

# The Influence of Human Resources Management and School Principles Leadership on the Improvement of the Quality of Education

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## Abstract

This study aims to determine the level of respondent achievement (TCR) on human resource management (MSDM), principal leadership, and quality of education as well as, to determine the effect of HRM, and/or principal leadership on improving the quality of education in Modern Islamic Boarding Schools, Serang Regency Eastern Section. The method used is a survey method using a quantitative approach. The variables used in the study, namely the independent variables include HRM and school principal leadership, and the dependent variable is the quality of education. The instrument used was a questionnaire with a Likert scale. The data analysis technique used is descriptive statistical analysis techniques and inferential statistics including prerequisite tests in the form of normality tests and linearity tests, then simple regression analysis tests and multiple regression analysis tests are performed. The results showed that 1) TCR of HRM was in the very good category with a value of 86.7%; 2) the TCR of the principal's leadership is also in the very good category with a score of 87.2%; 3) furthermore, the TCR on the quality of education is in the very good category with a value of 89.3%; 4) there is a positive influence between HRM and education quality, namely by rejecting H<sub>0</sub> because the significance value is  $0.000 < 0.05$ ; 5) Likewise, there is a positive influence between the leadership of the school principal and the quality of education, namely by rejecting H<sub>0</sub>, because the significance value is  $0.000 < 0.05$ ; 6) and there is a positive influence between HRM and school principal leadership on education quality, namely by rejecting H<sub>0</sub> because the significance value is  $0.000 < 0.05$  and and F-count is 23.548 greater than F table 3.32. The influence of HRM and the leadership of the school principal on the quality of education is 61.9%.

**Keywords:** Principal, Leadership, HRM, Quality of Education.

## 1. Introduction

Education is a barometer in the progress and civilization of a country. Developed and developing countries have managed education as a top priority that must be improved and developed. Indonesia is a country that pays great attention to education. In paragraph IV of the opening of the 1945 Constitution it states that one of the goals of the Indonesian state is to educate the life of the nation and this can be achieved through education. In addition, Article 31 of the 1945 Constitution discusses that education is the right of every citizen and basic education is an obligation that must be followed by every citizen and the government is obliged to finance these activities. The development of national education in Indonesia according to Suryana (2017: 5) is still faced with various serious challenges, especially in efforts to improve performance which includes (a) equity and expansion of access; (b) improving education quality, relevance and competitiveness; (c) governance arrangements, accountability and public image; and (d) increase in financing. The government has initiated a policy of decentralization and educational autonomy as part of political reforms to improve the quality of education. The problem of education quality does not stand alone but is related to a system that influences each other.

The quality of national education is written in the National Education System Law which is contained in Law Number 20 of 2003 with its elaboration in a Government Regulation which explains National Education Standards. The quality standards of education in schools are based on Government Regulation no. 57 of 2021 concerning National Education Standards (SNP) consists of eight standards, namely: a) Graduate Competency Standards, b) Content Standards, c) Process Standards, d) Educational Assessment Standards, e) Education Personnel Standards, f) Facilities and Standards Infrastructure, g) Management Standard, h) Financing Standard.

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Meanwhile, in the student ability survey released by the Program for International Student Assessment (PISA) in 2019, Indonesia was ranked 72nd out of 77 countries. In addition, in 2020 CEOWORLD magazine New York United States conducted research on the best education systems in the world and positioned Indonesia in 70th place out of a total of 93 countries. The survey results show that the level of quality of education in Indonesia is still relatively low. Furthermore, in Banten Province, one of the indicators to determine the quality of education in an area is to look at the net enrollment rate (APM). The NER for secondary schools (SM) in Banten Province is still at 62.02 where this figure is still below the national average NER for SM (67.14). Other data also shows that the condition of the quality of high school education in Banten Province is that there is still not a single school that is complete in the eight National Education Standards (SNP) in the Banten Province High School education quality report cards issued in 2019.

Banten Province's educational management standards are also relatively low. The lowest score is on the indicator of school principals performing well in carrying out leadership tasks which achieve a score of 2.99. The sub-indicator with the lowest achievement is the sub-indicator that supervises well with an achievement score of 1.6. This data shows that in schools (in general) the principal's supervision does not work, resulting in teachers working as much as they can because there is no control from the principal. The average achievement indicator score at the standard of educators and education staff (PTK) at SMA level in Banten Province is also still relatively low, namely only from 1.25 to 3.89 where the value of the sub-indicator, namely the availability and competence of teachers according to the provisions, only reaches 3.12. In addition, there are 109 teachers who have not yet attained the S1 qualification in Banten Province and the Serang district accounts for nearly 10%.

**Graph 1. Achievements of the 2019 National High School Level SNP in Banten Province**

SNP	Nilai
1. Standar Proses	6.46
2. Standar Kompetensi Lulusan	6.38
3. Standar Penilaian Pendidikan	6.00
4. Standar Pengelolaan Pendidikan	5.77
5. Standar Pembiayaan	5.60
6. Standar Isi	5.58
7. Standar Sarana dan Prasarana Pendidikan	4.44
8. Standar Pendidik dan Tenaga Kependidikan	3.33

The quality of education is also a reflection of educational institutions. Educational institutions or schools that implement appropriate educational standards contribute to improving the quality of education. Two of the many factors that cause the low quality of education are human resource management and the leadership of school principals. Human resource management and principal leadership that is not optimal will hamper the performance of an educational institution. Human resources play an important role in organizational life because humans are the main determinant in improving organizational performance. The role of humans as the main resource cannot be replaced by other resources, even with advances in technology. Humans are resources that can carry out organizational activities, carry out regulations, make decisions and facilitate policies, encourage all resources, and operate technology within the organization.

Broadly speaking, according to Agus Tulus (1992: 3), human resource management includes planning, organizing, directing and supervising the procurement, development, provision of compensation, integration, maintenance and termination of labor relations. Meanwhile, according to Notoadmodjo (1998: 112), organizing (organizing) has various meanings as follows: a) the way leaders plan a formal hierarchical structure for the best utilization of monetary, physical, raw components and labor. b) The way the association groups agendas so that it is always followed by the delegation of a leader who is given the authority to organize and supervise individual groups. c) A relationship between abilities, positions, obligations, and labor within the institution. d) The way the leadership divides the tasks that must be completed in their division and places the authority to carry out these tasks. Meanwhile, according to Mondy and

Noe (1990: 270), human resource development is a planned and sustainable effort carried out by the organization in improving employee competence and organizational performance through training, education and development programs. In addition, according to Mukhlison Effendi (2021: 43), the scope of human resource development in an organization or institution includes three main activities that are interrelated, namely: a. Human resource development program planning. b. Implementation of development programs through education and training as well as management of human resources c. Evaluation of human resource development programs.

Leadership according to Yukl Gary (2009: 26) is the process of influencing others to be able to understand and agree on what to do as well as how to do it, including the process of facilitating individual or group efforts in fulfilling common goals. In it there are two elements, namely the element of influence and achievement of goals. Leadership can be carried out effectively if the leader, in this case the school principal, can carry out its main function, namely carrying out its leadership properly and correctly based on the rules set by the institution. The leadership function according to Wirawan (2013: 64) has the same basic pattern, namely: 1) creating vision, 2) developing organizational culture, 3) creating synergy, 4) creating change, 5) motivating followers, 6) empowering followers, 7) representing social systems, 8) being a conflict manager, 9) teaching the organization. Based on the explanation above, this study focused on the influence of human resource management and school principal leadership on the quality of education. The scope of research on human resource management focuses on organizing and developing human resources. As for the principal's leadership, it is limited to its leadership function. Meanwhile, the limitation of the scope of quality of education focuses on the quality of standard education of teaching staff teachers who teach in schools. This study aims to determine the respondent's level of achievement (TCR) from human resource management, principal leadership, and quality of education; to determine the effect of human resource management and/or school principal leadership on improving the quality of education at the Modern Islamic Boarding School High School, East Serang District. In addition, another thing that encourages this research is to serve as a solution model for other Islamic boarding schools so that they become more qualified and develop in improving the quality of their educational institutions.

## 2. Method

### 1. Types of research

The type of research used in this research is quantitative research. According to Iwan Hermawan (2019: 16), *Quantitative Research* is a research method that is inductive, objective and scientific in which the data obtained is in the form of numbers (*scores*, values) or statements that are assessed, and analyzed by statistic analysis. The analysis of each variable will be calculated using the *SPSS 26 for windows program*.

### 2. Research sites

Research on the influence of human resource management and school principal leadership on improving the quality of educators was carried out at the Modern Islamic Boarding School, East Serang District. The selected high schools were Assa'adah Modern Islamic Boarding School, Cikeusal District and Al Ma'arif Modern Islamic Boarding School, Cikande District.

### 3. Data source

This research takes the data source in the form of primary data. The primary data source for the research was data obtained directly from the research subjects through distributing questionnaires to all teachers and direct observation to school principals at the Assa'adah Modern Islamic Boarding School and Modern Al Ma'arif Islamic Boarding School. This primary data is used to determine the condition of human resource management and the leadership of school principals towards improving the quality of education there.

### 4. Data collection technique

Data collection techniques are used to obtain appropriate data in research analysis, data collection techniques include:

#### a. Questionnaire Method

According to Zaenal E. Arifin (2012: 228), a questionnaire is a research instrument that contains a series of questions or statements to capture data or information that respondents must answer freely according to their opinion. The questionnaire was given to all teachers to assess human resource management and school principal leadership towards improving the quality of education. The grid for each variable was made before the presentation of the questionnaire and a *Likert scale* was used as the rating scale of the three variables.

#### b. Observation Method

Observation according to Margono (2004: 56) is a form of systematic observation and recording of symptoms that are clearly visible on the object of research. Observations were made by observing and documenting the influence of human resource management and principal leadership on improving the quality of education at Assa'adah Islamic Boarding School and Al Ma'arif Islamic Boarding School.

5. Data analysis technique

Data analysis techniques in this quantitative research use statistics. There are two statistical methods for analysis, namely:

a. Descriptive statistics

Descriptive Statistics according to Suharsimin (2009:65) intends to describe the characteristics of each research variable by presenting the data in the frequency distribution table, average value, total score, and the level of achievement of respondents (TCR) and interpreting them. To find the level of attainment of respondents' answers, the following formula is used:

$$TCR = \frac{\text{rata-rata skor}}{\text{skor maksimum}} \times 100\%$$

The criteria for the value of the respondent's achievement level (TCR) can be classified as follows:

**Table 1. Level of Achievement of Respondents**

Respondent Outcome (TCR)	Criteria
90 % - <100 %	Very good
80 % - < 90 %	Good
65 % - <80 %	Pretty good
55 % - <65 %	Not good
0 % - <55 %	Not good

b. Inferential Statistics

Inferential statistics according to Sugiyono (2014: 23) are statistics used to analyze sample data and the results will be generalized or inferentialized for the population where the sample was taken. Inferential statistics that will be carried out include prerequisite tests in the form of normality tests and linearity tests, then simple regression analysis tests and multiple regression analysis tests are carried out.

1) Normality test

Data normality according to Dwi Priyatno (2012: 33) is a basic requirement that must be met in inferential analysis to find out whether the data is normally distributed or not. The normality of a data is important because with normally distributed data, the data is considered to represent a population. The data normality test in this study will use the Shapiro-Wilk test using the SPSS Version 26 application. The data is declared normally distributed if the table data has a significant level greater than the value of 0.05.

2) Linearity Test

The linearity test according to Imam Machali (2017:90) is a procedure used to determine whether or not the linear status of a distribution of data values obtained. Linearity testing in this study was carried out using the SPSS application on the Test for Linearity device. The analysis technique uses a significance value at a significance level of 95% ( $\alpha = 0.05$ ). If the sig. < 0.05, then the variable has a linear relationship and vice versa if the value is sig. > 0.05, then the variable has a non-linear relationship.

3) Simple Linear Regression Test

Simple linear regression analysis according to Iqbal Hasan (2006:64) is a linear regression in which only two variables are involved, namely the dependent variable Y, and one independent variable X and rank one. The form of a simple linear regression analysis equation is as follows:

$$Y = a + bX$$

Information:

Y = dependent variable (suspected variable)

X = independent variable

a = intercept

b = regression coefficient

The values of a and b can be determined by the formula:

$$b = \frac{n \sum XY - (\sum X) \cdot (\sum Y)}{n \cdot \sum X^2 - (\sum X)^2}$$

$$a = \frac{\sum Y - b \sum X}{n}$$

Description: n = amount of data

4) Multiple Linear Regression Test

Multiple linear regression analysis according to Iqbal Hasan (2006:74) is a linear regression in which a dependent variable is associated with two or more independent variables. The form of the multiple linear regression equation is as follows:

$$Y = a + bX_1 + cX_2$$

Information:

Y = dependent variable

X<sub>1</sub> and X<sub>2</sub> = independent variables I and II

a = intercept or constant

b and c = regression coefficient

Values - values a, b and c can be determined by the formula:

$$b = \frac{(\sum X_2^2)(\sum X_1Y) - (\sum X_2Y) \cdot (\sum X_1X_2)}{(\sum X_1^2)(\sum X_2^2) - (\sum X_1 \sum X_2)^2}$$

$$c = \frac{(\sum X_1^2)(\sum X_2Y) - (\sum X_1Y) \cdot (\sum X_1X_2)}{(\sum X_1^2)(\sum X_2^2) - (\sum X_1 \sum X_2)^2}$$

$$a = \frac{\sum Y - b \sum X_1 - c \sum X_2}{n}$$

Description: n = amount of data

Simple linear regression test and multiple linear regression test in this study used the SPSS Version 26 program for the convenience of research.

3. Result and Discussion

Result

1. Human Resource Management

Human resource management as an independent variable is denoted by X1. Data on human resource management level scores were obtained from the results of a questionnaire with a total of 32 Modern Islamic Boarding School teachers in East Serang Regency, consisting of 20 Assa'adah Modern Islamic Boarding School teachers and 12 Al Ma'arif Modern Islamic Boarding School teachers. Based on the collection of human resource management data obtained, a description of the data can be presented in Table 2 below:

**Table 2. Data on Human Resource Management at Modern Islamic Boarding Schools in East Serang District**

Modern Islamic Boarding School, East Serang District		Assa'adah	Al Ma'arif
N	Valid	32	20
	missing	0	0
Means		108.34	108.45
std. Error of Means		1.455	1,047
Median		107.50	107.00
std. Deviation		8,229	4,685
Variances		67,717	21,945

Modern Islamic Boarding School, East Serang District		Assa'adah	Al Ma'arif
Range	32	18	32
Minimum	93	99	93
Maximum	125	117	125
sum	3467	2169	1298
TCR	86.7%	86.8%	86.5%

Based on the table above, the results of descriptive statistics from 32 respondents to Modern Islamic Boarding School Teachers in East Serang Regency have an average human resource management score of 108.34. The median value is 107.50, the variance is 67.717, the standard deviation is 8.229, the minimum value is 93 and the maximum value is 117, the range is 32, and the total score is 3467. In addition, there is also a value of the respondent's achievement level of 86.7% on the achievement of human resource management in Modern Islamic Boarding School in East Serang Regency which is in the very good category. The 86.7% TCR came from the respondent's achievement level score of 86.8% in the implementation of human resource management at the Assa'adah Modern Islamic Boarding School and 86.5% in the application of human resource management at the Al Ma'arif Modern Islamic Boarding School High School.

### 2. Principal Leadership

Principal leadership as the next independent variable is denoted by X2. Principal leadership level score data was obtained from the results of a questionnaire with a total of 32 Modern Islamic Boarding School teachers in East Serang Regency, consisting of 20 Assa'adah Modern Islamic Boarding School teachers and 12 Al Ma'arif Modern Islamic Boarding School teachers. Based on the retrieval of the principal's leadership data obtained, a description of the data can be presented in Table 3 below:

**Table 3. Leadership Data of Modern Islamic Boarding School Principals in East Serang District**

Modern Islamic Boarding School, East Serang District		Assa'adah	Al Ma'arif
N	Valid	20	12
	missing	0	0
Means	108.94	109.70	107,67
std. Error of Means	1,380	1.057	3,294
Median	108.00	108.50	103.50
std. Deviation	7,804	4,725	11,412
Variances	60,899	22,326	130,242
Range	33	18	33
Minimum	92	102	92
Maximum	125	120	125
sum	3486	2194	1292
TCR	87.2%	87.8%	86.1%

Based on the table above, the results of descriptive statistics from 32 respondents from Modern Islamic Boarding School Teachers in East Serang Regency have an average principal leadership score of 108.94. The median value is 108.00, the variance is 60.899, the standard deviation is 7.804, the minimum value is 92 and the maximum value is 125, the range is 33, and the total score is 3486. In addition, there is also a score of the respondent's achievement level of 87.2% for the leadership achievement of school principals in SMA Modern Islamic Boarding School in East Serang Regency which is in the very good category. The TCR of 87.2% came from the respondent's achievement level score of 87.8% applying the principal's leadership at the Assa'adah Modern Islamic Boarding School High School and 86.1% applying the principal's leadership at the Al Ma'arif Modern Islamic Boarding School High School.

### 3. Education Quality

Quality of Education as the dependent variable is denoted by Y. The score data for the level of quality of education was obtained from the results of a questionnaire with a total of 32 Modern Islamic Boarding School teachers in East Serang Regency, consisting of 20 Assa'adah Modern Islamic Boarding School teachers and 12 Al Ma'arif Modern Islamic Boarding School teachers. Retrieval of education quality data obtained is then presented in a description of the data in Table 4.

**Table 4. Data on Quality of Education at Modern Islamic Boarding Schools in East Serang District**

Modern Islamic Boarding School, East Serang District		Assa'adah	Al Ma'arif
N	Valid	32	20
	missing	0	0
Means		111.66	111.15
std. Error of Means		1.403	1,082
Median		112.00	111.00
std. Deviation		7.938	4,837
Variances		63,007	23,397
Range		26	17
Minimum		99	103
Maximum		125	120
sum		3573	2223
TCR		89.3%	88.9%

Based on the table above, the results of descriptive statistics have an average score of educational quality of 111.66. The median value is 112.00, the variance is 63.007, the standard deviation is 7.938, the minimum value is 99 and the maximum value is 125, the range is 26, and the total score is 3573. In addition, there is also a score of the respondent's achievement level of 89.3% on the achievement of the quality of education in Islamic boarding schools Modern East Serang Regency which is in the very good category. The 89.3% TCR came from the respondent's achievement level score of 88.9% applying the quality of education at the Assa'adah Modern Islamic Boarding School High School and 90.0% applying the quality of education at the Al Ma'arif Modern Islamic Boarding School High School.

**4. The Effect of Human Resource Management on the Quality of Education**

Simple linear regression analysis of the effect of human resource management (X1) on the quality of education (Y) at the East Serang District Islamic Boarding School is shown in table 5. In general, the simple linear regression equation formula is  $\hat{Y} = a + bX$ . Based on Table 5 obtained a = 33.579 and b = 0.721. Therefore, the regression equation can be written as  $\hat{Y} = 33.579 + 0.721X$ .

**Table 5. Coefficients of Regression Test Analysis of Human Resource Management on Education Quality**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	std. Error	Betas		
1	(Constant)	33,579	12,719		2,640	,013
	HRM	,721	, 117	,747	6,156	,000

a. Dependent Variable: Y

This equation shows the consistent value of the quality of education variable (Y) of 33.579 and the regression coefficient X 1 of 0.721 which states that for every 1% addition in the value of human resource management, the value of the quality of education will increase by 0.721. The regression coefficient is also positive, so it can be said that the direction of the influence of human resource management (X1) on the quality of education (Y) is positive. Furthermore, a hypothesis test is carried out which functions to determine whether the regression coefficient is significant or not significant. The hypothesis proposed in this simple linear regression analysis is:

H<sub>0</sub>: There is no effect of human resource management (X<sub>1</sub>) on improving the quality of education (Y) in SMA East Serang District

H<sub>a</sub>: There is an influence of human resource management (X<sub>1</sub>) on improving the quality of education (Y) in SMA East Serang District

Decision-making:

- If the value (Sig.) < 0.05 , then H<sub>0</sub> is rejected (significant).
- If the value of (Sig.) ≥ 0 .05 , then H<sub>0</sub> is accepted (not significant).

Based on the calculations in Table 5 above, a significant value of 0.000 is obtained, which is less than the probability of 0.05 or can be written  $0.000 < 0.05$ . So it can be concluded that  $H_0$  is rejected, which means that there is an influence of human resource management (X1) on improving the quality of education (Y) in Modern Islamic Boarding School Senior High School, East Serang Regency. Furthermore, the value of the relationship/correlation and the percentage of the influence of human resource management (X1) on improving the quality of education (Y) in Modern Islamic Boarding Schools in East Serang Regency can be seen in Table 6 below:

**Table 6. Simple Linear Regression Test Analysis Summary Model of the Influence of Human Resource Management on Improving Education Quality**

Summary models				
Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	,747 <sup>a</sup>	,558	,543	5,364
a. Predictors: (Constant), X <sub>1</sub>				

Based on the calculation of Table 3.5 above, it is obtained that the value of the relationship/correlation (R) or  $r_{yx1}$  is 0.747 and the percentage or coefficient of determination (R Square) is 0.558 which means that the influence of the independent variable human resource management (X1) on the variable tied to the quality of education (Y) is 55.8%.

5. The Influence of the Principal's Leadership on the Quality of Education

Simple linear regression analysis of the influence of the principal's leadership (X2) on the quality of education (Y) in the East Serang District Islamic Boarding School is shown in Table 7 below.

**Table 7. Coefficients of Regression Test Analysis of Human Resource Management on Education Quality**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	std. Error	Betas		
1	(Constant)	30,391	13,787		2,204	.035
	X <sub>2</sub>	,746	,126	,733	5,909	,000
a. Dependent Variable: Y						

In general, the simple linear regression equation formula is  $\hat{Y} = a + bX$ . Based on Table 7 obtained  $a = 30.391$  and  $b = 0.746$ . Therefore, the regression equation can be written as  $\hat{Y} = 30.391 + 0.746X$ . This equation shows the consistent value of the quality of education variable (Y) of 30.391 and the regression coefficient X<sub>2</sub> of 0.746 which states that for every 1% addition in the value of human resource management, the value of the quality of education will increase by 0.746. The regression coefficient is also positive, so it can be said that the direction of the influence of the principal's leadership (X2) on the quality of education (Y) is positive. Furthermore, a hypothesis test is carried out which functions to determine whether the regression coefficient is significant or not significant. The hypothesis proposed in this simple linear regression analysis is:

$H_0$ : There is no influence of the principal's leadership (X<sub>1</sub>) on improving the quality of education (Y) in SMA East Serang District

$H_a$ : There is an influence of the principal's leadership (X<sub>1</sub>) on improving the quality of education (Y) in SMA East Serang District

Decision-making:

- If the value (Sig.)  $< 0.05$ , then  $H_0$  is rejected (significant).
- If the value of (Sig.)  $\geq 0.05$ , then  $H_0$  is accepted (not significant).

Based on the calculations in Table 7 above, a significant value of 0.000 is obtained, which is less than the probability of 0.05 or can be written  $0.000 < 0.05$ . So it can be concluded that  $H_0$  is rejected, which means that there is an influence of the leadership of the principal (X2) on improving the quality of education (Y) in Modern Islamic Boarding School High School, East Serang Regency. Furthermore, the value of the relationship/correlation and the percentage of the influence of the principal's leadership (X2) on improving the quality of education (Y) in the Modern Islamic Boarding

School East Serang Regency can be seen in Table 8. Based on the calculations in Table 8 below, the relationship value is obtained /correlation (R) or  $r_{yx}$  2 of 0.733 and the percentage or coefficient of determination (R Square) is 0.538 which implies that the influence of the independent variable of school principal leadership (X1) on the dependent variable of education quality (Y) is 53.8%.

**Table 8. Summary Model of Simple Linear Regression Test Analysis of the Effect of Principal Leadership (X2) on Improving Education Quality (Y).**

Summary models				
Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	,733 <sup>a</sup>	,538	,522	5,485
a. Predictors: (Constant), X <sub>2</sub>				

6. The Influence of HRM and Principal Leadership on Education Quality

Multiple regression analysis of the effect of human resource management (X1) and school principal leadership (X2) on improving the quality of education (Y) at the Modern Islamic Boarding School East Serang District can be seen in Table 9. Based on Table 9 below, the calculation of the equation formula multiple regression is  $\hat{Y} = a + bX_1 + cX_2$ , then the multiple regression equation is obtained as follows.

$$\hat{Y} = 21,895 + 0,432X_1 + 0,394X_2$$

**Table 9. Coefficients of Multiple Regression Test Analysis of the Influence of Human Resource Management and Principal Leadership on Improving Education Quality**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	std. Error	Betas		
1	(Constant)	21,895	13.186		1,661	,108
	X <sub>1</sub>	,432	,174	,448	2,483	,019
	X <sub>2</sub>	,394	,183	,388	2,150	,040
a. Dependent Variable: Y						

From the multiple regression equation above, it can be interpreted that the consistent value of the variable quality of education (Y) will on average change by 0.432 for every 1% change in human resource management (X1) and the quality of education (Y) will change on average by 0.394 for every 1% change in principal leadership (X2). The regression coefficient is positive so that it can be said that the influence of human resource management (X1) and school principal leadership (X2) on improving the quality of education (Y) is positive. Then a hypothesis test was carried out which function was to find out whether there was an influence of human resource management (X1) and school principal leadership (X2) on improving the quality of education (Y) for SMA East Serang District. The hypothesis proposed in this multiple regression analysis is:

H<sub>0</sub>: There is no significant positive effect of human resource management (X<sub>1</sub>) and school principal leadership (X<sub>2</sub>) on improving the quality of education (Y) in Modern Islamic Boarding School Senior High School, East Serang District.

H<sub>a</sub>: There is a significant positive effect of human resource management (X<sub>1</sub>) and school principal leadership (X<sub>2</sub>) on improving the quality of education (Y) in Modern Islamic Boarding School Senior High School, East Serang District.

There are two ways of making decisions:

1. Based on the significance value of the Anova output
  - If the value (Sig.) < 0.05 , then H<sub>0</sub> is rejected (significant).
  - If the value of (Sig.) ≥ 0 .05 , then H<sub>0</sub> is accepted (not significant).
2. Based on a comparison of calculated F values with F tables
  - If F<sub>arithmetic</sub> > F<sub>table</sub> , then H<sub>0</sub> is rejected.

- If  $F_{count} \leq F_{table}$ , then  $H_0$  is accepted.

Based on the significance value of the ANOVA output in Table 10 below, a significant value of 0.000 is obtained which is less than the probability of 0.05 or can be written  $0.000 < 0.05$ . So it can be concluded that  $H_0$  is rejected, which means that there is an influence of human resource management ( $X_1$ ) and school principal leadership ( $X_2$ ) on improving the quality of education ( $Y$ ) in Modern Islamic Boarding School Senior High School, East Serang District.

**Table 10. School Principal Leadership on Improving Education Quality**

ANOVA <sup>a</sup>						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1208,850	2	604,425	23,548	,000 <sup>b</sup>
	residual	744,369	29	25,668		
	Total	1953,219	31			
a. Dependent Variable: Y						
b. Predictors: (Constant), $X_2$ , $X_1$						

Based on a comparison of the calculated F value with F table, it is obtained that the calculated F value is 23.548 in Table 10 above. For F table obtained from the formula  $F_{table} = (k; nk)$ , where k is the number of independent variables (X) and n is the number of research samples, the value of F-table (2; 30) = 3.32 is obtained. Because  $F_{count}$  is 23.548 > F-table 3.32, it can be concluded that  $H_0$  is rejected, which means that there is an influence of human resource management ( $X_1$ ) and the leadership of the principal ( $X_2$ ) on improving the quality of education ( $Y$ ) in Modern Islamic Boarding School High School East Serang District. Furthermore, the value of the relationship/correlation and the percentage of influence of human resource management and school principal leadership on improving the quality of high school education can be seen in Table 11 below:

**Table 11. Summary Model of Multiple Regression Test Analysis the Influence of Human Resource Management and Principal Leadership on Improving Education Quality**

Summary models				
Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	,787 <sup>a</sup>	,619	,593	5,066
a. Predictors: (Constant), $X_2$ , $X_1$				

Based on the output of Table 11 above, it is obtained that the value of the relationship/correlation (R) or  $R_{yx1x2}$  is 0.787 and the percentage or coefficient of determination (R Square) is 0.619 which means that the influence of the independent variables (HR and school principal leadership) on the dependent variable (quality of education) is 61.9%.

## Discussion

### Level of Achievement of Human Resource Management Respondents

The results showed that the level of achievement of respondents in human resource management at the Modern Islamic Boarding School in East Serang District was 86.7%. These results indicate the implementation of human resource management with a very good category. These results were obtained from the Assa'adah Modern Islamic Boarding School High School with an average score of 108.45 having a respondent achievement level value of 86.8% indicating a very good category and Al Ma'arif Modern Islamic Boarding School High School with an average score of 108.17 having the value of the respondent's achievement level of 86.5% indicates a very good category. The results of the research observation that the Modern Islamic Boarding School of East Serang Regency has carried out a program for organizing and developing teacher human resources well in collaboration with the human resource management section of the Foundation. The organizing and development program has an impact on the quality of teachers in the learning process in the classroom. This is because the management, knowledge and skills obtained by the teachers from the program for organizing and developing human resources are applied to the learning process by facilitating classroom facilities and infrastructure for learning activities. According to Masram and Mu'ah (2015: 103), human resource management will refer to the management function in carrying out planning, organizing, staffing, leading and controlling processes. When these functions are carried out properly, they will provide a good category for the implementation of human resource management in institutions.

#### *Level of Attainment of Respondents Principal Leadership*

The results showed that the level of achievement of the principal leadership respondents at the Modern Islamic Boarding School in East Serang Regency was 87.2%. These results show the implementation of school principal leadership in a very good category. These results were obtained from the Assa'adah Modern Islamic Boarding School High School with an average score of 109.70 having a respondent achievement rate of 87.8% indicating a very good category and Al Ma'arif Modern Islamic Boarding School High School with an average score of 107.67 having the value of the respondent's achievement level of 86.1% indicates a very good category. The results of the research observations show that the Modern Islamic Boarding School in East Serang Regency has carried out the principal's leadership program well. The school principal's leadership that goes there is to carry out its leadership functions such as, making innovation programs, and improving student management in school culture and discipline. The principal's leadership there is formed with traits that provide a sense of comfort to all school members until finally the implementation of the principal's leadership is well implemented. According to Novianty Djafri (2017: 10), the role of the principal as a leader is to adapt his behaviours to his environment and communicate related to how to convey his messages so that others can understand them properly and clearly. The appropriate leadership role of the principal can encourage, direct and motivate individuals or groups to work together.

#### *Level of Attainment of Respondents Quality of Education*

The results showed that the level of education quality respondents at Modern Islamic Boarding Schools in East Serang Regency was 89.3%. These results indicate the implementation of the quality of education in a very good category. These results come from the Assa'adah Modern Islamic Boarding School High School with an average score of 111.15 having a respondent achievement rate of 88.9% indicating a very good category and Al Ma'arif Modern Islamic Boarding School High School with an average score of 112.50 having the value of the respondent's achievement level of 90% indicates a very good category. The result of the research observation is that the Modern Islamic Boarding School in East Serang Regency has implemented a program to improve the quality of school education properly. The quality of education that has been formed there has gone through a long journey. The consistency carried out by the principal in carrying out the leadership and human resource management functions there are several key factors in the process of realizing this excellent quality of education. According to Muhammad Fadhli (2017: 1), the quality of education is an important part of the entire educational process in schools and efforts to improve the quality of education are tasks that need to be carried out throughout the educational journey. This is because the quality of education is something that is global and dynamic and develops according to the times.

#### *The Influence of Human Resource Management on Education Quality*

The results of the study show that there is a positive relationship and a significant influence between human resource management on improving the quality of education in SMA at Modern Islamic Boarding Schools in East Serang District. Based on the simple linear regression equation model obtained, namely  $\hat{Y} = 33.579 + 0.721X$ , it shows that the consistent variable of education quality (Y) is 33.579 which is positive, meaning that for every 1% addition of the value of human resource management (X1), the value of increasing the quality of education (Y) will increase by 0.721. Therefore, it can be said that the higher the level of human resource management implementation, the higher the quality of education will be. Vice versa, if there is a decrease in human resource management, there will also be a decrease in the quality of education as well. The magnitude of the influence of human resource management on improving the quality of education is 55.8%, and the remaining 44.2% is influenced by other variables not included in this study. This is in line with research conducted by Putri et al (2022), which states that the current quality of high school education is due, in part, to human resource management factors where human resource management in schools will affect the organizational process related to organizational implementation so that it will have an impact on education quality. According to Siti Aimah et al (2021), it is also in line with the results of the research conducted which shows that there is a positive and significant influence between human resource management and the quality of education. According to Hasibuan (2020: 15), the existence of human resource management can cause the workforce to be capable, capable, skill, have the will and sincerity to work effectively and efficiently. Besides that, according to Masram (2015: 146), with human resource management, the grouping and division of tasks among members of the organization will be clear. This is also supported by Hardjito's opinion in Karebet (2002: 129), the existence of human resource management makes it easy for members of the organization to achieve their organizational goals. So that the implementation of good and high human resource management in educational institutions will make it easier for teachers to be able to carry out their functions as optimally as possible in accordance with the requirements needed in their work and standardized in their activities.

#### *The Effect of Principal Leadership on Education Quality*

The results of the study show that there is a positive relationship and a significant influence between the principal's leadership on improving the quality of education in SMA at the Modern Islamic Boarding School, East Serang District. Based on the simple linear regression equation model obtained, namely  $\hat{Y} = 30.391 + 0.746X$ , it shows that the consistent variable of education quality (Y) is 30.391 which is positive, meaning that for every 1% addition of the school principal's leadership value (X<sub>2</sub>), the value of improving the quality of education (Y) will increase by 0.746. Therefore, it can be said that the higher the leadership level of the principal, the higher the quality of education will be. Vice versa, if there is a decline in the leadership of the school principal, there will also be a decline in the quality of education. The magnitude of the influence of the principal's leadership on improving the quality of education is 53.8%, and the remaining 46.2% is influenced by other variables not included in the study. This is in line with research conducted by Sari et al (2021), which states that the quality of high school education is the responsibility of the principal for the success of its improvement in school. Principal leadership is related to the implementation of tasks and human relations. According to Hasrian a Amrin (2020), it is also in line with the results of the research conducted which shows that there is a positive and significant influence between the leadership of the school principal and the quality of education. The quality of education conveyed by Djaman Satori from the view of Naronha and Garvin in Asrohah Hanun (2015:20), that the quality of education in schools can be measured as a function of the quality of the input of students as indicated by the potential of students, the quality of the learning experience as indicated by the professional abilities of teachers, the quality of the use of learning facilities, and school culture which is a reflection of the quality of the principal's leadership. According to Muhadi Zainuddin (2002: 1), school culture formed by good school principal leadership will lead to a quality work culture, so efforts to optimally improve the quality of education will be achieved as expected. According to Turney et al (1992:46), the principal's leadership process will also inspire educators and educational staff to produce their innovation and creativity in carrying out their duties.

#### *The Influence of Human Resource Management and Principal Leadership on Education Quality*

The results of the study show that there is a positive relationship and a significant influence between human resource management and school principal leadership on improving the quality of education in the Modern Islamic Boarding School High School, East Serang District. Based on the simple linear regression equation model obtained, namely  $\hat{Y} = 21,895 + 0,432X_1 + 0,394X_2$  shows that the consistent variable variable quality of education (Y) will on average increase by 0.432 for every 1% addition in the value of human resource management (X<sub>1</sub>) and increase by 0.394 for each 1% addition in the value of school principal leadership (X<sub>2</sub>). The magnitude of the influence of human resource management and school principal leadership on improving the quality of education is 61.9%, and the remaining 38.1% is influenced by other variables not included in this study. This is in line with research that has been conducted by Abrori, Muhammad, and Muali, Chusnul (2020), which states that leadership is the most important and urgent variable in efforts to create or realize quality human resources and education so that it will have implications for both increasing education quality. The success of schools in improving the quality of school education is strongly influenced by the competency and leadership capacity of the principal in managing human resources as actors or operational executors of tasks in schools. As previously stated by Djaman Satori, the quality of education in schools can be measured using the function of the quality of student input as indicated by the potential of students, the quality of the learning experience as indicated by the professional abilities of teachers, the quality of the use of learning facilities, and school culture which reflects the quality of leadership headmaster. Teacher professional ability is part of human resource management. If human resource management and school principal leadership have good criteria, it will have an impact on improving the quality of good education as well.

#### **4. Conclusion**

Based on the results of research and discussion both theoretically and empirically about the influence of human resource management and school principal leadership on improving the quality of education in Modern Islamic Boarding Schools in East Serang District, the following conclusions can be drawn: First, the level of achievement of respondents to resource management The human population at the Modern Islamic Boarding School in Serang Regency is 86.7% which indicates a very good category. Second, the level of achievement of the respondents on the leadership of the principal at the Modern Islamic Boarding School in Serang Regency was 87.2% which indicated a very good category. Third, the respondent's level of achievement on the quality of education at Modern Islamic Boarding School Serang Regency is 89.3% which indicates a very good category. Fourth, there is a significant positive influence between human resource management and education quality, namely by rejecting Ho because the value is because the significance value is  $0.000 < 0.05$ . The influence of human resource management on the quality of education is 55.8%. Fifth, there is a significant positive influence between the principal's leadership and the quality of education, namely by rejecting Ho because of the value because the significance value is  $0.000 < 0.05$ . The influence of the principal's leadership on the

quality of education is 53.8%. Sixth, there is a significant positive influence between human resource management and school principal leadership together on the quality of education, namely by rejecting  $H_0$  because the value is because the significance value is  $0.000 < 0.05$  and  $F \text{ count } 23.548 > F\text{-table } 3.32$ . The influence of human resource management and principal leadership on the quality of education is 61.9%.

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