Quratul Ain, "The Role of School Principal in Implementing Education Quality Management," *Jurnal Ilmiah Sekolah Dasar* 6, no. 2 (June 4, 2022): 204–11, <https://doi.org/10.23887/jisd.v6i2.45216>.

¹² Wasial Khusni and Fitri Nur Mahmudah, "The Principal's Managerial Ability In Developing Effective Schools," *International Journal of Educational Management and Innovation* 1, no. 2 (March 9, 2020): 99, <https://doi.org/10.12928/ijemi.v1i2.1611>; Enur Rohmah, "Principal As A Manager In Improving The Quality Of Education."

¹³ Khatuna Nebieridze, "School Management Policy: The Role of the Leader in School Management," *Academic Digest*, June 19, 2024, 85–105, <https://doi.org/10.55896/2298-0202/2022/85-105>; Mikelsone, Grava, and Latsone, "A School Principal As A Change Leader In Education."

¹⁴ Hidayatul Riski, Rusdinal Rusdinal, and Nurhizrah Gistituti, "Principal Leadership in Junior High School," *EDUCATIVE: JOURNAL OF EDUCATION* 3, no. 6 (July 19, 2021): 3531–37, <https://doi.org/10.31004/edukatif.v3i6.944>.



TADBIR: Jurnal Manajemen Pendidikan Islam

P-ISSN: 2338:6673; E-ISSN 2442:8280

Vol. 11. No. 02. Agustus, 2023, Hal: 234-256

Leadership theory aims to explain the basic dimensions that distinguish leadership styles as facilitators of change. In measuring leadership style in schools, teachers are expected to provide responses and assessments objectively.¹⁵ Teacher assessments are divided into three stages, namely the leader's attention to the organization and skills, organizational skills, and change strategies.¹⁶¹⁷ Each educator has their own attitude and feelings towards changes and tasks given. They also have personal needs that need to be addressed and met by the leader¹⁸

Leaders need to monitor, show concern, and strive to meet the needs of the workforce through various approaches to teachers and students in schools. For example, the principal needs to take the time to address the problems faced by teachers and students by listening to their complaints and finding the right solutions. Individual problems that arise on a daily basis between teachers and students must first be resolved by the leader before he can be an example for the school community. Special attention needs to be paid to individual problems if they have the potential to affect the performance of the overall work environment¹⁹

Successful implementation of change in the organization can be achieved through efficient resource management, skill development, and the sharing of responsibilities and authority with staff. To improve organizational skills, a leader needs to delegate authority to teachers so that they can manage tasks according to their own abilities.²⁰ Organizational systems, clear job descriptions, and job

¹⁵ Asri Yuni VikaSari et al., "Transformational Leadership of Madrasah Principals in the Implementation of the Independent Curriculum," *El-Idare: Journal of Islamic Education Management* 9, no. 2 (December 18, 2023): 156–67, <https://doi.org/10.19109/elidare.v9i2.20891>.

¹⁶ VikaSari et al.; Ihwan Fauzi, Agus Maimun, and Ahmad Fatah Yasin, "Principal Leadership in the 'Driving School Program' to Improve Teacher Performance," *Al-Tanzim: Journal of Islamic Education Management* 8, no. 2 (May 11, 2024): 563–79, <https://doi.org/10.33650/al-tanzim.v8i2.8267>.

¹⁷ Nunuk Hariyati, Muhamad Sholeh, and Nia Islamiah, "Transformational Leadership in the Implementation of Sekolah Penggerak's Program," *Journal of Pedagogy and Learning* 6, no. 3 (November 7, 2023): 414–24, <https://doi.org/10.23887/jp2.v6i3.64406>.

¹⁸ Usman H Miri et al., "Designing A Leadership Training Program For School Principals To Improve The Quality Of School Management," *Contingency : Scientific Journal of Management* 12, no. 1 (June 18, 2024): 219–30, <https://doi.org/10.56457/jimk.v12i1.522>.

¹⁹ Zainal Muttaqin et al., "Transformatif Leadership of School Principles in Improving the Quality of Education Management," *International Journal of Nusantara Islam* 9, no. 2 (December 13, 2021): 294–341, <https://doi.org/10.15575/ijni.v9i2.14310>; Nicolaou and Anastasiou, "The Role of the Principal in Successfully Promoting School Effectiveness."

²⁰ Sukhumpong Channuwong et al., "THE ROLE OF LEADERSHIP FOR MODERN ORGANIZATIONAL CHANGES," *International Journal of Advanced Research* 11, no. 08 (August 31, 2023): 919–25, <https://doi.org/10.2147/IJAR01/17471>; Teguh Triwiyanto and Rika Ayu Zulaikah Waluyo, "THE ROLE OF LEADERS AND THE APPLICATION OF CHANGE



TADBIR: Jurnal Manajemen Pendidikan Islam

P-ISSN: 2338:6673; E-ISSN 2442:8280

Vol. 11. No. 02. Agustus, 2023, Hal: 234-256

priorities can be better implemented if available resources are managed effectively. In this dimension, leadership management focuses on establishing an effective organization through the implementation of procedures and support systems, fostering trust in staff by establishing casual and informal relationships, and delegating tasks appropriately.²¹ Effective delegation not only improves individual performance but also strengthens team collaboration in achieving overall organizational goals.

The change strategy aims to identify the different stages of leadership skills in long-term planning related to monthly, weekly, and daily activities in schools. There are leaders who focus only on current activities and hope that the actions taken now will contribute to the achievement of the organization's long-term goals. There are also leaders who periodically review their actions, thinking about how each problem and activity can improve teacher performance in the school environment. Meanwhile, some other leaders are more focused on every incident in the school environment, where every weakness in action is resolved through a different and more thoughtful approach.²²

This research is considered important because there is a gap between expectations and reality in the field. This theory explains that the principal's leadership philosophy focuses on changing the workforce for the better and more effective. Leaders in schools are expected to be able to optimize the potential of teachers so that they can carry out their duties efficiently, motivate teachers, and encourage them to become future leaders. Theoretically, a leader must be able to listen to the complaints and problems faced by teachers, have empathy for teachers and students, be able to provide concrete solutions, have high sensitivity and awareness, be a role model in learning, have broad insights, and be strongly

MANAGEMENT IN THE FIELD OF EDUCATIONAL ORGANIZATIONS IN CREATING OUTSTANDING SCHOOLS," *Journal of Education Management* 14, no. 1 (June 12, 2023): 28–35, <https://doi.org/10.21009/jmp.v14i1.31606>.

²¹ Magnus Obinna Anyanugo, Nwachukwu Prince Ololube, and Charity Lucky Okuru, "Establishing the Basis for Organizational Success through Effective Leadership," *South Asian Research Journal of Humanities and Social Sciences* 6, no. 04 (July 12, 2024): 156–69, <https://doi.org/10.36346/sarjhss.2024.v06i04.003>; Joyce J. C. Kiplimo, "Leadership Creates a Compelling Vision, Translates into Action and Sustains It," *Journal of Human Resource & Leadership* 7, no. 4 (August 22, 2023): 21–29, <https://doi.org/10.53819/81018102t30106>.

²² Ester Abigail Tanio and Budi Wibawanta, "Adaptive Leadership as Leadership Strategy on Curriculum Change: A Case Study in XYZ School," *EduInovasi: Journal of Basic Educational Studies* 4, no. 3 (September 2, 2024): 1583–92, <https://doi.org/10.47467/edu.v4i3.4267>; Emilya Zeynalova Faig, "STRATEGIES FOR TRANSFORMATIVE LEADERSHIP IN EDUCATIONAL SETTINGS: REALIZING EFFECTIVE IMPLEMENTATION GOALS," *International Journal of Innovative Technologies in Social Science*, no. 1(41) (February 25, 2024), https://doi.org/10.31435/rsglobal_ijitss/30032024/8102.



TADBIR: Jurnal Manajemen Pendidikan Islam

P-ISSN: 2338:6673; E-ISSN 2442:8280

Vol. 11. No. 02. Agustus, 2023, Hal: 234-256

committed to fostering the spirit of others. However, the reality on the ground shows that there are still leaders who only focus on controlling emotions, raising students' spirits, and acting as subordinate supervisors without providing proportionate responsibility. It is hoped that with full-serving leadership, management changes in schools can have a positive impact on the quality of student education. However, previous research still found that the leadership services of school principals in education management and change development in schools are still relatively low.

The novelty of this research lies in its approach that focuses on the perception of teachers as the main actors in the dynamics of education management. Unlike previous studies that generally highlighted the principal's point of view or administrative policy, this study delved deeply into how teachers assess the effectiveness of leadership styles in the context of their daily lives in the school environment. In addition, this study also analyzes the relationship between school leadership and managerial practices in the context of Gorontalon educational culture, including aspects of collectivity, hierarchy, and local values. Thus, this research makes an original contribution to expanding the understanding of effective educational leadership practices based on the first-hand experience of educators, as well as being an empirical basis for formulating more responsive and contextual managerial policies at the secondary school level. Therefore, the purpose of this study is to analyze the influence of leadership on change management in schools as well as identify leadership aspects that make a major contribution to the success of change management.

RESEARCH METHODS

The research method used is the quantitative survey method.²³ The population in this study is all junior high school (SMP) teachers, with a sample of 562 teachers spread throughout the Gorontalo area, Gorontalo. The sampling technique used in this study is a random sampling technique. The randomly selected sample was teachers who had between five and ten years of teaching experience.

The data collection technique was carried out using research instruments. The instrument was prepared and developed specifically in this study. The instruments used include aspects of school leadership, change management in

²³ Ye Zhang and Xinrong Chen, "Results: Empirical Analysis," 2022, 111–40, https://doi.org/10.1007/978-981-19-2647-1_7; Cornel Germann, "Quantitative Paradigm," in *Chairperson Succession* (Wiesbaden: Springer Fachmedien Wiesbaden, 2023), 131–92, https://doi.org/10.1007/978-3-658-40817-6_7.



TADBIR: Jurnal Manajemen Pendidikan Islam

P-ISSN: 2338:6673; E-ISSN 2442:8280

Vol. 11. No. 02. Agustus, 2023, Hal: 234-256

schools, principals' leadership, as well as leadership background measurements in junior high schools. The number of statements in this study is 52 items.

All research instruments have gone through a validation process, and only 49 out of 52 items have been declared suitable for use. The instrument validation was carried out by two leadership experts who are also experts in the field of education management at the junior high school level. All items used in this study were declared valid and suitable to be used as a basis for measuring the principal's leadership.

A total of 49 questions were entered into the Google Form, and the link was created to facilitate the distribution of the instrument to teachers. The instrument is distributed through the WhatsApp application and email. The rating scale used in this instrument is the Likert scale with a value range of 1 to 5. The distribution of instrument items in this study is presented in Table 1.

Table 1. Cronbach's Alpha Coefficient Value

| Indicator | Number of Items | Cronbach's Alpha Coefficient |
|-------------------------|-----------------|------------------------------|
| Management Change | 2 | 0.84 |
| Care | 2 | 0.78 |
| Organization Management | 3 | 0.86 |
| Concept in change | 3 | 0.91 |
| Serve | 3 | 0.87 |
| Skills | 3 | 0.87 |
| Assign responsibility | 3 | 0.75 |
| Giving more weight | 3 | 0.72 |
| Help | 3 | 0.84 |
| Excessive | 3 | 0.90 |
| Self-control | 3 | 0.76 |
| Caring for subordinates | 3 | 0.93 |
| Maintain Ethics | 3 | 0.78 |
| Emotional Control | 3 | 0.90 |
| Developing Work | 3 | 0.82 |
| Programs | | |
| Indicator | 3 | 0.86 |
| Management Change | 3 | 0.79 |



TADBIR: Jurnal Manajemen Pendidikan Islam

P-ISSN: 2338:6673; E-ISSN 2442:8280

Vol. 11. No. 02. Agustus, 2023, Hal: 234-256

The data analysis technique used descriptive statistics with the help of SPSS software version 25.0 by calculating percentages, averages, and standard deviations (Wilt et al., 2019; Yuniar, 2020). The determination of leadership and change management levels was based on the interpretation of average scores with the following range: 1.00–1.89 = Very Low, 1.90–2.69 = Low, 2.70–3.49 = Medium, 3.50–4.29 = High, and 4.30–5.00 = Very High. Meanwhile, inferential statistics with Multiple Regression Analysis were used to identify aspects of leadership in change management in high school.

RESULTS AND DISCUSSION

Result

The results in Figure 1 show that servant leadership in schools has a significant influence on the work environment and staff performance. By applying these principles, leaders can create a positive atmosphere, increase motivation, and encourage collaboration between team members. This is not only beneficial for staff, but also for students, as a supportive and ethical environment will contribute to a better learning experience. It is important for leaders in education to continue to develop and implement this leadership style to achieve better educational goals and create a sustainable positive impact in their environment.

Figure 2 shows that principals have a very important role in managing changes in schools. With his or her ability to strategize effectively, pay attention to the environment, control performance, understand education management, show concern, and lead well, a principal can create a supportive and adaptive learning environment. This is very important to face the challenges that continue to grow in the world of education today. Therefore, investing in the leadership development of principals and increasing their managerial capacity will provide great benefits to the progress of the school and the success of students.



TADBIR: Jurnal Manajemen Pendidikan Islam

P-ISSN: 2338:6673; E-ISSN 2442:8280
Vol. 11. No. 02. Agustus, 2023, Hal: 234-256

Figure 1. Levels of servant leadership in schools



Figure 2. Levels of Change Management in Schools



Strong leadership is key in change management, as a good principal can inspire and motivate staff and students to adapt to the changes required. They are also able to create a clear vision and communicate it well to the entire school community, so that all parties feel involved and committed to a common goal. The results of the analysis in Table 2 show that effective leadership is very important in



TADBIR: Jurnal Manajemen Pendidikan Islam

P-ISSN: 2338:6673; E-ISSN 2442:8280

Vol. 11. No. 02. Agustus, 2023, Hal: 234-256

school management, especially in the face of change. Leaders who are able to develop skills, solve problems, provide support, and encourage collaboration will be more successful in creating a productive and responsive school environment to change. Therefore, it is important for educational institutions to provide the necessary training and support for their leaders, so that they can develop the leadership qualities needed to face future challenges.

Table 2. Results of Multiple Regression Analysis in Leadership

| The Influence of Leadership on School Management in Change | | | | |
|--|----------------------------|---------------------|------------------|-------|
| Have a concept | B | Beta (β) | T | P |
| Skills | 0.01 | 0.01 | 1.45 | 0.041 |
| Solve subordinate problems | 0.02 | 0.02 | 1.76 | 0.048 |
| Be helpful | 0.01 | 0.03 | 1.21 | 0.051 |
| Emotional control | 0.01 | 0.02 | 1.11 | 0.037 |
| Cooperate | Adjusted R Squared = 0.976 | 0.01 | 1.29 | 0.038 |
| Give additional tasks | | 0.01 | 1.33 | 0.049 |
| Performance development | 0.01 | 0.02 | 1.41 | 0.072 |
| Self-control | 0.01 | 0.02 | 1.58 | 0.052 |
| Help to subordinates | 0.02 | 0.02 | 1.61 | 0.057 |
| Have a concept | 0.02 | 0.03 | 1.79 | 0.055 |
| | | R = 0,75 | R Squared = 0.84 | |
| | | F = 4318.2 | P = 0,001 | |

Discussion.

In this study, it was found that service-based leadership styles play a significant role in the development of education management in schools, especially at the junior high school level. These results are consistent with previous research that confirms that effective leadership is able to improve the quality of learning management for students.²⁴ This research highlights that a leader should ideally be

²⁴ Godfrey Khululekani Sihle Memela and Labby Ramrathan, "The Perspective of School Leadership and Management: The Role of the School Principal in Academic Learner Performance," *South African Journal of Education* 42, no. 2 (May 31, 2022): 1–8, <https://doi.org/10.15700/saje.v42n2a2071>; Peter Mduwile et al., "ROLE OF SCHOOL



TADBIR: Jurnal Manajemen Pendidikan Islam

P-ISSN: 2338:6673; E-ISSN 2442:8280

Vol. 11. No. 02. Agustus, 2023, Hal: 234-256

service-oriented to others both teachers and students rather than simply focusing on power or authority. In the school environment, the application of service leadership has been proven to create a positive work climate and improve staff performance, which has a direct impact on the student learning experience.

The findings of the study also show that the application of service leadership values is able to build a supportive atmosphere, foster motivation, and strengthen collaboration between team members. This is important considering the dynamics and challenges faced by schools in adjusting to the ever-changing development of the world of education. One of the important characteristics of effective leadership is the leader's ability to delegate responsibilities to his subordinates.²⁵ The study found that leaders who give staff autonomy are able to foster a higher sense of belonging and responsibility among team members. When staff are involved in the decision-making process, they become more motivated to actively participate and innovate in their work. The impact is not only seen in improving individual performance, but also in the formation of a collaborative and mutually supportive work culture. By providing trust and authority, leaders show trust in staff, which in turn reinforces their confidence as well as their commitment to the school's vision. In line with previous research, these findings confirm that leaders need to foster confidence in teachers and be role models in providing services to students.²⁶²⁷ In addition, the ability of leaders to help their subordinates is also an important element in service leadership. Leaders who are responsive and proactive in providing support can help staff overcome a variety of obstacles in their day-to-day work whether through guidance in teaching, providing adequate resources, or by being an empathetic listener when they face difficulties.

Research shows that leaders who are able to help their subordinates solve problems have a significant positive impact on the overall effectiveness of school management. By creating an environment where staff feel supported, leaders can

MANAGEMENT IN IMPROVING QUALITY OF EDUCATION: A LITERATURE REVIEW," *Towards Excellence*, September 30, 2024, 266–84, <https://doi.org/10.37867/TE160321>; Pratiwi, "Educational Leadership in Improving the Quality of School-Based Education."

²⁵ Bryan Boon, "Leader's Delegation," in *Leadership for Sergeants and Inspectors* (Oxford University Press, 2019), <https://doi.org/10.1093/oso/9780198719939.003.0030>.

²⁶ Muslim Alanoglu, "The Role of Instructional Leadership in Increasing Teacher Self-Efficacy: A Meta-Analytic Review," *Asia Pacific Education Review* 23, no. 2 (June 20, 2022): 233–44, <https://doi.org/10.1007/s12564-021-09726-5>; Robert H. Voelkel, Kyla J. Prusak, and Frances Van Tassell, "Effective Principal Leadership Behaviors That Enhance Teacher Collective Efficacy," *Education Sciences* 14, no. 4 (April 20, 2024): 431, <https://doi.org/10.3390/educsci14040431>.

²⁷ Haim Shaked, "Relationship-Based Instructional Leadership," *International Journal of Leadership in Education* 27, no. 5 (September 2, 2024): 1052–69, <https://doi.org/10.1080/13603124.2021.1944673>.



TADBIR: Jurnal Manajemen Pendidikan Islam

P-ISSN: 2338:6673; E-ISSN 2442:8280

Vol. 11. No. 02. Agustus, 2023, Hal: 234-256

improve team performance and create a more positive work atmosphere. Emotion management is also an important aspect of service leadership. In an educational environment that is often stressful, the ability of leaders to manage their own emotions can create a more stable and productive atmosphere. Leaders who demonstrate composure and wisdom in the face of challenges can be role models for their staff, encouraging them to take the same approach when faced with difficult situations. This is important to create a safe and supportive environment, where staff feel comfortable sharing ideas and expressing opinions without fear of negative judgment.

Leadership skills are also a key factor in the success of service leadership. Leaders who have good communication skills, managerial skills, and a deep understanding of education management can lead more effectively. These skills allow leaders to provide clear direction to staff, help them develop their self-abilities, and reach their maximum potential. In this study, leadership skills were rated very high, which shows that leaders in these schools have strong competencies to lead effectively. By focusing on skill development, leaders not only improve individual outcomes, but also contribute to the achievement of the school's overall goals. These findings are in line with previous research that stated that by imparting good skills from leaders to teachers, they will be able to achieve the goals expected by education management in schools.²⁸

The ethical aspect of service leadership cannot be ignored either. Leaders who have strong moral principles and high integrity can build positive relationships with staff, students, and parents. In the world of education, where trust and credibility are essential, leaders who demonstrate good ethics can create a safe and supportive environment. Good ethics are not only the basis for fair and transparent decision-making, but also build a positive school culture.²⁹ When staff feel led by someone with integrity, they are more likely to follow that example and contribute to a respectful environment.

²⁸ Mg. Jacqueline Akemi Alvarado Lázaro et al., "Systematic Review to Improve Management Skills in Pedagogical Leadership," *International Journal of Religion* 5, no. 11 (August 19, 2024): 6842–52, <https://doi.org/10.61707/mrdqwm28>; Siti Ulyani, Machdum Bachtiar, and Anis Fauzi, "Leaders, Managers and Leadership, in Educational Institutions."

²⁹ Nurudeen Olalekan Orunbon, Sakirat Aderonke Ifenaike, and Adawi Adeola Adeleke, "Building Future for Education Through Ethical Leadership: The Educational Administrators' and Planners' Lens," *CMU Academy Journal of Management and Business Education* 1, no. 2 (September 27, 2022): 16–22, <https://doi.org/10.53797/cjmbe.v1i2.3.2022>; Hasyim Asy'ari Muhammad Ramzy Ramadhan, Marhamah Salsabila, "School Principals' Strategies in Improving the Quality of Educational Services through Servant Leadership Styles," *Journal of Elementary, Secondary and Higher Education Management [JMP-DMT]* 4, no. 4 (October 17, 2023), <https://doi.org/10.30596/jmp-dmt.v4i4.15613>.



TADBIR: Jurnal Manajemen Pendidikan Islam

P-ISSN: 2338:6673; E-ISSN 2442:8280

Vol. 11. No. 02. Agustus, 2023, Hal: 234-256

Performance development is also an important indicator of service leadership. Leaders who are committed to improving their team's skills and performance through training, feedback, and the provision of needed resources can create a culture of continuous learning. In the context of education, this means providing staff with the necessary support so that they can thrive and achieve their goals.³⁰ By focusing on performance development, leaders not only improve individual outcomes, but also contribute to the achievement of the school's overall goals. This is especially important in the face of the growing challenges in the education sector, where innovation and adaptation are key to success.

Leadership also encourages collaboration between team members. Leaders who encourage cooperation and collaboration can create a solid team, which can ultimately improve school performance.³¹³² When leaders encourage collaboration, they create space for staff to share ideas, experiences, and resources. This not only increases creativity and innovation, but also fosters a sense of community among team members. In a collaborative environment, staff feel more connected and committed to a shared goal, which can improve the overall performance of the school. As the challenges in the world of education increase, it is important for educational institutions to provide the necessary training and support for their leaders. By developing the leadership qualities necessary to meet the challenges of the future, schools can create a more responsive and productive environment. Research shows that investing in leadership development can provide long-term benefits for school progress and student success. Therefore, it is important for education leaders to continue to develop themselves and apply the principles of service leadership in daily practice. By applying good principles consistently, the learning process and school management will run smoothly.³³

³⁰ Li Zhong, "Building a School Support System to Empower Teachers' Professional Development," *Adult and Higher Education* 6, no. 8 (2024), <https://doi.org/10.23977/aduhe.2024.060813>.

³¹ Refi Meilia Aryani and Rudi Haryadi, "PRINCIPALS' IMPLEMENTATION OF COLLABORATIVE LEADERSHIP TO IMPROVE LEARNING QUALITY," *EduPhysics: Journal of Physics Education* 8, no. 1 (April 25, 2023): 06–15, <https://doi.org/10.59052/edufisika.v8i1.24602>.

³² Sandra J.R. Kainde and Deske Mandagi, "A systematic review of servant leadership outcomes in education context," *EDUKASIA: Journal of Education and Learning* 4, no. 2 (December 11, 2023): 2563–74, <https://doi.org/10.62775/edukasia.v4i2.627>.

³³ RIFQOH NURJANAH and HASYIM ASY'ARI, "SERVANT LEADERSHIP SEBAGAI STRATEGI MENINGKATKAN KUALITAS LAYANAN PENDIDIKAN," *MANAJERIAL: Jurnal Inovasi Manajemen Dan Supervisi Pendidikan* 4, no. 4 (December 30, 2024): 247–55, <https://doi.org/10.51878/manajerial.v4i4.3990>; Yulius Rustan Effendi and Maribeth Erb, "Servant Leadership: Implementing the Principal's Role in Creating a Humanistic Education," *Journal of Leadership in Organizations* 6, no. 1 (March 31, 2024), <https://doi.org/10.22146/jlo.81113>.



TADBIR: Jurnal Manajemen Pendidikan Islam

P-ISSN: 2338:6673; E-ISSN 2442:8280

Vol. 11. No. 02. Agustus, 2023, Hal: 234-256

The implementation of this study emphasizes that leadership at the high school level is essential to create a positive work environment for teachers and students and improve staff performance. Based on research results showing that service leadership has a significant influence on the work environment and staff performance, school leaders need to apply these principles consistently. One way is to give authority to subordinates. By giving staff autonomy, they will feel more responsible and have a voice in the decision-making process. This not only increases motivation but also fosters a stronger sense of belonging to the school's vision and mission. In addition, a leader who is able to help his subordinates solve problems will create a collaborative and supportive work atmosphere. In an educational context that is often faced with complex challenges, the ability of leaders to provide support and assistance is essential. This will build trust and mutual respect between team members, which will ultimately improve the overall performance of the school.

Controlling emotions is also an important aspect of ministry leadership.³⁴ A leader who is able to control his emotions and remain calm in stressful situations can be a role model for his staff. When leaders show composure and wisdom in the face of challenges, they not only create a stable atmosphere, but also encourage staff to adopt the same approach when faced with difficulties. In addition, the development of leadership skills is also important. Leaders who have good communication and managerial skills can provide the necessary direction to their subordinates, help them develop their abilities, and reach their maximum potential. By focusing on performance development, leaders not only improve individual outcomes, but also contribute to the achievement of the school's overall goals.

Leadership also emphasizes the importance of ethics in decision-making. Leaders who have strong moral principles and high integrity can build positive relationships with staff, students, and parents.³⁵ In the world of education, where trust and credibility are essential, good ethics create a safe and supportive environment and form the basis for fair and transparent decision-making. Therefore, it is important for school leaders to continue to develop and implement

³⁴ Sandra J.R. Kainde and Deske Mandagi, "A systematic review of servant leadership outcomes in education context," *EDUKASIA: Journal of Education and Learning* 4, no. 2 (December 11, 2023): 2563–74, <https://doi.org/10.62775/edukasia.v4i2.627>.

³⁵ Bret T. Voorhees, Kathleen N. Kannass, and Amy G. Vaughan, "The Importance of Training to Manage a Church as a Predictor of Emotional Exhaustion and Ministry Satisfaction," *Journal of Pastoral Care & Counseling: Advancing Theory and Professional Practice through Scholarly and Reflective Publications* 78, no. 3 (September 8, 2024): 98–106, <https://doi.org/10.1177/15423050241266266>; Effendi and Erb, "Servant Leadership: Implementing the Principal's Role in Creating a Humanistic Education."



TADBIR: Jurnal Manajemen Pendidikan Islam

P-ISSN: 2338:6673; E-ISSN 2442:8280

Vol. 11. No. 02. Agustus, 2023, Hal: 234-256

this leadership style.³⁶ By creating a supportive and ethical environment, leaders not only benefit staff but also students, as a positive environment will contribute to a better learning experience. The implications of this study show the importance of active involvement of teachers in the decision-making process and policy formulation at the school level. The finding that leadership effectiveness is strongly influenced by open communication, teacher empowerment, and sensitivity to socio-cultural contexts in the school environment confirms that principals need to adopt participatory and collaborative leadership styles. Practically, these results can be a reference in the development of educational leadership training programs that emphasize more on the development of interpersonal relationships, adaptive skills, and contextual understanding. In addition, the results of this research can also be used by policymakers to develop regulations that encourage the creation of an inclusive managerial climate and strengthen the role of teachers in realizing the goals of quality education.

One of the limitations that need to be considered from this research is the resistance to change. Many staff may already be accustomed to more authoritarian and traditional leadership styles, so transitioning to a more collaborative and supportive approach can be difficult. This resistance can arise due to uncertainty about their new role, fear of losing control, or even a lack of confidence in the leader's ability to provide needed support. Therefore, it is important for leaders to actively communicate the benefits of service leadership and engage staff in the change process to reduce uncertainty and increase acceptance. Another limitation is the availability of resources to support the implementation of service leadership. In many cases, schools may not have sufficient budgets or resources to provide needed training and development for leaders and staff. Without adequate support, efforts to apply service leadership principles can be hampered, and leaders may feel unprepared for future challenges. In addition, limited time for training and development can also be an obstacle, especially amid high work demands and busy schedules in the school environment.

The success of service leadership is also highly dependent on the existing organizational culture. If the school culture does not support collaboration, transparency, and mutual respect, then service leadership will be difficult to

³⁶ Ritu Dahiya et al., "Ethical Leadership and Decision Making," in *Advances in Ethical Work Climate and Employee Well-Being* (IGI Global, 2025), 45–66, <https://doi.org/10.4018/979-8-3693-8819-8.ch003>.



TADBIR: Jurnal Manajemen Pendidikan Islam

P-ISSN: 2338:6673; E-ISSN 2442:8280

Vol. 11. No. 02. Agustus, 2023, Hal: 234-256

implement successfully³⁷. In some cases, existing cultures can hinder leaders' efforts to create a more inclusive and supportive environment. Therefore, leaders need to conduct a thorough evaluation of the organization's culture and look for ways to change it to be more aligned with the principles of service leadership. Another limitation to consider is individual differences among staff. Each team member has different backgrounds, experiences, and expectations, which can affect how they respond to a ministry's leadership style. Some staff may be more open to this approach, while others may feel uncomfortable or skeptical. Leaders need to be aware of these differences and seek to tailor their approach to fit each individual's needs and preferences. This can be a challenge in itself, especially in a large and diverse team.

The recommendations from this study show the importance for school leaders to conduct ongoing training and development for themselves and their staff. This training should include an in-depth understanding of service leadership principles, effective communication techniques, and strategies for building strong relationships with team members. By providing staff with opportunities to learn and grow, leaders can create a supportive environment, where each individual feels valued and motivated to make their best contribution. Additionally, this training can also help reduce resistance to change by providing a better understanding of the benefits of this leadership approach. Further, school leaders must actively build an organizational culture that supports collaboration and participation. This can be done by encouraging staff involvement in decision-making and giving them autonomy in carrying out their duties. By giving staff a voice, they will feel more accountable for the results of their work and more motivated to contribute. In addition, leaders must also create open and transparent communication channels, so that staff can convey their ideas, inputs, and concerns without fear. This will help build trust and create a more positive work environment.

Another recommendation is to conduct a routine evaluation of the implementation of service leadership. Leaders should establish clear performance indicators to measure the impact of this approach on the work environment and staff performance. By conducting periodic evaluations, leaders can identify areas for improvement and adjust their strategies as needed. In addition, feedback from staff is essential in this evaluation process. By listening to staff opinions and experiences, leaders can gain valuable insights that can be used to improve their leadership

³⁷ Athanasios Tsarkos, "Empowering Educational Excellence," 2024, 203–34, <https://doi.org/10.4018/979-8-3693-9215-7.ch007>; Athanasios Tsarkos, "Servant Leadership and Transformative Change," 2024, 155–84, <https://doi.org/10.4018/979-8-3693-4119-3.ch007>.



TADBIR: Jurnal Manajemen Pendidikan Islam

P-ISSN: 2338:6673; E-ISSN 2442:8280

Vol. 11. No. 02. Agustus, 2023, Hal: 234-256

practices. Another thing that is also important is to create a support program that can help staff overcome the challenges they face. The program may include mentoring, coaching, or discussion groups that allow staff to share experiences and learn from each other. By providing adequate support, leaders can help staff feel more prepared and confident in facing challenges in the school environment. In addition, this support program can also strengthen relationships between team members, creating a stronger sense of community and care.

CONCLUSION

The conclusion of this study shows that the application of service leadership principles has a significant influence on the development of education management in schools, especially at the junior high school level. In the context of education that continues to grow and is full of challenges, a leadership style is needed that is not only power-oriented, but focuses on serving teachers and students. The application of service leadership can create a positive work environment, increase motivation, and encourage collaboration between team members. One of the main findings of this study is the importance of giving autonomy to staff. When leaders give authority and trust to teachers and staff, they will feel more responsible and have a role in decision-making. This not only increases motivation, but also strengthens the sense of belonging to the school's vision and mission. In addition, the leader's ability to help his subordinates face daily challenges also plays a role in creating a collaborative and supportive work atmosphere. Support in the form of guidance, provision of resources, and simply being a good listener is an important aspect to improve the effectiveness of school management as a whole.

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