
Quality of Learning Leadership: Multi-Site Studies

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Abstract

The school principal's leadership is an essential value in realizing quality education. This research is qualitative and based on a multi-site study. The research results show that the principal of Al Azhar 32 Islamic Junior High School Padang carries out various strategies to improve the school's quality by having good relationships with parents through approaches in supporting school programs, running programs that will enhance religious and moral values, conducting training for teachers to improve the quality of teaching, and always involving students in competitions. Meanwhile, the principal of Jhons Febby Islamic Junior High School conducts systemic planning and evaluation of school programs, implements open communication with school staff, has superior programs, and strengthens cooperation and collaboration between school staff.

Keywords

Junior high school, leadership quality, learning.

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Introduction

The school principal's leadership is an essential aspect and a key value in realizing quality education. Without the leadership of the school principal, the quality improvement process cannot be carried out routinely because to improve quality, there is a need for leadership commitment to quality, efforts to influence and mobilize personnel to work well, and empowerment of existing resources in the school to keep improving so that students are satisfied with the services provided by the school. Garcia (2010) stated that everyone is a leader in the quality leadership pyramid- a quality leader who enlightens and encourages his staff to achieve the organization's primary goals. In the quality leadership pyramid, school boards, superintendents, and administrators must provide staff and teachers with the resources necessary to support their success. This concept of quality leadership means that the absolute power held by school boards, supervisors, and administrators in managing institutions can no longer be maintained to achieve the vision of quality education. However, it does not mean that school boards, supervisors, and administrators do not have the authority to make decisions based on applicable regulations and reflect the concerns, opinions, attitudes, and interests of all staff and customers.

Based on initial research conducted at Jhons Febby Islamic Junior High School Padang, several problems were found that were hampering the principal's leadership in improving the quality of education, namely limited infrastructure facilities, such as the number of classrooms for grades seven, eight, and nine, which is still one; in focus and speakers are also still one because the school has just been established and is still in the process of starting up. Teachers have not made the student worksheet yet as an implementation of the independent learning curriculum. Due to the lack of education report cards in literacy and numeracy (numbers and algebra), the school principal provides training for teachers to improve students' understanding of these two areas by targeting various subject areas. New teachers still have difficulties regarding the components of the independent learning curriculum. The principal only supervises teachers once a year, and it was only done in 2023 because two years previously, the school had not been registered with *Dapodik* and did not yet know the school's steps for supervising teachers.

Based on initial studies conducted at Jhons Febby Islamic Junior High School Padang, the principal planned to maximize his role and strive to improve the school's quality. Among them are school principals and teachers working together to pursue competency development points in the independent learning curriculum. The school principal gives certificates to teachers who successfully present based on what they obtained through *PMM (Merdeka Mengajar Platform)*. The school principal provides training and evaluates the student worksheet so that teachers can be more optimal in preparing learning modules in class. The school principal created a new plan through training in literacy and numeracy so that these areas are in all subjects and further improve students' educational reports. The principal holds regular

meetings every semester before school children enter to prepare a suitable learning plan for student worksheet, modules, and lesson plan. The principal has his way of reprimanding and providing guidance to teachers, whereas the principal has his notes, preferring to guide one-on-one to discipline teachers.

The results of Jhons Febby Islamic Junior High School Padang are academic and non-academic achievements consistently achieved by students from year to year, starting from the city, regional, and national levels. The school's quality standard for teachers who work at Jhons Febby Islamic Junior High School is a minimum of S1 by carrying out academic tests on prospective teachers with high standard scores, where the teachers who have joined will later play a role in providing training and guidance to students to prepare before taking part in the competition. Then, it is one of the principal's efforts to produce results based on students' achievements. It opens great opportunities for fresh graduates of master's students to join as part of Jhons Febby Islamic Junior High School.

Literature Review

Leadership is often associated with technical or performance terms, but they are not discussed clearly. According to experts, many definitions of leadership have emerged through their research. Leaders generally understand that it is an activity to influence other people. Leadership is also a process of social influence, where a person influences other people so that activities become structured and relationships exist in a group or organization (Iskandar, 2013).

An organization's success lies in the leader's leadership style in managing the organization so that organizational leadership can determine the organization's success. Since leadership is an applied field in social science, leadership principles and formulations can benefit company employees. Experts have issued insights based on their respective perspectives on leadership that refer to the same perception. Organizational leadership is successful if the organizational management runs well (Von Krogh et al., 2016). Ogon (2022) stated that leaders have unique characteristics, habits, emotions, and personalities that differentiate their behaviour. Lifestyle habits influence a person's behaviour and leadership style, so various leadership styles emerge when a leader uses them (Komari, 2022).

Organizations have been given the responsibility to achieve specific goals or tasks. The school principal should conduct this primary task in conducting management so that it can produce the desired achievements. Organizations conduct functions based on the laws and regulations governing organizations and their performance processes. Its function is related to the implementation of primary tasks. It is a unified relationship between primary tasks and functions. In addition, the principal must continuously guide subordinates to improve management, assessment, guidance, supervision, and educational development (Safitri & Mappincara, 2021).

Educational output is not only about the number of students who graduate; it also includes school performance or the achievements obtained from various activities that schools

participate in influencing school behaviour. School performance can be measured by how far the process has progressed, including quality, effectiveness, productivity, efficiency, innovation, quality of work life, and work morale (Kusnadi, 2018).

To provide high-quality education to students, schools must manage the quality well. How leaders and subordinates work together in management determines how well a school carries out its responsibilities. Conducting this management requires effort, encouragement, and strong commitment from all school members. Therefore, the school principal has a significant role in managing the school so that education can be provided well. Every educational institution has various approaches and efforts to develop its education to achieve quality standards that have been set and are in line with current progress, as well as to achieve quality standards consisting of input, process, and output (Atik et al., 2020).

Methodology

Research design, site, and participants

This research uses qualitative methods designed with multi-site studies. It was conducted at Al Azhar 32 Islamic Junior High School and Jhons Febby Islamic Junior High School Padang on Jl. Khatib Sulaiman, No. 86, Lolong Belanti, Kec. North Padang, Padang City, West Sumatra, and on Jl. Mushalla At Tauhid, Koto Pulai, District, Koto Tangah, Padang City. The research informants in this case are the school principal, curriculum representative, student affairs representative, teachers, staff, students, and parents.

Data collection

The data collection techniques in this research are observation techniques, interviews, and documentation studies. Based on this research, the researchers chose an open observation type, where the researchers' presence is openly known to the subject. Observations were conducted directly, focusing on everything related to the quality of learning leadership. In this research, the researchers conducted in-depth interviews to collect data. In this case, in-depth interviews were conducted with people who had experienced and related to the process. These questions were general and specific and became more specific as the research progressed. From that question, it is peculiar that information was extracted about the quality of learning leadership. One of the data collection techniques that the researchers used in this research, as a form of strengthening data from observations and interviews, is documentation, data in written or recorded form related to the quality of learning leadership (multi-site study at Al Azhar 32 Islamic Junior High and Jhons Febby Islamic Junior High School Padang).

Data analysis

Activities in qualitative data analysis are conducted continuously until the data is saturated. Data analysis in this qualitative research is conducted during data collection in a

definite period. When the interviewee or informant delivers the interview after the analysis is deemed unsatisfactory, the researchers continue the questions to a definite stage to obtain credible data (Sugiyono, 2013). The data analysis technique adopts the Miles and Huberman (1984) method. There are four stages: data collection, display data (data presentation), conclusion, and data reduction (data reduction).

Findings

Al Azhar 32 Islamic Junior High School Padang

Acting as a decision-maker and making policies in schools, the management activities of the Al Azhar 32 Islamic Junior High School Padang principal are one of the organization's subsystems. A technique or tool moves the organization toward achieving the desired goals. In managing duties, the principal of Al Azhar 32 Islamic Junior High School Padang makes decisions. Below is the interview with Al-Azhar 32 Islamic Junior High School Padang student.

“A leader is a place we rely on, a place we hold on to, automatically in *Minang* language: do not let the pole bring you down, do not let this pole bring you down. Whatever the source of decisions, the source of policy comes from the principal, and it is the principal, as a manager, who regulates everything in this school, including procedures, rules, and everything related to the school through the policies and decisions of the principal. A real example is the school principal arranging the children's schedule for class; it is a small example. If there is no principal, what do you worry about?”

Understanding the curriculum, the principal of Al Azhar 32 Islamic Junior High School Padang is not just a formal symbol in the school structure. However, he has many duties and responsibilities that he must carry out, including understanding the curriculum. Not just a leader, having good rhetoric, but also understanding the curriculum that applies and is implemented in schools. Below is the interview with Al-Azhar 32 Islamic Junior High School Padang student.

“The principal is the source of the policy, and the principal is the manager who regulates everything in this school, such as procedures, rules, and everything related to the school.”

Principal as a managerial responsibility, the principal of Al Azhar 32 Islamic Junior High School Padang's managerial task is planning, organizing, staffing, coaching, coordinating, communicating, motivating, budgeting, controlling, supervising, assessing, and reporting systematically to achieve quality educational goals. Below is the interview with Al-Azhar 32 Islamic Junior High School Padang student.

“The principal is the manager who manages everything in this school.”

Maintaining accreditation, the principal of Al Azhar 32 Islamic Junior High School Padang has the highest position in the school and can order his subordinates if they follow the correct concept for the school's progress. The principal can also control himself, command, and provide strong motivation to increase commitment to work for teachers and staff. Below is the interview with Al-Azhar 32 Islamic Junior High School Padang student.

"Whose name is the leader where we focus and hold on."

Carrying out control by the vision and mission, the principal of Jhons Febby Islamic Junior High School Padang, the school organization, carries out his leadership duties. The principal controls activities to determine how the school's programs run. Here is the interview with the principal of Jhons Febby Islamic Junior High School Padang.

“Yes, of course, because all quality improvements are under the control of the school principal, and then all the programs would certainly not be possible without coordination between the school principal and the teachers. Of course, at the highest leadership level, the school principal can determine which way to go. If it is private, it is a foundation; yes, if it is public, it is from the education department. If the private sector has big aspirations, then the school principal has the power to determine the direction by the vision and mission outlined by the foundation.”

Pay attention to teacher discipline, the principal of Jhons Febby Islamic Junior High School Padang is an example of discipline so that teachers and staff attend on time and do not come late to school to teach. It can minimize teacher delays and be a way to regulate discipline in schools so that it is neatly organized, thereby creating exemplary teachers. Below is the interview with the Jhons Febby Islamic Junior High School Padang.

“The principal is a leader; for example, a leader is a leader who directs what his subordinates should do, for example, teacher discipline, and then the principal pays attention to teacher discipline, for example, attendance at teaching, because the output results are from the running process. For example, the principal arrives first. From a student perspective, the principal can support students' achievements and motivate students to participate in competitions.”

Joining the teachers, getting together with teachers is one thing that the principal of Jhons Febby Islamic Junior High School Padang does to build closer relationships. It can create solidarity and improve teacher performance. This teacher's performance will help the principal improve the school's quality later. An interview the student of Jhons Febby Islamic Junior High School Padang is below.

“The principal is the leader; the leader's job is to carry out all those under him to carry out the educational process, and the principal directs the teachers' duties.”

The principal's role as managerial, one of the roles of the principal of Jhons Febby Islamic Junior High School Padang at school is as a manager who manages the school, starting from planning schoolwork programs, managing and utilizing human resources or existing infrastructure, implementing programs that have been jointly designed, controlling, and conducting evaluations for programs that have been implemented. Below is an interview conducted with the principal of Jhons Febby Islamic Junior High School Padang.

“Yes, of course, because all quality improvements are under the control of the school principal.”

The role of the principal in making decisions, the realization of a good decision is greatly influenced by other essential elements that concern the principal of Jhons Febby Islamic Junior High School Padang. Below is an interview conducted with the principal of Jhons Febby Islamic Junior High School.

“Of course, the principal can determine which way to go.”

School strategy, the principal of Jhons Febby Islamic Junior High School Padang has a leadership spirit. He proves and strives to truly implement his capacity as a school principal through strategy. The principal of Jhons Febby Islamic Junior High School has innovation and creative thinking, whose ideas become strategies for improving the school's quality. Below is an interview conducted with junior high school principals.

“The principal has the power to decide the direction of the vision and mission outlined by the foundation.”

Quality education standards at both schools

Improving religious quality for teachers and staff, one of the parameters in producing quality education at Al Azhar 32 Islamic Junior High School Padang is teachers who improve their religious qualities by memorizing the Quran. If teachers memorize more of the Quran, then the term of office can be increased. It proves that improving religious quality concerns the foundation of teachers and other staff. Below is the interview with Al Azhar 32 Islamic Junior High School Padang student.

"Because we are an Islamic school, Al Azhar 32 Islamic Junior High School Padang, because there is the word Islam, automatically the first quality standard is related to Islam, such as the religion and how it is worshiped. Therefore, we have tests for teacher

admissions, such as Quran reading and memorization tests. It may not be as heavy here as in Java because the center is in Java. There are even up to 3 or four juz in Java."

Improving religious quality for students, Al Azhar 32 Islamic Junior High School Padang is a school that emphasizes religion for its students. It is in line with the school's vision and mission, as well as school goals. Before entering class, children must make a daily deposit of one verse. It is one of the programs run by the school to produce an output of children who memorize the Quran. Below is the interview with Al Azhar 32 Islamic Junior High School Padang student.

"The first quality standard is related to Islam."

Teachers and multifunctional staff at work, even though the teacher is a teacher who teaches general subjects, the teacher is required to master religious knowledge. It also aligns with the interview process with Al Azhar 32 Islamic Junior High School Padang's staff as below.

"Appeal from Al Azhar Jakarta: teachers or employees should be more multifunctional."

School vision and mission, Jhons Febby Islamic Junior High School Padang has a clear vision and mission. The principal of Jhons Febby Islamic Junior High School and his subordinates realize this vision and mission through superior programs. Below is the interview with the principal.

"Here, of course, because we are private, which is the parameter of the vision and mission. There is in the form of habituation. They are in the form of subject programs in class. These are the parameters for successful output in the private sector."

A teacher who is linear in teaching, Jhons Febby Islamic Junior High School Padang applies the concept that the teaching staff and staff at this school must match their primary background when studying. For Jhons Febby Islamic Junior High School, it is crucial because it will impact the learning given to children. An interview with the principal of Jhons Febby Islamic Junior High School is below.

"For example, the teachers must be linear, according to what is being taught."

Students read the Quran fluently, have good morals, and can be competitive, Jhons Febby Islamic Junior High School is also an Islamic-based private school. The teaching staff, staff, and students must be equipped with good religious qualities, such as fluency in Quran reading. An interview with the principal of Jhons Febby Islamic Junior High School Padang is below.

"For example, when students enter, we test them, and when they leave, apart from there

being a test from the department, we also have a test from the foundation.”

Has a flagship program, Jhons Febby Islamic Junior High School Padang has programs that can improve the school’s quality. These programs will also be evaluated to see whether they are being implemented well and will be eliminated or replaced with better programs solely to improve the school’s quality. The interview is below.

“The vision and mission are reduced to 7 (seven) superior programs to be implemented.”

Components involved in assisting school principals in the quality of education at both schools

All School Devices, the principal of Al Azhar 32 Islamic Junior High School Padang has a school component that helps the principal improve the school’s quality without the role of the school component. Below is the interview with one of the students.

“Everything. All school members, including teachers, representatives, librarians, CS (cleaning service), students, and parents.”

Jhons Febby Islamic Junior High School Padang has loyal tools to help the principal improve the school’s quality. Everyone is involved and has their field, starting from the principal, teachers, and parents, who support all activities or programs. Below is the interview with junior high school curriculum representatives.

"Everything is because we all have our fields. All parties play a role. School principals, teachers, parents, and parental support are great for their children's progress. Especially for children who take part in competitions, the parents are very supportive, meaning they remind their children to study. So, apart from motivation from teachers, there is also the role of parents."

Inhibiting and supporting factors, as well as solutions for school principals in improving the quality of education at both schools

School facility, Jhons Febby Islamic Junior High School Padang is a school in process and trying to pioneer, including wanting other facilities to be fulfilled. However, other facilities cannot be fulfilled for several reasons, such as the lack of laboratory space and other infrastructure facilities. Below is the interview conducted with junior high school principals.

"The inhibiting factor is the most noticeable, perhaps in facilities, because they are still limited, even though the number of students currently does not feel lacking. There are no laboratory facilities yet, and libraries in classrooms to support the intensive program that you must go to tutoring. We stay in tutoring but must get around it to carry it out.

If it comes from students, perhaps delinquencies hinder their growth and development process, thereby hampering the school's quality. If the supporting factor is the foundation."

Teacher attachment to school, good principal capability, teachers who do not have a complete attachment to the school as a form of commitment to work and carry out responsibilities according to their duties. It is one of the inhibiting factors, as honorary teachers do not yet have a complete attachment to the school through a work contract, and if, at any time, the school principal needs them, these teachers are not on standby on the spot. The supporting factors are the principal's capability in carrying out his duties, ability from an administrative perspective, relationships with other schools, and experience in the education world for more than five years. Below is the interview with Jhons Febby Islamic Junior High School Padang's staff.

"So far, what I have seen hinders the principal from HR. Because we are a new school, if we look at large schools, their human resources team is already solid, as they have implemented what are called teachers. Usually, permanent employees and contract teachers are bound by time. Here, because we are new, we have not yet implemented what is called a teacher contract. The teacher comes in in the morning and must go home at 5. It has not been implemented like that. Here, the average honorary teacher is still an honorary teacher when he comes to teach. The principal process needs to be fast; it is still constrained. Supporting factors, perhaps from the principal's personality. First, he has more than 5 years of experience in the world of education. Therefore, that is very helpful. Then, connecting with other schools to study at other schools or the education service is beneficial. So, when the principal got it and had it, the principal shared it with the other teachers. The solution is to implement a policy for the teachers to be contracted. The children have seen so far that to build human resource synergy, we must first bind the people, but if we have not tied them, it is like we are still stuck in place."

Internal (personal problems of the principal) and external factors (children's behavior), achievement, inhibiting factors can be caused by two factors, namely internal and external. Internal factors can come from the principal's personality; if the principal has a problem but cannot control it, it will have an impact on all decisions, while externally, it is the behaviour of the children that still need to be developed because it will affect the school's quality. The supporting factors are the achievements achieved by students, academic and non-academic, and religious programs because many achievements make the quality of a school good. Below is the interview with Jhons Febby Islamic Junior High School students.

"There are two: some are internal, and some are external. They have internal problems that can interfere with their actions: every human has them. External, perhaps from children's attitudes, treatment, etiquette, and morals. That is what might hinder quality

and reduce quality. However, we must not give up on that. We must persevere and continue to educate these children in manners, academics, and religion to improve quality. If the supporting factor is that the school's name is zah, what is certain is that the school wants a good name. So, at this school, we also have extracurriculars, such as the Olympics, English, Tahfidz, and so on. Therefore, to improve our quality, we need something called achievement. With this achievement, we can improve the child's true abilities. So, to show quality in the eyes of society, we must excel, such as excelling in the Olympics, Tahfidz, etc., and do not forget sports. So, to improve the quality of this school, we focus on what is called achievement. The solution for students is that there are internal and external factors. If it is external, let's do it straight away: see it, resolve it, discuss it, and then later make peace and forgive each other. If that is impossible, give a warning letter so this attitude can stop. If it is an internal problem, it could influence or create internal problems, such as family conditions. So here, the principal, teachers, guidance, and counselling teachers will talk in the principal's room to discuss what happened so that it can be resolved."

The principal's strategy for improving the quality of education at both schools

Approach with parents, the implementation of school programs requires support from stakeholders, one of which is parents, who are oriented toward future students, so Al Azhar 32 Islamic Junior High School Padang formed an organization that included parents and had a structure, including a chairman, Jam'iyah. Based on establishing Jam'iyah, children's activities will be better and smoother, and it is a strategy carried out by school principals to improve the quality of schools. Below is the interview with the student representative of Al Azhar 32 Islamic Junior High School Padang.

"The strategy means approaching the jahiliyyah; that must be clear at the start, right? Moreover, we usually involve the Jam'iyah in everything related to students. At Al Azhar, there are student exchange activities from Al Azhar where they move to study for a week; the new one is Al Azhar Bintaro. If Jam'iyah does not support it, the program will not run."

Increasing religious values, increasing religious values is also the target of Al Azhar 32 Islamic Junior High School Padang because if Al Azhar 32 Islamic Junior High School Padang does not emphasize these values, it does not align with the school's goals. Interviews were conducted with Al Azhar 32 Islamic Junior High School Padang staff as below.

"We increase our religious values. Because these values indirectly improve the quality of schools."

Discussion

Schools are educational institutions where people with knowledge are produced. School is a gathering place for people who have an interest in education. It is a means of interaction between individuals and individuals and groups of individuals. The role of schools as educational institutions is to develop student's potential so that they can carry out their tasks as human beings, individually, and as members of society. Schools as educational institutions currently face various demands. The increasing number of schools, both public and private, has unknowingly created quite fierce competition. This makes and requires schools to improve (their image) in generating credibility and becoming an attraction for the community so that they flock to send their children to schools that the community considers appropriate for educating their children. Good management certainly significantly impacts whether organizational goals are achieved because managers influence the performance they lead. The ability to influence a group to achieve goals is part of management (Nguyen et al., 2020). The manager's activity is to encourage his subordinates to complete their work with enthusiasm and confidence (Paglis & Green, 2002).

Educating students, especially instilling good character values and manners, is difficult. It must be done with sincere intentions and attitudes because a student is like a tree branch. The more complex the teachers try to straighten it, the more the branch will break, but if students are calm and gentle, they can straighten the tree branch. One of them is for teachers to play an active role in forming the manners and character of students, so the government must also help improve the quality of parents and teachers as professional educators, not just professional teachers (Hargreaves & Fullan, 2015). School management requires monitoring and evaluation to ensure its processes can be carried out well and determine whether a school is progressing. In general, if monitoring and evaluation are implemented well, it will provide information that can be used in various decision-making in the future (Kananura et al., 2017). Therefore, monitoring and evaluation should provide fast, accurate, and sufficient information to decide on an action. The duties and roles of school principals in the accreditation process are substantial, especially in building their commitment to improving school quality (Stronge & Xu, 2021). Educational leadership is the ability to drive the implementation of education so the goals can be achieved effectively and efficiently. In the school environment, the principal is the top leader who determines the school's success in achieving educational goals. A leader who wants to be successful in an institution or organization must have many skills. The principal is a person who has power and influence in determining teaching and learning activities at the school. Life at the school is regulated in such a way through the principal's leadership. The principal's leadership will be successful if they understand the school's existence as a complex and unique organization and can carry out the role of the principal as someone with the responsibility to lead the school.

The principal must perform his management function as the school's top manager. The

management functions are planning, organizing, implementing, monitoring, and evaluating. The principal who carries out the management function will ensure that it will support the school's success. Additionally, [Suncaka et al. \(2022\)](#) stated that educational institutions can take steps to develop high-achieving schools by developing superior programs. This development includes changes, updates, or improvements. Educational institutions will be interested in communities if they can develop superior programs because they understand the importance of education for their children. It cannot be separated from the role of the school principal, who must be able to design, observe, and map out what superior programs can be chosen so that they can attract community interest and suit community needs. Implementing education in schools is a systemic social institution with interrelated components that influence each other. The main components of a school are students, teachers, and other education personnel; curriculum; and educational facilities.

The quality of education refers to quality education. Quality education is produced by the leadership of a quality school principal, who is professional in carrying out his duties and responsibilities. A professional school principal is a school principal who can manage and develop the school optimally. Therefore, the school principal has a vital and strategic role in implementing the madrasah's vision, mission, and goals. School principals who are professional in carrying out their duties and responsibilities fully through quality improvement strategies to produce quality output and outcomes. The professionalism of the school principal will show the quality of the school's performance.

The quality of learning leadership at Al Azhar 32 Islamic Junior High School Padang shows that the principal applies leadership that involves existing components in the school, including parents who are also involved in making school programs successful. Additionally, the principal previously served as a curriculum representative and was appointed principal, giving the Al Azhar 32 Islamic Junior High School principal a better understanding of curriculum realization. To improve the quality of learning, school principals participate in managing teachers by creating student worksheets and holding training or workshops to prepare teachers who are active in teaching and understanding the independent learning curriculum. The principal of Al Azhar 32 Islamic Junior High School Padang also applies the principles of security in the school to carry out all applicable rules for teachers and students.

Conclusion and Implications

The quality of learning leadership from all aspects, including the principal's role in improving the quality of education at Al Azhar 32 Islamic Junior High School and Jhons Febby Islamic Junior High School Padang, can be seen from the principal's managerial leadership system. The quality of learning leadership seen in educational standards at Al Azhar 32 Islamic Junior High School and Jhons Febby Islamic Junior High School Padang starts from increasing students' religious values and manners to teaching staff and staff who are multifunctional in their work to superior programs. The quality of learning leadership is seen from the

components that help the principal improve the quality of education at Al Azhar 32 Islamic Junior High School and Jhons Febby Islamic Junior High School Padang, namely all school staff. The quality of learning leadership is seen in factors that hinder and support the solution from the school principal in solving it. It is also seen in its types. The quality of learning leadership seen from the principal's strategy in improving the quality of education at Al Azhar 32 Islamic Junior High School and Jhons Febby Islamic Junior High School Padang is also good. The suggestions that can be given to Al Azhar 32 Islamic Junior High School and Jhons Febby Islamic Junior High School Padang are that school principals should continue to improve their leadership qualities and train themselves personally to improve the quality of education. The implication that can be described in this case is that each school principal has different leadership in carrying out their duties. Al Azhar 32 Islamic Junior High School and Jhons Febby Islamic Junior High School Padang have something in common, such as their religious programs.

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