



THE INTEGRITY OF HIGH SCHOOL PRINCIPLES IN REALIZING QUALITY SCHOOLS IN SCHOOLS SOUTH SUMATERA PROVINCE

Qalka Sandi¹
Lias Hasibuan²
Fadillah³

¹ STIT YPI Lahat- South Sumatra- Indonesia

² Professors, Sultan Thaha Saifuddin State Islamic University Jambi - Indonesia

³ Assoc Professor, Sultan Thaha Saifuddin State Islamic University Jambi - Indonesia

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Abstract:

This study aims to examine the integrity of high school principals at two high schools in South Sumatra Province in order to realize quality schools. in the province of South Sumatra. The purpose of this research is to see to what extent the influence of the principal's integrity on the quality of schools in senior high schools in South Sumatra Province

This study uses a descriptive qualitative research method with the technique of determining the object of research in a purposive manner. The subject of the study was the principal of a SMAN in South Sumatra Province as a key informant. Meanwhile, vice principals, teachers, employees, students, alumni, and alumni parents are supporting informants. Data collection techniques used are observation, interviews and documentation. While the data analysis technique uses a flowing data analysis model, which includes: data reduction, data presentation, and drawing conclusions/verification.

The results of this study found that: First, the Principal's Reality of Integrity is quite good, both in the principal's physical dimensions, the principal's mental and spiritual dimensions as well as the principal's social dimensions. Second, the factors supporting the principal's integrity have more influence than the inhibiting factors they have. Third, the impact of the principal's integrity on the quality of the South Sumatra Province Senior High School is very good because the principal's integrity can generate trust and loyalty for teachers and employees towards the principal so that it has an impact on the realization of quality in the South Sumatra Province Senior High School. Fourth, the principal's integrity model in realizing the school quality departs from the input of the principal's acceptance in accordance with the academic qualifications (S2) of other selection series, in the process the leadership of the principal in these two schools is considered to have good integrity in their leadership, seen from the dimensions of integrity possessed by the principal so as to generate trust and loyalty for teachers and employees to the principal so that it has an impact on the realization of quality in schools. The outputs and outcomes produce quality schools such as teachers and students who excel, and quality school graduates.

Keywords: Principal Integrity, Quality School

INTRODUCTION

In achieving educational goals in educational institutions effectively and efficiently, human resources in schools, especially principals as drivers of self-motivation and their subordinates need to improve their performance by planning programs that can support the achievement of school goals. Therefore, the competency test of principals in each school and by prospective principals must be carried out, as a benchmark for the competence of principals in carrying out their duties. This can be proven through the principal's competency test data. Meanwhile, according to Detik Manado, the national average score for the National School Principal Competency Test is 56.37. Meanwhile, South Sumatra Province has a principal competency test score below the national average, which is 55.38. However, this value is not below the national standard value of 55.00. And with this value, South Sumatra Province is ranked 17th Nationally. Although the score does not exceed the national average, the province of South Sumatra is considered to have received a fairly good score because it has exceeded the national standard value, and is ranked 17th nationally out of 34 provinces. However,

it should also be acknowledged that the quality of the competence of school principals in the province of South Sumatra still needs to be improved, especially in districts far from the provincial capital. Of course, the quality of education in district capitals, especially provincial capitals, is different from the quality of education which is far from the capital, therefore many schools are used as pilot schools in the capital. Schools that can be used as examples cannot be separated from effective leadership.

A leader is said to be effective if he can achieve his goals. In order to be able to achieve these goals, leaders are expected to have competencies that are in accordance with the interests of the organization. In addition, there are still many factors that affect work effectiveness. Therefore, smart and skilled leaders are needed, and have competence (Wibowo, 2013). The measure used to measure the effectiveness of the leader is how far the organizational unit of the leader has succeeded in carrying out the task of achieving the goals. While the measure of subjectivity is the level of effectiveness produced by the highest leader, workers or subordinates. Leader effectiveness is sometimes measured by the leader's contribution to the group process as perceived by followers or outside observers (Gary Yukl, 2011).

The important requirements for the success of leaders (leadership) and managers or management in carrying out their respective roles, duties, functions or responsibilities are competence. According to McShane and Von Glinow in Wibowo (Wibowo, 2013), leadership competencies are skills, knowledge and talents, as well as other personal characteristics that lead to superior performance. In this case personal characteristics, especially the characteristics of a leader to achieve good leadership effectiveness.

According to Yuk (Gary Yulk, 2011), the characteristics of an effective leader are Traits (motivation, personality, and values), Confidence and Optimism, Skills and Expertise, Behavior, Integrity and Ethics, Influence Tactics, and Influence traits. Of all the characteristics of leaders above, of course, all of them are very important for a leader to have, especially the characteristics of Integrity, because leaders who have high integrity will of course always be committed to achieving organizational goals, and Integrity requires a leader to be honest and transparent, brave, wise and responsible. in carrying out their leadership duties. In addition, based on an analysis of the behavior of people in developed countries, it turns out that the majority of the population follow and adhere to the basic principles of life in which one of the basic principles is self-integrity.

In general, the word integrity is associated more with leadership – whether in any field: in the business world, in government, in organization, or in society. That does not mean that those who are required to have integrity are only those in leadership positions. Everyone, especially adults, especially educated ones are expected to have integrity.

Integrity is understood without associating it with trust. On the other hand, trust is understood without associating it with integrity. In fact, the two things are closely related. Competence, whether possessed by a person, is not automatic or a guarantee of being able to gain the trust of employees. Only when the leader has integrity will his competence generate trust for his employees. And when the leader has good integrity so as to produce good leadership, it will build the trust of subordinates/employees towards the leader.

Herb Shepherd mentions self-integrity as a unity that includes four values, namely perspective (spiritual), autonomy (mental), social relevance, and tone (physical). George Sheehan describes self-integrity as a unity of four roles, namely being a good animal (physical), a good carpenter (mental), a good friend (social), and a holy person (spiritual) (Gea Antunius, 2011).

The self-integrity that synergizes / blends with the human dimension, so that it gives birth to the dimensions of self-integrity are 1. Physical Dimension, 2. Mental - Spiritual Dimension, 3. Social Dimension. From the information above, self-integrity is seen as a balanced and integrated development of various important dimensions of the human self, involving physical, psychological, and social aspects. People who have self-integrity are people who have achieved good, balanced, and integrated progress from various important elements of themselves (Gea Antunius, 2011).

In addition, according to Adrian Gostick and Dana Telford, in their book, *Excellence Integrity*, it is stated that the character of leader integrity, which must be possessed by a leader in leading an organization or educational unit, is a leader with integrity who shows several characteristics that are consistently shown by people with integrity. high, namely: Realizing that the little things are important; Finding the right one (when others see only gray); Responsible; Creating a culture of trust; Keeping promises; Caring for the greater good; Honest and humble; Acting as if being watched; and Consistent (Adrian Gostick and Dana Telford, 2006).

From the description above, it can be concluded that the purpose of a leader's integrity is to work well, sincerely, fulfill commitments, and do something consistently and carry out its functions according to what has been previously designed. With a leader who has good integrity, of course, it can produce good school quality as well.

In simple terms, quality can be interpreted as quality which is taken from the English "Quality". Quality means the highest point of the services of educational institutions/educational units. In fact, quality is the main guarantee that is seen by various elements (Edward Salis, 2014).

In essence, the notion of quality is to have the following elements: *First*, optimal efforts to meet and even exceed the expectations of service users. *Second*, covering products, services, people and the environment. *Third*, there are changes to the situation and conditions. Thus, the needs of service users, the production of services and the uncertainty of conditions demand organizational dynamics in realizing quality or quality.

According to Edward Sallis, there are three notions of the concept of quality, namely absolute, relative and the perception of service users. If it is associated with education, then the concept of absolute quality is elite, the concept of relative quality comes from the product or service itself that is in accordance with the objectives. Meanwhile, quality in customer perception is defined as something defined by service users.

The quality principle is a number of assumptions that are assessed and believed to have the power to realize quality. There are seven quality principles based on the ISO 9001:2015 version, namely: focus on (1) service users (*customer focus*), (2) leadership (*leadership*), (3) involvement of important people (*engagement of people*), (4) process approach (*process approach*), (5) continuous *improvement* , (6) factual approach to decision making (*evidence based decision making*), and (7) *mutually beneficial supplier relationship management* (Faculty of Economics and Padjadjaran University Business , 2016).

In general, quality means degree. If the educational institution is of high quality, of course the degree is also high. Starting from the *input aspect* to the resulting *outcome* , the degree (quality) will be measured. In fact, good quality will be reflected through the conduciveness created in an educational institution. The quality of the institution is also related to the achievements of the institution's human resources, both in academic and non-academic aspects. As with competitions at the regional, national and even international levels, this is the main attraction for assessing the degree or quality of educational institutions.

To realize the quality of educational institutions and the quality of graduates, the government formulated it in PP no. 19 of 2005 concerning National Education Standards which include: Content Standards, Process Standards, Graduate Competency Standards, educators and education personnel standards, infrastructure standards, management standards, financing and education assessment standards (Indonesian Government Regulation No. 19 of 2005). This standard is a reference for educational institutions in the implementation of educational activities.

According to William Edward Deming on the theory of quality management model, PDCA stands for *Plan* , *Do* , *Check* and *Act* , which is a continuous or continuous process improvement cycle like a circle that has no end. The concept of the PDCA cycle was first introduced by a quality management expert from the United States named Dr. William Edwards Deming. **Plan** (plan: identify and analyze problems), **Do** (implementing: developing and testing potential solutions), **Check** (check: measure how effective the solution test is, Previous and analyze whether the step can be improved), **Action** (take action: implement the improved solution. Overall it can be improved) (Edward Deming W , 2010).

The school as an educational institution must adapt to changes in its environment. This process requires an educational institution to carry out organizational development, which is due to environmental changes in educational institutions , both the internal and external environments (Cipi Triatna , 2015).

Educational institutions also have customers, face competition, and must survive and strive for development and growth. Therefore, educational institutions really need leaders with high integrity so that they can carry out all the visions, missions and goals of educational institutions that have been previously designed, to maintain their lives and develop their missions effectively, to produce quality schools.

School is one of the formal educational institutions that require effective management. In order for an organization to run effectively, it must run according to its main tasks, effective management is needed. These management functions are carried out by a manager or leader (principal). Carrying out something according to its function, as well as each of its members and is a bond from individuals to others in order to carry out the right unity of action, leading to the success of their respective functions.

Through the steps of leadership integrity as offered by some of these scientists, it can be used as a means of realizing quality schools (James A. Stoner, R. Edward Freeman & Daniel R. Gillet , 2005). This is a theoretical study related to leadership integrity in realizing quality schools. Through this theoretical study, it can be used as an analytical tool to see the integrity of leadership in creating quality schools, especially SMA Plus Negeri 17 Palembang Municipality and SMA Negeri South Sumatra. In addition, through direct research on the leadership integrity of high school principals in the city of Palembang and analyzed with this theoretical study, in the end the researcher can offer a theoretical offer about leadership integrity in realizing quality schools at SMAN Plus 17 in Palembang and SMA Negeri South Sumatra.

It should also be acknowledged that the quality of schools in the province of South Sumatra still needs to be improved, especially in districts that are far from the provincial capital. Of course, the quality of education in district capitals, especially provincial capitals, is different from the quality of education which is far from the capital, therefore many schools are used as pilot schools in the capital. Schools that can be used as examples cannot be separated from effective leadership. Especially SMA Plus Negeri 17 and SMA Negeri South Sumatra, which are *favorite schools* in the Palembang municipality. This school deserves to be used as a pilot school because there have been many achievements, both at the national and international levels. Therefore, researchers are interested in researching at the school

Grand tour results and preliminary observations made by researchers, it is known that the leader/principal at SMA Plus Negeri 17 Palembang has good integrity compared to the majority of principals in other high schools, as for several components of the characteristics of integrity possessed by the principal of SMAN Plus 17 Palembang , namely Mrs. *Purwastuti* Kusumastiwati as the principal of SMA Plus Negeri 17 Palembang has a good physique, is healthy and energetic. *Second* In addition, the psychological or emotional character of the South Sumatra State Senior High School principal is classified as good , such as: Having the nature of cultivating trust between leaders and subordinates, when given a mandate or task, it will be completed according to the target. Leaders have a responsible character, such as trying their best to carry out the existing vision and mission. The leadership is always consistent with the initial goals of the educational institution (SMAN Plus 17 Palembang), and the principal has a humble nature, the principal of SMAN Plus 17 Palembang always appears as he is, but remains wise in acting as in solving a problem, always prioritizing through deliberation and consensus. . *Third*, the social skills possessed by the principal can also be said to be good, such as the principal's communication with his subordinates that runs smoothly, and besides that, the principal's

communication outside the school is also fairly good, such as the many national and international level collaborations in the field of education.

Therefore, with good integrity, it produces many advantages over other schools and the State Senior High School Plus 17 Palembang in the province of South Sumatra, there are many advantages that SMAs in Palembang and even South Sumatra do not have. Some of the advantages that can be observed from the results of observations, interviews with school principals and administrators include: the school environment is located in the middle of the city so that school activities are very close to the surrounding community, and the community is a big part of every activity and progress achieved by the school. . State Senior High School Plus 17 Palembang is an excellent school in South Sumatra with an A accreditation. As a superior high school, SMAN Plus 17 Palembang has good educational leadership, so the school can develop significantly and good leadership integrity can also support its advantages and distinguish it with other schools (Observation of the author, at SMA Plus Negeri 17 Palembang).

Palembang State 17 Senior High School (SMA) known as SMA Plus, which started operating in the 1997/1998 school year, occupies a former Sports Teacher School (SGO) and Elementary School Teacher Education (PGSD) building with a land area of 34,280m². Based on school documentation, it is known that this high school located in Lebong Siarang has a heavy and noble task as one of the superior high schools of South Sumatra based on the Decree of the Head of the Regional Office of the Ministry of Education and Culture of South Sumatra Province Number 067/1.11/KP/1999 dated July 1, 1999 concerning the Implementation of Superior Schools in the Province of South Sumatra, and Number 129/1.11/KP/2000 dated January 24, 2000 concerning the Opening of Excellent Schools in 10 Districts/Kodyas of South Sumatra. The name SMA Plus was chosen by the first principal (Dra. Wien Sukarsi) with the indicator that this school has special programs that other schools do not have.

The results *of the grand tour* and initial observations made by researchers at SMA Negeri South Sumatra are known that: Iswan Djati Kusuma as the principal of the South Sumatra State High School has a good physical, healthy and energetic, and has a responsible character for the institution he leads, as evidenced by the increasing quality and quantity of South Sumatra State High School both at the national and international level. In addition, the psychological or emotional character of the South Sumatra State Senior High School principal is classified as good, such as having good *self-control*, for example not prioritizing personal emotions when dealing with subordinates who violate the code of ethics. However, he prioritizes deliberation first every time there is an internal problem at school. The social skills possessed by the principal can also be said to be good, such as the principal's communication with his subordinates that runs smoothly, for example, there are evaluation activities and mutual *sharing* between leaders and subordinates once a week, besides that, the principal's communication outside the school is also fairly good, such as the number of collaborations. national and international levels in the field of education.

With the fairly good integrity of the principal, it can produce good school quality as well, as evidenced by the many achievements achieved by the South Sumatra State High School, both local, national and international achievements. Like winning many Indonesian Science Hero Olympiads (both bronze medals, silver medals, and gold medals) in the fields of Economics, Geography, Mathematics, Chemistry, Biology, English, etc. Both student and teacher levels. In addition, he often wins Olympic championships at the international level, such as Mathematics, Physics, and Chemistry Olympiads. And there are many other achievements of the South Sumatra State High School.

SMA Negeri Sumatera Selatan is a boarding school that was established in 2009 at the initiative of the provincial government of South Sumatra in collaboration with the Putra Sampoerna Foundation. This school was established to fulfill the need in South Sumatra for a quality international standard education that can be enjoyed by students who come from underprivileged families. The Provincial Government of South Sumatra and the Putra Sampoerna Foundation believe that one of the best ways to break the cycle of poverty in a family is through education. SMA Negeri South Sumatra is run with Operational Permit No. 067/1630.a/PM/Disdik.SS/2009.

By focusing on outstanding students from financially disadvantaged families, this school provides opportunities for students in South Sumatra to get the best education by opening up opportunities to develop themselves and achieve achievements so that they can change the fate of their families. All students receive full scholarships funded by the provincial, district/city governments, and donors. In learning, SMA Negeri Sumatera Selatan combines the Cambridge national and international standard curriculum so that students are able to take national exams organized by the Ministry of Education and Culture and international exams from Cambridge University. The use of an international curriculum helps students to be able to speak English actively wherever they are. The school is also the center for the Cambridge International Examination Center (CIE Center).

South Sumatra State High School implements a 21st century holistic education that not only develops academic but also non-academic abilities as well as character development of leadership, entrepreneurship, and social responsibility. This is realized through a program that synergizes with the curriculum used, the program is *Pathway to Leadership, Community Service, Life Long Learning, and Boarding Education* .

From the grandtour above, it can be concluded that the two superior high schools have different phenomena, such as: SMA Plus Negeri 17 Palembang, this does not implement a *full boarding school system*, while SMA Negeri South Sumatra implements a *full boarding school system*, and SMA Negeri South Sumatra is devoted to students . underprivileged or lower middle class who excel, while SMA Plus Negeri 17 Palembang the majority of students from the upper middle class, in addition the quota for the number of student admissions at SMA Negeri South Sumatra is limited because the school is *full* of scholarships for local boys who can't afford but excel, while the quota for student acceptance at SMA Plus Negeri 17 Palembang is much higher than SMA Negeri South Sumatra.

Based on observations at the beginning of SMA Plus Negeri 17 Palembang and SMA Negeri South Sumatra, information was obtained that there were several components. **First, (Planning)** Planning which was considered to have been carried out well, namely in the process, work planning, implementation of work programs carried out by the principal, and all educators and education officers. It is proven by the activities and school programs that are going well, such as intracurricular activities which are the main activities of the school, this activity is going well, seen from the many students who excel, besides that it can also be seen from the discipline, orderliness possessed by high school students and high school students. Likewise, co-curricular activities such as KBM Plus, KBM Mandiri, KBM Special Services, Academic Clinics, BUGEMM, *Pathway to Leadership*, *Community Service*, *Life Long Learning*, and *Boarding Education*, etc. The co-curricular activities above are also going well, it can be seen from the enthusiasm of the students in carrying out these activities. Lastly, extracurricular activities such as paskibra, PMR, PKS, Scientific Work, etc. These activities are certainly very attractive to students and students, because these activities are the development of talents of each student. Of the three activities described above, of course, it will not run well if there is no careful planning before the activity is carried out. In contrast to other schools that have plans but are not effective in their implementation.

Second, (Organizing) Organizing, the principal has organized the work of teachers appropriately, it can be seen that teachers teach in accordance with their educational qualifications and work programs and detailed descriptions of the duties of authority and responsibility for each teacher. The State Senior High School Plus 17 Palembang consists of 42 Civil Servant (PNS) teachers, 15 honorary teachers, 12 art co-curricular instructors and 11 sports co-curricular instructors. Co-curricular instructors are contract employees. Of the 42 PNS teachers, 4 of them are currently participating in the Strata 3 (S3) program, 28 teachers are qualified for Strata 2 (S2) and 10 teachers are qualified for Strata 1 (S1). Meanwhile, two of the honorary teachers have S2 qualifications and 13 have S1 qualifications. Art co-curricular instructors 1 instructor with master's qualifications, 7 instructors with bachelor's qualifications and 4 art practitioners (artists). Meanwhile, for sports, 1 instructor has a master's qualification, 4 instructors have a bachelor's qualification, 1 instructor has a D3 qualification and 5 sports practitioners (athletes).

The South Sumatra State High School has 33 qualified teachers and staff who are graduates from the best universities throughout Indonesia. Of the 33 existing teachers, 5 of them are S2 qualified teachers and 28 are S1 qualified teachers. Meanwhile, of the 28 education staff, 16 of them are S1 qualified, 6 staff are D3 qualified, and 8 are high school qualified staff. SMA Negeri Sumatera Selatan also has 9 *cleaning service personnel* and 9 security officers to support the smooth operation of the school. The working hours of the *cleaning service* staff and security officers use a *shift system*, so that the cleanliness and safety of the environment is always maintained. All teachers and staff including *cleaning service* and security officers at SMA Negeri Sumatera Selatan are given health insurance facilities and old age insurance as a reward for the performance given by all employees at SMA Negeri Sumatera Selatan. To support the smooth running of extracurricular programs, the school has 15 *professional part-timers* in their fields to train students in every extracurricular activity.

Then these two schools in addition to having a clear vision and mission. His vision is to excel in achievement, have national character, entrepreneurial spirit, environmental insight and excellence in service. also has a good work program, has students who excel in academic and non-academic fields such as having been able to carve brilliant achievements both on the regional, national, and international levels.

Among them can be seen from the number of winners in academic and non-academic competitions at the city, provincial, national, and international levels, both from the school, students, and teachers, as well as the number of alumni who continue at favorite universities in the country and some get scholarships abroad. And was also selected as an environmentally sound school (Adiwiyata) nationally in 2010 and 2012, and in 2013 was also selected as an Adiwiyata Mandiri school. In addition, the achievements of teachers and students should also be proud of, including the exchange of teachers abroad, outstanding teachers, exemplary teachers, and others. There are also student exchanges to Hungary, Switzerland, Belgium, Russia, America, London, Australia and others. In general, the achievements of SMA Negeri Plus 17 Palembang and SMA Negeri South Sumatra have been able to prove the superiority of these SMAs which makes them have different characteristics from other schools, and become a favorite reference for schools in South Sumatra. This proves that the existence of school programs that have been implemented is able to make the SMA higher quality.

Third, (Actuating) The implementation of performance is seen in the learning process at SMAN Plus 17 Palembang and SMA Negeri South Sumatra already have a school curriculum development team. SMA Plus Negeri 17 Palembang and SMA Negeri South Sumatra are excellent schools that have excellent programs and differentiate them from other schools in South Sumatra. The values, traditions, rituals and habits resulting from these superior programs become the culture in the two high schools and are understood and implemented every day by all school members without exception. Based on the results of interviews with Mrs. Rahayu, and Mrs. Kurniawati as the coordinator of KBM Plus Waka Humas, it is known that in general these superior programs can be classified into intracurricular activities, co-curricular activities and extracurricular activities.

Fourth, Supervision (Controlling), towards subordinates as a leader of the Principal in carrying out his duties, cannot be separated from cooperation within the organization, especially the Provincial Education Office. In addition, evaluation of school programs that characterize school culture at SMA Plus Negeri 17 Palembang and SMA Negeri South Sumatra is carried out every semester, which aims to obtain an overview, information, considerations, results and follow-up of the programs that have been implemented. The evaluation includes: the process of implementing the program in accordance with what was planned, the program implementation schedule meeting the time target, the implementation stage as planned, the expected results according to the target. From the evaluation of the school's

cultural program, it is known that as superior schools in South Sumatra, SMA Plus Negeri 17 Palembang and SMA Negeri South Sumatra have been able to make brilliant achievements both on the regional, national and international levels.

Then one of the important things in SMA Plus Negeri 17 Palembang and SMA Negeri South Sumatra is that the principal, teachers, employees, and students are very friendly with anyone, and the Islamic nuance can be seen from shaking hands and greetings between each other. The principal has taken full responsibility and set a good example to all his members such as arriving early, good communication to teachers and employees as well as providing motivation, inspiration to all school environments. The results of supervision of subordinates have been followed up in order to improve good performance in the future.

In addition to the management components above that must be met from every educational institution, of course good leadership is also needed in leading an institution, such as leadership characteristics that can support the achievement of the goals of the educational institution being led.

From the achievements of SMA Plus Negeri 17 Palembang and SMA Negeri South Sumatra, it cannot be separated from the guidance and integrity of the principal, led by Mr. Iswan Djati Kusuma and Mrs. Purwastuti Kusumastiwi. from 2018 until now, which has brought progress for this A-accredited school by the National Accreditation Board. As well as being able to maintain the status of SMA Plus Negeri 17 Palembang and SMA Negeri South Sumatra as Superior Schools of South Sumatra, they can even improve the quality of education in these high schools as evidenced by the many achievements achieved during their leadership.

Based on the above background, this research seeks to explore the integrity of the principal and the phenomena/uniqueness of several advantages in schools: *First*, the Integrity of the Principal. *Second*, the Competence of the Principal. *Third*, the quality of the school. SMA Plus Negeri 17 and SMA Negeri South Sumatra are considered the best schools in Palembang in particular and in South Sumatra in general. In terms of improving the quality of education of principals with integrity such as that of SMA Plus Negeri 17 Palembang and SMA Negeri South Sumatra, the progress is outstanding compared to other schools, so I need to research this because one of the aims of this research, apart from solving problems, is of course also to disseminate information. so that other schools can follow the example. So that later in time the school principals in Palembang can have integrity and their schools can also be of high quality.

METHOD

This study uses a qualitative descriptive approach through the point of view of education science with participatory observation to describe, describe, explore and describe the integrity of the head of high school in realizing quality schools in South Sumatra Provincial Schools . Qualitative research is best suited to address research problems where it is necessary to explore (Creswell, John , W) .

The main characters in qualitative research are: First : tracing the problem and its development in detail centered on one particular phenomenon. Second , the theories and regulations used are the basis for formulating the problem. Third , in formulating research problems and questions and achieving research objectives in general, it is determined by the direct experience of the researcher participating in the social setting in the preliminary study " *grand tour*" until the research process is carried out. Fourth , data collection starts with a simple choice of *words* . Fifth , the analysis of the described data *and* the themes displayed in the analysis are interpreted into meaning and Sixth, the search for research reports both regarding the structure and various forms of data presentation is very flexible and is determined by the reflection of the researcher's subjectivity (Mukhtar , 2013) .

The subject of this qualitative research will involve several informants who are expected to be able to provide complete information about the integrity of high school principals in realizing quality schools in South Sumatra Provincial Schools, namely: Two principals ; Eight deputy principals, eight teachers, two quality assurance institutions, two dormitory heads, two library heads, four administrative staff, two security personnel, two cleaning service personnel, six students, two student guardians. The research was conducted centered on the angle of the subject being studied. The secondary data that the author wants is first related to the data SMA Plus Negeri 17 Palembang and SMA Negeri South Sumatra , the two geographical data, the three organizational structures, four conditions of teachers , five conditions of students, six curricula, seven facilities and infrastructure, eight visions and missions, the ninth integrity of high school principals in realizing quality schools at the School of the Province of South Sumatra .

The most common data collection methods used in qualitative research are : (1) observation, (2) interviews, and (3) document or artifact analysis. Artifacts maybe including audio and video recordings, photos, games, artwork, or other items that provide insight into context or participants (Mukhtar , 2013) .

While the data analysis that will be carried out in this research is by following the steps: 1) processing and preparing data for data. Analysis, this step involves transcription of interviews, scanning of materials, typing of field data or sorting and organizing the data into different types depending on the source of information; 2) read the entire data. The first step is that the information obtained is reflected in its overall meaning; 3) analyze in more detail by coding the data; 4) apply a coding process to describe the settings, people, categories and themes to be analyzed; 5) describe these themes to be re-presented in the form of narrative/qualitative reports. The most popular approach is to apply a narrative approach in presenting the results of the analysis; and 6) data interpretation, namely interpreting the data that has been collected at the research site. Interpretation/meaning can take the form of new questions that need to be answered (Creswell, 2017).

RESULTS

Based on the findings of the research that has been done, the findings in the study are as follows :

1. The research findings and analysis of the research results found that the Reality of the Integrity of the High School Principal at SMA Plus Negeri 17 Palembang and SMA Negeri South Sumatra was quite good in realizing the quality of schools in the two schools above. This is due to the dimensions of integrity such as, physical dimensions, mental and spiritual dimensions as well as social dimensions. Owned by the principal of the two schools above. The three dimensions of integrity possessed by the principal of SMA Plus Negeri 17 Palembang, SMA Negeri South Sumatra have an effect on the level of trust of teachers and employees at the school. It is proven by the findings carried out by researchers, that the majority of school residents at SMA Plus Negeri 17 Palembang and SMA Negeri South Sumatra believe in the leadership of the principal, because the principal has good integrity in leading, therefore they carry out what is directed by the principal. leaders with high loyalty.
2. Based on the results of the study, it was found that the supporting factors for the integrity of the high school principal in two high schools in South Sumatra Province were able to create quality schools in two high schools in South Sumatra Province. On the other hand, the inhibiting factor for the integrity of high school principals in realizing quality schools has a negative contribution in realizing school quality in two high schools in South Sumatra Province. As for some of the inhibiting factors faced by the two South Sumatra Provincial High Schools, namely the factor of honorarium or salaries which are often late, the employee competence factor that still needs to be improved, the signal factor in the online learning process during the pandemic, the factor of the less than optimal teaching and learning process during the pandemic. , and others. Therefore, this is a challenge for high school principals and all *stakeholders* related to high school in order to overcome these obstacles or obstacles, in order to maximize the quality or quality that is in SMA Plus Negeri 17 Palembang SMA Negeri South Sumatra
3. Based on the research findings, it was found that the impact of the principal's integrity on the quality of SMA Plus Negeri 17 Palembang and SMA Negeri South Sumatra was very good, this was evidenced by the five quality indicators that were met at SMA Plus Negeri 17 Palembang and SMA Negeri South Sumatra, the five indicators is *First* focus on customers like complete infrastructure facilities to meet the needs of students, as well as the services at SMA Plus Negeri 17 Palembang are very fast and responsive, especially services to students, parents, and the community. *The two* total involvements such as teachers and employees at SMA Plus Negeri 17 Palembang and SMA Negeri Sumatera Selatan are all active and committed to their performance, both the performance of teachers, employees and employees whose performance is quite satisfactory because all of them work according to their respective tupoksi, and are supported by good quality of human resources. *The three* measurements, SMA Plus Negeri 17 Palembang and SMA Negeri South Sumatra have many proud achievements in the academic and non-academic fields, both at the city, provincial and national levels, even at the international level. Likewise with the teaching staff who also won many achievements and awards, resulting in good quality in both schools and satisfaction for customers. The quality achieved by SMAN South Sumatra cannot be separated from leadership with integrity in creating quality schools and competent human resources, as well as directed and systematic management. *Fourth* commitment, school residents at SMA Plus Negeri 17 Palembang and SMA Negeri South Sumatra are very committed in performance to achieve quality schools in accordance with their vision and mission. It is evident from the achievements that have been achieved as well as the output and outcome of the students of SMA Plus Negeri 17 Palembang and SMA Negeri South Sumatra as expected. *Fifth* , continuous improvement, evaluations carried out at SMA Plus Negeri 17 Palembang and SMA Negeri South Sumatra can be carried out during meetings as well as monitoring or supervision carried out by the principal. In addition, there is a team for assessing the performance of teachers, employees, so the principal makes a team to evaluate the performance of each person. As for the assessment or evaluation of the principal, it is carried out by the supervisor and the assessor team. This continuous evaluation or improvement activity aims to control the performance of school residents in order to achieve school goals and the quality or quality of good schools. From the five characteristics or indicators of quality schools according to Jerome S Arcaro above, it can be concluded that SMA Plus Negeri 17 Palembang and SMA Negeri South Sumatra have very good school quality, because both schools have the characteristics of quality schools as stated above.
4. Research findings and analysis of research results found that the principal integrity model found in SMA Plus Negeri 17 Palembang and SMA Negeri South Sumatra could be interpreted as management innovation in realizing quality schools, where the integrity of the principal can generate trust from subordinates to the leadership, so that it This can also generate subordinate performance loyalty in realizing quality schools, and this will have a positive impact on school progress. The integrity model of high school principals in realizing quality schools in South Sumatra Province can be lifted from *the input, process, output* and *outcome* . So based on the results of observations and interviews as well as documentation that, the model of the integrity of the high school principal at SMA Plus Negeri 17 Palembang and SMA Negeri South Sumatra in realizing quality schools in South Sumatra Province can form subordinates' trust in a leader, resulting in subordinate performance loyalty in realizing school quality. Therefore, the importance of integrity as a character that must be possessed by a leader because integrity implies understanding what the leader says and what he must do. So that leaders can set an example for their followers.

CONCLUSION

Based on the results of the study, it can be concluded several things as follows:

1. **First**, the Reality of the Integrity of the High School Principal at SMA Plus Negeri 17 Palembang and SMA Negeri South Sumatra is quite good, both in the physical dimensions of the principal, the mental and spiritual dimensions of the principal as well as the social dimensions of the principal. **Second**, the supporting and inhibiting factors that affect the integrity of the principal of SMA Plus Negeri 17 Palembang and SMA Negeri South Sumatra in Palembang City can be explained as follows: *Supporting factors for the integrity of the principal* are the quality of good human resources, the factor of selected or qualified students, the factor of supporting or very complete infrastructure, the welfare factor of good teachers and employees, the high enthusiasm factor of each teacher, a strong motivational factor from the leadership and human resources in carrying out their respective performances, and others. *The inhibiting factors for the integrity of the principal* are the honorarium or salary factor which is often late, the employee competence factor that still needs to be improved, the signal factor in the online learning process during the pandemic, the less than optimal factor in the teaching and learning process during the pandemic, and so on.
2. **Third**, the impact of the principal's integrity on the quality of SMA Plus Negeri 17 Palembang and SMA Negeri South Sumatra is very good because the integrity of the principal can generate trust for teachers and employees towards the principal, thus creating loyalty for teachers and employees for the progress of the school. This has an impact on the realization of school quality. The quality at SMA Plus Negeri 17 Palembang and SMA Negeri South Sumatra is quite good, this is evidenced by the five quality indicators that are met at SMA Plus Negeri 17 Palembang and SMA Negeri South Sumatra, the five indicators are customer focus, total involvement, measurement, commitment, and continuous improvement. Therefore, these two schools are the flagship schools in the province of South Sumatra, especially in the municipality of Palembang.
3. **Fourth**, the principal integrity model found in SMA Plus Negeri 17 Palembang and SMA Negeri South Sumatra can be interpreted as management innovation in realizing quality schools, where the integrity of the principal can generate trust from subordinates to the leadership, so that it can also result in performance loyalty. subordinates in realizing quality schools, and this will have a positive impact on school progress. The model is lifted from *the input, process, output and outcome*. **Input**, input that carried out by the education office of the province of South Sumatra, judging from the undergraduate academic qualifications (S2), has an education certificate, has a lot of managerial experience, is physically and mentally healthy, and has never been subject to disciplinary punishment in accordance with statutory provisions, has many good achievements in the field of education. educators and managers, mastering at least one foreign language.
4. **The process**, the process of leadership at SMA Plus Negeri 17 Palembang and SMA Negeri South Sumatra, the principals of these two schools have good integrity in leading the institution, as can be seen from the dimensions of integrity possessed by the principal, while these dimensions are the physical dimensions, the dimensions of mental/spiritual, and social dimensions. This results in subordinates' trust in the principal's leadership thereby increasing the loyalty of subordinates' performance in achieving school goals. **Output**, the output of students and educators who have achieved many achievements at the local, national and international levels. so that the increasing public interest in sending their children to this school continues to increase. **Outcome**, the success of the principal's integrity in realizing quality schools is the number of students who are accepted into favorite public and private universities (PTS) in Indonesia, even some students who get a full scholarship to a foreign university. In addition, alumni from both high schools are accepted in government and private institutions.

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