

The Role Of The Head Of The Institution's Leadership In Improving The Quality Of Education At LKP Mr. Einstein

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Abstract

This study aims to describe the leadership roles of the head of the institution in improving the quality of education at LKP Mr Einstein. The research focuses on four dimensions of educational leadership, namely the roles of educator, administrator, supervisor, and leader, as well as the strategic efforts undertaken by the institutional head to strengthen teacher professionalism, learning facilities, and student achievement. This study employed a descriptive qualitative approach, with data collected through in-depth interviews, direct observations, and document analysis. Data were analyzed using Miles and Huberman's interactive model, which consists of data reduction, data display, and conclusion drawing, supported by data validity checks through source and methodological triangulation. The findings indicate that the institutional head performs the leadership roles in an integrated and consistent manner. As an educator, the institutional head guides and facilitates teachers' professional development through training and mentoring activities. As an administrator, the institutional head designs program plans, manages resources, and ensures the availability of a conducive learning environment. As a supervisor, the institutional head monitors the teaching process, provides constructive feedback, and addresses instructional challenges faced by teachers. As a leader, the institutional head formulates educational visions, fosters a positive organizational culture, and motivates teachers and staff through effective collaboration and communication. Furthermore, the institutional head implements strategic efforts such as enhancing teacher professionalism, improving learning facilities, and organizing student development programs including public speaking, confidence shows, and outing class activities. In conclusion, the effectiveness of the institutional head's leadership significantly contributes to the improvement of educational quality at LKP Mr Einstein, particularly in the areas of instructional processes, teacher performance, and student outcomes. These findings reinforce the importance of transformational and instructional leadership within the context of non-formal education

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1. INTRODUCTION

Improving the quality of education is an issue that continues to receive attention at both the international and national levels. At the global level, the results *Program for International Student Assessment 2022 PISA* (Philosophy of International Student Admissions) survey showed that Indonesia's literacy, numeracy, and science scores remain low compared to OECD countries. This situation indicates the need to strengthen educational leadership as a key factor in driving improvements in the quality of learning. Sri Mulyani, in the 2018 National Working Meeting, emphasized that a country's progress is largely determined by the quality of education, institutional governance, and the availability of adequate infrastructure. Therefore, leadership is

a strategic dimension that directly influences an institution's ability to manage change and achieve desired educational quality standards.

In the national context, Law No. 20 of 2003 on the National Education System affirms that education is a conscious and planned effort to create a learning environment that allows students to actively develop their potential. The government has undertaken various efforts to improve quality by strengthening the curriculum, enhancing educator competency, and meeting National Education Standards. However, the reality on the ground shows that the quality of education, including in non-formal education units, still faces complex challenges. Many non-formal educational institutions, including Course and Training Institutions (LKP), do not yet have the strong leadership capacity to ensure that the learning process is effective and oriented towards community needs.

In the context of non-formal educational institutions such as the Mr. Einstein LKP, the role of the head of the institution is very strategic in directing policies, building a culture of quality, and managing human resources and infrastructure to achieve educational goals. Research by Andriani (2018) shows that transformational leadership has a significant influence on teacher work motivation and institutional performance. Akparep (2019) similarly emphasized that the right leadership style will impact organizational effectiveness. Thus, efforts to improve the quality of education at LKP depend heavily on the extent to which the head of the institution can effectively carry out their leadership functions, whether as an educator, administrator, supervisor, or leader.

The declining quality of non-formal education in several regions—indicated by low instructor competency, suboptimal learning processes, and unprofessional institutional management—needs an in-depth analysis of how the role of the institution's head can provide a solution. The initial assumption of this study is that effective leadership will improve teacher discipline, the quality of the learning process, the availability of supporting infrastructure, and student achievement. This assumption is reinforced by the findings of Mulyasana's (2015) research, which explains that leadership quality is a dominant factor in creating a culture of quality in educational institutions.

Mr. Einstein's LKP, a growing training institution in Pare, Kediri, demonstrates the need for leadership capable of managing change, enhancing teacher professionalism, providing adequate resources, and creating a conducive learning climate. The leadership success of the institution's head will lead to increased public trust and the quality of the institution's output. Conversely, weak leadership can hinder teacher performance, reduce the quality of learning, and diminish student achievement.

2. MATERIALS AND METHODS

Improving the quality of education in training and course institutions is greatly influenced by the leadership effectiveness of the institution's head. In the context of educational management, transformational leadership theory (Bass & Avolio, 1994) emphasizes that leaders who are able to provide inspiration, motivation, and coaching will produce positive changes in teacher and organizational performance. Hallinger (2011), through his theory of instructional leadership, stated that the quality of learning is greatly influenced by the effectiveness of leaders in directing, evaluating, and supporting the learning process.

Meanwhile, Spillane (2012), through the perspective of distributed leadership, emphasizes the importance of collaboration between leaders and teachers to create a sustainable culture of quality. Research by Andriani et al. (2018) also confirms that transformational leadership significantly influences teacher motivation and performance. This finding is relevant to the context of LKP, where the head of the institution plays a role as a director, mentor, and strategic decision-maker.

Research by Akparep, Jengre, & Mogre (2019) shows that the right leadership style will increase organizational effectiveness, including in non-formal educational institutions. Furthermore, Mulyasana (2015) emphasized that educational quality is largely determined by the

quality of leadership in managing the learning process, human resources, and infrastructure. Another finding from Bush (2020) confirms that learning-focused leadership is a key indicator of institutional success.

In the non-formal education sector, research by Kristiawan (2020), Wahyudi (2021), and Rahayu (2022) shows that course institutions with competent leaders demonstrate improvements in instructor professionalism, service quality, and public trust. This aligns with UNESCO's findings (2021), which emphasize that educational quality is inextricably linked to the effectiveness of institutional governance and leadership.

Thus, the theories of transformational leadership, instructional leadership, and distributed leadership serve as the conceptual foundations that strengthen this research. All of these theories and research are relevant because they support the analysis of the role of the head of the institution in improving the quality of education at Mr. Einstein LKP, which is the main focus of this research.

This study uses a qualitative descriptive approach because it allows researchers to understand phenomena in depth according to the real-world context. According to Sugiyono (2012), qualitative methods aim to describe the natural state of an object by observing the meaning, processes, and interactions that occur. This approach is considered most relevant to exploring the role of the head of the institution in improving the quality of education at LKP, Mr. Einstein, because the focus of the research relates to leadership behavior, policies, and practices that can only be understood through direct observation and exploring the experiences of informants.

Before entering the main data collection phase, the researcher conducted a series of pre-research studies to obtain an initial overview of the institutional context. At this stage, the researcher reviewed the institution's profile, organizational structure, and various internal policies. The researcher also reviewed initial documents such as the curriculum, work programs, and activity reports. In addition to document review, the researcher went directly to the location to ensure field readiness, the suitability of informants, and the relevance of the institutional conditions to the research focus. This pre-research process aligns with the guidelines of Miles, Huberman, and Saldaña (2014), which emphasize that understanding the context is a crucial step before entering the in-depth data collection phase.

Data collection was carried out using three main techniques, namely (1) interviews, (2) observation, and (3) documentation studies.

Interviews were conducted with the head of the institution, teachers, and administrative staff to obtain firsthand accounts of how leadership is implemented in daily activities. During the interviews, researchers gathered information on institutional planning, teacher development, infrastructure management, and the head's interactions with students. This technique was combined with direct observation of the learning process, teacher activities, and the head's supervision and communication methods within the work environment. Furthermore, researchers collected various documents, including the curriculum, organizational structure, work programs, and administrative records, as supporting evidence. This combination of these three techniques constitutes a form of method triangulation, as suggested by Strauss and Corbin (2015) to enhance the credibility of qualitative findings.

The data obtained were analyzed using Miles and Huberman's (1994) interactive model, which consists of data reduction, data presentation, and conclusion drawing. In the reduction stage, researchers selected, categorized, and simplified raw data from interviews, observations, and documents so that only essential information was retained. The reduced data were then presented in the form of a thematic pattern that illustrates the roles of the head of the institution as educator, administrator, supervisor, and leader. From this data presentation, researchers began to see relationships between findings, which were then verified to draw more comprehensive conclusions.

To ensure the validity of the research findings, the researcher conducted data validation through source and technical triangulation. Information from the head of the institution was

compared with statements from teachers and staff, while interview results were cross-checked with observations and field documents. The researcher also conducted a member check by reconfirming the interpretation of the data with the informants to ensure that the findings are in accordance with the facts they understand. The entire process is recorded in detail as part audit. This effort follows the validity standards of Lincoln and Guba (1985), which emphasize the importance of the aspect's credibility, transferability, dependability, and confirmability in qualitative research.

In the final stage, all analyzed data were compiled into systematic research findings. The findings were then organized based on the research focus, namely the role of the head of the institution as an educator, administrator, supervisor, and leader, as well as the strategies used to improve the quality of education at LKP Mr Einstein. The compilation of the results was carried out in a structured manner so that each finding was connected to theory and in accordance with the scientific writing rules used by the Mandala Education Journal. Thus, the research process ran completely from preparation and data collection, analysis, to reporting, thus producing an in-depth picture of the leadership practices of the head of the institution in an effort to improve the quality of education.

3. RESULTS AND DISCUSSION

The research results show that the head of the LKP, Mr. Einstein, carries out his role multidimensionally, encompassing the roles of educator, administrator, supervisor, and leader. These four roles do not stand alone but are interconnected in forming leadership patterns that influence the quality of education in the institution. This finding is consistent with educational leadership theory, which emphasizes that a leader of a non-formal institution must be able to manage learning, human resources, infrastructure, and organizational culture in an integrated manner (Hallinger, 2011; Bush, 2020). The meaning of each role is explained through a thematic analysis based on interviews, observations, and documentation conducted by the researcher.

1. The role of the Head of the Institution as an Educator

The Head of LKP, Mr. Einstein, demonstrated his role as an educator by building positive relationships with teachers and students and creating a conducive learning environment. Field observations showed that the head of the institution actively interacted with teachers to provide motivation, guidance, and support in facing various learning challenges. The interactions were not only instructional but also emotional, for example, by listening to teachers' challenges, providing space for their aspirations, and providing appreciation for specific achievements. This pattern demonstrates the application of practical instructional *leadership*, where leaders take a direct role in strengthening the teaching and learning process (Hallinger, 2011).

In addition to building positive interpersonal relationships, the role of educator is also evident in the efforts of the head of the institution to guide teachers in professional development. Interviews with teachers revealed that the head of the institution regularly holds internal training, pedagogical discussions, and joint reflection sessions to improve teacher capacity. The head of the institution also facilitates access to the latest information and learning resources, allowing teachers to update their teaching methods in line with evolving educational demands. This finding aligns with research by Andriani et al. (2018), which found that transformational leadership can increase teacher motivation and encourage them to continuously develop their competencies.

The head of the institution also encourages the use of innovative learning models and the integration of technology into the learning process. Several observations indicate that the head of the institution allows teachers the freedom to try new approaches, as long as they adhere to the curriculum and the institution's vision. This attitude demonstrates the leader's openness to innovation and renewal, which are essential for creating enjoyable and relevant learning for students. Thus, the role of educator is carried out through coaching, supporting, and empowering teachers to improve the quality of teaching.

2. The role of the Head of the Institution as an Administrator

The administrative role of the head of the institution is a very prominent aspect in the research findings. The Head of LKP, Mr. Einstein, is responsible for planning the institution's programs, managing the organizational structure, and efficiently managing resources. Documentation data shows that the head of the institution prepares short, medium-, and long-term plans according to student needs and the institution's vision. This planning includes determining flagship programs, procuring learning resources, and preparing schedules for academic activities and student development activities.

In terms of organization, the head of the institution ensures that the tasks and responsibilities of teachers and staff are distributed proportionally. Based on observations, the head of the institution maintains a clear line of communication between various units within the institution, ensuring smooth coordination. Facilities and infrastructure are also well managed, as evidenced by the clean, comfortable classrooms equipped with facilities to support the learning process. This reinforces Mulyasana's (2015) assertion that adequate facilities are crucial for ensuring the quality of learning.

In terms of financial management, the head of the institution allocates the budget carefully and measurably. Every program expenditure is reviewed to ensure it aligns with the learning needs and development priorities of the institution. Research by Akparep et al. (2019) confirms that organizational success is greatly influenced by the leader's ability to manage resources effectively. This study's findings align with this theory, as the head of the LKP, Mr. Einstein, can carry out administrative functions systematically and purposefully.

3. The role of the Head of the Institution as Supervisor

The head of the institution's role as supervisor is reflected in the supervision, coaching, and mentoring of teachers and staff. Research shows that the head of the institution monitors teacher performance through classroom observations, student learning evaluations, and regular discussions about the quality of instruction. Supervision is conducted constructively, not only assessing achievement but also providing feedback to help teachers understand areas for improvement.

The head of the institution also provides guidance and coaching through individual and small group discussions, particularly regarding the use of learning methods, classroom management, and problem-solving. This approach aligns with the concept of professional guidance, where leaders help teachers develop their pedagogical competencies.

Field findings also indicate that the head of the institution is capable of identifying teacher training needs and conducting internal workshops as a form of capacity building. This competency strengthening is part of an ongoing effort to maintain the institution's quality. In certain situations, the head of the institution also acts as a mediator in addressing issues that arise between teachers, staff, or students. This firm's communicative attitude helps maintain a conducive work climate. This supervisory role is relevant to the theory of Lincoln & Guba (1985), which emphasizes the importance of leader involvement in ensuring the quality of learning practices.

4. The role of the Head of the Institution as a Leader

As a leader, the head of the LKP, Mr. Einstein, demonstrated the ability to influence, direct, and inspire all components of the institution to achieve common goals. Research findings indicate that the head of the institution possesses a clear vision regarding the direction of the institution's development and can communicate it effectively to teachers and staff. This vision is not only expressed in documents but also translated into concrete programs oriented towards learning quality.

The head of the institution also creates a positive organizational culture by instilling the values of integrity, discipline, cooperation, and innovation. The institutional environment demonstrates warm and collaborative working relationships, where each teacher feels valued for their contributions. This reflects a transformational leadership style, in which the leader plays a crucial role in building team motivation and trust (Bass & Avolio, 1994).

In the decision-making process, the head of the institution does not adopt an authoritarian stance but instead involves teachers and staff in providing their opinions. Field observations indicate that regular discussions and meetings provide a participatory space for all members of the institution. This openness reflects the principle of distributed leadership (Spillane, 2012), where leaders optimize the capacity and role of each member to achieve common goals.

The head of the institution also encourages innovation through new programs that improve students' skills, such as public speaking, confidence, and outing class activities. These efforts demonstrate that the head of the institution has a strong orientation toward improving student achievement and the institution's image.

QUALITY OF EDUCATION

The research results show that the head of the LKP, Mr. Einstein, not only carries out a structural leadership role but also undertakes various strategic efforts aimed directly at improving the quality of education. These efforts relate to improving teacher professionalism, strengthening learning infrastructure, and fostering student achievement as an indicator of the quality of educational services. This finding aligns with Mulyasana's (2015) view, which asserts that educational quality is the result of a synergy between educator quality, learning effectiveness, and a supportive learning environment.

1. Improving Teacher Professionalism

The first step taken by the head of the institution was to strengthen teacher professionalism as the primary foundation for quality learning. Based on observations and interviews, the head of the institution implemented strict disciplinary rules and a work ethic as minimum standards for teacher performance. Teachers were required to arrive on time, carry out lessons according to plan, and participate in all institutional activities. This emphasis on discipline is part of establishing a professional work culture that is essential in educational organizations.

In addition to improving discipline, the head of the institution actively provides training, mentoring, and coaching on pedagogical competency. Various activities, such as internal workshops, regular academic meetings, and coaching sessions, are conducted to update teachers' knowledge of learning strategies, innovative approaches, and classroom management. These practices reflect the application of the principles of capacity building for human resources, as stated by Bush (2020), as the core of effective educational leadership.

The head of the institution also provides space for teachers to participate in professional development activities outside the institution. This demonstrates a commitment to making teachers lifelong learners. This effort to strengthen teacher competency aligns with research by Andriani et al. (2018), which found that supportive leadership can improve teacher performance and commitment in carrying out teaching tasks.

2. Strengthening Educational Facilities and Infrastructure

Adequate facilities and infrastructure are crucial for creating quality learning. Research findings indicate that the head of the LKP, Mr. Einstein, places significant emphasis on providing comfortable, safe, and supportive facilities for learning activities. A clean, tidy, and away-from-crowds environment creates a conducive learning environment for students, in keeping with the characteristics of non-formal educational institutions, which require flexible and interactive spaces.

Furthermore, the head of the institution also ensures that learning equipment is available and suitable for use, including learning media, practical tools, and supporting technology. This support aligns with UNESCO's (2021) view that the quality of the learning environment directly impacts the effectiveness of the learning process.

Planned and systematic management of facilities and infrastructure demonstrates the head of an institution's ability to carry out facilities management functions. Therefore,

providing adequate physical resources is a key strategy contributing to improving the institution's quality.

3. Improving Students' Achievement

The final effort identified in the research was the principal's focus on improving student achievement as a measure of the success of the learning process. The principal consistently conducted monthly evaluations through written and speaking tests to monitor student progress.

This periodic evaluation is not only a tool to measure learning achievement, but also a basis for teachers to improve the learning process and provide additional guidance for students who need it.

In addition to academic evaluation, the head of the institution develops various self-development programs, such as public speaking, confidence shows, students of the day, and outing class programs are designed to provide broader learning experiences, increase student confidence, and strengthen their communication skills. This effort aligns with experiential learning theory, which emphasizes the importance of applied activities in developing 21st-century skills.

This comprehensive approach to enhancing student achievement reflects a leadership style that focuses not only on academic aspects but also on the development of students' character, self-confidence, and social competence. Thus, the principal measures the institution's performance not only by student grades but also by the holistic development achieved through carefully designed activities.

4. CONCLUSION

This study shows that the leadership of the head of LKP, Mr. Einstein, has a significant contribution to improving the quality of education. Based on the results of the qualitative analysis, the head of the institution carries out four main roles—as educator, administrator, supervisor, and leader—which complement each other in supporting the creation of an effective learning process. The role as an educator is demonstrated through continuous mentoring of teachers, support for learning innovation, and the creation of positive interpersonal relationships. The role as an administrator is reflected in the ability to plan programs, organize resources, manage infrastructure, and maintain the smooth operation of the institution systematically. The role as a supervisor is realized through monitoring activities, professional guidance, learning evaluation, and continuous teacher mentoring. The role as a leader is evident through his ability to inspire, build a positive organizational culture, drive collaboration, and direct the institution's vision towards improving the quality of education.

In addition to fulfilling these roles, the head of the institution also undertakes three strategic efforts to improve the quality of education: enhancing teacher professionalism, strengthening educational facilities and infrastructure, and fostering student achievement. Efforts to improve teacher competency are carried out through training, coaching, and enforcing work discipline. Strengthening facilities and infrastructure is implemented through the provision of safe, comfortable, and supportive learning facilities. Meanwhile, improving student achievement is achieved through systematic learning evaluations and self-development programs such as *public speaking*, *confidence shows*, and *students of the day*.

Overall, the findings of this study indicate that the quality of education in course institutions is significantly influenced by effective leadership. When the institution's principal can manage learning, human resources, and the learning environment in an integrated manner, educational outcomes can be significantly improved. The results of this study also emphasize the relevance of transformational leadership, instructional leadership, and distributed leadership theories in the context of non-formal education.

This research contributes to the development of educational leadership studies, particularly in the context of non-formal educational institutions such as LKP. The findings broaden understanding of how the concepts of transformational leadership, instructional

leadership, and distributed leadership are applied in the management of course institutions. This research also strengthens the theoretical argument that educational quality depends not only on the curriculum and learning methods, but also on the managerial and leadership qualities of the institution's principal. Therefore, the results of this study can serve as a reference for further research examining leadership dynamics in non-formal educational institutions.

From a practical perspective, this research provides several important recommendations for LKP, particularly for heads of institutions and managers of non-formal education. First, heads of institutions need to continue developing leadership competencies by strengthening their planning, supervision, and teacher development capabilities. Second, institutions need to strategically allocate budgets to improve learning facilities that support comfortable and effective learning. Third, student achievement evaluation and coaching must be implemented consistently and in a structured manner so that student development can be measured and improved. Furthermore, a collaborative and supportive organizational culture needs to be continuously developed to maintain teacher motivation and increase public trust in the institution.

This research also has implications for non-formal education policymakers. Education offices and related institutions can design leadership capacity-building programs for LKP leaders through training and professional mentoring. Furthermore, the development of specific quality standards for LKP needs to be strengthened to provide course institutions with a clearer framework for managing learning and administration.

This research still has limitations because it was conducted at a single institution and used a qualitative approach. Therefore, future research could conduct comparative studies across LKPs, employ a mixed methods approach, or expand the focus on the impact of leadership on student learning outcomes quantitatively. Research could also delve deeper into innovative leadership models relevant to developments in educational technology.

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