

Managerial Principal in Improving the Quality of Teacher Administration

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INFO ARTIKEL	ABSTRAK
<p>Article history: Received January 01, 2024 Revised January 05, 2024 Accepted January 06, 2024</p> <hr/> <p>Kata kunci: <i>Manajerial, Kepala Sekolah, Kualitas, Administrasi Guru</i></p> <hr/> <p>Keywords: Managerial, Principal, Quality, Teacher Administration</p>	<p>Abstrak <i>Penelitian ini menggambarkan di SD IT Fathonah Palembang. Latar belakang penelitian ini adalah Bagaimana Manjerial Kepala Sekolah Sekolah Dalam Meningkatkan Kualitas Administrasi Guru. Penelitian ini dilaksanakan di SD IT Fathonah Palembang. Pengumpulan data di lakukan dengan wawancara, observasi, dokumentasi dan riset lapangan dengan responden sebanyak 5 orang. Narasumber dalam penelitian ini hanya pemimpin dan guru yang mengajar di SD IT Fathonah Palembang. Data – data dikumpulkan dan dianalisis dengan analisis kualitatif deskriptif. Hasil penelitian menunjukkan bahwa di SD IT Fathonah Palembang sudah berjalan dengan sangat baik terutama dalam hal kepemimpinan kepala sekolah yakni melayani, pembuat keputusan, keteladanan, bertanggung jawab, bekerja sama, menciptakan perubahan dan kualitas mutu pendidikan bidang akademik dan non akademik. Disisi lain administrasi guru dalam pembelajaran sudah sangat baik dikarenakan arahan dan ketegasan dari kepala sekolah.</i></p> <hr/> <p>Abstract This study describes SDIT Fathonah Palembang. The background of this research is " How School Principal Management Improves the Quality of Teacher Administration. This research was conducted at SD IT Fathonah Palembang. Data collection was carried out through interviews, observation, documentation, and field research with five respondents. The informants in this study were only leaders and teachers who teach at SDIT Fathonah Palembang. The data were collected and analyzed using descriptive and qualitative analysis. The results showed that SD IT Fathonah Palembang had been going very well, especially in terms of the principal's leadership, namely serving, decision-making, being exemplary, being responsible, working together, creating change, and creating quality.</p>

academic and non-academic education. On the other hand, teacher administration in the classroom is very good due to the direction and firmness of the principal..

Introduction

The leadership of the principal is decisive for the sustainability of the educational institution. The progress of a school lies in the leadership exercised by the principal in leading the school community. The principal is able to transform all elements of the school, able to improve education so that all existing potentials can function optimally. To achieve school goals, the principal must plan, implement, evaluate school programs on an ongoing basis so that they can be accountable to parents, government, and the community (Bambang, 2017). From the results of the analysis, the principal still has several findings, among others, student achievement is still low, lack of discipline of teachers and students, lack of teacher ability in managing teaching and learning activities, lack of teacher mastery of the science taught, lack of teacher ability to utilize learning media, lack of interest in reading students.

A formal leader or usually called a school / madrasah principal is "a person (male or female), who by a certain organization (private or government), is appointed (based on appointment decrees from the organization concerned) to assume a position in the existing organizational structure, with all matters and obligations related to it, to achieve the objectives of the organization set from the beginning (Tamrin, 2021, p. 34; Bonar Siagian & M Bambang Purwanto, 2023)The principal is a leader who has responsibility for his leadership, in this case namely teachers, administrative staff, students and cleaning staff within the scope of his school. The duties and functions of the head as a leader are very broad and diverse, especially related to the process of learning and teaching activities. Starting from planning, urgency, to success. Everything can be measured for effectiveness. School principals synergize to help the problems faced by their subordinates, starting from introducing, proposing and describing updates that continue to develop from time to time (Kastawi et al., 2021; Hidayad et al., 2023). If obstacles are found, difficulties and so on in terms of implementation and application. Moreover, continuous routines in fostering and supervising should not be ignored, to see performance, measure and find out the achievement of learning actors and recipients (Hidayat, 2016)

Teacher as someone who has the ability to intervene students in an institution, especially education. A teacher is designed with summarized skills, including: cognitive, personality, social and professional (Rohmah & Fatimah, 2017). RPP is the smallest device of the teaching process that must be owned by a teacher (Kamiludin, 2021). This is contained in Permendiknas Number 41 of 2007, the Learning Implementation Plan (RPP) is a plan that describes the procedures and organization of learning to achieve one basic competency set out in the content standards and has been described in the syllabus. RPP is a lesson plan developed in detail from one subject matter or theme that refers to the syllabus (regulation 81 A). PP RI Number 19 of 2005 Article 20 states that: planning the learning process which at least includes learning objectives, teaching materials and methods, sources and assessment of learning outcomes.

As an effective implementation of leadership, in planning school programs always communicate the vision, mission, and goals of the school, how to empower teachers, staff and the community (school committee). The effectiveness of the principal's leadership also develops students, rewarding educators and education staff as motivation in creating school progress. Schools through school principals develop curriculum and learning, through KKG at the school level and sub-district level. The school is able to manage and evaluate accountable financing management (Marisya et al., 2023).

School principals carry out organizational functions according to Abdul Azis Wahab, anatomy of educational organization and leadership (study of the organization and management of educational organizations). A good strategy begins with the attitude, communication, and behavior of leaders who are able to apply themselves as part of the organization, meaning that effective leaders are able to determine the goals to be achieved, empower their staff not to work alone, but are able to move others to work to achieve organizational goals, in this case the school.

As an implementation of the briefing function, the principal provides clear directions, advice, directs staff and teachers, through dialogue interviews, questions and answers, discussions, reprimands both oral and written. Fikriadi et al. (2017) states that group members are willing to accept the influence, direction of a leader, only if they see him as someone who can make a means for meeting needs.

The headmaster as a leader, should distance himself from authoritarian nature, the existence of an attitude of transparency that will make all parties aware of education

management that can encourage the growth of a sense of fate and solidarity, so that it appears to advance the school.

Methodology

This research is a type of field research with a qualitative approach. In qualitative research, the data collected is not numbers, but in the form of words or images in question derived from interviews, field notes, photos, personal documents and others (Sugiyono, 2019). Therefore, this study uses a descriptive approach. Qualitative research was used to uncover descriptive data from information about what they did and experienced against the focus of the study, which was related to the effectiveness of the principal's leadership as a leader in improving the ability of teachers to develop lesson plans (Agustin et al., 2023). Data collection techniques by observation, interviews and documentation. The informants in this study were the principal and teacher of SDIT Fathonah Palembang. Data analysis techniques in this study are from data reduction, data display, conclusion drawing or verification, the stages of this research are carried out, namely:

1. Preparatory Stage, at this preparatory stage researchers began to collect books or theories related to the discussion of research on the effectiveness of the principal's leadership as a leader in improving the ability of teachers to compile lesson plans.
2. The implementation stage, at this stage is carried out by collecting data related to the focus of research from the research location. In this data collection process, researchers use observation methods. After obtaining permission from the principal, the researcher then prepares to enter the institution in order to create as much information as possible from the principal, teachers and students. Researchers first establish familiarity with respondents in various activities, so that researchers are well received and more flexible in obtaining the expected data. Then researchers conduct more in-depth observations, interviews and collect data from documentation.
3. Data Analysis Stage, At this stage researchers compile all data that has been collected systematically and in detail so that the data is easy to understand and the findings can be informed to others clearly. After the researcher gets enough data

from the field, the researcher analyzes the data, then examines it, divides and finds the meaning of what has been studied.

4. Reporting Stage, at this stage is the last stage of the research stage that researchers do. This stage is carried out by making a written report of the results of the research that has been carried out.

Results and Discussion

Result

Leadership effectiveness of the principal

The headmaster as the driving force for determining the direction of school policy and determining how educational goals in the school he leads can be realized, is required to always improve performance. Performance improvement can be demonstrated by realizing educational goals effectively and efficiently. In connection with that, the effectiveness of the principal's leadership is needed, the criteria for the effectiveness of the principal's leadership can be formulated as follows :

1. Able to empower teachers to carry out the learning process well, smoothly, and productively.
2. Can complete tasks and work in accordance with the predetermined time.
3. Able to establish a harmonious relationship with the community, so as to involve them actively in order to realize educational goals in schools.
4. Able to use leadership styles in schools towards teachers, teachers and employees.
5. Able to work in management.
6. Able to realize school goals productively in accordance with the stipulated provisions. A principal must have special skills to be an effective leader, so that what is required in the six characteristics above can be fulfilled.

According to Made Pidarta quoted by (Putra et al., 2013) there are three kinds of skills that must be possessed by school principals to succeed in their leadership. The three skills are conceptual skills, namely skills to understand and operate organizations, human skills, namely skills to work together, motivate and lead, engineering skills are skills in using knowledge, methods, techniques and equipment to complete certain tasks. Effective principal leadership is more fundamental to tasks that will ultimately result in a positive assessment of work success. In addition, effective leadership of principals is

fundamental to people and puts teachers, administrative staff and students in their own proportions, affecting work effectiveness better. Effective headmaster leadership should embody a task-oriented orientation and view teachers, administrative staff, and students as critical to educational success. The effectiveness of the principal's leadership is influenced by many factors.

According to H. Jodeph Reitz (In (Putra et al., 2017)) factors that affect leadership effectiveness include: a. Personality b. Expectations and behavior of superiors c. Characteristics d. Task needs e. Climate and organizational policies f. Expectations and behavior of colleagues Based on these factors that the success of leaders in their activities is influenced by factors that can support the success of a leadership, therefore a goal will be Achieved when there is harmony in relationships or good interactions between superiors and subordinates, besides being influenced by the background of the leader, such as motivation to achieve, maturity and flexibility in social relations with human relations attitudes.

Discussion

According to the Decree of the Minister of Education and Culture No. 0296 of 1996, the Principal is a teacher who has additional duties to lead the implementation of education and efforts to improve the quality of education in schools. According to the provision, the Principal's term of service is four years which can be extended once the term of service. In addition to leading the organizer of Ekosiswoyo, Effective Principal Leadership Key to Achieving Education Quality 81 Education in schools also plays a role / functions as educators, managers, administrators, supervisors, leaders, reformers and interest generators.

In carrying out a number of roles/functions, the Principal carries out many and complex tasks, namely (a) in his role as an educator, the Principal is tasked with guiding teachers, employees, students, developing staff, following the development of science and technology and being an example in the learning process; (b) in his role as manager, the Headmaster is responsible for developing programs, organizing schools, mobilizing staff, optimizing school resources and controlling activities; (c) as administrator The Principal is in charge of managing the administration of teaching and learning activities and guidance counseling, student affairs, personnel, finance, facilities and infrastructure,

correspondence and school household affairs; (d) as supervisor, the Principal is in charge of developing an educational supervision program, and utilizing the results of supervision to improve school progress; (e) as a reformer the Principal is tasked with seeking and making updates in various aspects, encouraging teachers and staff to understand and provide support for the updates or innovations offered; and (f) as an interest generator, the Principal of the work environment, working atmosphere, building systematic principles of reward and punishment. The headmaster is the driving force, determining the direction of school policy, determining how school goals and educational goals in general can be realized, which in the end the quality of education will be realized.

The expected leadership of the Principal is the effective leadership of the Principal in the sense that it can develop its leadership oriented towards school-based management. The efforts made by the Principal through his leadership, namely (a) empowering teachers to carry out the learning process well, smoothly and productively; (b) complete the work task in accordance with the stipulated time and do not stall; (c) establish a harmonious relationship with the community so as to involve them actively in order to realize the educational goals and objectives of the school; (d) apply the principles of effectiveness, efficiency, fairness, responsibility, and accountability; and (e) work with the management team and involve all components of the school including students. In relation to these various tasks (Hakim, 2015) recommends three kinds of skills that must be possessed by the Principal to succeed in leadership, namely (a) conceptual skills: skills to understand and operate organizations, (b) human skills: skills to cooperate, motivate and lead; and (c) technical skills: skills in using knowledge, methods, techniques and equipment to complete specific tasks. To develop these skills, of course, the Principal teaches and carries out self-development activities, such as (a) always learning from daily work, especially from the workings of teachers and other school employees; (b) observe management activities in a planned manner; (c) read various matters relating to the activities being carried out; (d) utilize the various research results and thoughts of others; and (e) think ahead for the future, and try to formulate ideas that can be experimented with. Hamalik (2010) The demand to streamline the leadership of the Principal certainly requires a review while thinking about the efforts

that can be made so that the Principal as the leading educational leader can play an optimal role in improving the quality of education.

Efforts that can be considered include (a) the establishment of a school management laboratory tasked with inventorying the problems and difficulties faced by the Principal, conducting studies, finding solutions and further providing enlightenment to the Principal, for example through training (Purwanto, 2023; Purwanto & Agustin, 2022). Laboratories are considered important in line with the implementation of regional autonomy, where school-based management will become a new non-negotiable demand in school management. The establishment of this institution can be initiated by the district / city Board of Education; (b) the recruitment of school principals must be based on clean selection of community service practices, carried out openly, involving elements of the community, education experts, parents, elements of teachers and elements of students; and (c) the education personnel career development system should provide opportunities that enable a Principal as a cadre to attain higher positions in local, regional, and even national education management. This opportunity will provide high achievement motivation characterized by goal-setting skills, more commitment to personal achievement satisfaction than the lure of external rewards, and curiosity- 82 Journal of Education, Volume 14, Number 2, June 2007, pp. 76-82 an for feedback from his work (McClelland <http://westrek>, 1999:1).

Conclusion

Leadership factors are very necessary in supporting the process of improving the quality of education, because the style or behavioral characteristics shown by the leader will be able to influence and move individuals or groups in the organization they lead. The leadership style in managing the right school today is not a coercive style but uses a commitment approach based on togetherness. The characteristics of leadership behavior that can encourage an effective school continuity process include having vision, confidence, being able to communicate ideas, being exemplary, having idealism, inspiration, the ability to influence and being able to appreciate differences to be turned into a common strength, Principal-teacher staff employees build togetherness to realize the quality of education that is their responsibility. The efforts that should be made by the Principal through his leadership are empowering the potential of teachers in the

learning process, having a clear time agenda in completing tasks, establishing strong interpersonal relationships, being fair, effective, efficient, responsible, and accountable, and working through a management team involving all components of the school. Meanwhile, efforts from the government to optimize the leadership performance of principals can be done through the establishment of school management laboratories, recruitment of principals who are free from KKN, and a career coaching system for principals that provides opportunities to develop openly at the local, regional, and national levels.

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