INNOVATION LEADERSHIP IN IMPROVING THE QUALITY OF EDUCATION

Muhammad Ubaidillah*
Post Graduate Program, State University of Malang, Malang City, East Java, Indonesia

Ali Imron, Bambang Budi Wiyono, Imron Arifin
State University of Malang, Malang City, East Java, Indonesia
*Corresponding e-mail: muhammadubaidillah71@gmail.com

ABSTRACT

Innovation leadership in improving the quality of education is an effort to make sustainable school improvements, it can be done if there is readiness to change, because of the innovation itself. When viewed from the organization / institution of the school, the leadership position of the principal is very important. The effects of the implementation of roles and duties will affect all aspects of school organizational life. Innovation change that is done by the principle. Innovation, changes made by principals in improving the quality of education clearly have a systematic effect on schools, so it is important to view how the principal’s role in running as an education leader in school. At the school organizational level, leadership of the principal as the main person who can synchronize between the individual life with the expectations of the organization in the future.

Key words: innovation leadership, the quality of education.


1. INTRODUCTION

A wave of pace of change in the age of globalization and technological advancement are creating new marketing forces. To survive and thrive in an environment requires innovation. Innovation not only creates value for the benefit of individuals, organizations or society, but innovation must seek intelligent solutions to overcome and predict an uncertain future. Today, political leaders, business leaders and even educational leaders exclaim to innovate, inspire in an effort to improve the quality of education, because by innovating, leaders can motivate and contribute to the implementation of the organization can be realized properly (Lee, 2015). Innovative leaders must be more aggressive in changing, creating the future and seeking opportunities for better and higher quality survival in the future.
Along with the ever-changing development towards progress, in terms of an era of increasingly free competition like this. The only surviving schools are those with certain qualities. For that reason, the educational institutions that are not qualified over time would be abandoned and eliminated by itself, because they can no longer survive. The emerging reality that the quality of education in Indonesia is still far from being expected, especially when compared with other countries. The results of a survey of Political and Economic Risk Consultancy (PERC) in 2000 on the quality of education in Asia, ranked Indonesia 12th behind Vietnam. So far, the expansion of school participation in Indonesia has not been followed by quality improvement.

UNESCO's November 2007 report mentioned Indonesia's education rating dropped from 58th to 62th. Malaysia was ranked 56th and Korea 5th. The low quality of Indonesia's education is also reflected in the difficulties of changes in employment. Indonesia's competitiveness according to the World Economic Forum 2007-2008 is at level 54 of 131 countries. Far in the order of the 21st and Singapore in order to-7th. This condition is caused by the quality of human resources as well, which is a factor causing low competitiveness in addition to infrastructure, bureaucracy, environment, devices and law enforcement.

So for that reason, the effort that should be observed by a principal leader must be able to notice on improving the quality of education, school improvement is not possible without involving principal innovations in education, and the educational innovation is unlikely to happen without any willingness to change from the whole school organization. Based from this, it will be clear how the role of the principal will determine the success of the school. The success will certainly vary, from successful to failure. Easier innovations made by principals are relatively related to teachers, because the development of effective school research, and the improvement of schools precisely shows that there is a failure in change and innovation within the school organization, which is the responsibility of the principal. According to Gehani (2013) said that innovation had a high value on visionary leadership in raising stakeholder awareness. To strengthen the competitive advantage, visionary leadership must always think of the obstacles and hindrance that come unexpectedly in the present to the future.

Currently there are new tendencies and symptoms occurring in communities that have implications for demands and expectations about the expected model of education. In this context, schools have the opportunity to fulfill the demands of the community for several reasons. First, the occurrence of mobility and social change ie the middle society, especially the intellectuals, who always have an important role in educational innovation that must have implications for changes in the educational order. Secondly, the flow of globalization and modernization need to be responded wisely, the clash between the progress of science and technology with religious values must be addressed with vigilance. Normatively, the principal has the responsibility of school success in organizing the education process at school. Improving the quality of staff into demands for school improvement, educational innovation, change, principals are expected to implement the role of change-oriented leaders, and able to make changes to improve the quality of education in schools.

According to Zekan et al (2012) revealed that leadership is someone who has the ability and inspire, guide his subordinates effectively, and implement programs that have been established together in advancing education into a quality school education and synergize to innovate. At the school organizational level, the principal's leadership is the main person who can synchronize between individual needs and organizational expectations. As a leader the principal must be a credible/trustworthy person. With the existence of trust, school spirit and
acceptance of changes to school organization members will work well, because the teamwork will work effectively if the mutual trust among teams trust each other in the team work. It required the headmaster not to lead from the top with various policies, the work team is part of making the principal work together in the center / in the center of the activities that take place. Involvement of many parties will affect the innovation undertaken, encouraging a sense of responsibility. Change-oriented principals will use all their authority to make school improvements as a joint movement, so that the success of school improvement can be more assured by continuously innovating in it.

2. METHOD
To examine the leadership of innovation in improving the quality of education in an integrated way through innovation leadership model in high school with the main elements that fit the problem formulation, objectives. So this research use descriptive method with qualitative approach. Sources of data in this study include primary and secondary school data sources in innovation leadership derived from school principals, vice principals (deputy head of curriculum, deputy head of student affairs, deputy head of infrastructure, deputy head of public relation), head of administration, and teachers of senior High School of Bangil Pasuruan East Java Indonesia.

Collecting the data, researchers apply in-depth observation techniques, interviews, documentation studies and active participation in school activities. Technique of collecting data as follows: observation, interview, and study documentation. Qualitative data analysis is done interactively and continuously at every step of the research, so that until thoroughly and until saturated. The analysis steps are as follows: Condition, data presentation and conclusion and verification.

Testing the credibility of the data is done in a way; extension of observation, increasing persistence, triangulation, peer examination, negative case analysis, member check. The subject of research are: Principal, Vice Principal (Curriculum, Student Affairs, Facilities Infrastructure, Public Relations), Head of Administration, and Teacher.

3. RESULT
This research finds out the hard efforts in innovation leadership by conducting quality education through the management of inputs, processes and educational resources conducted optimally to improve the quality of education. Those efforts begin with designing to the process of realizing the quality, so as to gain the success. The success of quality improvement is viewed as a whole ranging from successful inputs, processes and results. Quality processes include coordination, interaction, and good communication between the leadership and subordinates and external parties, good and continuous coaching, empowerment that considers aspects of humanity, a great reward, creating in innovation of quality education by opening the program the credit unit, that creating a good quality of innovation education, and the intelligence quotient is more than 130, increasing human resources of teachers and education.

Developing innovative strategies, make changes, creating creativity, giving inspirational motivation, creative, build cooperation, deal with regulations, overcome obstacles and become uswah. Empowering the islamic school, children who have achievements that are embedded by activities Achievement guidance, especially for the field of subjects then there are students who do not follow the lesson activities, we accomodate the learning clinic. Every Friday, there is a study activity that is True Friday Activities (KJS) which we invite scholars to give tausiyyah mentoring to students. To motivate teachers with coaching appropriate to
their field. To optimize the function and adding media of learning infrastructure facilities, adding and improving the quality of learning resources by realizing an objective and comprehensive assessment system, managing complete and transparent school administration.

Table 1.1 innovation leadership in improving the quality of education

<table>
<thead>
<tr>
<th>No</th>
<th>Innovation leadership</th>
<th>Quality of education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Islamicsenior high school Bangil has an innovation with opening the credit course, ultimately targeted is a special intelligent education that has IQ 130 and up.</td>
<td>Improving the human resources of qualified educators and school, encompassing quality student inputs with qualified New Student Admissions.</td>
</tr>
<tr>
<td>2</td>
<td>Developing innovative strategies, make changes, create creativity, provide inspirational, creative motivation, build cooperation, deal with regulations, overcome obstacles and become uswah</td>
<td>Optimizing the function and adding media of learning infrastructure facilities, adding and improving the quality of learning resources by realizing an objective and comprehensive assessment system, managing complete and transparent school administration.</td>
</tr>
<tr>
<td>3</td>
<td>Empowering madrasahs, children who have achievements that are embedded by activities Achievement guidance, especially for the field of subjects then there are students who do not follow the lesson activities, we accommodate the learning clinic</td>
<td>Input of quality student: standard input 60% of psychological potential and 40% of academic potential, five path on new student Admission in accordance with the needs of the community. Result: a quality academic and non-academic quality, output pass on last exam 100%, 85% outcome accepted at favorite state college</td>
</tr>
<tr>
<td>4</td>
<td>Every Friday, there is a study activity that is True Friday Activities (KJS) which we invite scholars to give tausiyah mentoring to students</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Motivating teachers with coaching appropriate to their field.</td>
<td>Inputs and the quality human resources of educators: internal coaching, expert mentoring, delivery to the training, empowerment, motivation, reward and punishment,</td>
</tr>
</tbody>
</table>

4. DISCUSSION

4.1. Innovation Leadership in Improving the Quality of Education

4.1.1. The quality of education

Quality discussed by many people, groups, organizations, and institutions. For every institution, quality is a very urgent thing that needs to be improved. Usually in a daily life the people want to get the quality of something. Quality is a matter of distinguishing between what is good and what is bad of a product. The product is considered qualified if the product can provide satisfaction to the consumer standard that has been set. In the quality education includes; input, process, output, and outcome. In the quality in education includes; input, process, output, and outcome. Input of education means ready to be proceed, the process of
education means being able to create an active, creative, fun learning atmosphere. According to Crosby (1979) conducted that the quality is a conformance to requirement, which is in accordance with the required and standardized. The product has quality including raw material, production process and finished product. Similarly with education. If there is an error in the effort to improve the quality, the institution must have a willingness to match the standardized.

Some research conducted by previous researchers, Williams (2015) argued that the power of educational leadership in the era of globalization with the dynamics of complex quality competition requires leaders who innovate, being able to produce a variety of policies and operationalization of organizational work, a passion and dedication to work clearly to achieve the educational goals he leads. The moral integrity of leadership is fundamental to quality improvement management, the leader in quality improvement management is the establishment and control of the vision. The quality improvement management obviously represent the differences of leaders, managers. Basically, quality improvement is concerned with values, set the direction, and allow people to get targets related to macro and micro things.

Improving the quality of education is a requirement of schools, because to build a quality education system requires requirements among others; being able to answer what the needs of the community of education service users need a strong commitment from all parties involved in institutional management from staff, educators, administrators, and students in achieving the best performance. the objective of Educational services in schools are; 1) assisting the schools in assessing and reviewing the implementation and outcomes of education in order to improve the quality of teaching and learning process, 2) assessing relevant programs, 3) strengthening the accountability and quality of school graduates (Laosum, 2016).

Quality is a state that matches and exceeds consumer expectations, so that consumers get satisfaction from the resulting product. If applied in the science of education, education is considered qualified if all components have the terms and conditions desired by customers and customers feel satisfaction. The quality of education is relative, because everyone has standards that are not exactly the same, the quality of education will be good if the education can provide services in accordance with the needs of consumers. Components that have a strong influence on the effectiveness of the achievement of quality education caused by educational productivity that is expected to equip the independence of the organization completely, and the quality of community self-reliance which is the main target. Thus, innovation is important, even necessary, the readiness and ability to change and change is the essence of innovation leadership in education. This condition is in line with the quality management of education on the need for continuous improvement. The readiness to change from all members of the school organization to both demands and necessities. The entity and quality of education from innovation is the first determinant for the process of change, if innovation is an option, then the innovation with the needs and the quality is considered good if there is teacher support.

The school improvements continue to be carried out under conditions of any limitations, since it is not possible to conduct education in a way in the past, whereas education is organized to prepare the students to live in the future that the certainty of the condition of course can not be clearly determined and known. Innovation, change, sustainable school improvement are a great way of responding to future changes and uncertainties. Synergy, the cooperation of all stakeholders of the school will be a force that must be developed and continuously strengthened based on values, in an effort to improve the quality of education in
Innovation Leadership in Improving the Quality of Education

Schools and outcomes. School improvement, innovation, change is not an educational goal, but it is a way of developing a school organization to achieve its goals, improving the quality of education.

Figure 1.1 The synergy constellation of school improvement

The condition of the principal as stated above shows generally that educational changes/innovations have endeavored to occur or are accomplished with such conditions, so as to make significant steps for the development of educational innovation, as well as changes in school improvement. Some of the key successes of principals in educational innovation include; first, to communicate the vision of improvement clearly to all members of the school organization, second, creating togetherness and appreciating the successes made by others in school organizational performance, democratic and provide opportunities for others (teachers, staff to take the initiative and realize it, and encourage learning from failure, if that happens, it is a school climate conducive to the development of change.

Third, Demonstrate the responsibility and awareness on the success of students and teachers. Sharing responsibility for improving and enhancing reform efforts by involving all members of the school organization. Fourth, engaging the community support from the society, parents, and other community resources will make the changes continue. Eliminating the obstacles when innovation is done and when continuous innovation is continuously pursued, it will encourage continuous and growing change/innovation in school improvement. Such efforts are part of the principal's leadership in developing the capacity of the school organization to be more capable of adopting innovation and making change as a force for continuous school improvement in improving the quality of education both in process and educational outcomes. With this leadership opportunities are possible based on the leader's precision will be what can trigger and guide educational innovation. According to Mullen, Murthy, & Teague (2008) said that improving the quality of education if it can be realized two factors that influence, namely adequate infrastructure and the emergence of academic school culture.

Teachers and educational innovations, the role of teachers should be encouraged as agents of school organizational change. Intense interaction within the organization as well as with
students in learning, makes it very potential in influencing students and school organizations as a whole. In the technical level of implementation, innovative policies in the field of education, will ultimately be largely determined by the practical competence of education (teachers) in implementing the program. In the world of innovation schools and attitudes and innovative performance of educators is indispensable and decisive for the success of educational innovation. Furthermore, students become the main objective of all school improvement programs, educational changes and innovations, but the attention to the role of students in educational innovation seems to be lacking, not even paying attention at all.

According to Essien (2015), said that the importance and service to the students is the main goal of all school improvement, change, and innovation of education as a means and means to make the quality of education felt, experienced by the students to be more qualified, so that the graduates output will increase their achievement. Attention to students in educational services to students’ talents and skills, it would result in innovation to local organizations / schools. This is a positive and very precise thing, because the criteria for acceptance of innovation by teachers is a consideration of student interests and the possibility of them learning better, that reinforces the need to consider the factors of students in the process of change and innovation of education in schools. To identify the students' wishes, expectations and opinions need to be continuously developed, as student changes continue to occur each year, some are new and some have passed, and these changes will certainly be factors affecting the overall student condition (Cheng, 2011).

Supervisors are educational personnel who are tasked with supervising education in schools in accordance with the division of responsibilities. Supervisors with various qualifications that must be fulfilled perform the task of managerial supervision and academic supervision, managerial relationship with management and leadership of the school organization presented by the principal, while academic supervision relates to the implementation of the learning process presented by the teachers. According to Brown and Chai (2012) revealed that to create a regular school environment, clear and hopeful arrangements for achievement, including the contribution of all components ranging from principal leadership, teachers and students to good work. School will run effectively if there is a strategy that prioritized the achievement towards the improvement of school quality has been done maximally.

The condition of the limitations or perhaps the status constraints, the supervisor can still encourage changes and innovation of education in schools through the organizational components of the school, i.e, principals through managerial supervision and teachers through academic supervision. Thus supervisors can become agents of change for school improvement and innovation in the field of school organization management, and innovation in the field of learning. Supervisors can also assist in developing teacher competence and encourage principals to engage more intense teachers in various activities at the organizational level of the school, not only requires teachers to teach well, but also develop the potential of teacher professionalism in an effort to improve the capacity of school organizations to make continuous improvements to improve the quality of education in schools.

A healthy school organization climate will affect the quality of education, the interaction between teachers and students or otherwise, it could have been possible to make the school conducive. School is a formal education organization that conducts education to improve the quality of human resources. As an organization, schools occupy an important position in the life of the community as appropriate culture and human empowerment to live better and a better quality (Sie-ed, 2016). Organization is a subsystem of the surrounding community
system, it will certainly interact with the environment, both near and remote environment, all of which will inevitably affect the dynamics of performance in it. According to Tate (2009) The improvement of teacher professionals can determine educational changes, what teachers think and do in their duties and role as educators, of course varies, depending on how the views of the profession and the views of their school organization, innovation.

Individual factors play an important role in school improvement efforts. The difficulty of innovation was done by the teacher due to various matters related to school organization interaction that happened, this condition has certainly changed, but its essence is the problem of interaction and communication. Social interactions that hinder the spread of interdisciplinary course will inhibit innovation, coupled with the isolation of teachers in the classroom can not increase the spread of new ideas among peer-professions. Thus innovation is partial, because teachers tend to be passive adopters, where adoption of innovation tends not to be self-initiative, but rather inclusion from outside of a school. Or from the authority of the structure above the teacher itself

4.1.2. Innovation Leadership

Innovation is a change that creates new performance dimensions. Where innovation as a primary force in a leadership. Innovation does not have to be something completely new but something that is newly perceived by a person or unit that adopts. As the application of new ideas, innovation can be viewed as something done and never worked before, or something that was not done before and is now working on it. Criteria of innovation is not science or technology, but changes in the economic and social environment, changes in the behavior of people as anything else like consumers, producers, citizens, students, teachers and so on, so innovation is not synonymous with new technology, but related to the creation of new values / wealth, or new potential for action (Akram, 2016).

The organizational context, innovation becomes an attempt to use existing skills and resources to develop new things, new ideas within the scope of interest to achieve organizational goals. generating new ideas for productive use is innovation although the idea does not necessarily come from us, the main secret is bridging practical ideas and productive implementations. Therefore, it appears that innovation always implies the creativity that contribute to the implementation of innovation. The following images will help to link creativity with innovation.

Figure 1.2 Description of innovation
The creativity encourages the emergence of new ideas in the form of product, process, service or thought. Then when the product is marketed, processes and services are carried out, and thought is applied, then it will develop innovations that have implications for change. The change itself does not necessarily indicate the existence of innovation, but it is recognized that innovation demands preparedness and readiness to change, without it being difficult for innovation to work as it should. Innovation is not just a way of developing an organization, but an attitude of openness to change and sincerity in carrying out the job task. Innovation requires the courage to be ready to abandon the old way to a new, more effective and better way, so as much as any new ideas develop in the organization or at school, but it will only be an ideal idea without anyone bridging into practice.

The leader of the organization or principal should be creative, innovative in managing it, organizational creativity is essential, and innovation is essentially a form of creativity at the organizational level. According to Sena (2012) revealed that innovation leadership is a new invention to solve future problems, in generating new ideas in a particular form practiced for the benefit of individuals, groups, or organizations, and its application will lead to change. As the implementation of new ideas, innovation can be viewed as something done where it was never done before, or something was not done before and now there is a work on it. The criteria of something called innovation is neither science nor technology, but changes in the economic and social environment, changes in the behavior of people as anything like; consumers, producers, students, teachers and so on, so innovation is not synonymous with new technology, but related to new wealth, or new potential for action.

As a system, the leader of the organization / principal needs energy that can lead to adaptation processes that enable it to survive under changing environmental conditions, as well as the ability to anticipate and innovate to make the organization has the ability to compete, in order to face tight competition and more massive. More organizational conditions that maintain stability will tend to be a static organization, and if any changes are possible only visible on static comparability. Organizations that are open and provide the nature of flexibility in the movement will encourage the establishment of an organization conducive to the development of creative ideas, because of the freedom for members of the organization in thinking about improving the quality, role, and performance of the organization in accordance with the changes, as well as competition / competition challenges.

Normatively, the principles of change in institutional systems that facilitate the provision and utilization of education; first, change should reflect workable innovation, not based on popular things that are popular now or later. Second, structural change is a major modification of how students and teachers play a role in the classroom and interact with each other. Third, innovation should be manageable and facilitate for teachers in general. Fourth, the model of bureaucratic based on compliance procedures, rules and supervision are not conducive to change, therefore it needs to be changed with an organic model whose approach is adaptive, and appreciate, acknowledge the deviation from the original plan that has been prepared in accordance with the problems faced and the condition of the school. Fifth, avoid making changes carelessly, but must be focused on efforts, funds and time to do so (o-Zarazu'a, 2016).

Innovation in school organizations, innovation becomes an organizational effort to use the skills and resources available to develop new things, new ideas within the scope of interest to achieve the goals of the school organization. The influence of leaders in the organization is very large with the same commitment and goals with subordinates so that innovation can be achieved (Clinebell, 2013). Innovation leadership becomes the person who fully responsible
for the sustainability and improvement of the organization, not only can operate, but also can grow and grow more qualified. Trust becomes important as a unity of all components of the organization, with the trust of members of the organization, leaders can exercise their leadership roles effectively. In the context of work to be done, then all members of the organization must be able to understand each other. For that reason, the creation of teamwork and organizational belief, it needs to be a shared consciousness by always seeing what is important to the organization (Sang & Silvana, 2016).

According to Azanza (2013) leadership build the change in the organization, where leaders provide reinforcement for every productive contribution from members of the organization, that will lead to increased motivation to work, sharing knowledge, and the desire of leaders with members of the organization will be an important booster in mobilizing members of the organization in carrying out the mission and realize the vision of the organization. Because innovative leadership is an important factor that can give meaning and unity of purpose between leaders, staff, students, parents and society as a whole. Leadership not only talks about what it does, it also deals with how leaders make people / employees comfortable and enthusiastic about working within the organization itself (Singh, 2012).

Involvement of organizational members will strengthen organizational performance, discussions and openness to organizational member inputs become necessary, so leaders need to also convey how members' involvement with the organization can foster a sense of ownership in the already established organization. With this connection, leaders do what can be done well and encourage members of organizational organizations to do things that can be done well, strengthen confidence, hope, optimism, and endurance from all members of the organization. According to Kantabura (2010) leaders are able to inspire, be creative in providing goals and direction for members of organizations and groups, build the culture and values, developing shared school vision. As well as planning changes in facing the challenges of a changing society life, making educational leaders hold a decisive role in maintaining and developing schools in people's lives. It also encourages the school organization and all its resources to innovate.

The readiness to innovate, and then change for the betterment of school organizational performance, it will also have an impact on the change of the cast as the leader of the school that will encourage all of its members in performing their respective roles and duties. Because the headmaster's leadership is a specialized professional worker, who does professional work as an educator who is responsible for the overall organization of schooling. As a professional job, it certainly requires that competence be specifically required for a principal, although recruitment generally refers and or is based on achievement as a teacher. Though teachers and principals demand different competencies although there is the same, therefore an outstanding teacher is not guaranteed to be an effective principal.

According to Roworld (2011) the key to successful leaders is a creative, innovative and risk-taking leader in organizational leadership activities. All of this, in principle, is an attitude willing and able to change, because the change always provides a variety of possibilities, the courage to take risks to make changes can be done, as revealed by Al-Swidi (2011) that leadership creativity is the emergence of new ideas, when applied into innovation, so that it can affect the life of the organization / school. Creativity and innovation will make the performance of the organization has other colors even though the activities are the same. The culture affects changes in educational innovation, where lifelong learning is a strategic goal. Creativity and innovation dictate leaders to behave, encourage their subordinates to keep their daily activities in the best of hopes (Hanson, 2011)}
According to Timothy (2011) innovation leaders usually behave optimistically and have the inspiration to raise awareness of educational change. Education changes are not just changing and adopting innovation in the education process in schools, innovation is more than just that, a way to think and understand how change takes place, what changes, and why change and innovation are done, is a framework of understanding that needs to be strengthened, because without it, the spirit of innovation in education will be lost, only mechanistic, without a clear purpose for improving the quality of education. Changes can be designed, but can not be ascertained, in the process there is often a distortion of what is expected with the innovations made, and this needs to be an understanding for organizations not only to learn to change, but learning is constantly changing to achieve educational goals.

5. CONCLUSIONS

Islamic senior high school Bangil is an educational institution that won the trust of the community islamic senior high school Bangil Pasuruan has been become the best islamic school in education, even now islamic senior high school Bangil was chosen to be the leading of islamic school in Pasuruan district. Innovative leaders actively and optimally impact on the quality of education that continue to improve. The principle of islamic senior high school Bangil actively interacts and communicates with the academicians and stakeholders, actively knows and understands the organization's environment thoroughly, and actively performs his duties as a leader.

Actively that will shape behavior in improving the quality of education. The strength of educational leadership in this era of globalization with the dynamics of complex quality competition requires innovative leaders, a passion and dedication to work clearly to achieve the educational goals he leads.

REFERENCES


Innovation Leadership in Improving the Quality of Education


