

School Principal Leadership and Implementation of Independent Curriculum in Improving the Quality of Education in Indonesia



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ABSTRACT: Leadership is a force that moves struggles or activities towards success. Leadership means the process of influencing group activities in the context of formulating and achieving organizational goals. Therefore, a leader must optimize management and create an organization always *conducive* and the quality of education increases. There are two things that characterize leaders in carrying out their duties, namely "*openness and willingness to serve*". Therefore, there is a need to study the leadership of school principals and the implementation of an independent curriculum in improving the quality of education. This research is descriptive qualitative research. Observation, interviews and documentation were used as data collection techniques. The research subjects were school principals, teachers and students. Based on the research results, it shows: 1) The school principal as the leader of the organization has carried out his duties well in accordance with procedures and regulations. 2) The implementation of the independent curriculum has been running effectively, efficiently and productively. The advantages of the independent learning curriculum are: 1) making the world of education more flexible, which means removing the shackles of the world of education so that it is easier to move, 2) giving students the opportunity to deepen the lessons they take according to their needs, 3) providing a platform for students exploring general knowledge by going into society, 4) students can prepare themselves to face the world of work. An educational institution is said to be of quality if it has the following characteristics: 1) Students demonstrate a high level of mastery of learning tasks (*learning tasks*) as formulated in educational goals and objectives, including academic learning outcomes expressed in learning achievement. 2) The results of student education are in accordance with the demands of students' needs in their lives, so that apart from knowing something, they are also able to do something functionally for life. 3) Student educational outcomes are in accordance with environmental needs, especially the world of work. Therefore, relevance is an indicator of quality. Thus, good quality benchmarks are not absolute quality benchmarks, but relative benchmarks, namely those that suit customer needs. School quality will be good if the school can provide services that suit the needs of its customers.

KEYWORDS: Independent Curriculum, Principal Leadership, Quality of Education.

I. INTRODUCTION

School principal leadership concerns the role and ability of the principal in carrying out management functions. The principal as the leader of the educational unit carries out a dimensional role. The principal's leadership as: creator, visionary, curriculum developer, professionalization driver, change agent, and effective communicator. Therefore, leadership is a person's ability to influence and motivating other people to do something according to a common goal. An effective leader is a leader whose members can feel that their needs are met, whether for work, motivation, recreation, health, clothing, food, shelter, or other needs that they deserve. Studies on the concept of leadership have long been carried out by management experts. Leadership is defined as the ability to direct and convince colleagues or staff to voluntarily carry out collaborative activities to achieve organizational goals in accordance with the organization's vision and mission. Leadership or *leadership* includes groups, *applied sciences* from the social sciences.

As a branch of science, Leadership has an important role in optimizing management. Because the role of a leader is basically a description of a series of leadership functions. Apart from that, a leader must be able to make decisions. Decision making is a prerequisite for determining action, is also *the causa* (cause) for *the response* (action). Meanwhile, the leadership function itself is actually one of the manager's roles in order to invite or encourage all subordinates or colleagues, so that with full will provide dedication in achieving organizational goals according to the abilities of the subordinates to the maximum. If leadership is defined as a person's ability to influence other people so that they follow his will, then a person can be said to have influence on other people, this influence is called power or authority. The term power in this case refers to a person's ability to

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influence other people or parties, while authority is the power of a person or group of people who receive support or recognition from society. In the current era of globalization, what leadership is and who can exercise it has changed.

Leadership competency remains constant, but our understanding of its meaning, how does it work, and the ways in which people learn to apply have changed. We do have the beginnings of a general theory of leadership and leadership skills were once thought to be innate. Leaders are born, not to be called through a number of unimaginable processes, but this view cannot be proven. Along with the dynamic process of life and the complexity of an institution/organization. Therefore, leadership requires a style and attitude that is appropriate to the climate of the educational institution and educational unit. Because whether an organization is successful or not depends on how its leaders implement management optimally so that they can improve the quality of education. Therefore, Education is one of the keys to poverty reduction in the medium and long term. According to Law Number 20 of 2003 concerning the National Education System, it is mandated that every citizen aged 7-15 years is required to attend basic education, known as the nine years Compulsory Basic Education Program. The consequence of this is that the government is obliged to provide educational services for all students at the basic education level.

II. RESEARCH METHODS

This research at Madrasah Ibtidaiyah Sukoharjo uses a qualitative method which is more based on phenomenological philosophy which emphasizes appreciation (*verstehen*) of human behavior (Cook and Reichard, 1982). Data collection techniques use observation, interviews and documentation methods as well as triangulation as a test technique. data validity where the researcher tries to gain credibility of the data by combining observation, documentation and interview techniques for the same data collection. Djam'an Satori and Aan Komariah (2009) stated that qualitative research is research that emphasizes quality or the most important thing about the nature of a good/service. Meanwhile, according to Sugiyono (2013), qualitative research methods are suitable for researching research problems that are unclear, still unclear, or perhaps still dark. This kind of condition is suitable for research using qualitative methods, because qualitative researchers will go directly into the object, carry out exploration using *Grand Tour Questions*, so that the problem can be found clearly. To strengthen and complete research data collection, researchers also used a *tape recorder* as a tool in collecting data and recording nonverbal information.

III. RESULTS AND DISCUSSION

Understanding Leadership

Leadership comes from the root word "leader" which means a person who is known and tries to influence his followers to realize the Vision and Mission of the organization he leads. Leadership for each person in various activities of human life naturally continues and grows along with the application of individual abilities and roles as social creatures. This process is characterized by communication between individuals which results in mutual influence as an effort to fulfill their desires or for one goal in a particular community. This understanding can be viewed as leadership as a process of mutual influence of the activities of a person or leader to fulfill a desire. In line with the above understanding, leadership is a continuous process, which makes all members of the organization passionate and empowered to understand and achieve the goals determined by the leader (Imam Munawir, 1993).

Leadership is every action carried out by an individual or group to coordinate within a certain forum to achieve predetermined goals (Sudarwin Danim, 2004). So, a leader is someone who is in a group, as a task giver or as a director and condition relevant group activities, and as the main person responsible and can set an example both in the service and in daily life so that the organization becomes *conducive*. So essentially leadership can be understood as the ability to influence other parties. The success of a leader depends greatly on their ability to collaborate and communicate appropriately with other people to influence them.

According to Syaiful Sagala, the components of educational leadership include: (1) the process of a series of actions in the education system (2) influencing and setting an example (3) giving orders in a persuasive and humane way but still upholding the discipline and rules that are guided (4) followers obeying orders according to their respective authorities and responsibilities (5) Using *authority and power* within the limits permitted (6) mobilizing and mobilizing all personnel in the institution to complete tasks so that goals are achieved, improving working relationships among personnel, building cooperation, mobilize organizational resources, and provide work motivation (Syaiful Sagala, 2008). Thus, leadership can be interpreted as a person's ability to influence other people with the aim of moving these people to be willing to follow the leader's wishes. There is something that characterizes a leader in carrying out his duties, namely: *"openness and willingness to serve"*. Leaders must be able to provide good examples from the people they lead and place them in appropriate fields. To do so, required not only the ability to utilize existing resources to achieve targets, but also the capacity to develop trust and the need for high and *"empowering"* human resources. Organizational goals cannot only be known by the leader, this goal must be socialized to all *"education customers"*.

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Main Duties of a Leader

Leadership activities in an organization are the main steps of the organization or the main tasks that must be carried out by everyone who has the responsibility to lead the organization. This is part of an effort to influence the people around them so that they continue to carry out their duties well, have dedication to the organization and they are still obliged to achieve organizational goals or educational goals with good management. Therefore, in order for the organizational implementation process to be carried out effectively, the arrangement of various educational resources and the creation of a conducive atmosphere must be carried out.

For this reason, educational leaders must master the work area of educational management. With reference to this concept. Educational management is a science that studies forms and the process of collaboration between colleagues and leaders to achieve educational goals. The main duties of leadership consist of: 1) *to plan*, 2) *to organize*, 3) *to command*, 4) *to coordinate*, 5) *to control* (Suryo Broto, 2004). Meanwhile, according to Syaiful Sagala, the basic task of a leader is to create and maintain an environment where people work together in a well-organized group, completing tasks to achieve the goals that have been set (Syaiful Sagala, 2008). Apart from that, a leader must be able to maintain trust, carry out their duties in accordance with regulations.

Social change and Leadership Style

Humans are living creatures who have the image of "never ending". Yesterday's success is also today's struggle, while today's success is tomorrow's struggle. The struggle for human life implies continuous change, so that the philosophy "change is something eternal" becomes a permanent characteristic of human life and other creatures (*the only thing of permanent is change*). The changes that humans continuously experience in living their lives have given rise to theoretical thoughts about human change, known as social change.

Social change, as it is eternal in nature, will always happen and is bound to happen. Likewise, organizations as open organizations are characterized by groups of people working in synergy to achieve common goals, experiencing theories of organizational change starting from orientation, technology, structure and management. This is where the role of a manager must be maximized. Managerial skills and leadership are two different roles. A good manager is someone who is able to handle organizational complexity, is an honest strategic and operational planning expert, is able to organize organizational activities in a coordinated manner, and is able to evaluate reliably *and validly*. Meanwhile, an effective leader is able to build staff motivation, determine direction, handle change correctly, and become a catalyst who is able to color staff attitudes and behavior (Aan Komariah and Cipi Triatna, 2004).

Therefore, the function of a leader is to facilitate the cooperative achievement of goals among followers and at the same time provide opportunities for their personal growth and development. According to Syaiful Sagala, various leadership styles include:

1. Autocratic, namely the leader makes his own decisions, because power is concentrated in one person, he assumes full responsibility and authority. The autocratic style is based on the position that all activities in the organization will be able to run smoothly and successfully achieve predetermined goals if everything is solely decided or determined by the leadership.
2. Democratic, namely that the leader consults with the group regarding problems that interest them to which they can contribute something. The democratic style is based on the idea that activities in the organization will be able to run smoothly and achieve the goals that have been set if the various problems that arise are decided together. between the officials who lead and the officials who are led.
3. Free control, namely the leader gives power to subordinates, the group can develop its own goals and solve its own problems, there is no or little direction. The free control style originates from the idea that all activities in an organization can run smoothly and successfully achieve predetermined goals if subordinates in carrying out their work are given the freedom to decide what they want and then carry it out according to their wishes. This free rein style is usually useless, but can be effective in groups of highly motivated professionals (Syaiful Sagala, 2008).

Meanwhile, educational leadership can be classified into four types, among others (UPI Lecturer Team, 2005): *First, The authoritarian type* is an "authoritarian" type of leadership. In authoritarian leadership the leader acts as a dictator towards the members of his group. *Second, the Laissez-faire type* is that in this type of leadership the leader actually does not provide leadership, he allows his subordinates to do as they please. *Third, the Democratic Type* is a leader who is a democratic type who interprets his leadership not as a dictator, but as a leader among the members of his group. *Fourth, the pseudo-democratic type*. This type is also called pseudo-democratic or diplomatic manipulation. A pseudo-democratic leader only appears to be democratic when in fact he is autocratic.

Leaders in Decision Making

Leaders in effective educational management lead their group members so that they feel their needs are met, and satisfying educational customers and leaders themselves also feel that their needs are satisfied so that organizational goals are achieved. A leader is a person who is trusted and has good characteristics, attitudes and styles to manage or manage other people. Therefore, in

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the world of leadership, it is no longer strange that "*Make good decisions*" is one of the many points that a leader must have. In social life, there are definitely problems that are relatively complicated and difficult to solve. This is where the wisdom of a leader is required in making decisions so that problems can be resolved well.

According to Van Vollenhoven, stated that a decision is a unilateral legal action in the field of government and is carried out by a legal entity based on its extraordinary authority. Meanwhile, in the management concept, the result of the management process is a decision that can be determined as a direction of action that is consciously chosen from available alternatives with the intention of achieving a desired result (Syaiful Sagala, 2000).

A decision will not have a strong level of accuracy if it is not supported by various existing information *and proven with valid data*. From the various input information received, it will be analyzed comprehensively by the organization's management to form an alternative decision recommendation and then the alternative decision offered will be taken, whichever is the best. Decision is a problem tracing process that starts from the background of the problem, identification of problems to the formation of conclusions or recommendations (Urham Fahmi, 2010).

The birth of a decision does not just happen in such a simple way, because a decision is always born based on a process that takes time, energy and thought until finally a crystallization occurs and the decision is born. Furthermore, what is considered important is the responsibility of the decision itself to the interested parties. In every decision made there are always risks that arise, In principle, this risk cannot be avoided, regardless of its form, it always and inevitably arises. This is called the impact of a decision. Risky decision making is the production of a decision that contains more than one possible outcome based on several alternative decisions taken. and because there are several alternatives, there are automatically several equally big opportunities. To overcome risks that arise in an organization, both *profit* and non-profit, is to implement "*risk management*". Apart from that, there is a need for continuous assessment of leadership performance, because it will be the basis for efforts to improve and readjust all school sub-systems according to the necessary improvements. Leadership performance assessment is the process of determining whether an organization's performance is good or bad, programs, activities achieve previously established goals. The strategy that leaders must develop is the effectiveness of the assessment process in order to produce improvements in programs, procedures and efforts to achieve organizational goals. So, a good leader is a "*religious scientist*", Apart from that, he can position himself wherever he is and can be a role model for his colleagues and environment.

Therefore, a leader must be careful in making decisions, so that the decision is good, does not harm personnel in the organization and does not harm the organization and a leader in making decisions refers to the goals of the organization he leads, to achieve that, the leader makes optimal use of organizational resources, especially human resources in the organization, and is empowered optimally according to his field.

Definition of Independent Curriculum

Freedom to Learn is a new policy program of the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI) launched by the Minister of Education and Culture of the Republic of Indonesia, the Advanced Indonesia Cabinet. The essence of freedom of thought, according to Nadiem, must be preceded by teachers before they teach it to students. Nadiem said, in teacher competency at any level, without a translation process from the existing basic competencies and curriculum, no learning will ever occur. In the coming year, the teaching system will also change from being in the classroom to being outside the classroom. The feel of learning will be more comfortable, because students can discuss more with the teacher, learn from *outing classes*, and not only listen to the teacher's explanations, but also form the character of students who are brave, independent, clever in socializing, civilized, polite, competent, and not only relying on a ranking system which according to several surveys only worries children and parents, because in fact every child has talent and intelligence in their respective fields.

In the future, students will be formed who are ready to work, competent, and virtuous in society (Widya, 2020). Nadiem Makarim's concept of Freedom to Learn was driven by his desire to create a happy learning atmosphere without being burdened with achieving certain scores or grades. The main points of the Indonesian Ministry of Education and Culture's policies were contained in the Indonesian Minister of Education and Culture's presentation before the heads of provincial, district/city education offices throughout Indonesia, Jakarta, on 11 December 2019. There are four main points of the Indonesian Ministry of Education and Culture's new policies, namely:

1. The National Examination (UN) will be replaced by the Minimum Competency Assessment and Character Survey. This assessment emphasizes literacy and numerical reasoning skills based on PISA test best practices. Different from the National Examination which is carried out at the end of the education level, this assessment will be carried out in grades 4, 8 and 11. The results are expected to be input for schools to improve the next learning process before students complete their education.
2. The National Standard School Examination (USBN) will be submitted to schools. According to the Ministry of Education and Culture, schools are given freedom in determining the form of assessment, such as portfolios, written works, or other forms of assignments.

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3. Simplification of Learning Implementation Plans (RPP). According to Nadiem Makarim, the RPP only needs to be made on one page. By simplifying administration, it is hoped that teachers' time in making administration can be diverted to learning activities and increasing competence.
4. In accepting new students (PPDB), the zoning system is expanded (excluding 3T areas). For students who go through the affirmation and achievement route, they are given more opportunities from the PPDB system. Regional governments are given technical authority to determine these zoning areas.

Nadiem made the policy of freedom of learning not without reason. This is because research *from the Program for International Student Assessment (PISA)* in 2019 showed that the assessment results for Indonesian students were not yet in first place. In response to this, Nadiem also made a breakthrough in assessing minimum abilities, including literacy, numeracy and character curves. Literacy not only measures reading ability, but also the ability to analyze reading content and understand the concepts behind it. For numeracy skills, what is assessed is not mathematics lessons, but an assessment of students' ability to apply numerical concepts in real life.

Therefore, the curriculum is a learning tool that contains learning plans at both primary and secondary levels taken by educational units. According to Hamalik, the curriculum is an educational tool in developing human resources towards quality humans (Hamalik, 2014:24). Meanwhile, the Merdeka Curriculum is a curriculum with intracurricular learning with varied content so that students can be more optimal and have enough time to explore concepts and strengthen competencies. The first Merdeka Curriculum will be launched in 2022 and is optional. As a result of the development of society and technological advances, the curriculum concept is ideally able to break through the dimensions of time and place, in the sense that the curriculum takes the learning process that is experienced and is not only limited to what has been done in current learning, but must be oriented towards the material to be taught, as well as the learning process experienced. the past and the future to be faced. Teaching materials can be taken from the National Curriculum or even international ones which are adapted to local conditions as outlined in the local content curriculum (Dakir, 2004).

Internal or external curriculum assistance is one of the efforts to empower the process of improving the quality of a curriculum in an educational unit by adapting it to the power, potential and resources that exist in that educational unit. This can be done by forming a network team as a cooperative management between the pillars of education between the regional government and the central government as a means of developing a curriculum based on the characteristics, needs and development of the region itself. This is non-structural, which consists of universities or colleges, elements of education services ranging from sub-district to provincial level education services.

Apart from that, a program definitely has advantages and disadvantages in each implementation process. In this discussion, the advantages and disadvantages of the independent learning curriculum program will be explained. The results of the literature study state that the advantages of the independent learning curriculum are (1) making the world of education more flexible, which means removing the shackles of the world of education so that it is easier to move (2) giving students the opportunity to deepen the lessons they take according to their needs (3) providing a platform for students to explore general knowledge by going into society (4) students can prepare themselves to face the world of work.

Implementation of the Independent Learning Curriculum

Freedom to learn is the first step initiated by the Ministry of Education and Culture in 2019 to develop the quality of education in Indonesia. The educational curriculum used also adjusts and adapts the policies of the independent learning policy. Teachers have an important role in education in Indonesia, which can drive real change, not only impacting themselves but also impacting students and the environment around them. Having this role makes it easier to implement the independent learning curriculum. The most important thing in implementing the independent learning curriculum is to first know the vision of independent learning. The vision of independent learning is to create an advanced Indonesia that is sovereign, independent and has personality through the creation of Pancasila Students.

There are 6 profiles of Pancasila students that must be known in the independent learning curriculum, namely: 1) believer, devoted to God Almighty and have noble character, 2) independent, 3) critical reasoning, 4) global diversity, 5) working together, 6) creative. In implementing an independent learning curriculum in an educational institution, freedom of education is required to be filled (flexible), not referring to devices, and human resource readiness must be taken into account, including having to program learning activities first and the teacher must be a carrier agent (human touch/ face to face and technology touch/ assignment collection). Learning activities, both practical and project, are the result of a class agreement that there must be output, rules and consequences as well as a school agreement that includes student parents, committees and educators to facilitate learning activities.

Understanding Education Quality

The definition of quality, Quality means the degree (level) of superiority of a product (result of work/ effort) whether in the form of goods or services, both *tangible* and *intangible*. In the context of education, the definition of quality, In this case it refers to the

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educational process and educational outcomes. The definition of quality has various connotations depending on the person who wears it. The word quality is taken from the Latin "*Qualis*" which means *what kind of* (depending on what word follows it). The definition of quality according to Deming is conformity to needs. Meanwhile, according to Juran, quality is suitability to needs. Sallis (2003) suggests that quality is an absolute and relative concept. Absolute quality is quality that has high ideals and high standards that must be met, with high prestigious product characteristics. Meanwhile, relative quality is a tool that has been determined and must meet the standards that have been created.

The definition of education according to Republic of Indonesia Law Number 20 of 2003 concerning the National Education System or National Education System, article 1 (paragraphs 1 and 4), that "education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, noble morals, self-control, intelligence, personality, and skills needed for oneself, society, nation and state." According to Hoy, Jardine, & Vood (2000), Quality in education is an evaluation of the educational process through increasing need to reach and develop customer talent processes and find a standard set of client accountability that pays for or outputs from the educational process. Researchers and practitioners in the field of education view educational quality in terms of input quality, process quality, and product quality (Hoy & Miskel, 2001). This is in accordance with Anonymous (2002) views the quality of education as including educational *input, process* and *output*.

Educational input; Anonymous (2002) views educational input as everything (in the form of resources, software, and expectations) which must be available because it is needed for the process to take place. Resource inputs include; people (principals, teachers, students, other employees) and others (infrastructure, money, materials, etc.). Software input includes school organizational structure, statutory regulations, task descriptions, plans, work programs, and so on. Input expectations in the form of vision, mission, goals and objectives to be achieved. Input readiness will influence the progress of the process well. Input quality is measured by the level of readiness of resources, software and expectations available for the process to take place.

The educational process is the changing of something into something else. Something that influences the progress of the process is called input, while something resulting from the process is called output. In micro-scale education (school level), the process includes the decision-making process, institutional and program management processes, teaching and learning processes, and monitoring and evaluation processes. The quality of the process can be seen from the level of coordination and harmonization as well as the harmonious integration of school input, so as to create a pleasant learning situation (*enjoyable learning*), able to encourage motivation and interest in learning, and truly able to empower students. (2). Educational output; Educational output as school performance. School performance is school achievement resulting from school processes/behavior. School performance can be measured from quality, effectiveness, productivity, efficiency, innovation, quality of work life and work morale. School output is said to be of high quality if the school's achievements, especially student learning achievements, show high achievement in: (a) academic achievement, in the form of general test scores, national exams, scientific papers, competitions academic, and (b) non-academic achievements, in the form of IMTAQ, honesty, politeness, sports, skills, and other extracurricular activities. School quality is influenced by many stages of interconnected activities (processes) such as planning, implementation and supervision. If quality consists of fulfilling and exceeding customer needs, it is necessary to know who the customer is (Anonymous, 2002).

If quality consists of meeting and exceeding customer needs, it is necessary to know who the customer is. In this case, internal education customers include teachers and other educational staff. Next are external customers, which consist of three groups: (1) primary external customers, namely students; (2) secondary external customers, namely parents and government leaders; and (3) tertiary external customers, namely the job market, government and society wide (Sallis, 2003). In simple terms, Cotton (2004: 4) states that external customers are, "*Who consume the product or service offered*." External customers are those who use the product or service. Schools should be able to guarantee the satisfaction of the community of users, by guaranteeing that within the school both teachers and students will display the best performance. This condition requires five pillars that stand firmly on beliefs and values -values that are influenced by many interconnected stages of activities (processes) such as planning, implementation and supervision. The five pillars, as stated by Arcaro (2005: 38-42), include: (1) focus on customers, (2) total engagement, (3) measurement, (4) commitment, and (5) continuous improvement. If quality consists of meeting and exceeding customer needs, it is necessary to know who the customer is. customer is, "*Anyone to whom a product or service is provided*." A customer is someone to whom a product or service is provided. Customers in education consist of internal and external customers (Burnham, 2007).

An educational institution is said to be of quality if it has the following characteristics:

1. Students demonstrate a high level of mastery of learning tasks (*learning tasks*) as formulated in educational goals and objectives, including academic learning outcomes expressed in learning achievement.
2. The results of student education are in accordance with the demands of students' needs in their lives, so that apart from knowing something, they are also able to do something functionally for life.
3. Students' educational outcomes are in accordance with environmental needs, especially the world of work. Therefore, relevance is an indicator of quality.

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Therefore, benchmarks for good quality, not an absolute quality benchmark, but a relative benchmark, namely one that suits customer needs. The quality of the school will be good if the school/madrasah can provide services that suit the needs of its customers .

Improving the Quality of Education

Quality of education is a characteristic that must be inherent in the education system itself. The ability to improve quality must be owned by the school as a separate system without relying on assistance from outside parties including the government. Quality of education is the professional management and technical capability of an education system (school) in utilizing input factors in order to produce the highest possible output, thus, efforts towards improving the quality of education are directed at increasing school capabilities (Sudarsono, 2008).

The education sector is one of the most important parts of a country, especially Indonesia. Because, education is the main way to rise to achieve progress and national honor. Improving the quality of education must be a top priority. The government or in this case the Ministry of National Education as one of the most important elements in the state has the authority and responsibility in efforts to improve the quality and quantity of education in Indonesia. All regional governments in Indonesia can actively support the provision of this assistance, by allocating funds to their respective APBDs. It is hoped that regional governments can increase the education APBD, so that students' parents are not burdened too much. A number of regional governments have provided scholarships from their APBD, such as Jakarta and Yogyakarta. Other regional governments can also issue similar policies supporting education.

The steps for providing scholarships, he explained, are not only determined by regional economic capabilities, but what is no less important is the willingness and commitment of the respective governments. The local government must be able to supervise the distribution of aid funds so that this program runs on target. Improving the quality of human resources which depends on the quality of education, especially formal education, can be seen through the teaching and learning process organized by the school for all students. However, in reality, in efforts to provide quality education, many problems or obstacles are found. In general, the problems or obstacles are related to funding problems in implementing quality education, such as inadequate facilities and infrastructure which causes less than optimal implementation of the teaching and learning process in various schools. A process is the most important thing in achieving a goal. So, the learning process Optimally, it will be able to educate students to become individuals who have qualities in terms of knowledge, ability and competitiveness as a basis for taking the next level of education. And the educational goals as mandated in the Constitution of the Republic of Indonesia can also be achieved. Quality education is the result of an educational process, which will only be realized if an educational process runs well, effectively and efficiently, so that consumers will pursue the educational institution, if the educational institution is "quality".

CONCLUSIONS

A leader is someone who is in a group, as a task giver or as a director and condition relevant group activities, and as the main person responsible and can set an example both in the service and in daily life so that the organization becomes *conducive*. There are two things that characterize a leader in carrying out his duties, namely "*openness and willingness to serve*" and ideally the goals of the organization are not only known by the leader or group, but The organization's goals also must be socialized to all "*education customers*" so that the organization's goals are quickly achieved in accordance with the vision and mission.

An educational institution is said to be of quality if it has the following characteristics: 1) Students demonstrate a high level of mastery of learning tasks (*learning tasks*) as formulated in educational goals and objectives, including academic learning outcomes expressed in achievement. Study . 2) The educational results of students are in accordance with the demands of students' needs in their lives, so that apart from knowing something they are also able to do something functionally for their lives. 3) Student educational outcomes are in accordance with environmental needs, especially the world of work. Therefore, relevance is an indicator of quality.

Thus, good quality benchmarks are not absolute quality benchmarks, but relative benchmarks, namely those that suit the needs of "*education customers*". The quality of the school/madrasah will be good if the school can provide services that suit the needs of educational customers. Educational success is measured by the level of the educational program's ability to develop an individual's ability to change for the better.

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