Innovative Leadership Management: The Pattern of School Quality Development at SMP Muhammadiyah 2 Inovasi Malang

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ARTICLE INFO	ABSTRACT
  	This study aimed to examine innovative school leadership management to improve school quality. Innovation strategies in school leadership include the promotion of the work ethic of human resources, implementing the curriculum, learning methods and media, and school facilities and infrastructure. This research was conducted by direct field observation at SMP Muhammadiyah 2 Inovasi, Malang, thus involving in-depth interviews and repeated comments. In addition, this research applied a qualitative approach with descriptive analysis to comprehensively describe the object of study. The results showed that school management based on innovation to improve school quality had proven successful. In the end, the school experienced an increase in the number of enrolled students and academic and non-academic achievements. Moreover, the number of graduates who continued to a higher level doubled.

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Introduction

The modern era demanded a transformation in the field of education, including the management aspect of the principal's leadership. In Indonesia, for example, several reports from mainstream media have found gaps in the management of Islamic education (Sahin, 2018). One of the reasons was that the school's leadership capital was not strong enough to bring innovation to make the schools they lead well-qualified. Other gaps started from teachers, management, facilities, curriculum, etc. However, the principal's leadership model was the leading cause of the gap. The principal was the spearhead of the school itself (Brooks & Mutohar, 2018; Nurabadi et al., 2021; Hidayat & Wulandari, 2020).

The development of educational institutions, especially Islamic educational institutions, was progressing rapidly (Aquino et al., 2021). This could be seen from the number of Islamic schools or madrasas that had achieved academic and non-academic achievements at various levels (Muhsin & Ahmad, 2019). Muslims were starting to rise and were aware of the importance of advanced and superior education since superior education would produce a generation that could compete in the modern era (Abdullah, 2019; Ahmad & Rochimah, 2021). In addition, it could also be seen through many conglomerate communities or the upper middle class who put their children to Islamic educational institutions, ranging from early to higher education. It showed that Islamic educational institutions had started to rise and were able to face the flow of globalization with the spirit of working hard and tirelessly (Saputra et al., 2020).

This situation was certainly different from the situation in 1984, where Muslims tended to lag behind in education. Based on research conducted by Ahmad Tafsir in 1984, Islamic schools were still left behind Catholic schools. Of course, it was only general or just average because there were also Islamic schools that could compete or become favorites and were even prestigious at a national level. However, even then, that was not much (Ommaya, 1995). The measurement used to determine the quality of schools was the number of graduates who continued to higher education. After further research, it turned out that the cause that lowered the rate of Islamic schools was school management, principals, and that Islamic school teachers who did achieve national education quality standards (Alkouatli, 2018).

The current situation is different from the New Order era. It turns out that Muslims are aware of their setbacks and are trying to catch up with them in various ways along with the times. For example, regarding education, Muslims continue to improve themselves and learn from their mistakes to catch up. Especially in Islamic educational institutions, Muslims have fixed all lines of problems that exist in educational institutions so that Islamic educational institutions are ready to move forward and compete globally (Huda, Muawanah, et al., 2020). This can be seen from the emergence of new schools that get achievements and attract public interest to put their children in these Islamic educational institutions. Among the Islamic educational institutions that have been able to have lunch are MAN Insan Cendikia Serpong, Banten, MAN 3 Malang, Malang, MAN Model in various places, MTsN 1 Malang, MTs Surya Buana Malang, Islamic educational institutions Hidayatullah and Sabilillah Malang, SD Muhammadiyah Sapen Yogyakarta, SD Muhammadiyah

Samarinda, and many others. It is one of the indications that Muslims are starting to rise and move forward.

Leadership is essential in an educational institution because it is a direction and goal (The Wallace Foundation, 2013). The leadership quality of the principal plays a critical role in running the school because it is the principal who determines policies, regulations, discipline, and others that are strategic and innovative. The principal decides whether the school has good quality or not. Effective principal leadership can be demonstrated by the ability to innovate and strategy in reading situations and conditions related to the work climate in an organization (Alammar, 2015). For example, with the high and low rate of absenteeism from subordinates at work, the number of employees who ask to quit, the quiet work discipline of employees, the high and low productivity of employees, and the number of complaints from employees, both openly and secretly.

The success of the principal's leadership as an educational institution requires a leader, manager, and administrator who can make changes and maintain the school's sustainability. Madrasas principals are necessary to optimize all madrasas resources that contribute to improving the quality of education in madrasas (Sunaengsih et al., 2019). Furthermore, the success of schools in carrying out their educational aspects depends on the leadership strategy of the principal in running their organization in educational institutions or schools. The principal, as the leader of the educational institution unit, is the manager of existing resources in the school and the implementer of the concept of leadership (Wibowo & Saptono, 2017). If the principal's leadership is successful and able to make changes in such a way and can optimize the school's existing resources, then the school will run more advanced and of high quality. It is possible that the school could become a leading school at the national level.

Schools that are high quality and become excellent also face problems and obstacles. However, how can the principal's persistence be tested to make changes in all elements to make the school superior? It is where the readiness and leadership quality of the principal in running the organization must be able to face obstacles, problems, and conflicts so that the organization can still exist (Farah, 2013). To face challenges in the world of organizations, how do leaders innovate to adapt to the conditions of the times while reading, running, and anticipating the possibilities of all the obstacles they will face to achieve their goals? Furthermore, the task of a school principal is not only in management (organizing and managing) and administration, as happened in a backward school, but also in building motivation and work initiatives to work orientation (providing instructions to teachers, emphasizing the importance of carrying out tasks well, instilling confidence in subordinates in carrying out the work) (Everard et al., 2004). This is where the innovation ability of the principal, with all the power, ability, knowledge, and experience of a principal, is tested.

Principals are successful if they understand the school's existence as a complex and unique organization and can carry out the principal's roles as someone responsible for leading, acting, and making changes (Msila, 2011). It is complex and unique. Schools, as organizations, require a high level of coordination. It isn't

effortless because school is an organization in which various dimensions are interrelated and mutually determine each other. The unique nature shows the school as an organization with specific characteristics other organizations do not share. The success of a school is a reflection of the success of every principal's innovation. The success and failure of subordinates are a direct reflection of the success or failure of a leader. Even research about successful schools in New York shows that you will never find a good school led by a low-quality principal (Hartinah et al., 2020). Good schools will always have good principals who can innovate and are ready to face all risks from the causes they do. Thus principal must be responsible for all actions taken by subordinates.

Based on data from the Ministry of Education and Culture (*Kementerian Pendidikan dan Kebudayaan*/Kemendikbud), there were 208,000 school principals in Indonesia. However, information from the Institute for the Development and Empowerment of Principals (*Lembaga Pengembangan dan Pemberdayaan Kepala Sekolah*/LPPKS) stated that the appointment of school principals by regional heads had not fully complied with the provisions of the Ministry of Education and Culture. Only 275 districts or cities followed the design of the Ministry of Education and Culture for the preparation of school principals. Even Muhammad Hatta, the Head of the Center for Educational Personnel Development of the Ministry of Education and Culture, said, "principals or supervisors still tend to carry out administrative tasks. In fact, leadership in learning was needed so that education services in each school run according to standards" (*Kompas*, April 4, 2015). To make a school that can provide educational services according to standards, it takes a qualified principal who can create strategies and innovations to face all problems and challenges of the times.

Strategy is a plan that contains a comprehensive way and integrates all available resources and capabilities to work and strive for long-term goals to win the competition. Strategy is a powerful and unavoidable management instrument for survival, inning the match, and growth and development (Yildiz & Selim, 2015). School strategy describes the methods and approaches used to achieve strategic objectives. In determining a strategy, whether for an organization that has written or verbal directions and goals, it is necessary to pay attention to various things, including the ability of human resources and budget. Therefore, herein lies the principal role in determining strategic steps to bring changes to win the competition (Felisardo et al., 2019).

Principals must have skills, knowledge, and training in diagnosis and application to understand change. Leaders must identify problems, analyze them and implement the result (Torii & Carmen, 2013). Even the strategies that must be considered to win the competition, one of the main focuses is understanding the position and movement of competitors; *First*, who should be the target of the school's competitors and what steps should be taken; *Second*, what is the competitor's strategic move and how seriously must it be considered and what must be strengthened to face competitors; and *Third*, what to do to avoid an emotional response that can ultimately win the competition. Therefore, once the school has decided how the school is going to be managed, consistency is needed. The three

components above are processes that must be carried out by a school principal on how he will innovate in all lines of academic life or institutions.

The principal's innovations affect the environment, subordinates, school activities, learning models, and even up to the example. Schools that can compete are schools led by innovative principals (Wibowo & Saptono, 2017). As a leader in school, the principal must be aware that leadership success is strongly dependent on and influenced by all school members (Jayanti & Senam, 2017). Therefore, the principal plays an important role and is a part of success or failure. The principal must be able to understand and deal with various problems, then deal with them quickly and appropriately, be open to receiving suggestions and criticism, and accept constructive renewal ideas.

It is in line with what happened at SMP Muhammadiyah 2 Innovation, Malang, which was led by a leader who was able to change the condition of his school for being better. The school only got two new students in the 2010/2011 school year. However, in 2010, the school principal changed and was continued by a new leader. The results were extraordinary with the changes that occurred, marked by an increase in the number of students from year to year. In the first academic year, the school accepted 18 students, then got 38 students in the 2nd year, then got 58 students in the 3rd year, then got 80 students in the next 4th year, so until now, the number of students who entered each each year is about 75-80 students. Initially, this school was challenging to compete with other schools. Now it has overgrown and can compete, its graduates continue to higher education levels.

In addition, the new school principal made some policies. The first was that teachers should focus on teaching only at SMP Muhammadiyah 2 Inovasi Malang and should not hold concurrent teaching positions in other schools. The second was that teacher salaries are increased so that teachers could work enthusiastically and that their discipline was emphasized and should be accompanied by a sense of sincerity and struggle, constructing new buildings, involving teachers for training, and re-training teachers who were considered less qualified (Interview with the Principal). Moreover, SMP Muhammadiyah 2 Inovasi had been used as a reference for comparative studies of 80 junior high school principals throughout West Java, as reported by the *Malang Post*, August 10, 2016 edition. It was inseparable from the struggle of a leader who served to successfully change the school's management to be of high quality.

Research Method

This research used a qualitative approach. The type of research, in this case, was a case study. A case study is a comprehensive description and explanation of various aspects of an individual, a group, an organization (community), a program, or a social situation. Therefore, the researcher collected complete information using various data collection procedures based on predetermined time (Arikunto, 2006). A case study is a suitable strategy to answer the research questions regarding how or why events should be investigated in real-life contexts (Dwiyogo, 2018).

Data collection techniques applied in this research were interviews, observation, and documentation. In this case, the researcher observed directly and

recorded events of change that took place from time to time during the school leadership. The primary interview informants were the principal, teachers, employees, and other staff as the primary and additional data. The observation was done by observing the phenomenon in the object of research. Researchers observed patterns of management, organization, learning activities, and the completeness of school facilities and infrastructure. Data collection, then documentation, was defined as an effort to obtain data and information in the form of written notes or images stored related to the problem under study. The data obtained were from schoolmaster documents, policy data, curriculum, learning tools, student data, a list of facilities and infrastructure, and photographs.

The data analysis began with examining the available data sources from various sources that have been obtained, then continued by carrying out data reduction, which is done by making abstractions, compiling in the form of data presentation units, then categorizing according to the order to be concluded temporarily, and checking the validity of the data (verification).

Results and Discussion

Educational innovation is a process that must be carried out continuously to face ever-changing life and, at the same time, solve academic problems (Guzman & Jaillier-Castrillon, 2021). The innovation process is divided into three stages: producing, evaluating, and implementing ideas. Experts in the field of innovation assumed that innovative behavior consisted of two stages; the stage of idea generation (initiation) and implementation (Zimmerman & Moylan, 2009). As the data obtained, innovation of educational institutions or schools at SMP Muhammadiyah 2 Malang This innovation was realized due to the seriousness of the principal, who had ideas and implemented ideas and dared to take risks to make changes to revive the spirit of developing school quality so that they could compete with other schools (Raihani, 2017). Previously, the quality of schools was in a state of decline from year to year until its peak in 2010 only two students were enrolled. After the new leader's appointment, many ideas and changes were made to improve the quality of the school again.

Udin Saefuddin expressed that educational innovation was essential and needed to be carried out continuously from time to time due to changing and uncertain times, conditions, social, and nature. Educational innovation was carried out to meet modern times' demands and adapt to evolving requirements (Sugiyono, 2016). Hasbullah also said that education reform is a new response to educational problems. The main task of educational reform is to solve the problems encountered in the world of education, both conventionally and in innovative ways (Janíková & Kowaliková, 2017).

The strategies and steps for educational innovation carried out by school principals were as follows; Spiritual methods had a meaning to achieve the goals of social change determined by the help of the spiritual dimension (spirit, divinity). The spiritual dimension was always directly related to the divine reality, God the Almighty (*tawhid*). The trick was that the principal invited his subordinates or staff

to make social changes together by understanding and to internalize His attributes in living life according to Allah's instructions and imitating Allah's Apostle and sincerely whose goal was to get Allah's pleasure (Munifah et al., 2019)Therefore, doing work as teachers and employees in schools is not solely because of material needs, but because of God's command to convey knowledge and educate generations to become people who have faith and purity and can master technology.

Table. 1
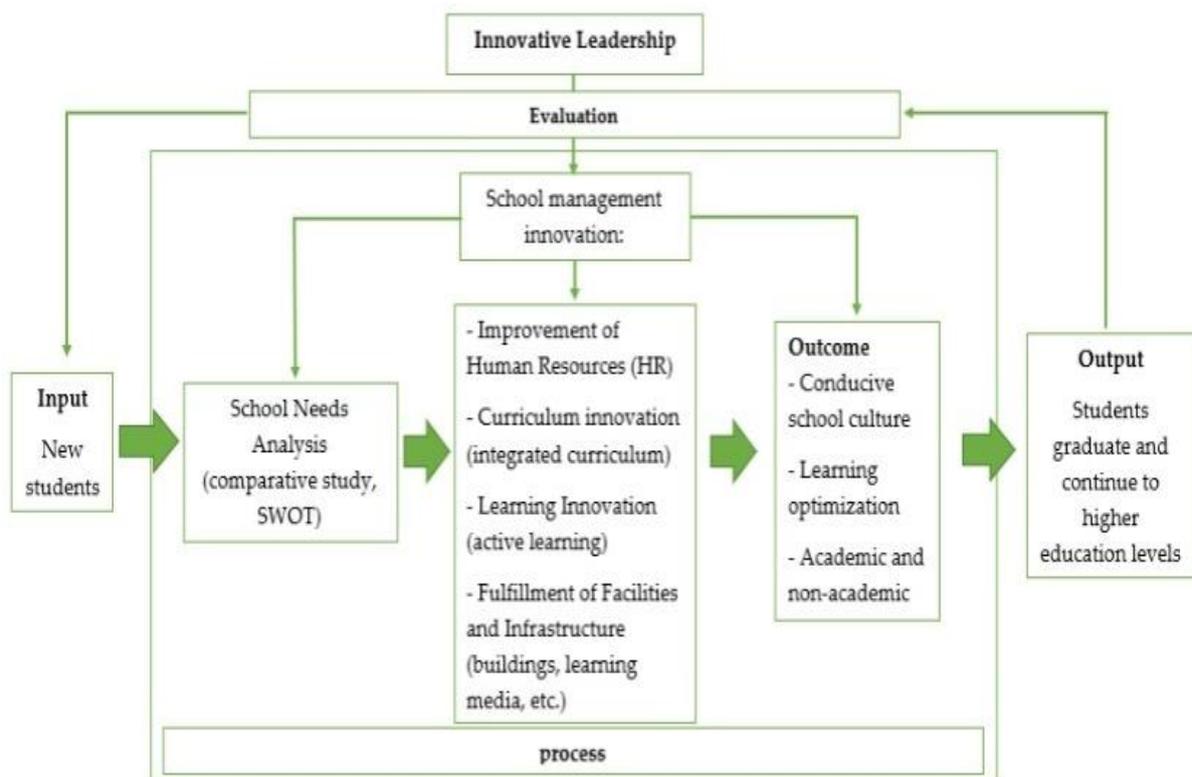
Facilitative strategies mean that to achieve the goals that have been determined, the provision of facilities is prioritized so that the social change program will run efficiently and smoothly. The principal of SMP Muhammadiyah 2 Innovation Malang has tried to provide school facilities and infrastructure in various ways and experiences to meet school needs. Previously, SMP Muhammadiyah 2 Inovasi Malang only had 2 locations for infrastructure (buildings) for classrooms and a teacher's office, which was outdated and in disrepair. As the latest data in the field, Muhammadiyah Middle School has classrooms, library rooms, laboratory rooms, educator rooms, administrative rooms, educational equipment, and educational media in technology information, books, and the like.

This refers to government regulation or the minister of education and culture, number 19 of 2005 article 42 point 1, that every education unit must have facilities which include furniture, educational equipment, educational media, books, and other teaching resources, consumables, and other equipment—needed to support an orderly and continuous learning process. Furthermore, Article 42 point 2 adds that every education unit is required to have infrastructure which includes land, classrooms, an education unit leadership room, educator room, administration room, library, laboratory, workshop room, production unit room, canteen, power and service installations, sports venues, places of worship, places to play, places to be creative, and other areas needed to support an orderly and continuous learning process.

Improving the Quality of Human Resources

Teachers act as managers of the teaching and learning process, act as facilitators who create teaching and learning conditions, develop learning materials well, and improve students' ability to receive lessons (Huda, Muawanah, et al., 2020). To enhance competence and change functions and make teachers facilitators, motivators, mediators, counselors, and evaluators, it is necessary to develop different qualities, such as attending courses, training, workshops, and lectures to a higher level and other activities related to improving education. Data found at SMP Muhammadiyah 2 Inovasi Malang shows that the principal told teachers always to attend training activities, workshops, and courses held by institutions (universities), city education offices, and central government agencies.

The principal required all teachers to attend workshops to improve skills and hone teacher knowledge (Huda, Tsani, et al., 2020). The teacher's role eventually changed from being a source of expertise to becoming a facilitator, motivator, mediator, and so on. This was in line with what was expressed by Usman, that the teacher acted as a manager of the teaching and learning process, acted as a facilitator who created teaching and learning conditions, developed lesson materials well, increased student's ability to receive lessons (Brooks & Mutohar, 2018). Previously, principals used a persuasion strategy. Persuasive strategies (persuasive strategies), which means to achieve social change goals by persuading or seducing so that the target of change or the client would follow the planned social change. Principals using a persuasion strategy by becoming a teacher at Muhammadiyah Junior High School Innovation should be focused, loyal, and not allowed to be a teacher in other schools. Then the principal provided a guarantee in the form of an increase in salary to the Malang City Average Minimum Wage so that their needs were fulfilled. This is in line with Maslow's Hierarchy of Needs (Lafrarchi, 2020) which includes physiological conditions, security & safety, self-esteem, social, and self-actualization.

The 2013 design curriculum and school culture curriculum of the day school is a clear path traversed by educators or teachers who train people to develop their knowledge, skills, and attitudes (Sagala et al., 2019). The 2013 curriculum is a form of the latest curriculum innovation as an answer to an increasingly modern world and increasingly sophisticated technology and learning media. In the 2013 curriculum, the learning models have changed and varied, such as active learning, cooperative learning, discovery learning, quantum, independent, and so on, all of which are student-centered (student center) (Maxwell et al., 2004). The curriculum applied at SMP Muhammadiyah 2 Inovasi Malang is the 2013 curriculum. The 2013 curriculum is a character and competency-based curriculum that was born as a form of innovation and answered the problems faced by the world of education. As a follow-up to the character-based program, SMP Muhammadiyah 2 Inovasi Malang also created a school culture curriculum or full-day school. In the school culture curriculum or full-day school, material for practicing characters of daily life is taught, such as morals, etiquette, manners, worship practices, mental spirituality, and others.

Improving Learning Strategies

Learning functions equip students to access various information needed in learning (Ghavifekr & Rosdy, 2015). The learning model used by teachers at SMP Muhammadiyah 2 Innovation Malang was no longer the classic method. They have already applied the latest learning method. In the newest learning theory, the function of the teacher was to equip students to select the information needed. In the used learning model there were several learning models that researchers found. The latest learning methods include active learning, cooperative learning (Tran et al., 2014), discovery learning, and quantum and independent learning. The form of education was "student-centered" implemented through active, independent, cooperative, and collaborative learning. Students were not treated according to their wishes, but they should be functional, creative, and developing students. This learning model was based on the statement of Confucius 2400 years ago, "what I heard, I forgot; what I see, I remember; what I do, I understand (Sharma, 2018).

Furthermore, learning is not only in the classroom and outside the classroom/school environment. Learning outside the classroom is the application of learning materials taught in the school that are character-building. Therefore, for the material to be understood by students, it must be done in the form of practice or experience in the surrounding environment. Learning outside the classroom includes worshiping activities (*Dhuha*, *Dzuhur*, and *Ashar* prayer). Learning outside the classroom is the application of several subject matters, such as social studies, Civic Education, Islamic Education, and Muhammadiyah.

Impact of Innovation on Graduates

Innovation in education can have several positive impacts on schools and students. Some potential benefits of innovation in schools include: First, improved student learning: Innovation can help students learn more effectively and retain information longer. For example, using technology in the classroom can allow students to access a broader range of information and resources, making learning more interactive and engaging; Second, increased student engagement: Innovation can help keep students engaged and motivated in their learning. For example, incorporating hands-on, project-based learning or using technology in the classroom can help to make learning more interactive and enjoyable for students; Third, enhanced teacher effectiveness: Innovation can help teachers to be more effective in their roles by providing them with new tools and resources to use in the classroom. For example, teachers may use technology to create interactive lessons or assess student progress in real-time; fourth, greater access to education: Innovation can help expand access to education, particularly in underserved or disadvantaged communities. For example, online learning platforms can make education more accessible to students who may not have the opportunity to attend a traditional school. Overall, innovation in education can transform the way that schools operate and students learn, leading to improved outcomes and a more dynamic and engaging educational experience.

Quality in education includes the quality of inputs, processes, outputs, and outcomes (Gull & Shehzad, 2015). The standard measure of the quality of graduates can be seen and assessed from the test scores and the percentage of graduates of SMP Muhammadiyah 2 Inovasi Malang. In addition, there are still things used to determine the quality of schools: how much output or graduates continue and are accepted in quality secondary schools. Graduates at SMP Muhammadiyah 2 Inovasi Malang seem to have passed one hundred percent in the last five years or since the new leadership era of the principal. All students who pass will continue to a higher level, for example, MAN 3 Malang, SMKN in Malang, and so on. Therefore, it shows that SMP Muhammadiyah 2 Inovasi Malang meets the standards for measuring the quality of graduates. It is as expressed by Syaiful Sagala, that is a school can be said to be of quality if school achievement, especially students' achievements, shows high achievement in academic achievement, namely report cards and graduation scores meet the specified standards, have honesty values, piety, and decency, and then have a high responsibility and ability which is manifested in the form of skills by the basic knowledge he received at school (Gillies, 2016).

Innovation is a strategy that must be understood and implemented by every school principal in the face of increasingly fierce competition. Principals who can innovate will be able to win the match and vice versa. If the principal cannot innovate, he will be left behind and not in demand by the community. Likewise, the incident that occurred at SMP Muhammadiyah 2 Inovasi Malang. Before a change of principal in 2010, the condition of SMP Muhammadiyah 2 Inovasi Malang declined yearly, and there was no significant innovation breakthrough. School facilities and infrastructure relied on what they were.

However, school quality improves after the change of principal. The new principal could create new ideas and innovations in all lines of SMP Muhammadiyah 2 Inovasi Malang, from enhancing facilities, human resources, and learning quality to changing the ordinary school system into a whole-day school system. This impacted the quality of graduates and the increase in the number of accepted graduates into their favorite schools. Furthermore, the number of registrants had increased dramatically from year to year. Of course, this is an innovation from the principal and his employees, who previously departed from the ideas he found. Therefore, innovation is an important thing that must be understood and done by every human being engaged in education.

The strategy of the principal of SMP Muhammadiyah 2 Inovasi Malang to improve the school, especially the quality of graduates, was to build strong interpersonal relationships, to keep the minds of employees open to criticism and constructive advice, to maintain a progressive attitude and look forward to the future, to be proud of and appreciate achievements and work, and to accept responsibility and attend training. This can be seen from the data found in the field, for example, in building strong interpersonal relationships by sincerely working, keeping employees' minds open between teachers by including pieces of training, workshops, and so on, as well as providing salary increases for teachers who have high work integrity that does not calculate profit and loss (Firmansyah et al., 2022).

In addition, the principal also improved teachers' abilities by re-training teachers to master-level education. Furthermore, the procurement of learning media in the form of IT learning media technology (technology and information) and optimizing the use of these media. Next is the application of time discipline at work, which is one indicator of a person's success in achieving educational goals. The last is a school promotion activity for elementary schools, both public and private, aiming to introduce SMP Muhammadiyah 2 Inovasi Malang to the public. The strategy adopted by the principal is in line with Sagala's statement that strategy is a comprehensive plan that integrates all resources and capabilities with a long-term goal of winning the competition (Lestari et al., 2019).

Conclusion

Educational institutions or schools at the beginning of their emergence were conservative. In its development, educational institutions must be able to innovate and be ready to make partial or entire changes to face the consequence of the era. For this reason, innovation is the right step to answer the problems and challenges in the modern era. The main aspects of innovation in an educational institution include human resources (teachers and employees), academic curriculum, learning models, learning media, and infrastructure.

SMP Muhammadiyah 2 Inovasi Malang is one of the schools that can carry out various innovations in all lines of school components quickly. His inventions cover these five areas; improving human resources (teachers and employees) by participating in multiple pieces of training, workshops, and courses and lecturing teachers to the Masters level; designing the latest curriculum (2013) by collaborating

with the full-day school curriculum; changing the student-centered learning model; optimization of IT-based learning media and; procurement of school infrastructure facilities to create a comfortable and conducive atmosphere for student learning.

The impact of the innovation made by the principal has produced something extraordinary. The number of students from year to year increases significantly. The achievements obtained continue to grow. The number of graduates is a hundred percent with satisfactory grades and are accepted at their favorite schools in Malang. Even based on news information, SMP Muhammadiyah 2 Inovasi Malang has also become a reference for comparative studies by 80 junior high school principals throughout West Java.

The role of the principal in seeking and improving school quality will determine school quality in the future. All school elements should work together to enhance the quality of a school. The principal has a strategic position and an essential role in triggering all aspects of school organizations. This school, led by an innovative and hard-working principal, will improve its quality and be able to compete. Therefore, principals must make innovative changes in all fields of education to produce quality graduates and compete with other advanced schools.

This simple research seeks to reveal the principal's strategies and tricks in moving teachers and employees to work hard to advance and improve the school. Besides that, it is also a way to improve the quality of graduates and attract public interest in the current context. Therefore, hopefully, this can be continued by other studies.

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