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The Influence of the Principal's Role on the Quality of Education in Madrasah Aliyah throughout Lasem District, Rembang Regency

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Abstract: This study aims to analyze the influence of the principal's role on the quality of education in Madrasah Aliyah throughout Lasem District, Rembang Regency. Madrasahs play a strategic role in shaping academically and religiously outstanding generations; however, the quality of education in the region remains low. The study involved 101 teachers from three madrasahs using a quantitative approach and an ex post facto method. Data were collected through questionnaires measuring the variables of the principal's role and education quality. The analysis results indicate a positive and significant influence between the principal's role and education quality, with a correlation coefficient of 0.717 and a significance value of 0.000 in the ANOVA test. This suggests that the principal's role contributes 51.4% to improving education quality. The administrative role dimension was found to contribute the most, whereas the supervisory role has not been optimally implemented. These findings highlight the importance of effective educational leadership in enhancing the quality of education in madrasahs and the need for managerial strategies that can facilitate sustainable improvements in education quality.

Keyword: Quality of Education, Principal's Role

INTRODUCTION

Madrasah play a crucial role in Indonesia's education system, particularly in shaping a generation that excels in both academics and religious studies. They contribute significantly to character and moral development, offering a balanced education that integrates general knowledge with religious values. The demand for improving education quality continues to be a priority to align with the advancements of the global era, as the rapid development of technology requires students to be well-prepared to compete in the global market. The quality of education in madrasahs is influenced by several factors, including school leadership, teacher quality, curriculum relevance, infrastructure, and the participation of parents and the community.

According (Sallis, 2002) states that quality can be understood in both absolute and relative concepts. In the absolute concept, quality is seen as an uncompromising ideal and a

part of a high standard that cannot be surpassed, often referred to as high quality or top quality. According to (Suryadi, 2017) educational quality is the ability of an educational institution to utilize its resources to enhance learning capabilities optimally. In the context of education, the concept of quality refers to both the educational process and its outcomes. School quality reflects a school's ability to develop dynamic ideas encompassing input, process, output, and outcomes. According (Usman, 2013) states that quality in education encompasses input, process, output, and outcome. Educational input is considered high quality if it is well-prepared for the learning process. A quality educational process is one that fosters an active, creative, enjoyable, and meaningful learning environment. Output is deemed high quality when students achieve strong academic and non-academic performance. Meanwhile, outcome quality is reflected in graduates being quickly absorbed into the workforce, earning fair wages, receiving widespread recognition for their excellence, and ensuring satisfaction among all stakeholders.

Currently, the quality of education in Madrasah Aliyah in Lasem District remains low, as evidenced by the education report cards of three Madrasah Aliyah in the area. According (Peraturan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Nomor 9 Tahun 2022 Tentang Evaluasi Sistem Pendidikan Oleh Pemerintah Pusat Dan Pemerintah Daerah Terhadap Pendidikan Anak Usia Dini, Pendidikan Dasar, Dan Pendidikan Menengah, 2022)in Article 10 that the education profile serves as a basis for improving the quality of educational services and determining education report cards.

The assessment system in the education report is divided into three elements: literacy skills, numeracy skills, and character. According to (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2021) the average scores of the education report for Madrasah Aliyah in Lasem District, Rembang Regency, are presented in the following table:

Table 1. Recapitulation of the Education Report for MA in Lasem District for 2023 and 2024

Code	Indicator	MAN 2 Rembang (2023)	MAN 2 Rembang (2024)	MA Nahdlatul Ulama Lasem (2023)	MA Nahdlatul Ulama Lasem (2024)	MA AI Hidayat Lasem (2023)	MA AI Hidayat Lasem (2024)
A.1	Literacy Skills	93.33	88.89	71.43	84.00	88.89	91.11
A.2	Numeracy Skills	66.67	86.67	57.14	60.00	71.11	77.78
A.3	Character	57.92	56.09	53.92	54.25	59.13	57.01
D.1	Learning Quality	61.95	62.38	58.42	58.45	62.47	62.46
D.2	Teacher Reflection and Learning Improvement	56.20	49.27	51.27	60.03	59.81	55.99
D.3	Instructional Leadership	52.36	46.45	51.97	57.34	54.28	51.99
D.4	School Safety Climate	69.90	69.32	61.94	69.26	72.16	67.12
D.6	Gender Equality Climate	64.63	57.59	71.54	70.01	67.49	58.66
D.8	Diversity Climate	67.77	63.79	66.14	72.69	67.89	66.50
D.10	Inclusivity Climate	56.58	57.04	60.19	56.23	55.78	60.44
E.1	School Community Participation	72.64	60.52	73.48	73.46	81.93	65.92

E.5	School Programs and Policies	57.83	60.26	71.90	73.88	83.27	68.55
Average		64.82	63.19	62.45	65.80	68.68	65.29

The average education report scores of Madrasah Aliyah in Lasem District, Rembang Regency, experienced a decline in two madrasahs. Only one madrasah showed an increase in its average education report score. In general, the average scores of the three madrasahs fall into the moderate category; however, there are still many aspects that require attention. In Indicator A, the main issue lies in Indicator A.3, which is character. In the character indicator, the quality report scores have declined. The implementation of the character indicator is reflected in the *Projek Penguatan Profil Pelajar Pancasila* (Strengthening the Profile of Pancasila Students) program, which consists of the following elements: faith, devotion to God Almighty, and noble character; cooperation (gotong royong); creativity; critical thinking; global diversity; and independence. There are still several issues related to these six elements of the *Profil Pelajar Pancasila*. Among them is the lack of willingness and experience of students in contributing to activities aimed at improving physical and social environmental conditions. Students also lack creativity, as they are less inclined to think differently, apply new ideas to solve problems, and create new works. Additionally, problems were found in the sub-element of independence. Students struggle with reflective planning, emotional management, and self-control. The principals of *Madrasah Aliyah* have not yet been able to function as leaders who focus on the learning process and student outcomes. Their role as educators has not been fully realized, as most principals are preoccupied with administrative duties outside of learning activities. The education report scores of *Madrasah Aliyah* in Lasem District, Rembang Regency, for Indicator D.3 (Instructional Leadership) indicate that principals have not been able to fulfill their roles effectively as instructional leaders. This has an impact on the overall quality of education in the district's *Madrasah Aliyah*.

According to (Rivai, 2014) a school principal plays a crucial role in mobilizing and influencing others. The principal acts as a tool, medium, or process to persuade people to voluntarily take action. Similarly (Mulyasa, 2022) emphasizes that the role of a school principal is vital and the most decisive factor in determining the success or failure of education as implemented by teachers and educational staff. The research conducted by Setiawati (2023) states that the role of the school principal has a positive and significant impact on school quality. Referring to these findings, the role of the principal positively and significantly influences school quality. Therefore, to maximize school quality through the principal's role, efforts can be made by maintaining and enhancing teachers' work motivation through appreciation of their performance and granting them greater trust. Similarly, the study by (Susanti & Abdullah, 2024) also confirms that the principal's role has a positive and significant effect on education quality. This conclusion is based on a positive t-test result, where the calculated t-value (8.180) is greater than the critical t-value (1.653), proving the significance of the principal's influence on education quality.

The role of school principals in Madrasah Aliyah across Lasem District has not been effectively implemented. The principals' busy schedules have hindered their role as educators, preventing them from effectively assisting teachers in planning, conducting, and evaluating the teaching and learning process. Additionally, the role of the principal as a supervisor has not been properly executed. Not all principals plan instructional supervision, and they do not conduct supervision for all teachers. Based on a preliminary survey involving 45 teachers from three Madrasah Aliyah, only 12 teachers (26.67%) received proper supervision services from their principals. Furthermore, after the supervision activities, principals did not conduct evaluations of the supervision results. Only 9 teachers (20.00%) received follow-up actions based on the supervision conducted by the principal. As a result, the learning issues faced by

teachers remain unresolved. The supervision process is also carried out only once a year, primarily as an administrative formality to fulfill reporting requirements rather than to improve the quality of education.

The school principal, as a motivator, needs to create a conducive work culture for both teachers and educational staff. Recognizing teachers' performance through praise or other forms of rewards can enhance their motivation to achieve. However, the principal's role as an innovator has not been effectively carried out, as there is no clear strategy for integrating efforts to seek new ideas and develop innovative teaching models. Additionally, the principal has not maximized efforts to encourage teachers to implement innovative teaching practices. According (Rusyan, 2016) states that in order to acquire skills and expertise, teachers are required to enhance their knowledge, utilize, and master technology, including computers and other technological tools that can be used in the learning process. According to (Munir, 2008) information and communication technology encompasses various aspects involving technology, engineering techniques, and management techniques used in the control and processing of information, as well as its application in the computerization of various aspects of life related to social, economic, educational, and cultural domains.

METHOD

This study employs a quantitative approach with statistical data analysis methods. The type of research applied is ex post facto or non-experimental research, in which the study examines an event that has already occurred and investigates the factors contributing to the event. This research is conducted at three Madrasah Aliyah located in Lasem District, Rembang Regency. The research process spans nine months, starting from September 2024 to May 2025.

The variables examined in this study consist of four main variables. The first variable (X1) is the role of the school principal, while the dependent variable (Y) is the quality of education. The study population includes all teachers teaching at Madrasah Aliyah in Lasem District, totaling 135 teachers from three madrasahs. The sampling technique used is proportionate stratified random sampling. This technique was chosen because the research population has heterogeneous characteristics and is stratified proportionally. From this population, a sample of 101 teachers was determined, with a proportional distribution across each madrasah. To collect the necessary data for this study, an instrument in the form of a questionnaire was used. This instrument was employed to measure the independent and dependent variables studied, namely the role of the school principal and the quality of education. The questionnaire used was closed-ended, where respondents were given a set of statements with pre-determined answer choices. The questionnaire serves as a list of questions designed to gather information on a particular issue or research field.

The collected data were analyzed using a series of statistical analysis techniques. Before hypothesis testing was conducted, data analysis had to meet several requirements, including normality tests, linearity tests, homogeneity tests, and multicollinearity tests. These prerequisite tests aim to ensure that the research data is suitable for further analysis using parametric statistical techniques.

RESULTS AND DISCUSSION

Description of the Educational Quality Variable Data

The educational quality variable consists of 40 statements with five alternative choices. Based on the statistical data in Table 4.1, the class interval can be calculated as follows:

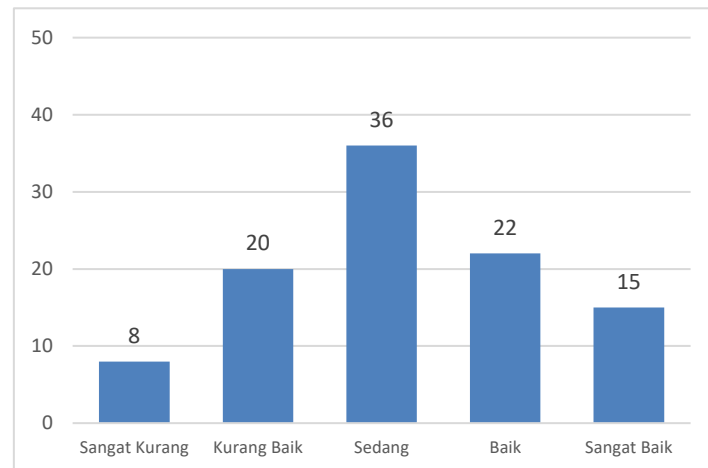
$$\begin{aligned}\text{Class interval} &= \text{range} \div 5 \\ &= 103 \div 5 = 20.6\end{aligned}$$

The frequency distribution of the educational quality variable is presented in the following table:

Table 2. Frequency Distribution of the Educational Quality Variable

No	Interval	F	%	Category
1	90 – 110	8	7.92%	Very Poor
2	111 – 131	20	19.80%	Poor
3	132 – 152	36	35.64%	Moderate
4	153 – 173	22	21.78%	Good
5	174 – 194	15	14.85%	Very Good
Total		101	100%	

The frequency distribution of the educational quality variable is also illustrated in the following diagram:

**Figure 1. Frequency Distribution Diagram of the Educational Quality Variable**

Based on the table and figure above, the educational quality variable of Madrasah Aliyah in Lasem District, Rembang Regency, according to respondents' perceptions, is as follows: 8 respondents (7.92%) rated it as "very poor," 20 respondents (19.80%) rated it as "poor," 36 respondents (35.64%) rated it as "moderate," 22 respondents (21.78%) rated it as "good," and 15 respondents (14.85%) rated it as "very good." The mean value of educational quality is 144.67, which falls within the 132–152 interval. Based on this explanation, respondents' perception of educational quality is categorized as "moderate."

Description of the School Principal's Role Variable Data

The school principal's role variable consists of 42 statements with five alternative choices. Based on the statistical data in Table 4.1, the class interval can be calculated as follows:

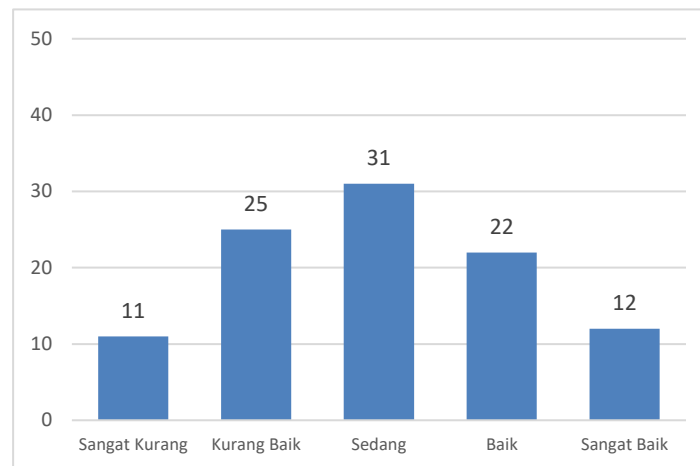
$$\begin{aligned}\text{Class interval} &= \text{range} \div 5 \\ &= 104 \div 5 = 20.8\end{aligned}$$

The frequency distribution of the school principal's role variable is presented in the following table:

Table 3. Frequency Distribution of the School Principal's Role Variable

No	Interval	F	%	Category
1	99 – 119	11	10.89%	Very Poor
2	120 – 140	25	24.75%	Poor
3	141 – 161	31	30.69%	Moderate
4	162 – 182	22	21.78%	Good
5	183 – 203	12	11.88%	Very Good
Total		101	100%	

The frequency distribution of the school principal's role variable is also illustrated in the following diagram:


Figure 2. Frequency Distribution Diagram of the School Principal's Role Variable

Based on the table and figure above, the school principal's role variable at Madrasah Aliyah in Lasem District, Rembang Regency, according to respondents' perceptions, is as follows: 11 respondents (10.89%) rated it as "very poor," 25 respondents (24.75%) rated it as "poor," 31 respondents (30.69%) rated it as "moderate," 22 respondents (21.78%) rated it as "good," and 12 respondents (11.88%) rated it as "very good." The mean value of the school principal's role is 150.02, which falls within the 141–161 interval. Based on this explanation, respondents' perception of the school principal's role is categorized as "moderate."

Factor Analysis of the Educational Quality Variable

Educational quality is measured through three dimensions: the input dimension with 11 statements, the process dimension with 14 statements, and the output dimension with 15 statements. The results of the factor analysis test for the educational quality variable are as follows:

Table 4. Factor Analysis Results for the Educational Quality Variable

Communalities	Initial	Extraction
Educational Quality Input	1.000	0.958
Educational Quality Process	1.000	0.936
Educational Quality Output	1.000	0.985

Extraction Method: Principal Component Analysis.

The communalities table above shows that all dimensions of the educational quality variable have communal values above 0.500, indicating that they can be further analyzed using factor analysis. Based on the table, the dimension that contributes the most to educational quality is the output dimension, with a communality value of 0.985. In contrast, the dimension with the lowest contribution is the process dimension, with a communality value of 0.936. This finding aligns with the background of the study, which highlights issues related to Indicator

D.1 (Quality of Learning) and Indicator D.2 (Teacher Reflection and Improvement of Learning). The quality of learning conducted by teachers has not yet met expectations. Teachers struggle with classroom management, psychological support, and teaching methods. Learning activities fail to create an engaging environment, as most teachers rely solely on lecture-based methods and assignments. Regarding teacher reflection and improvement, efforts to enhance learning quality are sporadic and primarily aimed at task completion. Teachers tend to repeat the same teaching methods without engaging in reflective processes. According to supervision records, out of 135 teachers, only 67 engaged in reflective actions to assess the strengths and weaknesses of their teaching.

Analysis of the Principal's Role Variable Factors

The principal's role is measured through seven dimensions: the educator dimension with eight statements, the manager dimension with four statements, the administrator dimension with eight statements, the supervisor dimension with seven statements, the leader dimension with five statements, the innovator dimension with four statements, and the motivator dimension with six statements. The results of the factor analysis test on the principal's role variable are as follows:

Table 5. Factor Analysis Results of the Principal's Role Variable

Communalities	Initial	Extraction
As an Educator	1.000	.923
As a Manager	1.000	.890
As an Administrator	1.000	.961
As a Supervisor	1.000	.862
As a Leader	1.000	.938
As an Innovator	1.000	.907
As a Motivator	1.000	.926

Extraction Method: Principal Component Analysis.

The communalities table above shows that the dimensions of the principal's role variable have communal values above 0.500, meaning all these variables can be further tested using factor analysis. Based on the table, the dimension that contributes the most is the administrator dimension, with a communal value of 0.961. Meanwhile, the dimension that contributes the least is the supervisor dimension, with a communal value of 0.862. This finding aligns with the problem statement, which explains that not all principals plan learning supervision. Many principals do not conduct supervision for all teachers. Based on a preliminary survey of 45 teachers in three Madrasah Aliyah schools, only 12 teachers (26.67%) received proper supervision services from the principal. Moreover, after supervision activities, the principal did not conduct evaluations of the supervision results. Only nine teachers (20.00%) received follow-ups on the supervision outcomes. This situation leaves teachers' learning problems unresolved. Additionally, supervision is only conducted once a year as a mere administrative activity to fulfill reporting requirements.

Normality Test

In this study, the normality test was conducted using the Statistical Package for Social Science (SPSS) 22 based on probability. The decision-making criteria for the normality test are as follows: If the significance value is greater than the α level (0.05), then the variable data is normally distributed. Conversely, if the significance value is less than or equal to the α level (0.05), then the variable data is not normally distributed.

Normality Test for the Education Quality Variable

The results of the normality test using the One-Sample Kolmogorov-Smirnov test for the

education quality variable are as follows:

Table 6. Normality Test Results for the Education Quality Variable
One-Sample Kolmogorov-Smirnov Test

Education Quality	
N	101
Normal Parameters	
Mean	144.67
Std. Deviation	25.137
Most Extreme Differences	
Absolute	0.061
Positive	0.061
Negative	-0.050
Test Statistic	0.061
Asymp. Sig. (2-tailed)	0.193

Notes:

- Test distribution is normal.
- Calculated from data.
- Lilliefors Significance Correction.
- This is a lower bound of the true significance.

Based on the normality test results in the table above, the Asymp. Sig value for education quality is 0.193. Since the Asymp. Sig value is greater than 0.05, it can be concluded that the data for the education quality variable is normally distributed and meets the regression test requirements. The normality test was also conducted by examining the histogram of the frequency distribution for the education quality variable.

Normality Test for the School Principal's Role Variable

The results of the normality test using the One-Sample Kolmogorov-Smirnov test for the school principal's role variable are as follows:

Table 7. Normality Test Results for the School Principal's Role Variable
One-Sample Kolmogorov-Smirnov Test

School Principal's Role	
N	101
Normal Parameters	
Mean	150.02
Std. Deviation	26.065
Most Extreme Differences	
Absolute	0.059
Positive	0.048
Negative	-0.059
Test Statistic	0.059
Asymp. Sig. (2-tailed)	0.199

Notes:

- Test distribution is normal.
- Calculated from data.
- Lilliefors Significance Correction.
- This is a lower bound of the true significance.

Based on the normality test results in the table above, the Asymp. Sig value for the school principal's role is 0.199. Since the Asymp. Sig value is greater than 0.05, it can be concluded that the data for the school principal's role variable is normally distributed and meets the regression test requirements. The normality test was also conducted by examining the

histogram of the frequency distribution for the school principal's role variable.

Linearity Test

The linearity test aims to determine whether two variables have a significant linear relationship. The criteria for the linearity test are as follows: If the Deviation from Linearity Sig. value is greater than 0.05, it can be concluded that the relationship between the two variables is linear.

Linearity Test of the School Principal's Role on Education Quality

Using SPSS 22, the results of the linearity test for the school principal's role on education quality are as follows:

Table 8. Linearity Test of the School Principal's Role on Education Quality

ANOVA Table	Sum of Squares	df	Mean Square	F	Sig.
Education Quality * School Principal's Role					
Between Groups (Combined)	48,792.768	51	956.721	3.257	.000
Linearity	32,469.793	1	32,469.793	110.538	.000
Deviation from Linearity	16,322.975	50	326.460	1.111	.356
Within Groups	14,393.450	49	293.744		
Total	63,186.218	100			

The results of the linearity test for the school principal's role on education quality show that the Deviation from Linearity Sig. value is 0.356. Since this value is greater than the significance level ($0.356 > 0.05$), it can be concluded that there is a linear relationship between the school principal's role and education quality.

Homogeneity Test

The homogeneity test is used to determine whether the data come from a homogeneous population. To test homogeneity, the **Levene Statistic** formula is used. The Levene test is conducted to examine the homogeneity of variance for education quality based on the school principal's role, education quality based on teachers' ICT competence, and education quality based on organizational climate, with the help of SPSS version 22. The criterion for homogeneity is that if the significance value of the test is **greater than 0.05**, the data are considered homogeneously distributed.

Homogeneity Test of Education Quality Based on the School Principal's Role

The results of the homogeneity test for the education quality variable based on the school principal's role, using SPSS for Windows 22, are as follows:

Table 9. Homogeneity Test of Education Quality Based on the School Principal's Role

Test of Homogeneity of Variances	Education Quality Based on the School Principal's Role
Levene Statistic	df1
0.296	1

Based on the Test of Homogeneity of Variances table, the significance value is 0.587. Since this value is greater than 0.05 ($0.587 > 0.05$), it can be concluded that the education quality variable and the school principal's role variable have equal or homogeneous variance.

Hypothesis Testing

In this study, the researcher employs simple regression analysis and multiple regression analysis for hypothesis testing. The hypothesis testing process consists of four steps: correlation test, ANOVA test, coefficient of determination test, and regression coefficient test. The

correlation test is conducted to determine the relationship between the independent and dependent variables. The criteria used are as follows: if the Sig. (2-tailed) value is < 0.05 , it indicates a significant relationship between the independent and dependent variables. The strength of the relationship between these variables is determined based on the following table:

Table 10. Interpretation Guidelines for Correlation Coefficient

Correlation Coefficient Interval	Strength of Relationship
0.000 – 0.199	Very Weak
0.200 – 0.399	Weak
0.400 – 0.599	Moderate
0.600 – 0.799	Strong
0.800 – 1.000	Very Strong

The ANOVA test is performed to assess whether the independent variables can serve as predictors for the dependent variable. The decision-making criteria are: (a) If the Sig. value < 0.05 . (b) If the calculated F-value $> F$ -table, then there is a significant influence of the independent variables on the dependent variable. For a sample size of 101 with three independent variables, the F-table value is 2.70.

The coefficient of determination test aims to measure the strength of the influence of independent variables on the dependent variable. In simple regression analysis, the extent of the influence of the independent variable on the dependent variable is indicated by the R square (R^2) value. In multiple regression analysis, the extent of the influence of the independent variables on the dependent variable is indicated by the Adjusted R square value.

Hypothesis Testing 1

The correlation test examining the relationship between the **role of the school principal** and **education quality** was conducted using **SPSS version 22**, with the results presented in the following table:

Table 11. Correlation Test of the Principal's Role on Education Quality

Correlations	Education Quality	Principal's Role
Education Quality	Pearson Correlation	1
	Sig. (2-tailed)	
	N	101
Principal's Role	Pearson Correlation	.717
	Sig. (2-tailed)	.000
	N	101

Note: Correlation is significant at the 0.01 level (2-tailed).

The correlation table shows a significance value of 0.000, which is smaller than the significance level ($0.000 < 0.05$). Therefore, it can be concluded that there is a significant relationship between the role of the school principal and education quality. The correlation coefficient between the principal's role and education quality is 0.717. Based on the correlation coefficient interpretation table, this indicates a strong relationship between the two variables.

To determine the influence of the school principal's role on education quality, the results of the ANOVA test are presented in the following table:

Table 12. ANOVA Test of the Principal's Role on Education Quality

ANOVA ^a	Sum of Squares	df	Mean Square	F	Sig.
Regression	32,469.793	1	32,469.793	104.651	.000b
Residual	30,716.425	99	310.267		
Total	63,186.218	100			

a. Dependent Variable: Education Quality

b. Predictors: (Constant), Principal's Role

The ANOVA test results indicate a significance value of 0.000, which is smaller than the significance level ($0.000 < 0.05$). Additionally, the calculated F-value is 104.651, which is greater than the F-table value of 2.70 ($104.651 > 2.70$). Based on these results, it can be concluded that the school principal's role has a significant influence on education quality.

To determine the **extent of the influence** of the **school principal's role** on **education quality**, the **coefficient of determination test** was conducted, with the results shown in the following table:

Table 13. Coefficient of Determination Test of the Principal's Role on Education Quality

Model Summary	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.717a	.514	.509	17.614

a. Predictors: (Constant), Principal's Role

The Model Summary table shows an R Square value of 0.514, indicating that the school principal's role accounts for 51.4% of the variation in education quality. The remaining 48.6% is influenced by other variables not included in this study.

To determine the simple regression equation and the significance level of the influence of the school principal's role on education quality, a regression coefficient test was conducted. The results are presented in the following table:

Table 14. Regression Coefficient Test of the Principal's Role on Education Quality

Coefficientsa	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
Model	B	Std. Error	Beta	
1 (Constant)	40.959	10.289		3.981
Principal's Role	.691	.068	.717	10.230

a. Dependent Variable: Education Quality

Based on the Coefficients table, the constant value is 40.959, and the regression coefficient value is 0.691. Using these values, the simple regression equation can be formulated as:

$$Y = 40.959 + 0.691X_1$$

From the regression coefficient test, the significance value (Sig.) is 0.000, and the t-value is 3.981. Since the Sig. value is less than 0.05 ($0.000 < 0.05$) and the t-value is greater than the t-table value ($3.981 > 1.98422$), it can be concluded that the school principal's role has a significant influence on education quality.

The Influence of the Principal's Role on Education Quality

The results of this study indicate that the principal's role has a significant influence on the quality of education in Madrasah Aliyah across Lasem District, Rembang Regency. Based on the correlation test results, the relationship between the principal's role and education quality falls into the strong category, with a correlation coefficient of 0.717. The ANOVA test also shows a significant influence, with an F-calculated value of 104.651, which is greater than the F-table value. As a result, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. Additionally, the coefficient of determination test reveals that 51.4% of the variation in education quality can be explained by the principal's role, while the remaining 48.6% is influenced by other factors such as leadership, parental involvement, education policies, teacher competence, facilities and infrastructure, and school management. The obtained regression equation, $Y = 40.959 + 0.691X_1$, indicates that if the principal's role increases by one point, the quality of education will increase by 0.691 points. The regression coefficient test also indicates a significant influence, with a t-calculated value of 3.981, which

is greater than the t-table value. Thus, this study confirms that the principal's role has a positive and significant impact on the quality of education in Madrasah Aliyah across Lasem District, Rembang Regency.

This study aligns with the opinion of (Mulyasa, 2022) who stated that the principal's role is a crucial and determining factor in the success or failure of education carried out by teachers and educational staff. Research by (Setiawati, 2023) also found a positive and significant influence of the principal's role on school quality. Referring to the findings of this study, it is evident that the principal's role positively and significantly affects school quality. Therefore, to maximize school quality through the principal's role, efforts can be made to maintain and enhance teachers' work motivation by providing appreciation for their performance and granting them greater trust. Furthermore, research by (Susanti & Abdullah, 2024) also confirms that the principal's role has a positive and significant impact on education quality.

The principal's role as an administrator is the dimension that contributes the most to improving the quality of education in Madrasah Aliyah across Lasem District, Rembang Regency. A principal must have the ability to manage the administration of teaching and learning activities to serve as a control mechanism for teachers in preparing lesson plans. Additionally, the principal must be capable of managing school facilities and infrastructure administration to ensure that learning activities run smoothly with adequate educational resources. Equally important, a principal must be proficient in financial administration. As the person responsible for school funding, a principal's financial management skills play a crucial role in ensuring that educational expenses are allocated appropriately and in accordance with regulations.

CONCLUSION

This study confirms that the principal's role plays a crucial and significant role in improving the quality of education in Madrasah Aliyah across Lasem District, Rembang Regency. The strong correlation coefficient of 0.717 indicates a substantial relationship between the principal's role and education quality. Additionally, the ANOVA test results, with an F-calculated value of 104.651 exceeding the F-table value, reinforce the significance of this influence. The coefficient of determination further reveals that the principal's role accounts for 51.4% of the variation in education quality, while the remaining 48.6% is shaped by other contributing factors, including leadership, parental involvement, education policies, teacher competence, facilities and infrastructure, and school management. The regression analysis ($Y = 40.959 + 0.691X_1$) highlights that an increase in the principal's role by one point leads to a 0.691-point improvement in education quality. Furthermore, the significant t-calculated value of 3.981 supports the finding that the principal's role has a meaningful impact. Therefore, strengthening the principal's role, particularly in administration, leadership, and resource management, is essential in enhancing the overall quality of education.

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