THE IMPORTANCE OF IMPROVING EDUCATION QUALITY AND PRINCIPAL LEADERSHIP IN IMPROVING SCHOOL COMPETITIVENESS

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ABSTRACT

In facing school changes towards a more advanced direction, the principal as the education leader is one of the effective forces in school management who is at the same time responsible for dealing with these changes. A school principal must be able to initiate new thoughts in the process of interaction in the school environment by making changes to the demands of the times. To increase the number of prospective new students and in facing situations of competition with other educational institutions, improving the quality of education and leadership of school principals is needed to boost competitiveness. This study uses a quantitative approach with an ex-post-facto type, with a population of all teachers in Islamic schools in East Java, Indonesia. The data analysis technique used simple and multiple regression tests. From the results of this study, the authors conclude: 1) There is a significant effect of improving the quality of education on school competitiveness by 49.8%. 2) There is a significant influence of school principal leadership on school competitiveness by 53.5%. 3) There is a significant effect of improving the quality of education and leadership of school principals on school competitiveness by 53.6%.

Keywords: **The Quality of Education, Principal Leadership, School Competitiveness, Indonesia**

INTRODUCTION

Schools are educational service selling institutions that need to study and develop innovations to increase customer satisfaction because customers are one of the elements in the circular educational process. In this circular process, each element plays a role in influencing the other on an ongoing basis. For this reason, strategic efforts are needed to market educational services to master competition between educational institutions to accelerate the improvement of the quality and professionalism of the management of educational institutions (Uhbiyati, 2018). In this case, it is necessary to have a reliable effort to acquire new and qualified students. Therefore the principal must have a good strategy in marketing the institution to be able to maintain and increase the number of prospective new students so that the school continues to exist and can compete healthily.

Zuhal as quoted by Darmawan and Sutriyono (2006) said that competitiveness is the ability of an organization and its human resources to use existing capabilities in an integrated manner to get benefits. In the process of winning the competition, the principal has a significant role. The success and achievement of an educational program depend on the ability of school principals to determine strategic policies (Purwanto, 2006). The principal as an education leader is one of the main forces in managing the school and is responsible for facing the challenges of progress. A school principal should have the ability to think to create good interactions in the school environment by making changes by the demands of development (Wahjosumidjo, 2002). Competitiveness in educational institutions is needed to increase the number of prospective new students and competition with other educational institutions. Brehn and Kassin (Sakti & Ariati, 2014) explain that competition is an attempt to outperform others for greater interests. Increasing competitiveness is part of the roles and responsibilities of school principals. Therefore, improving the quality and leadership of school principals is a determining factor for the level of school competitiveness, in other words, in every effort to increase competitiveness, the principal needs to pay great attention to improving the quality of education and strong leadership.

This paper reports a study conducted to examine the effect of improving the quality of education and leadership of school principals on school competitiveness. The objectives of this study are as follows:
   a. This is to determine the effect of improving the quality of education on school competitiveness in Islamic schools in East Java, Indonesia.
   b. This is to determine the effect of principal leadership on school competitiveness in Islamic schools in East Java, Indonesia.
   c. To determine the effect simultaneously between improving the quality of education and leadership of school principals on school competitiveness in Islamic schools in East Java, Indonesia.

This study has several hypotheses as follows:
   a. There is a significant effect of improving the quality of education on the competitiveness of schools in Islamic schools in East Java, Indonesia.
   b. There is a significant effect of principal leadership on school competitiveness in Islamic schools in East Java, Indonesia.
   c. There is a significant simultaneous influence between improving the quality of education and leadership of the principal on school competitiveness in Islamic schools in East Java, Indonesia.

LITERATURE REVIEW

Improvement of education quality

To improve the quality of schools, the principal is responsible for the back and forth of educational institutions which are his / her territory of authority, the main thing that must be done is to formulate a school vision, prepare a proper school for the implementation of education and learning, act as a leader in front of all academic and non-academic staff. -academic, and optimize the services of all its staff to accelerate progress (Fitrah, 2017).

In connection with improving the quality of education, the principal in monitoring and evaluating school programs should include; monitor the selection process for new student admissions to completion, monitor school performance both academically and non-academically, supervise the implementation of teaching and learning, monitor learning in class.

After monitoring and evaluation, if obstacles are found both from human resources and from school performance, the principal will give a general explanation at the teacher council guidance meeting, explore the background of the problem, and find solutions to solve the problem. (Rosyadi & Pardjono, 2015).

The Directorate General of Primary and Secondary Education in improving the quality of education has made changes, namely: 1) School-Based Quality Improvement Management in which schools are given the authority to plan their overall quality improvement efforts; 2) Education based on community participation (community-based education) where there is a positive interaction between the school and the community, the school as a community learning center; and 3) Using a learning paradigm that will turn students or learners into empowered humans (Maswan, 2015).

The size of a quality school from the user's perspective is described as follows: (a). The school has accreditation A, (b). Graduates are accepted in the best schools, (c). Professional teachers, indicated by the results of teacher competency tests and good teacher performance, (d). Good national exam results, (e). Students have achievements in various competitions, (f). Students have good character (Sani, 2015).

Principal Leadership

Leadership is an attempt to influence others to participate in achieving educational goals. A school principal needs to make an effort to increase the competitiveness of the school and develop the right strategy to achieve it. In this implementation, the principal makes a strategic work plan, good administrative management, applies discipline, improves the quality of human resources, provides motivation to work for educators and education staff, and maintains good relationships with the community (Irawati & Subhan, 2017).

The principal is a functional teacher who is given the task of leading a school as a place for teaching and learning to be carried out, or a place where interactions occur between teachers who give lessons and students who receive lessons (Wahjosumidjo, 2011). According to etymology, the principal is the equivalent of the school principal, whose daily task is to carry out the principalship. There is a close relationship between the quality of school principals and various aspects of school life such as the quality of education and school competitiveness. This is because the main function of the principal as an education leader is to create a good learning and teaching situation so that teachers and students can teach and learn in good situations. Therefore, the principal is responsible for micro education management which is directly related to the school learning process.

According to the results of research (Timor, Saud & Suhardan, 2018) that the principal's leadership has a relationship with the quality of education and has a positive and significant effect on the quality of education. This means that the principal is trivialized to improve the quality of education. A successful leader must have experienced failure in carrying out his duties. The trait of a successful leader is never afraid of failure. He will actively seek solutions to the various problems faced, not passively by avoiding as far as possible and learning from every mistake he makes, and never giving up to achieve success in the future. For him, failure is delayed success (Drake, 2002).

The leadership of the principal can affect teacher performance and student achievement, namely by helping teachers, listening and facilitating what is needed by teachers which in turn can improve student learning achievement. This is the impact of the principal's effective leadership behavior and democratic leadership style

(Soehner & Ryan, 2011). Strong leadership of the principal can contribute to the school. The principal has to guide teachers so that there is an increase in the quality of learning in the classroom. The principal can invite people who are experts in learning concepts and methods to improve the quality of education. Principals can also join the community of school principals, they visit each other's schools as useful feedback for teachers (Voorhis & Sheldon, 2004).

Study on Increasing Competitiveness
a. School Competitiveness

According to Sumihardjo (Syahputra, Matondang, & Suwito, 2015), competitiveness is defined as a strength that is more than others, namely having certain advantages. In other words, competitiveness is the ability to outperform other schools because of differences in certain matters. Furthermore, Griffin-Pierson as in (Sakti & Ariati, 2014) explains competitiveness as the ability to win in interpersonal situations.

In the regulation of the Minister of National Education number 41 of 2007 concerning process standards, it is explained that: Competitiveness is the ability to show better, faster, and more meaningful results. These capabilities include the ability to strengthen market position, the ability to connect with the environment, the ability to increase performance without stopping, the ability to enforce a profitable position. So, competitiveness is the ability of an educational institution to outperform other institutions in competition, namely advantages in one area that are not owned by other institutions (Umayah, 2015).

In increasing competitiveness, a strategy is needed, according to Gaffar, as quoted by Umayah (2015), a strategy is a plan that contains an integrated and comprehensive way that can be used as a reference for doing a job, struggle, and action to win a competition. Strategy is the main management instrument and cannot be ignored, not only for survival and winning the competition but also for growth and development. Furthermore, Mulyasa (2006) describes several steps in developing strategies to boost the competitiveness of a school. These steps are (1) formulation of objectives, (2) identification of general objectives and strategies, (3) environmental analysis, (4) analysis of the strengths and weaknesses of schools, (5) identification of school expectations and barriers, (6) analysis of distinctions owned, (7) determining the effect of the desired change, (8) making decisions.

b. Strategy Formulation for Increasing Competitiveness

Rangkuti in Ribek (2016) explains that in the preparation of long-term planning strategic formulations use more analysis processes. Strategy formulation is the process of determining a plan to be implemented by a school, the final goals to be achieved, and the means to be taken to achieve them (Modern, 2007). Furthermore (Muthohar, 2014) said that strategy formulation is a reflection of the true wishes and goals of the organization. In this case, the organization must formulate a vision and mission, determine value standards, pay attention to the external and internal environment, and make conclusions on the analysis of these two factors.

Meanwhile, according to Sagala (2009) in the context of educational institutions' strategy, the strategy formulation process can be simplified in the following steps: (a) formulating a vision and mission, namely building the image desired by the school; (b) conducting an external environment assessment, namely accommodating the desire of the environment towards the desired quality of education; (c) conducting organizational assessments, namely formulating and optimizing school resources; (d) formulating specific objectives, namely describing an indication of the achievement of the school's mission as outlined in school goals and curriculum objectives; and (e) determine the strategy (strategy setting), namely choosing the best strategy to achieve the goals set by allocating a budget, providing the necessary facilities and infrastructure.

c. Implementation of Strategy for Increasing Competitiveness

Rahayu (2010) explains that the basis for formulating and implementing strategies to achieve performance goals and achievements should be based on a combination of internal and external environmental conditions. Strategies based on internal resources must be adapted to external environmental conditions to be effective in achieving high competitive performance. The potential for large profits in a school will not be effective as a competitive ability without the support of internal school resources.

Strategy implementation is the implementation of a structured strategy that is maximally supported by various allocations of school resources. It can also be said that in implementing the strategy we use strategy formulation to help formulate performance goals, allocate funds, and optimize resource utilization (Akdon, 2006). Hunger and Wheelen (2013) explain that implementing strategy is a process of making strategies and policies materialized in action through developing programs, budgeting, and improving procedures. It was also explained that the implementation of the strategy includes changes in the culture, structure, and management system of the organization as a whole. Strategy implementation in the form of concrete action is the most important factor in a policy. It can be said that whether a policy is implemented or not, whether a policy is achieved or not depends on the implementation process.

d. Evaluation of Strategy for Increasing Competitiveness

Before explaining the meaning of strategic evaluation, first, explain the meaning of evaluation. Arikunto and Jabar (2004) describe evaluation as an activity of gathering information about the implementation of a program. This information then functions as a basis for consideration in determining the appropriate alternative in applying an option. Evaluation, in this case, has the main function, which is to become an important source of information for policymakers to determine the policies to be taken based on the results of the evaluation. The meaning of strategy evaluation is efforts to examine the results of strategy formulation and implementation, including assessing school performance and making the necessary changes according to the challenges faced (Nisjar, 1997).

METHOD

The research method used in this study is quantitative research methods. The quantitative research method is a process of finding knowledge using data in the form of numbers as a means of finding information about what we want to know (Darmawan, 2014). The purpose of this method is to show the relationship between variables, test the theory and look for generalizations that have predictive value (Sugiyono, 2014). The quantitative method in this research is used by researchers to determine the effect between variables used by researchers, these variables are the improvement of education quality, principal leadership, and school competitiveness in Islamic schools in East Java, Indonesia.

The data analysis used in this study is to use a simple regression formula and multiple regression. Simple regression is based on the functional or causal relationship of one independent variable with one dependent variable. Meanwhile, multiple regression analysis is the development of simple regression analysis.

Population and Sampling

The population in this study were all school principals and teachers who were in Islamic Schools in East Java, Indonesia, with the following data:

Table 1
Demographic Data of Respondents

Demographic Data	Frequency	Percentage
Gender		
Male	85	43,6
Female	110	56,4
Age		
21 – 30	10	5,1
31 – 40	37	18,9
41 – 50	95	48,7
51 >	52	26,6
Number	**195**	

Table 2
Research Population

No.	Name of School	Number of Teachers
1.	Islamic School 1	76
2.	Islamic School 2	63
3.	Islamic School 3	56
	Number	**195**

The sample in this study used the Taro Yamane formula as follows (Riduan, 2009)

$$n = \frac{N}{N.d^2 + 1}$$

Information :

$n =$ number of samples

$N =$ total population

$d =$ precision (set at 10% with a confidence level of 90%)

Based on the existing population of 195, the researchers used the Taro Yamane formula with the following calculations:

$$n = \frac{195}{195 \times (0,1)^2 + 1}$$
$$n = \frac{195}{195 \times 0,01 + 1}$$
$$n = \frac{195}{1,95 + 1}$$
$$n = \frac{195}{2,95}$$
$$n = 66,1$$
$$n \cong 66$$

The distribution of the sample in this study based on the number of each number of teachers in each school is as follows:

Table 3
Number of Samples for Each School

No.	School Samples	Number
1.	Islamic School 1 $n = \dfrac{76}{195} \times 66$ $n = 26$	26
2.	Islamic School 2 $n = \dfrac{63}{195} \times 66$ $n = 21$	21
3.	Islamic School 3 $n = \dfrac{56}{195} \times 66$ $n = 19$	19
Number of Teacher Samples		66

The sampling used in this study is nonprobability sampling with a simple random sampling type. Simple random sampling is a technique of determining random samples (Supranto, 2007). In this study, the researchers tried to make the samples taken could be representative of a fairly representative population.

Instruments

Research instruments are tools or facilities used by researchers to collect research data so that their work becomes more accurate, complete, systematic, and easy to process (Arikunto, 2006). The instrument in this study is a questionnaire arranged systematically. The instrument test was carried out through validity and reliability testing. The validity test was carried out to find out whether the question items in the questionnaire were feasible or not to measure the improvement in the quality of education and leadership of the principal on school competitiveness. In this trial, the questionnaire was distributed to 25 respondents who were taken from the population with a total of 195, with a total of 70 items, with details of 35 items for the assessment of improving the quality of education, and 35 items for assessing the leadership of school principals. Each item of question is said to be valid if *the sig value (2 tailed)* < 0.05 or using a critical table for correlation r product-moment r 0.396, r table 0.396 obtained from the number of respondents 25 ($n = 25$) with a significance level of 5%. Of the 70 item questions, there are 67 valid questions and 3 invalid questions. For the variable of improving the quality of education, 33 items were categorized as valid, and 34 items were categorized as valid. Meanwhile, invalid questions were not used.

Whereas the reliability test is used to determine whether the questionnaire used is reliable, consistent, robust, and relevant as a variable measuring tool, the questionnaire is declared reliable if the *Cronbach's Alpha value* (α) is ≥ 0.404, the value is obtained from the *degrees of freedom* $(df) = n - 1 = 25 - 1 = 24$. The results of the analysis using SPSS **(**Statistical Product and Service Solutions) show that the value of the calculated alpha coefficient for the variable of improving the quality of education is 0.955 > 0.404, for the principal leadership variable is 0.963 > 0.404. Then it can be concluded that the questionnaire is reliable, thus the questionnaire can be used to collect the required data.

Data Analysis

a. Simple Regression Analysis

Hypothesis testing to determine the effect of the independent variables with the dependent variable is carried out with a simple regression equation, with the formula:

$$Y = a + bX$$

Information:
Y = Response variable or consequent variable (dependent)
X = Variable predictor or variable causal factor (independent)
a = Constant
b = Regression coefficient (slope); the amount of response generated by predictor.

b. Multiple Regression Analysis

Hypothesis testing is done with multiple regression equations, with the formula:

$$Y = a + b1X1 + b2X2$$

Information:
Y = Quality of graduates
a = Constant
X1 = Increasing the quality of education
X2 = Principal leadership

As for simplifying calculations, researchers use the help of SPSS version 22 for windows so that calculations are fast and efficient.

RESULTS

Simple Regression
a. The effect of improving the quality of education on school competitiveness

Table 4
Simple Regression Test Results $X_1 - Y$ Model Summary

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate
1	.706[a]	.498	.490	31.091

a. Predictors: (Constant), improving the quality of education

Table 5
Results of Simple Regression $X_1 - Y$ Anova

No	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	61321.185	1	61321.185	63.436	.000[a]
2	Residual	61866.633	64	966.666		
	Total	123187.818	65			

a. Predictors: (Constant), Improving the quality of education
b. Dependent Variable: School competitiveness

Table 6
Simple Regression Test Results $X_1 - Y$ Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-139.709	49.307		-2.833	.006
	Improving the quality of education	2.760	.347	.706	7.965	.000

a. Dependent Variable: School competitiveness

Based on the table above, it can be interpreted as follows:

1) From the summary model table, the value of R^2= 0498, means that the independent variable that increases the quality of education can affect the dependent variable by 49.8%. The remaining 50.2% is influenced by other factors beyond the variable of improving the quality of education. Meanwhile, the value of R = 0.706 interpreted that there was a moderate influence between improving the quality of education on school competitiveness.

2) From the Anova table, the F value is 63.436 with a significance test of 0.000. Tests are carried out using the criteria of significance or sig with the following conditions: If the research significance value < 0.05 alternative hypothesis is accepted and hypothesis nil is rejected. If the significance value > 0.05 alternative hypothesis is rejected and hypothesis nil is accepted.

3) Based on the results of calculations with the SPSS program above, it appears that the value of r is greater than the level used, namely 0,000 or 0,000 < 0.05 so that hypothesis nil is rejected and the alternative hypothesis is accepted. This means that there is a significant effect of improving the quality of education on school competitiveness.

   The regression equation obtained is as follows:
   $Y = a + bX$
   $Y = -139,709 + 2,760X$

From this equation, it can be concluded that from each addition of one unit of the independent variable, the increase in school quality will increase the value of the dependent variable school competitiveness by 2,760.

b. The effect of principal leadership on school competitiveness

Table 7
Simple Regression Test Results $X_2 - Y$ Model Summary

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate
1	.731[a]	.534	.527	29.934

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate
1	.731[a]	.534	.527	29.934

a. Predictors: (Constant), Principal leadership
b. Dependent Variable: School competitiveness

Table 8

Results of the $X_2 - Y$ *Anova Simple Regression Test*

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	65839.762	1	65839.762	73.477	.000[a]
1	Residual	57348.057	64	896.063		
	Total	123187.818	65			

a. Predictors: (Constant), Principal leadership
b. Dependent Variable: School competitiveness

Table 9

Simple Regression Test Results $X_2 - Y$ *Coefficients*

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-187.943	51.435		-3.654	.001
	Principal leadership	3.089	.360	.731	8.572	.000

a. Dependent Variable: School competitiveness

Based on the table above, it can be interpreted as follows:

1) From the summary model table, the value of R^2= 0.534 means that the independent variable of school principal leadership can explain or predict the value of the dependent variable on school competitiveness of 53.4%. The remaining 46.6% is caused by factors other than regression. 2). Based on the output above, the R-value of 0.731 was also obtained. So it can be concluded that there is a high effect between the leadership of the principal on school competitiveness.

2) From the Anova table, the F value is 73.477 with a significance test of 0.000. Tests are carried out using the criteria of significance or sig with the following conditions: If the research significance value < 0.05 alternative hypothesis is accepted and hypothesis nil is rejected. If the significance value > 0.05 alternative hypothesis is rejected and hypothesis nil is accepted.

Based on the results of calculations using the SPSS program above, it appears that the value of r is smaller than the level a used, namely 0,000 or 0,000 < 0.05 so that hypothesis nil is rejected and the alternative hypothesis is accepted. This means that there is a significant effect of the principal's leadership on school competitiveness. The regression equation obtained is as follows:

Y = a + bX
Y = -187,943 + 3,089X

From this equation, it can be concluded that from each addition of one unit of the independent variable the principal's leadership will increase the value of the dependent variable school competitiveness by 3.089.

Multiple Regression

Multiple regressions are used to find out how much influence the improvement of the quality of education and leadership of the principal on school competitiveness.

Table 10
Multiple Regression Test Results X_1, X_2 on Y Model Summary

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate
1	.732[a]	.536	.521	30.134

a. Predictors: (Constant), improving the quality of education, leadership of the principal

Table 11
Multiple Regression Test Results X_1, X_2 on Y Anova

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	65978.522	2	32989.261	36.328	.000[a]
	Residual	57209.297	63	908.084		
	Total	123187.818	65			

a. Predictors: (Constant), improving the quality of education, leadership of the principal
b. Dependent Variable: school competitiveness

Table 12
Multiple Regression Test Results X_1, X_2 on Y Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	-186.096	51.994		-3.579	.001
Improving the quality of education,	.424	1.085	.108	.391	.697
leadership of the principal	2.653	1.172	.628	2.265	.027

a. Dependent Variable: school competitiveness

Based on the table above, it can be interpreted as follows:
a. From the summary model table, the value of R^2 = 0.536 means that the independent variable is increasing the quality of education and the leadership of the principal can explain or predict the value of the dependent variable school competitiveness of 53.6%. The remaining 46.4% was caused by factors other than regression. Based on the output above, it is also obtained the R number of 0.732. So it can be concluded that there is a moderate effect between improving the quality of education and the leadership of the principal on school competitiveness.
b. From the Anova table, the F value is 36.328 with a significance of 0.000. Testing is done by using the criteria of significance or sig with the following conditions: if the research significance value < 0.05 alternative

hypothesis is accepted and hypothesis nil is rejected. If the research significance value > 0.05 alternative hypothesis is rejected and hypothesis nil is accepted.

c. Based on the results of calculations with the SPSS program above, it appears that the value of r is smaller than the level a used, namely 0.00 or 0.00 < 0.05 so that hypothesis nil is rejected and the alternative hypothesis is accepted. This means that there is a significant influence between improving the quality of education and the leadership of the principal on school competitiveness.

d. The regression equation obtained is as follows:

$$Y = a + b1x1 + b2x$$
$$Y = -186,096 + 0,424X_1 + 2,653X_2$$

From this equation, it can be concluded that from each addition of one unit of the independent variable, the increase in the quality of education will increase the value of the dependent variable school competitiveness by (0.424) the principal leadership variable will increase the value of the dependent variable school competitiveness by 2.653.

DISCUSSION

The Effect of Improving School Quality on School Competitiveness

Based on the hypothesis test, it was found that there was a significant influence between improving the quality of education on school competitiveness by 49.8%. This is indicated by the significant figure of the calculation results with the SPSS program, namely the Anova table, it can be seen that the value of *Sig*. 0.000 <0.05. This calculation shows that Ha is accepted and Ho is rejected, which means that there is a significant influence between improving the quality of education on school competitiveness. This is by the opinion of Damayanti and Jumiyati (2020) that efforts to improve the quality of education in increasing school competitiveness need to be encouraged by carrying out various learning innovations and overcoming problems that hinder improving the quality of education. The output of education itself is to form competent human resources and able to compete in society. One way to increase competitiveness is to improve quality continuously and well planned so that the quality improvement process can run continuously and achieve results such as being an attraction for users of education services and pride for students (Syafaruddin, 2012).

The concept of quality improvement to increase competitiveness is the ability of school managers, both professional technical skills and management skills, as a system that efficiently supports the student learning process to achieve learning achievements by market needs, thereby increasing school competitiveness (Wiyatiningsih, 2017) The principal has a big share in the institution he leads, as well as improving the quality of education can determine how the quality of education he leads. The principal is like the center in an educational institution to improve the quality of education so that it can affect the competitiveness of schools.

The Effect of Principal Leadership on School Competitiveness

Based on the hypothesis test, it was found that there was a significant influence between the principal's leadership on school competitiveness by 53.4%. This is indicated by the significant figure of the calculation results with the SPSS program, namely the Anova table, it can be seen that the value of *Sig*. 000 <0.05. This calculation shows that Ha is accepted and Ho is rejected, which means that there is a significant influence between the principal's leadership on school competitiveness. This is by the opinion of Wahjosumidjo (2010) that the principal is a functional teacher who is given the task of leading a school where the teaching and learning process is held, or a place where there is the interaction between the teacher who gives lessons and students who receive lessons. There is a close relationship between the quality of school principals and various aspects of school life such as the

quality of education and school competitiveness. The main function of the principal as an education leader is to create good learning and teaching situations so that teachers and students can teach and learn in good situations.

Furthermore, Irawati and Subhan (2017) say that to support the achievement of quality and competitive education delivery patterns, a leader must carry out a strategic work plan to develop schools to win the competition. The principal as a leader in increasing school competitiveness must do three very important things, namely; a) increasing the work motivation of educators and education personnel, b) establishing good relationships with the community, and c) implementing student-based management so that student learning achievement can continue to increase both academic achievement and non-academic achievement.

In his role as a leader, the principal has the duties and functions that he must carry out in realizing the quality and highly competitive school (Mulyasa, 2012). Quality leadership is a prerequisite for achieving this goal, namely the ability of school principals to work well through their administrative staff and academic staff.

The Effect of Improving the Quality of Education and Principal Leadership on School Competitiveness

Based on the hypothesis test, the results obtained R^2 = 0.536, which means that the independent variable of improving the quality of education and the leadership of the principal can explain or predict the value of the dependent variable of the quality of school competitiveness by 53.6%. The remaining 46.4% is explained by factors other than the regression. While the same thing can be seen from the ANOVA table, the result is that the value of r is smaller than the level a used, namely 0.00 or 0.00 <0.05 so that Ho is rejected and Ha is accepted. This means that there is a significant influence between improving the quality of education and the leadership of the principal on school competitiveness. Muthohar said that by improving the quality of education, a principal can achieve the goals his institution has set to increase the competitiveness of schools. The principal as a leader is one of the components of education that plays the most important role in improving the quality of education, but no less important, the progress of this institution is also supported by the quality of its teachers and infrastructure. A good school principal strategy will produce good quality education which will be a weapon to increase the competitiveness of schools with other institutions. The principal tries to improve the quality of education in the form of academic and non-academic activities to support learning (Muthohar, 2013).

One of the determinants of increasing school competitiveness is how to improve the quality of education and effective leadership of school principals. This is by the results of Umayah's research (2015) which concluded that to improve school competitiveness, it begins with analyzing school quality improvements in terms of a systems approach (input, process, and output), as well as effective leadership. Competitiveness in education is not something that stands alone but is a unit that is interconnected and interrelated. Furthermore, Umayah explained that a quality and competitive school is beneficial for the world of education, because 1) it increases the accountability of schools to the community and government; 2) guarantee the quality of the graduates; 3) work more professionally, and 4) promote fair competition. The success of schools in improving the quality and competitiveness of schools is not only seen from the final test scores obtained by its graduates but can also be seen from other factors that exist in the school environment.

The same opinion, that the goals of an institution will be achieved if the educational institution has strong leadership. Leadership in this case is how a school principal performs (Zazin, 2013). Based on these two factors, it can be concluded that improving the quality of education and leadership of school principals can affect the increase in school competitiveness.

IMPLICATIONS

The theoretical implication of this research strengthens the knowledge and theory which says that school competitiveness can be influenced by the quality of education and the leadership of the principal. Furthermore, it

is practically addressed to managers of educational institutions that in maintaining the existence of schools and to have high competitiveness, it is necessary to pay attention to the quality of education and the leadership of the principal first.

LIMITATION OF THE STUDY

Given the many problems related to improving the quality of education, principals' leadership and school competitiveness, this study needs to convey the limitations of the study so that the discussion is more focused and to obtain results that have high validity and reliability. The limitations of this study are; the effect of improving the quality of education on school competitiveness and the effect of principal leadership on school competitiveness at the high school level. Researchers realize that improving school competitiveness is not only influenced by the quality of education and principals' leadership, but school competitiveness can be influenced by other factors.

CONCLUSION

There is a positive and significant effect of improving the quality of education on school competitiveness by 49.8%. The significance value obtained is the result of calculations using the SPSS program, namely the Anova table, it can be seen that the value of *Sig*. 000 < 0.05. This calculation shows that the alternative hypothesis is accepted, which means that there is a significant effect between improving the quality of education on school competitiveness.

There is a positive and significant effect of school principal leadership on school competitiveness by 53.5%. The significance value obtained is the result of calculations using the SPSS program, namely the Anova table, it can be seen that the value of *Sig.* 000 < 0.05. This calculation shows that the alternative hypothesis is accepted, which means that there is a significant effect between the principal's leadership on school competitiveness.

There is a significant effect of improving the quality of education and leadership of school principals on school competitiveness by 53.6%. The significance value obtained is the result of calculations using the SPSS program, namely the Anova table, it can be seen that the value of *Sig*. 000 < 0.05. This calculation shows that the alternative hypothesis is accepted, which means that there is a significant effect of improving the quality of education and leadership of school principals on school competitiveness.

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