



# Improving the Quality of Education in Islamic Education Institutions

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## Abstract

The principal is one of the key components in improving the quality of education in Islamic educational institutions. They have a strategic role in managing and developing schools, and ensuring that the educational process runs effectively and efficiently. However, there are still many questions about how the role of the principal in improving the quality of education in Islamic educational institutions. This study aims to analyze the interpersonal, communication and cooperation competencies of the principal in improving the quality of education in the school environment. This study uses a qualitative descriptive method, data sources are taken from eight informants through in-depth individual interviews. The author also conducted direct observations at the research location and analyzed several related documents to support these findings. The research findings found that related to the interpersonal competence of the principal, he carried out eight forms of performance such as collaborating with educators, conducting workshops, and holding discussions. Related to communication competence, the principal took a personal communication approach such as receiving complaints and suggestions from school residents. Furthermore, related to cooperation competence, the principal formed a solid work team, solved problems together and built partnerships with parents of students.

## INTRODUCTION

Islamic educational institutions have an important role in shaping the character and morals of students in accordance with Islamic values. (Kholidah, 2015; Heri & Ruswandi, 2022; Yovica et al., 2024). Islamic educational institutions are responsible not only for academic aspects, but also for the formation of Islamic personalities with noble morals. (Ismail, 2013; Sembiring, 2023; Permana & Saputra, 2024). Therefore, the quality of education in Islamic educational institutions is a major concern for stakeholders, including the government, educators, parents, and the community. One of the key factors in improving the quality of education is the leadership of the principal. The principal has a strategic role in managing schools, designing educational programs, developing curricula, and creating a conducive learning environment. (Purwanti, 2013; Amani, 2023; Ilham, 2021).

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As a leader, the principal is responsible for ensuring that the learning process takes place effectively and efficiently in accordance with the vision and mission of Islamic educational institutions. However, there are still many challenges faced in efforts to improve the quality of education in Islamic educational institutions. These challenges include limited resources, teacher competence, community participation, and ever-evolving education policies. In this context, the role of the principal becomes increasingly crucial in making policies and innovations that can improve the quality of education. (Musa et al., 2022; Mudarris & Rizal, 2023; Daud, 2024). Therefore, further study is needed on the role of the principal in improving the quality of education in Islamic educational institutions. By understanding the strategies and steps taken by the principal, it is hoped that effective solutions can be found to improve the quality of Islamic education in a sustainable manner.

The role of the principal, which is quite dominant in organizing school management, needs to equip himself with knowledge and skills that are closely related to leadership and management. According to Hanson, it is emphasized that the principal is able to carry out his functions based on his duties and responsibilities. (Latif, 2022; Jemani, 2020; Hasan, 2022). Therefore, the principal must have competence with more emphasis on managerial competence and educational leadership. The principal's competence will be a potential that can be developed optimally. Every principal must have a high enough attention to improving quality. The success of the principal is highly dependent on his competence ability to build commitment and connect the right strategies and visions in order to achieve quality and quality work, manage resources that support the implementation of work efficiency for all stakeholders in the school to support improving the quality of education (Umayah, 2015; Lubis, 2015; Syahri et al., 2022).

SDIT Insan Kamil is one of the forms of elementary education system in Bukittinggi City that continues to strive to improve the quality of education in it. It has a strategic role in early childhood and elementary education. Providing quality education is the main goal of this school. Like many other schools, SDIT Insan Kamil faces various challenges in improving the quality of education. Various internal and external factors affect the quality of education delivered, including less than optimal management, lack of support from parents and the community, and lack of communication between the Principal and Educators and Education Personnel. Many principals still face difficulties in applying the interpersonal and communication skills needed to create a conducive learning atmosphere. In addition, collaboration between teachers and education stakeholders is often hampered by differences in perception and lack of effective communication channels.

The role of the principal as a leader and manager of education is vital in facing these challenges. SDIT Insan Kamil strives to create a holistic educational environment, which not only emphasizes academic aspects but also the spiritual, moral, and social development of students in accordance with Islamic teachings. Their achievements often reflect this commitment in forming good individuals and contributing positively to society, this is also to support the quality of existing education..

## METHODS

This research uses a qualitative descriptive method with the type field research is a form of research that aims to reveal the picture in the field related to the aspects of the problem being studied based on data, by presenting, analyzing and interpreting it. (Syahrizal & Jailani, 2023; Hasibuan et al., 2022). Determination of research information is carried out systematically snowball sampling is a technique for determining samples that are initially small in number, then the next

sample, until it grows larger and larger and so on, like a snowball that rolls down and gets bigger in shape. (Nasution, 2015; Zahriyah, 2023). 'Techniquesnowball sampling' This is used to obtain more accurate data starting from someone who knows more about the field conditions and continuing to others until the data reaches saturation point, thus it is hoped that it will be able to reveal various more detailed, basic and in-depth qualitative information about the principal's managerial competence in improving the quality of education at SDIT' Insan Kamil, Bukittinggi City.

## RESULT AND DISCUSSION

### Interpersonal Competence of School Principals

Interpersonal Competence of the principal plays an important role in improving the quality of education, thus covering the skills and abilities needed to interact with various parties in the school environment. (Setiyati et al., 2024; Sari et al., 2024; Ramadhani et al., 2024). This competence is important to create a positive environment and support the quality of education at SDIT' Insan Kamil Bukittinggi. Effective communication skills are very important for the principal in managing and improving the quality of education. Especially in conveying the Vision, Mission and educational goals of an institution. As conveyed by Ustadz Nasrullah, namely:

*For the Vision, Mission and educational goals at SDIT Insan Kamil, we have conveyed them very clearly to the Educators, Education Staff, Parents and Students of SDIT Insan Kamil, in fact this is often socialized at every Parent-Teacher meeting, at meetings of educators and education staff and through the homeroom teachers for all students.*

This is also reinforced by the statement from Ustadzah L, S, R as the homeroom teacher for class 3 Muzdalifah, who said that:

*The principal has very clearly explained the vision, mission and educational goals of SDIT Insan Kamil both in the meetings of the teaching staff and education staff for students, usually through the homeroom teacher, and the homeroom teacher also creates a class vision and mission that refers to the school's vision and mission.*

The results of this interview can be understood that it is necessary to convey the Vision, Mission, and Educational Objectives in the school to all stakeholders so that the educational objectives can be achieved and this objective is also carried out how effectively the communication of the vision, mission and objectives is carried out so that it has an impact on all parties in the school. Self-motivation is the process of encouraging oneself or others to achieve goals, overcome challenges and maintain enthusiasm in the face of obstacles, with this approach, the motivation and involvement of educators and education personnel can be increased, supporting success. As conveyed by Ustadz N as follows:

*To motivate educators and education personnel that we often include in the Merdeka Mengajar Platform (PMM) activities so that they can exchange ideas with other schools, this can increase the enthusiasm of educators to face challenges in educating, conducting workshops, seminars and discussions so that the enthusiasm of educators and education personnel is revived to educate students.*

Indeed, the principal often motivates and encourages educators to participate in the Merdeka Mengajar Platform (PMM) activities even though this is for the country, but the principal supports participating in this activity, the Workshop activity is also to motivate educators and education personnel, the speakers are

brought in from outside so as to increase the enthusiasm of educators and education personnel. (Interview, with J, 2024). The results of the interview above can be understood that in order to face the challenges or difficulties of educators and education personnel to overcome these challenges, there must be motivation to improve and support success in creating a quality educational environment.

Conflict resolution is the process of resolving differences of opinion, challenges or disputes between individuals or Education Personnel, Education personnel, Parents and Students of SDIT Insan Kamil with the aim of reaching an agreement that is acceptable to all parties. As conveyed by Ustadz N as When there is a conflict between Education Personnel or Education Personnel at Insan Kamil Usually we call one by one not all at once, when we have been called one by one and we already know the middle point then the next step is we call all those who have problems, because with this it feels like it does not burden the problem so that it can be accepted between one another as well as with parents of students or students when there is a problem and so far there has been no major problem. This is also reinforced by a statement from Ustadz M as the Chairman of the Foundation, who said that:

*Usually, if there is a conflict between Educators and Education Personnel, it is only a small matter and the principal will resolve it. If the problem is really that big, then the principal will invite the foundation administrators to resolve it, but so far there have been no major conflicts at SDIT Insan Kamil.*

The results of the interview above can be understood to reflect the principal's approach in handling conflict in an effective manner, as well as the principal's efforts to maintain a harmonious working atmosphere at SDIT Insan Kamil Bukittinggi.

### **Principal Communication Competence**

Communication competence is one of the important aspects that a principal must have. As a leader in an educational environment, the principal is not only responsible for administrative and managerial aspects, but also becomes a communication bridge between various parties, such as teachers, students, parents, and the wider community. (Muspawi, 2021; Zhahira, 2022; Firnando, 2023). Overall, communication competence is the key to the success of the principal's leadership in building a positive school culture, improving teacher performance, and creating a healthy and productive learning environment. (Muharram et al., 2024; Saefudin, 2023; Armiyanti et al., 2023).

Communication competencies include various skills that enable a person to interact effectively and efficiently in various situations. Mastering these communication competencies helps individuals to interact better, convey ideas clearly, and build strong relationships in various contexts. Clarity and accuracy of information are important skills in communication that ensure that information is delivered in a way that is easy to understand and not confusing. Both are very important in various contexts, such as education, especially as a principal to ensure that the message delivered can be received and understood correctly. As conveyed by Ustadz N as follows:

*First, through the media, we remind the teaching staff and education personnel at SDIT Insan Kamil when there is information regarding the school or existing activities, if it is not conveyed through the media, we hold a joint meeting so that the message and information are obtained very clearly, but if it cannot be done through a meeting, then we do it individually again.*

This is also reinforced by the statement from Ustadzah D, A as the Islamic Religious Education (PAI) Subject Teacher, who said that:

*The principal usually when there is a message or information regarding activities outside or inside the school, usually by sharing the information in the WhatsApp group, sometimes by directly calling the person whether the information has been received and can be understood clearly.*

The results of the interview above can be understood that regarding the clarity and accuracy of information at SDIT Insan Kamil, it is expected that the Principal must provide a good and clear picture of how information is managed and received in the school environment. Active listening skills are a process in which a person fully focuses on the speaker, not only hearing the words spoken, but also understanding when there are complaints, input or suggestions from others to improve the quality at SDIT Insan Kamil Bukittinggi. The results of the interview with N stated that:

*In that school there are rules and regulations that we implement, when there are complaints or suggestions from educators, education personnel and parents, we accept them all. After we receive them, we first discuss them with the existing Vice Principal, then discuss them again with the Educators and Education Personnel, Decisions when there are suggestions or proposals can be implemented after canceling the old decision and we make a new decision with the results of the meeting, For parents, usually to make decisions by sending letters and providing understanding to the parents of students at every meeting.*

This explains that there needs to be an improvement in the complaint handling system and suggestion processing to be more effective, with the aim of creating a better and more productive work environment to improve the quality of education at SDIT Insan Kamil. Public speaking is important to convey a message persuasively and build a positive relationship between the principal and educators, education staff and all parties in the school. As conveyed by Ustadz Nasrullah as follows: Alhamdulillah so far I have been able to speak in public with confidence but for those who listen of course not all parties who really understand what I say of course depends on who listens to it and can understand it clearly. This is also reinforced by the statement of Ustadz Z as the Deputy Head of Curriculum and Tahfizh Hadith Subject Teacher, saying that:

*So far, the principal has been able to convey this with confidence, which can be seen when there are meetings or gatherings of educators and education staff.*

The results of the interview above can be understood that, overall, the Principal at SDIT Insan Kamil has good speaking skills but still has room for further development to increase the impact of communication on various public occasions.

### **Principal Collaboration Competence**

Collaborative competence is the ability of a principal to build, develop, and maintain collaborative relationships with various parties in order to achieve educational goals. As an educational leader, the principal cannot work alone. He needs to build a solid team and work together with teachers, education personnel, students, parents, school committees, and the wider community (Ginting & Haryati, 2012; Julaiha, 2019; Ray et al., 2020). Mastering this collaboration competency is important to achieve success in a teamwork environment, increase efficiency, and build productive and harmonious relationships so that collaboration competency is implemented. (Mayasari & Muhammad, 2018; Tanjung et al., 2021; Labbase et al.,



2024). Team collaboration is a process in which the principal gets team members to work together effectively to achieve educational goals. As conveyed by Ustadz N that the Team formed at SDIT Insan Kamil we usually ask for approval from the foundation management for the people who have been proposed from the school, we also make this Team rules and duties, then we monitor this team continuously with a predetermined time period regarding what we carry out both activities outside school and inside school.

This is also reinforced by the statement of Ustadzah R, J as the School Treasurer, saying that usually the principal when forming a team first sees what activities will be carried out, then gives the mandate to the person concerned who is considered capable in that field. The results of the interview above can be understood that, in schools the principal must form a team when there is an activity both inside and outside the school so that good team collaboration can increase productivity and create a harmonious work environment and the activities carried out can run smoothly.

Joint problem solving involves a collaborative approach to addressing existing challenges, so that the principal invites all parties to how to solve existing problems so as to produce good solutions. As conveyed by Ustadz N, namely first we see what the problem is whether educators, education personnel or students, after that we discuss what are the positive and negative aspects of the problem and make a decision with the results of the joint deliberation of all parties, both from the foundation management, then we try to implement the results for all parties at school. This is also reinforced by the statement of Ustadzah P, N, A as an English Subject Teacher, saying that usually the principal if there is a problem or challenge faced by SDIT Insan Kamil is held a meeting together, later the problem or challenge is resolved together and other opinions are asked. The results of the interview above can be understood that, joint problem solving shows a collaborative approach involving all parties in identifying and solving problems. Through open discussion, exchange of ideas, and teamwork, the resulting solutions become more inclusive and effective. The active involvement of each team member ensures that the implemented solutions are more suited to the needs and challenges at hand, and increases the sense of responsibility and ownership for the results. Cooperation with parents involves communication and collaboration to support the development of both the school and the child. As conveyed by Ustadz N, namely:

*For cooperation with parents, we focus on the homeroom teacher, so every new school year we hold a meeting with the parents of students to discuss the vision, mission, school regulations, how the communication system with parents, the complaint system when there is a problem and whatever the problem is, you can contact the homeroom teacher with an open time, namely 24 hours. That is the cooperation that we are currently doing with the parents of students and the homeroom teacher reports the development of cooperation with the parents of students to the principal.*

This is also reinforced by the statement from Ustadz R, N as the School Administration, who said that;

*The principal builds cooperation with the students' parents through the homeroom teacher when there is information or activities at the school, the principal gives it to the homeroom teacher to be conveyed to the students' parents through the existing WhatsApp group because the homeroom teacher is an extension of the principal to build cooperation with the students' parents.*

The results of the interview above can be understood that, partnerships with parents of students show that cooperation between schools and parents is very important in supporting academic development, student character and school. Parents who are actively involved in their children's education, either through regular communication with teachers, participation in school activities, or supervision at home, can have a positive impact on student learning achievement and behavior. In addition, this partnership also helps in creating a more conducive and supportive learning environment for children, so that it can strengthen the bond between school and family.

## CONCLUSION

Principal's Managerial in Improving the Quality of Education at the Integrated Islamic Elementary School (SDIT) Insan Kamil Bukittinggi, namely the Principal's Interpersonal Competence Has a Significant Influence on Improving the Quality of Education, Principals who have good interpersonal competence, such as the ability to communicate, build effective interpersonal relationships, and the ability to understand and respond to the needs of teachers, students, and staff, have been proven to be able to create a conducive school environment. This encourages increased motivation of teachers and students in achieving academic achievement. The principal's interpersonal competence plays a key role in encouraging the improvement of the quality of education at SDIT Insan Kamil Bukittinggi. Principals who are able to establish harmonious relationships with all related parties in the school environment can create a more productive and conducive atmosphere, which ultimately contributes to the achievement of better quality of education. The principal's Communication Competence has a very significant role in improving the quality of education at SDIT Insan Kamil Bukittinggi. This communication competence includes several important aspects, namely internal communication with teachers and school staff, external communication with parents of students and the community, and the principal's ability to convey school goals effectively. The principal's communication competence is an important factor that influences the improvement of the quality of education. With good communication, the principal can move all components of the school towards achieving higher quality educational goals. The principal's Cooperation Competence has a significant role in efforts to improve the quality of education at SDIT Insan Kamil Bukittinggi. This cooperation competency includes the principal's ability to build harmonious working relationships with all components of the school, including teachers, staff, parents of students, and the surrounding community. Through good cooperation, the principal is able to optimize the potential of human resources in the school and strengthen relationships with stakeholders, so that better educational goals can be achieved.

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