



iMProvement

Jurnal Ilmiah Untuk Peningkatan Mutu Pendidikan
e-ISSN: 2597-8543

Journal Homepage: <http://journal.uni.ac.id/uni/index.php/improvement>
Journal Email: improvement@uni.ac.id



ANALYSIS OF THE INFLUENCE OF PRINCIPAL POLICY ON IMPROVING THE QUALITY OF ISLAMIC EDUCATION AT SMA IT YARSI MATARAM

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ABSTRAK

Tujuan dari penelitian ini untuk menjelaskan pengaruh kebijakan kepala sekolah terhadap mutu pendidikan islam di SMA IT Yarsi Mataram. Penelitian ini menggunakan jenis kuantitatif dengan desain analitik. Populasi dari penelitian ini adalah semua guru dan peserta didik SMA IT Yarsi Mataram dan sampel nya adalah 10 guru dan 15 peserta didik. Teknik sampling yang digunakan adalah *random sampling*. Teknik pengumpulan data melalui observasi dengan instrument angket untuk kebijakan dan mutu pendidikan islam. Teknik analisis data menggunakan uji t dan atau uji F. Hasil penelitian menunjukkan terdapat pengaruh kebijakan kepala sekolah terhadap mutu pendidikan islam di SMA IT Yarsi Mataram yang dilihat dari nilai signifikan yang diperoleh di uji t dan uji F 0,000 lebih kecil dari 0,05. Artinya H_0 diterima dan H_a ditolak. Itu menunjukkan bahwa ada pengaruh kebijakan kepala sekolah terhadap peningkatan mutu pendidikan islam di SMA IT Yarsi Mataram. Semakin baik kebijakan yang diputuskan oleh kepala sekolah, maka semakin meningkat mutu pendidikan islam. Penelitian ini menjadi stimulus bagi kepala sekolah untuk mempertimbangkan segala kebijakannya karena akan menjadi penentu kualitas sekolah tersebut.

Kata-kata kunci: Kebijakan Kepala Sekolah, Mutu Pendidikan Islam, Pendidikan Islam.

ABSTRACT

The aim of this research is to explain the influence of the principal's policy on the quality of Islamic education at SMA IT Yarsi Mataram. This research uses a quantitative type with an analytical design. The population of this study were all teachers and students of SMA IT Yarsi

Mataram and the sample was 10 teachers and 15 students. The sampling technique used is random sampling. Data collection techniques through observation with questionnaire instruments for Islamic education policy and quality. The data analysis technique uses the t test and/or F test. The results of the research show that there is an influence of the principal's policy on the quality of Islamic education at SMA IT Yarsi Mataram as seen from the significant value obtained in the t test and F test of 0.000 which is smaller than 0.05. This means H_a is accepted and H_o is rejected. This shows that there is an influence of the principal's policy on improving the quality of Islamic education at SMA IT Yarsi Mataram. The better the policies decided by the school principal, the more the quality of Islamic education will improve. This research is a stimulus for school principals to consider all their policies because they will determine the quality of the school.

Keywords: *Principal Policy, Quality of Islamic Education, Islamic Education.*

INTRODUCTION

Education in Indonesia as stated in article 3 of Law no. 20 Years. 2003 concerning the National Education System states that national education has the function of developing abilities and forming a dignified national character and civilization to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Miswanto & Halim, 2023; Zaimah, 2022). These goals and functions can only be achieved through educational institutions and Islamic educational institutions. Islamic educational institutions have a central role in educating and forming a generation of people who understand religious values and their application. Every Islamic educational institution has goals derived from national education goals, which are then derived in the form of policies to achieve these goals (Hadi et al., 2020; Jahari, 2016). However, many Islamic educational institutions cannot achieve educational goals due to weak implementation of existing policies or difficulty adapting conditions to the policies implemented (Ginanjari & Purwanto, 2022; Masruroh et al., 2022). Apart from that, institutional policies often harm many parties, especially educators as the main factor, educators don't understand the policies provided and so on. So it is necessary to implement Islamic education policies that are relevant to the goals of Islamic education and understood by all parties (Daulay, 2019; Silvia Marlina et al., 2022).

Educational policies are in principle directed at achieving educational goals, both institutionally and national education goals (Yuniarti et al., 2022). Good policies will refer to several indicators, including conformity with Islamic principles, relevance to current demands, integration between subjects, openness, teacher training, curriculum, evaluation, parental involvement, availability of facilities and infrastructure, and equality. education (Syukri et al., 2019). It is hoped that these policies can make Islamic education run effectively and efficiently. However, some of the challenges faced in implementing these policies are a lack of resources, such as a lack of funds for curriculum development and teacher training, as well as limited access to modern educational technology. Apart from that, Islamic educational institutions also often face difficulties in attracting and retaining qualified teachers, especially in rural and remote areas. This will then have an impact on the quality of Islamic education itself (Marita Sari, 2019). This requires understanding from Islamic educational institutions in implementing policies that are on the capabilities or abilities of existing resources so that educational goals can be achieved. Apart from that, all elements in Islamic educational institutions need to be directly involved in policy

making(Noprika et al., 2020). The involvement of educational elements in policy formulation provides added value and motivation in implementing policies so that the quality of Islamic education increases.

Strategic management is an art (skill), pattern, technique, and science for creating, implementing, evaluating, and monitoring various functional decisions of groups or organizations (business and non-business) which are then influenced by the internal and external environment, that constantly changes and provides capabilities. to the organization to achieve goals by what is desired(Muzakar, 2014). The importance of an organization in determining strategic management policies is very dominant because it can lead to an advantage or even backfire for educational institutions(Yusril et al., 2023).

The quality of Islamic education is a critical aspect in forming a generation that has a strong understanding of Islamic values and high academic quality. The quality of Islamic education does not only include religious aspects, but also aspects of academic quality, character development, and students' readiness to contribute positively to society(Hartati, 2022). Several indicators of the quality of Islamic education include academic achievement, character development, student involvement, quality of learning, facilities and infrastructure, involvement of parents and the community, and educational equality. These indicators will become a reference for educational institutions whether the quality of education is getting better or worse. High-quality Islamic education will create a generation that can face the challenges of the times and contribute to sustainable development and progress of the people(Mukhlis, 2022). However, in practice, various problems hinder the optimal quality of Islamic education, such as lack of resources, quality of teachers, and quality of curriculum, and this all stems from the lack of implementation of Islamic education policies themselves(Setiawati, 2020). To achieve better quality Islamic education, it starts with implementing better Islamic education policies.

It cannot be denied that education policy and quality influence each other. Good and effective Islamic education policies can contribute significantly to improving the quality of Islamic education(Kurniawati et al., 2020). Appropriate and relevant Islamic education policies can provide clear guidance and the necessary support for Islamic education institutions to improve the quality of the learning process and student achievement. On the other hand, policies that are inappropriate or not implemented well can become an obstacle to achieving optimal quality Islamic education(Wiyani et al., 2020).

An example is the case at SMPN 1 Praya which has students from various ethnicities, cultures, and religions. Seeing this situation, the principal of SMPN 1 Praya implemented a curriculum based on religious moderation. This curriculum is different from most schools because it is the result of adjustments to existing circumstances. The results of implementing the curriculum create a conducive atmosphere for both learning and daily interactions. Being given freedom in religious activities means not being limited to just one religion. Apart from that, every Saturday there is always "bele drum" training as a form of preserving local regional wisdom. Implementing a curriculum based on religious moderation can become an example for other schools to adopt the values of religious moderation and implement them. This cannot be separated from policies that are implemented well and paying attention to the understanding of the actors will produce good quality education too. The second case was at SMP 1 Yapis which implemented an Islamic religion-based curriculum. Yapis 1 Middle School is a middle school located in Sabron Sari Village which is known as a village aware of religious harmony. Yapis 1 Middle School, which is in a pluralistic society, does not make the institution pluralistic either. The school principal limits that only those who are Muslim can enter and study there. Such policies will also affect the quality of existing education. This means that from the two cases above, the policies decided by leaders in an institution will

have an impact on the quality of Islamic education in the future.

Based on initial observations carried out on January 1-10 2024 at SMA IT Yarsi Mataram. The principal of SMA IT Yarsi Mataram is an active leader in making policies both directly and indirectly, whether involving teachers or not involving teachers. Often the policies that are decided make teachers feel that they cannot answer the policy, however, each policy has an impact on student learning outcomes, the comfort of educators/teachers, and the quality of schools in the future. The policies made by the school principal are either related to the school's internal affairs or something external that involves the school's internal affairs. Among the policies implemented at the school are student and teacher training, project-based learning, every lesson must have a daily report, and so on. In this research, researchers will look at the influence of various policies implemented by the principal as the highest leader at SMA IT Yarsi Mataram on the quality of Islamic education. This is important for researchers to do so that when making policies they must continue to pay attention and consideration because it will have an impact on the quality of schools, the quality of educators, the quality of students, and the quality of the educational environment. Many researchers research policy and the quality of Islamic education, but in this research, the researcher wants to deepen the influence of policy on the quality of Islamic education.

RESEARCH METHODS

The type of research used is quantitative research, with an analytical research design (Cahyo, 2015). Researchers with this design want to know the relationship between the independent variable and the dependent variable and/or see the comparison between the two variables in the research (Danar & Nurhaniza, 2021). In this case, the independent variable is the school principal's policy, and the dependent variable is the quality of Islamic education. This research wants to see the influence of the principal's policy (X) on improving the quality of Islamic education (Y) at SMA IT Yarsi Mataram. The description of the research design includes (Amin, 2021; Nabila et al., 2020):

Table 1. Research Design

No	Variabel X	Variabel Y	Q
1	Kebijakan Kepala Sekolah	Mutu Pendidikan Islam	Pengaruh/Tidak berpengaruh

The population in this study were all teachers and students. The sample in this study was 10 teachers and 15 students, so the total sample was 25. The sampling technique used was random sampling, namely a sampling technique in which all individuals in the population, either individually or together, were given the same opportunity to be selected as sample members (Abinnashih & Nurfuadi, 2023). The data collection technique in this research used the observation method, with a questionnaire instrument for school principal policies and the quality of Islamic education. The principal's policy questionnaire consists of 8 indicators which are reduced to 15 tasks. Meanwhile, the Islamic education quality questionnaire consists of 7 indicators which have been reduced to 15 tasks. Each task has a value range of 1-5, so the total value for the whole is 100% (Muslimin & Nursasongko, 2019).

$$\text{Total score} = \frac{\text{obtained score}}{\text{maximum score}} \times 100$$

The data analysis technique is divided into two stages, namely prerequisite testing and hypothesis testing. Prerequisite tests use homogeneity and normality tests. Meanwhile, hypothesis testing uses partial tests or the significance of individual parameters (t-test)(Aldian & Wahyudiati, 2023). The statistical t-test shows how much influence an explanatory/independent variable individually explains variations in the dependent variable. Apart from the t-test, researchers also pay attention to the F test or simultaneous significant test. The F test is used to find out whether the independent variable influences the dependent variable together or simultaneously(Aldian & Wahyudiati, 2023). F Test Formula.

$$F = \frac{R^2/(k - 1)}{(1 - R^2)/(n - k)}$$

Information:

- F : Coefficient Fcount
- R2 : Coefficient of determination
- K : Number of explanatory variables
- N : Number of observations. This F-test was carried out to see the significance of the results of the regression model.

If Fcount is greater than Ftable, the significance level is smaller than 0.05, then this indicates that H0 is rejected and H1 is accepted. This means that the independent variable has a significant influence on the dependent variable(Aldian & Wahyudiati, 2023). Test criteria:
 Fcount > Ftable: H₀ is accepted and H₁ is rejected
 Fcount < Ftable: H₀ is accepted and H₁ is rejected

RESULTS AND DISCUSSION

Result

Data analysis in this research used two stages, first, prerequisite testing through normality and homogeneity tests. Meanwhile, the second stage is hypothesis testing using the t-test and F-test. Based on the analysis that has been carried out using the SPSS application, the prerequisite tests can be explained. First, test normality using the one-sample Kolmogrov-Smirnov test. This type of test is part of the classic assumption test(Abinnashih & Nurfuadi, 2023). This test is carried out as a requirement before carrying out a hypothesis test to see the normality of the data obtained. Based on testing via SPSS, it can be displayed, among other things. :

Table 2. Normality test results (one-sample Kolmogorov-Smirnov test)

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		25
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.50639225
Most Extreme Differences	Absolute	.129
	Positive	.129
	Negative	-.121
Test Statistic		.129
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

d. This is a lower bound of the true significance.

Based on the normality test, the significant value obtained was 0.200. Referring to the basis for decision-making, if the significant value is greater than 0.05, then the data is normally distributed, but if the significant value is smaller than 0.05 then the data is not normally distributed. Based on this test, the significant value is $0.200 > 0.05$. This shows that the residual values are normally distributed. Next, test the homogeneity prerequisites via the SPSS application. The results obtained can be displayed, including:

Table 3. Homogeneity test results.

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Kebijakan	Based on Mean	.081	1	23	.778
	Based on Median	.056	1	23	.816
	Based on Median and with adjusted df	.056	1	22.492	.816
	Based on trimmed mean	.079	1	23	.781

Based on the test results data, the significant value obtained was 0.781. Decision-making is assumed, if the significant value is greater than 0.05 then the data is homogeneous, but conversely, if the significant value is smaller than 0.05 then the data is not normal. Based on this test, it was obtained that $0.781 > 0.05$ shows that the data is homogeneous. After the prerequisite tests have been passed, the researcher carries out a t-test or F-test. Based on the results of the t-test and/or F-test, the results can include the:

Table 4. Variant t-test results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.374	14.265		1.428	.167
	Kebijakan	.814	.166	.715	4.907	.000

a. Dependent Variable: Mutu Pendidikan

The basis for decision-making for the t-test is, that if the significant value is greater than 0.05 then there is no influence of variable X on variable Y. Meanwhile, if the significant value is smaller than 0.05 then there is an influence of variable above, the significant value obtained is 0.000, this indicates that $0.000 < 0.05$, so it can be ascertained that there is an influence of variable X on variable Y. Furthermore, at the same time, the F test data is obtained, including:

Table 5. F Test Results

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	510.261	1	510.261	24.080	.000 ^b
	Residual	487.382	23	21.191		
	Total	997.643	24			

a. Dependent Variable: Mutu Pendidikan

b. Predictors: (Constant), Kebijakan

Furthermore, if we look at the significant value of F through the F test with the same decision basis as the t-test, the significant value obtained is $0.000 < 0.05$, this shows that simultaneously there is an influence of variable X on variable Y.

Discussion

The influence of school principal policies on the quality of Islamic education can be determined through hypothesis testing. Hypothesis testing is a test carried out on suggestions or temporary theories that have been created in this research. The temporary theory created consists of influence or no influence. Before testing a hypothesis, researchers must go through testing the prerequisites for the hypothesis. In the first stage, researchers carried out a normality test using the one-sample Kolmogorov-Smirnov test method. This method is very significant in determining the normality of research data (Aldian & Wahyudiati, 2023). Based on the results of the normality test which was carried out using the SPSS application, the significant value obtained was 0.200 which is greater than 0.05. This shows that The data is normally distributed. Normal data is safe to use in hypothesis testing. This means that the principal's policy data is variable from this homogeneity test to make the data equivalent or the same before testing the hypothesis. Based on the homogeneity test that has been carried out, a significant result of 0.781 is obtained, this shows that the value obtained is greater than 0.05 and this means the data is homogeneous. Homogeneous data is the main requirement for knowing whether the data is influential or not.

After carrying out the prerequisite tests above, the researcher carried out a hypothesis test using the principle of the t-test and/or F-test. The t-test is a test carried out to see the influence of the independent variable, in this case, the principal's policy (X) on the dependent variable, in this case the quality of education. Islam (Y). The t-test is a statistical method used to compare the means of two different groups or to find out whether the difference between the means is statistically significant (Rohmah & Chotimah, 2024). This test is usually used when the observed data is distributed randomly. normal and has homogeneity of variance. That is why before carrying out a t-test, a normality and homogeneity test of the data must be carried out. The t-test is usually carried out if there is a balance between the variables (Nurasiah & Zulkhairi, 2021). In this study, there is 1 independent variable and 1 dependent variable. So it is possible seeing the effect through the t-test is very good.

Based on the t-test that was carried out via the SPSS application, the data obtained a significant value of 0.000. The basis for decision-making for the t-test, among others: if the sig value is greater than 0.05, then there is no influence between the principal's policy and the quality of Islamic education at SMA IT Yarsi Mataram, whereas if the sig value is smaller than 0.05 then there is The influence of the principal's policy on the quality of Islamic education at SMA IT Yarsi Mataram. A value of 0.000 is smaller than 0.05, indicating that there is an influence of the principal's policy on the quality of Islamic education. This means that every policy made by the school principal will have an impact on the quality of Islamic education, good policies will certainly give birth to good quality Islamic education, and vice versa, bad policies will give birth to poor quality Islamic education (Muspawi et al., 2020). So through this research, it becomes a reference for readers in making decisions that should be taken into account to improve the quality of Islamic education. Especially at SMA IT Yarsi Mataram which is the location of this research, every policy implemented leads to the quality produced You could say that quality is the result of established policies. Based on this test, it means that of the 2 existing hypotheses, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected.

Next, researchers want to see further whether these influences occur simultaneously or not. To find out, you can use the F-test data in the Anova table. The F test is a statistical method used to compare variations between two or more groups of data. The F test is used to see whether the relationship or influence of data occurs simultaneously or not. The basis for decision-making for the F test is the same as the t-test (Margareth, 2019). Based on the data obtained from the F test, the significant value is 0.000, this indicates that the significant value is smaller than 0.05. This means that there is a simultaneous influence between the head's policies. school on the quality of Islamic education at SMA IT Yarsi Mataram. That should be taken into account to improve the quality of Islamic education. Especially at SMA IT Yarsi Mataram which is the location of this research, every policy implemented leads to the quality produced. You could say that quality is the result of established policies. Based on this test, it means that of the 2 existing hypotheses, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

CLOSING

Based on the results and discussion, it can be concluded that there is a simultaneous influence of the principal's policy on the quality of Islamic education at SMA IT Yarsi Mataram. This can be seen from the significant value obtained in the t-test and F test of 0.000 which is smaller than 0.05, which means the alternative hypothesis is accepted and the null hypothesis is rejected.

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