

Research article

The Effect of School Principals' Leadership Styles on the External Quality Assurance System's Improvement

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Abstract.

Principal leadership in an institution is accompanied by heavy duties and responsibilities. As a leader, the principal must be adept in all fields such as management, policymaking, socializing, and motivating students. The leadership style of a principal is key to the success of an institution. Thus, a systematic literature review was conducted by formulating problems; searching for literature; extracting, filtering, and analyzing the data; assessing the quality; and reporting the findings. Data were obtained from Google Scholar, Research Gate, SINTA, JAMP, and Academia. Finally, 27 articles on relevant topics published between 2015 and 2021 were selected. The results of these studies showed that the leader largely determines the failure and success of an institution in playing his role, so a democratic, innovative, effective, dynamic, and transformational leadership style can improve the external quality assurance system.

Keywords: principal's leadership style, external quality assurance system

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1. Introduction

The low quality of education is one of the problems schools face; this can be seen from the achievements achieved by each school which has not been encouraging. This is generally faced by private schools that do not get direct attention from the government. The low competitiveness of school education graduates is mainly caused by the quality of graduate results that are not by the graduate target. Graduates are still challenged to work because the requirements to be accepted as employees in an agency or business world are increasing. This is increasingly becoming a challenge for schools to improve the quality of graduates.[1]

The world today is undergoing major changes from technological innovation to global competition. Rapid environmental changes are causing fundamental transformations that dramatically impact organizations and present new challenges for human resource

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management in general and leadership in particular. Therefore a leader must respond to all problems properly and face management challenges with a leadership style by the conditions of the institution being led. Among the challenges educational institutions face today is greater competition to make each academic unit carry out education quality assurance which requires educational institutions to set quality standards stated in the provisions for accredited recognition. So in order to remain competitive, organizations must re-examine leadership competencies and develop effective leaders.[2]

The quality of education is largely determined by the elements collected in school institutions. Schools that act as educational institutions need principals who can lead and manage schools professionally. *Principal leadership* is an aspect that determines the success of education in schools. Because the principal has an important role in making improvements and sustainable school development.[3] With this, it is necessary to know leadership styles that can succeed in an organization by the institution's environment being led. Therefore, knowledge of leadership style has been identified as one of the most important resources that contribute to an organization's competitive advantage because knowledge is the only way to improve the core competencies of leaders to achieve competitive advantage.[4] This is evidence that a weak leader causes the institution to be unable to develop and excel, but on the contrary, if a great leader can lead an educational institution to become a superior and outstanding school.

The following are the research questions in this study: What are the various leadership styles of school principals? What are the supporting and inhibiting factors of the school's external quality assurance system?, What is the impact of the school's leadership style on the school's external quality assurance system?

2. Method

This scientific article was prepared using the Systematic Literature Review (SLR) method. The methodological process within the SLR should offer a complete guide to future scholars. The steps for writing an article are: (1) formulating a research problem, (2) developing and validating a review protocol; (3) searching the literature, (4) filter for inclusion; (5) assessing quality, (6) extracting data; (7) analyze and synthesize data, and (8) report the findings.[5] The researcher collected journal articles from Google Scholar, Research Gate, SINTA, JAMP, and Academia to complete this research. The keywords in this paper are leadership style, principal, and external quality assurance system. The articles collected were articles published in the period 2015 to 2021. From various articles, the researchers selected 27 articles that were closely related to the keywords

used. Furthermore, the researcher categorizes the articles related to the principal's leadership style in several educational institutions to determine the relationship of the principal's leadership style to the external quality assurance system.

3. Finding and Discussion

This article begins by conducting a literature review on the relationship between principals' leadership styles and external quality assurance systems. From the review conducted, it was found that several leadership styles greatly affect the success of a safe, educational institution that will produce satisfactory work and improve the school's external quality. So school principals in every educational institution need to realize the importance of applying a leadership style that is appropriate to the school's circumstances because the leader certainly has an important role in giving meaningful influence to the educational institution he leads. Quality assurance involves the systematic review of educational programs and processes to maintain and improve their quality, equity, and efficiency. *Quality assurance* is defined as a continuous evaluation process that includes monitoring, assessment, assurance, maintenance, and improvement of the quality of a higher education system, institution, or program. Quality assurance is also a tool for accountability or improvement. In addition, quality assurance can be carried out in various forms, ranging from simple self-assessments to more comprehensive accreditation, audits, reviews, or inspections supported by external and independent reviews). Furthermore, quality assurance as a process builds stakeholder confidence that provisions (inputs, processes, and outcomes) meet expectations or measure up to minimum requirements.[6] However, the accreditation results are tangible evidence of the quality of the school, which is ratified through a formal decision by the accreditation agency itself. The highest criterion, namely 'A accreditation,' is considered a form of recognition of the school's excellence.[7] Furthermore, the author will examine the relationship between the principal's leadership style and the external quality assurance system by reviewing several articles presented in Table 1.

The table above shows that in research on the relationship of school leadership style to the external quality assurance system, approximately 60% of the principal's leadership style and 40% of the external quality assurance system are referenced.

Leaders have an important position in the organization to direct and influence every organization member. They must guide and manage their members to achieve organizational goals. In carrying out his leadership duties, a leader has different leadership

TABLE 1: The results of a search related to the relationship between the principal's leadership style and the external quality assurance system.

NO	Title	principal's leadership style	external quality assurance system
[1]	Quality Assurance of Education in Senior High School during Covid-19 Pandemic		p
[2]	Emotional Intelligence and Transformational Leadership Outcomes: Insights from a Malaysian Perspective		
[3]	Teori dan Implementasi Gaya Kepemimpinan Kepala Sekolah	p	
[4]	The relationship of various leadership styles to knowledge management	p	
[6]	Factors Affecting Successful Quality Assurance Implementation in Vietnamese Higher Education: A Qualitative Study The Qualitative Report		
[7]	Pendekatan Pengembangan Kapasitas Sekolah		
[8]	The Importance Of A Transformational Leadership Model In Managing Organizational Culture	p	
[9]	Kepemimpinan Kepala Sekolah Berprestasi		
[10]	The Effect of Leadership Style and Job Satisfaction on Employee Performance at Yogya Plaza Cimahi		
[11]	A Definition and Illustration of Democratic Leadership	p	p
[12]	Transformational leadership style of Supervisors/Heads as Perceived by the Employees and the attitude of employees toward the School	p	p
[13]	Develop Leadership Style Model for Indonesian Teachers Performance in Education 4.0 Era		
[14]	The Contribution of Innovative Leadership Style as an Answer to Global and Business Changes	p	p
[15]	The Role of Leadership Style in Creating a Great School	p	p
[16]	Effectiveness Correlates of School Leadership Styles and Teachers' Job Satisfaction: A Meta-Analytic Review	p	p
[17]	Effect of Transformational Leadership Style and Knowledge Management on Organizational Innovation through Empowerment, Member Creativity and Learning Organization	p	p
[18]	Transformational Leadership Styles Of School Principals In Central Luzon ,Philippines	p	p
[19]	Motivasi Berprestasi dan Gaya Kepemimpinan Dalam Meningkatkan Mutu Pendidikan Taman Kanak-Kanak	p	p
[20]	Impact of external quality assurance of higher education in Ibero-America: Project: 'Quality Assurance: Public Policy and University Management'		p
[21]	Manajemen Mutu Pendidikan		p
[22]	Sistem Penjaminan Mutu Internal dan Eksternal Pada Lembaga Pendidikan Tinggi		p
[23]	Quality assurance for school development		p

TABLE 1: The results of a search related to the relationship between the principal's leadership style and the external quality assurance system.

NO	Title	principal's leadership style	external quality assurance system
[24]	Strategi kepala sekolah dalam meningkatkan akreditasi di unit pelaksana teknis daerah sekolah menengah pertama negeri		p
[25]	The Impact of Leadership on Student Outcomes: How Successful School Leaders Use Transformational and Instructional Strategies to Make a Difference	p	p
[26]	School Leaders: Changing Roles And Impact On Teacher And School Effectiveness		
[27]	Pengaruh Gaya Kepemimpinan Kepala Sekolah Terhadap Motivasi Kinerja Guru	p	p

styles. An ideal leader is expected to position himself well and set the right change strategy for the organization.[8]

The success of an institution depends on all the factors that are the main factors in good leadership from a school principal. Leadership is the act of influencing, directing, guiding, and moving all components of the school to achieve the educational goals that are always expected. The principal is essentially a person who is given additional obligations and responsibilities to run the school and is fully responsible for the institution's activities. The presence of educational leaders is very important in an organization, and leaders are always used as role models for subordinates in carrying out their duties and responsibilities. Leaders have a huge impact on school success. School success consists of all teacher and student performance. This achievement motivates teachers and students to meet leaders who have consistently achieved many achievements and expertise in leadership.[9]

Leadership style is a behavioral norm that a person uses when that person tries to influence the behavior of others as seen and is the basis for classifying types of leadership. Leadership style is a pattern of behavior designed to integrate organizational goals with individual goals to achieve certain goals. Leaders try to influence direct behavior with special abilities or expertise to achieve organizational or group goals through leadership style.[10]

Schools that fail need immediate action, and therefore principals need to adopt a leadership style appropriate to the stage of school development. Several styles can be adopted. First, the democratic leadership style consistently influences people with being conducive to basic democratic principles and processes, individual determination, inclusiveness, participation, and deliberation,[11] of which the democratic leadership style has the most significant influence. On employee performance,[12] group members

have greater rights in decision-making, policy-making systems, and implementation procedures. Group members and increased group morale contribute to the democratic leadership style.[13]

Both Innovative leadership styles are creative, which has flexibility, curiosity, independence, reflection (thinking about what they see and hear), ability to concentrate, persistence, commitment, sense of humor, ability to handle difficult situations and conflicts, can see the whole picture, has a list of ideas for solutions to a problem, likes to "play" with things, understands the needs of others, sets out in detail their tasks, can tell stories.[14]

The three styles of effective leadership are Effective leadership functions as a two-way street. What leaders do in their passion is what they get back. Many leaders become focused on their own needs and become blind to the needs of others. Self-focused leaders spend time motivating others to achieve their goals. Selfish behavior is not inspiring. It causes people to feel used, excluded and neglected. Self-focused leaders send a signal that the needs of others are secondary to theirs, leading to resentment. The role of the leader is to involve people in what is important to them and serve them. A leader is a therapist, mentor, teacher, guide, friend, role model, and counselor all rolled into one. Leaders need to take off the mask and be real people who relate to them. other human beings on a truly important level, Inspirational leaders are involved in the personal lives of their employees.[15]

The four dynamic leadership styles sincerely serve the needs of others and inspire and empower followers to achieve great success; they charismatically lead and set a vision, instill trust, confidence, and pride in working with them, and offer their followers intellectual stimulation. This stimulation will cause schools to excel collectively. Suppose leadership is seen as a process of interaction between leaders and followers in which a leader tries to influence the behavior of followers to achieve organizational goals. In that case, the leader must support change by creating an attractive vision for the organization and motivating the school community to achieve it. Vision (Bass, 1997). Due to its complexity and dynamic nature, leadership plays an integral role in building a successful school culture through vision and openness to change. Dynamic leadership is not intimidated by change and leads to support organizational change and support those who are willing to try new things.[16]

In the five transformational leadership styles, leaders have intellectual stimulation, can expand and elevate the interests of their employees, stimulate organizational members to old problems in new ways, and leader behavior as motivators that can improve individual work for the collective benefit.[17] *Transformational leadership* is

a leadership approach that includes the breadth and depth of strategies and characteristics that principals can apply. Primarily focused on vision and followers, transformational leadership emphasizes the development of followers and their intrinsic motivation. Transformational leaders focus on elevating followers to higher levels of performance and awareness to achieve the team's common goals, rather than just self-interest. Transformational leadership has received much attention since its development through research and evaluation of James Mac Gregor Burns and Bernard Bass (1997), defining *transformational leadership* as primarily consisting of a leader who inspires commitment to the vision and goals of a different organization as well as a leader who guides and transforms the organization. to its main mission.[18]

The role of the principal is very important in developing and improving the quality of education by standards. Principal leadership is one of the determining factors in the education process in schools that can improve the quality of education. Achievement motivation and the principal's leadership style are variables that affect the quality of education.[19] It is further important to understand how the principal's leadership style relates to its quality assurance system. Quality control ensures that the national higher education system reaches the basic quality level or threshold. Accreditation, in turn, allows for periodic assessments of the performance of institutions and programs against standards. quality, guiding higher education institutions towards the appropriate level of development by setting explicit expectations for their performance.[20] The quality assurance system in educational institutions needs to be implemented properly. Quality assurance is needed as a tool for quality control (quality control) in educational institutions. Producing quality educational institutions is the responsibility of education managers, from central and regional governments to educators and education staff.[21]

External quality assurance is designed to ensure the institution has implemented an effective internal quality assurance process. External quality assurance also serves to help guide public and academic perceptions of the quality of an educational institution[22] and aims to provide objective, valid, and reliable data on school performance. For example, school supervisors, who are not part of the school community, bring an objective point of view on school climate, quality of development strategies, and teacher performance.[23]

The ability of schools to improve and maintain effectiveness in the long term is not the result of the principal's leadership style alone but from the understanding and diagnosis of school needs and the application of educational values that are clearly articulated and organized through various combinations and accumulation of time and sensitive strategies after that are increasingly embedded. in work, culture, and school

achievement.[25] In order to meet the high and diverse expectations now placed in schools and to engage students and teachers, it is said that schools need to become learning organizations, consciously and continuously pursuing quality improvement so that leaders who form an effective management team have a wider influence than those who rely on their efforts. Skills for school leaders inside and across and outside the school are needed.[26]

Leaders have a very large and crucial responsibility in building an organization or institution. The role of the leader is very important for the creation of a quality and progress of an institution. So the significant positive impact of leadership style on teacher performance strongly influences organizational progress, especially educational institutions.[27]

4. Conclusion

Leadership style can affect the success of an educational institution, seen from how it addresses the existing problems to bring the institution into a superior school. Thus, a democratic, innovative, effective, and dynamic leadership style will produce satisfactory work and affect the school's external quality. Supporting factors in improving the school's external quality assurance system are all elements in the school, including teachers, facilities and infrastructure, and students. In order for these elements to work well, collaboration is needed. Principals also have a very important role in motivating teachers to improve the school's external quality assurance system. For the inhibiting factors, namely 1) students who have low grades, resulting in schools having to be more active in fostering their students, 2) teachers' low awareness of their commitment to achieving school achievement, 3) the number of rivals in establishing educational institutions causes new students to be more choose a school that is close to their home due to the demands of their parents, 4) the family's economy is lacking. So the principal in every educational institution needs to realize the importance of implementing a leadership style by the conditions in his institution because the leader certainly has an important role in giving a meaningful influence to the educational institution he leads.

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