

Strategic Management Of Principals In Improving Quality Junior High Schools

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Abstract.

The present study reports the first comprehensive study on the freshwater macroinvertebrates and its habitat preferences in Bilah River, the largest river in the Northern Sumatra. The riverside is characterized by the presence of anthropogenic and industrial activities which may alter the macroinvertebrate assemblage and biodiversity. Five months of investigation on 10 sampling stations from December 2016 to October 2017 was conducted based on the river flow in Bilah River. Principal component analysis indicated a decrease in trophic status from upstream to downstream of the river. A total of 27 taxa were recorded, with the most abundant group were members of Odonata, Gastropoda, and Decapoda. The highest density of macroinvertebrate was observed from station 1 (160 ind m⁻²), while the lowest density was observed from station 9 (38.64 ind m⁻²). Based on species distribution and similarity, two groups of habitats may be distinctively recognized based on the Bray-curtis similarity coefficient. Group 1 consisted of station 1, 2, 3 and 4 while group 2 consisted of station 5, 6, 7, 8, 9, and 10. Based on the diversity indices as ecological parameters, the habitat condition in Bilah River is categorized from low to moderately polluted. Spatial patterns in both environmental conditions affecting the macroinvertebrate assemblage was observed using canonical correspondence analysis (CCA) revealed the preferences from each macroinvertebrate species towards environmental conditions.

Keywords: *Bivalvia, bray-curtis, canonical correspondence analysis, density, gastropoda.*

I. INTRODUCTION

Quality schools are schools that carry out the process of maturation of students through the cultivation of faith and piety, intelligence, skills, character and noble character. This is expressed by Mulyasana (2019: 120): [1] "Quality schools are schools that are able to carry out the process of maturation of the quality of students which are developed by freeing students from ignorance, incompetence, powerlessness, untruth, dishonesty, and from poor morals and morals. faith. In addition, he also revealed that: Quality education is born from a good planning system (good planning system) with materials and a good governance system (good governance system) and delivered by good teachers (good teachers) with educational components that are quality". Quality junior high schools have policies in planning to achieve quality, both short term, medium term and long term, view or place the quality that has been achieved as a way to improve service quality further, views quality as an integral part of work culture, places quality improvement continuously as a necessity, strive for improvement processes by involving everyone in accordance with their main tasks, functions and responsibilities, encouraging people to have creativity, being able to create quality and stimulating others to work with quality, focusing on wants and needs consumers (stakeholders), both internal consumers and external consumers, invest in the field of human resources appropriately, so as to obtain truly superior quality human resources, strong commitment to always provide the best and act correctly from the start of the activity, thereby anticipating the emergence of errors that need not occur. In elaborating Law no. 20 of 2003 has been stipulated Government Regulation no. 19 of 2005 concerning National Education Standards as a formal reference for every citizen of the Republic of Indonesia, especially those involved in the world of education to ensure and control the quality of education in accordance with the National Education Standards, evaluation, accreditation and certification are carried out.

National Education Standards consist of: Graduate Competency Standards, Content Standards, Process Standards, Education Assessment Standards, Education and Education Personnel Standards, Facilities and Infrastructure Standards, Management Standards, and Education Financing Standards. To realize an education that meets these standards, it is necessary to have a qualification profile of graduates' abilities as outlined in the Graduate Competency Standards. What is meant by SKL in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 20 of 2016 [2] Regarding the

Competency Standards of Graduates of Primary and Secondary Education Article 1 paragraph 1 states that: "The competency standards for primary and secondary education graduates are used as the main reference for the development of content standards, process standards, educational assessment standards, educators and education personnel standards, facilities and infrastructure standards, management standards, and financing standards". Based on the explanation above, it shows that the principal is required to be an ideal leader so that the institution he leads can advance, implement quality management, and produce output in the form of quality schools. This can be realized by the principal who understands his role and duties. Educational institutions are expected to have school principals who can understand their roles and duties well, with the hope that schools can print the nation's next generation of quality in the future. The principal is always used as a driving force to achieve new targets or goals that are higher both in quantity and quality. Meanwhile, in terms of policies that have been established and enforced so far, In the explanation of Article 35 of Law Number 20 of 2003 it is stated that: [3] "Standards of graduate competence are qualifications of graduates' abilities that include the attitudes, knowledge, and skills of students that must be fulfilled or achieved from an educational unit at the primary and secondary education levels.

" How important is the role of the principal in realizing quality schools, which will eventually give birth to quality graduates, namely graduates who have faith and devotion to God as the basis for their beliefs and beliefs, have intelligence and skills as basic provisions to become creative, innovative, productive and human beings. able to compete in his time, and have good character and good character in living social life in his community. It all started with a good planning system, a good management system, and was born from good teachers. You will not get a good school management system if it is led by a principal who does not have managerial understanding in realizing quality schools that can produce quality graduates. This means that to realize a quality school, it cannot be separated from the role of the principal as the person in charge of providing education at the education unit level. Leadership competence is regulated through the Regulation of the Minister of National Education Number 13 of 2007[4] concerning Standards for Principals/Madrasahs, it is stipulated that there are 5 (five) dimensions of competence, namely: personality competence, social competence, entrepreneurial competence, supervisory competence and managerial competence. This is in line with the main duties of the principal (head of the education unit) as stated in Government Regulation Number 19 of 2017 concerning Amendments to Government Regulation Number 74 of 2008 concerning Teachers Article 54 paragraph (1) which confirms that the workload of the head of the education unit is entirely for implementation. managerial tasks, entrepreneurship development, and supervision of teachers and education personnel. The role and function of school principals today is much bigger, because today is a time full of competition. Anyone who is not able to compete, then he will become a victim in the competition. Conditions like this force anyone, including educational institutions, to always be ready to compete by showing the best in order to survive and win the competition. Many things are taken to win the competition, as expressed by Mulyasana (2012: 185) including: [5] "by strengthening human resources, strengthening the field of facilities/infrastructure, strengthening the field of funding, and some strengthening the network rather than strengthening the network. other.

This requires strategy and high competence from the principal so that the school he leads can excel in the competition. With regard to quality schools, principals face many obstacles, one of which is leading students to understand and master the subject matter in the hope of getting high school exam results (US). However, the personal formation of students who are superior and have noble character is still often ruled out. So it is not surprising that currently many students are intelligent in terms of knowledge but have less commendable personalities. Other obstacles related to the duties and functions of the principal are: lack of information, readiness, and competence as a capable and skilled principal, weak management and supervision, weak knowledge of school administration, less than optimal learning process, lack of assessment or analysis of evaluation results. and teaching and learning process, less than optimal extra-curricular activities, and less than optimal community participation. In addition, constraints related to school quality include: giving schools a disproportionate role, inadequate planning, implementation, and management of the curriculum system, the use of cognitive learning achievement as the only indicator of educational success, and an inadequate evaluation system. in a planned manner. From the constraints

described above, it could also be the result of the low quality of leadership, in this case policy makers at the level of the education office and above, so that it can have an impact on the low quality of schools, especially primary and secondary education. Various efforts have been made to improve the quality of schools, among others through curriculum changes and development, through various training and improvement of the quality of teachers, school principals, supervisors, improving teacher welfare through certification programs, procurement of books and learning tools, improvement of infrastructure facilities, additional education budget, as well as improving the quality of school governance management. However, various indicators of improving the quality of education have not shown an even increase. Based on the results of preliminary research, observations and facts on the ground indicate that the managerial ability of principals and other competency demands related to the strategic management of school principals to improve school quality still needs to be improved, especially in the State Junior High Schools that are the subject of research. Meanwhile, according to Tilaar, (1994:108) [6] states that: the component of school quality is the size of the school depending on the principal, teacher factors, textbook factors, teaching and learning situation factors, curriculum and school cultural climate factors.

The principal is a human resource who has a strategic position in an effort to empower the entire potential of the school. When viewed from the quality report cards for the junior high school level in Ciamis Regency, there are still some schools that are at a lower quality level compared to several other districts or cities in West Java. The results of the education quality mapping (PMP) conducted by the Education Office of Ciamis Regency, still have not reached the national standard. This can be seen in the table below:

Table 1.1. Quality Map of Ciamis Regency Middle School Level in 2019

Category	Go to SNP 1	Go to SNP 2	Go to SNP 3	Go to SNP 4	Reach SNP
Number of Schools Middle school level	50	25	40	10	0

Source: Director General of Primary and Secondary Education, Ministry of Education and Culture (PMP 2019)

Based on the table above, from 131 public/private junior high schools in Ciamis Regency, there are 125 schools that collect and complete PMP data (education quality mapping), so that data is obtained as many as 50 schools categorized towards National Education Standard One (SNP 1), there are 25 schools towards National Education Standard Two (SNP 2), as many as 40 schools towards National Education Standard Three (SNP 3), 10 schools towards National Education Standard Four (SNP 4), and on average there are no schools categorized as achieving the National Standard Education (SNP). This shows that some of the education in Ciamis Regency is still classified as less qualified. In addition, the average achievement of each national education standard at the Ciamis district level when compared to the average achievement at the provincial and national levels, there are several national education standards that are still below the provincial and national average. This can be seen in the following table:

Table 1.2. Achievement of the National Education Standards for Ciamis Regency in 2019

Number	National Education Standard	National Level Average	Provincial Average	District Average
1	Graduate competence standard	4.66	4.90	4.95
2	Content Standard	4.82	4.84	4.90
3	Process Standard	4.92	4.96	4.95
4	Standards of Educators and Education Personnel	3.63	3.39	2.99
5	Facilities and Infrastructure Standards	4.66	4.64	4.59
6	Management Standard	4.53	4.61	4.18
7	Financing Standard	3.97	3.98	3.86
8	Rating Standard	4.45	4.35	4.46

Source: Director General of Primary and Secondary Education, Ministry of Education and Culture (PMP 2019)

Based on the table above, there are several national education standards (SNP) in Ciamis Regency which are still below the provincial average or the national average, including: process standards, standards for educators and education personnel, management standards and financing standards. The low average value could be caused by several factors and problems that have occurred so far. If we take a serious look at some of the facts above, managerial factors or the school management system have an important meaning, because this is where all school policies and dynamics come from. Human resources (HR) of teachers and other management have an equally important role, but without a solid management policy, various kinds of potential will be wasted. No matter how good the school building, as complete as any infrastructure, and no matter how good the teachers are, if it is not managed properly, it will not produce a quality school. In other words, the principal's strategic management becomes absolute software for educational institutions and will have an impact on the situation and condition of the school or the quality of the school, even further it will affect the achievement of the school's vision, which in turn will be easy to develop into a quality school and become a school.

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II. METHODS

The research approach used in this study is qualitative research while the research method used in this study is a case study method, with this method more complete, more in-depth, credible and meaningful data will be obtained so that the research objectives can be achieved. The case study method is the right method used in this study, because researchers will be able to see thoroughly, deeply and completely about the Principal's Strategic Management in Improving Quality Junior High Schools at SMP Negeri 2 and SMP Negeri 3 Ciamis.

III. RESULTS AND DISCUSSION

Schools need to be managed properly in order to produce the desired impact, because in reality many schools do not have good management in their management. Strategic management is very important to be implemented in schools, because it can encourage schools to carry out school quality improvement programs. Strategic management is used as a guide in making decisions and providing long-term direction, helping to adapt to changes that occur, making schools more active. One of the characteristics of strategic management is having a strategic plan which is a result-oriented process to be achieved within a certain period of time by taking into account the potential, opportunities and constraints that may arise. The strategic plan includes setting a vision, According to Yuwono and Ikhsan in Sagala (2013:128) [7] "strategic management is usually associated with an integrated management approach that puts forward all elements together, such as planning, implementing and controlling the business strategy". Furthermore, Akdon (2017:8) [8] explained that: "strategic management is essentially choosing the best strategic alternative for the organization or company in all respects to support the company's business movements". Strategic management is realized in the form of large-scale planning covering all components within an organization which is outlined in the form of a strategic plan (Renstra) which is translated into operational planning, which is then translated into work programs and annual projects. The strategic plan is oriented towards the future reach, the strategic plan is translated into operational plans which, among other things, contain

operational programs including projects, each with medium-term goals as well as top management decisions. fundamental/principle in the implementation of the entire mission of the organization, to realize, maintain and develop the existence of medium term including long term. Therefore, strategic management is a powerful and unavoidable instrument. Strategic management describes the methods and approaches used to achieve school goals, evaluating strategic alternatives using definite criteria and selecting an alternative or group that might become a school strategy.

The 1945 Constitution of the Republic of Indonesia Article 31 Paragraph (1) mandates that "Every citizen has the right to education". [9] While Article 31 Paragraph (3) states that: "The government shall endeavor and organize a national education system, which increases faith and piety as well as noble character in the context of the intellectual life of the nation, which is regulated by law". Based on the article above, it is explained that efforts to develop human resources (HR) have received a lot of attention from the government. The fact has shown that increasing human resources is very important for the development of the nation. Empirical evidence has shown that improving the quality of a nation is the key to successful development or community welfare. Development will be successful if it is carried out by qualified (quality) personnel, having skills, innovative, creative, competent and high productivity attitudes. On the basis of this mandate, the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System has been issued. Sesuai dengan UURI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional Bab I Pasal 1 menjelaskan bahwa: "Pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual kagamaan, pengendalian diri, kepribadian, intelligence, noble character, and the skills needed by him, society, nation and state". On the basis of this mandate, the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System has been issued. Sesuai dengan UURI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional Bab I Pasal 1 menjelaskan bahwa: "Pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual kagamaan, pengendalian diri, kepribadian, intelligence, noble character, and the skills needed by him, society, nation and state". On the basis of this mandate, the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System has been issued. Sesuai dengan UURI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional Bab I Pasal 1 menjelaskan bahwa: "Pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual kagamaan, pengendalian diri, kepribadian, intelligence, noble character, and the skills needed by him, society, nation and state".

Improving the quality of schools is a development goal in the field of national education and is an integral part of efforts to improve the quality of Indonesian people as a whole. Efforts to develop human resources (HR) have received much attention from the central and regional governments. The fact has shown that increasing human resources is very important for the development of the nation. Empirical evidence has shown that improving the quality of a nation is the key to successful development or community welfare. Development will be successful if it is carried out by qualified (quality) personnel, having skills, innovative, creative, competent and high productivity attitudes. The principal is an educational staff who has a strategic role in efforts to improve the quality of education, especially in schools that are the responsibility of his guidance. This strategicity is due to the position of his role, as stated by Mulyasa (2012: 28) [10] that in the new paradigm of education management, school principals must at least be able to function as "educators, managers, administrators, supervisors, leaders, innovators, and motivators". Management is a process of planning, organizing, moving, and controlling as an effort to utilize all resources to achieve goals. The principal should really understand and implement good management in managing his school. With good management, most likely the goals will be achieved as planned. The combination of art and knowledge possessed will affect a process in achieving goals, abilities and skills to manage resources in placing personnel according to their expertise. Therefore, a school principal is required to have the ability and skills so as to obtain a result in order to achieve goals through the activities of others.

The principal as the spearhead of the leader of educational institutions in charge of organizing the education and learning process in an effort to educate the nation's life. In this case the principal as someone who is given the task to lead the school and is responsible for the achievement of school goals. Therefore, the principal becomes a leader for the school he leads. Wahjosumidjo (2002:349) [11] suggests that: "The leadership performance of the principal is the achievement or contribution given by the leadership of a school principal, both qualitatively and quantitatively measurable in order to help achieve school goals. The appearance of the principal's leadership is determined by the authority, nature and skills, behavior and flexibility of the leader. Referring to the opinion above, the principal as a functional teacher who is given the additional task of leading, so that his leadership function is successful in empowering all school resources to achieve goals, it takes a principal who excels, has a good personality, authority, basic skills in the form of planning, implementation, and supervision gained either through experience or training. The principal's task is essentially to move, influence, motivate, and direct people to the organization in this case educational institutions to achieve the goals that have been formulated previously. This is seen as an effort to provide a conducive teaching and learning culture that is central to negotiations about what can be assessed in the curriculum and what is considered good in teaching methods. As the spearhead of an educational success, because the principal is in direct contact with how to manage the curriculum, how to control the quality of learning and at the same time motivate teachers, create a conducive learning environment and support the achievement of educational goals,

The measure of the success of principals at SMP Negeri 2 and SMP Negeri 3 Ciamis in carrying out their duties is to create quality schools, one of which is the ability to create a teaching and learning climate by influencing, inviting and motivating teachers, students and other personnel to carry out their respective duties with full of responsibility, so as to create a conducive, safe, comfortable, and enjoyable teaching and learning climate. This is inseparable from the capacity of the principal's role as education manager in schools. The role of school principals in efforts to improve the quality of education as suggested by Sallis [12] (2012:173) include: "have an integrated quality vision for the institution, have a clear commitment to the quality improvement process, communicate quality messages, Sallis's opinion, indicates that the principal's role in management essentially includes planning, implementation, monitoring and evaluation activities, as well as human resource development through commitment, innovation, motivation, and communication so that it can meet the expectations of education customers. These activities are the main functions of education management which cannot be separated from each other in school management. The burden and responsibility for these activities are in the hands of the principal. Therefore, the principal is the highest responsible personnel for the implementation of educational tasks in schools. The principal as a person who has the highest position in the school, should be able to influence teachers and other personnel, and trying to create an atmosphere that can make subordinates work diligently and responsibly in order to achieve the goals that have been set. In addition, school principals can always create conditions that enable students to achieve educational goals effectively and efficiently through empowering funding, infrastructure, and managing other resources.

In connection with this, at SMP Negeri 2 and SMP Negeri 3 Ciamis the strategic management of the principal is one of the factors that can encourage schools to be able to realize the vision, mission, goals, and objectives of the school so that the programs that have been formulated can be implemented in a planned manner. and stages, which are then controlled and evaluated in an effort to avoid mistakes and continuously improve. Strategic management according to Wahyudi (2002:15) [13] is: "An art and science of formulating, implementing, and evaluating strategic decisions between functions that enable an organization to achieve future goals". Therefore, Strategic environmental analysis in SMP Negeri 2 and SMP Negeri 3 Ciamis start with using SWOT analysis (*Strength, Weakness, Opportunity, and Threat*), identify various sources to analyze the factors of strength, weakness, opportunity and threat. The process of analyzing the school environment must be studied more deeply to be used as the basis for strategic determination needs. There are several schools that have not carried out the conclusions of the analysis of internal and external factors optimally, the strategic environment analysis process is still limited to the identification of internal and external factors, has not developed a SWOT matrix based on the relationship between these factors, the strategic environment

analysis has not used SO, WO, ST, and WT strategies, the relationship between environmental factors and the classification of issues as the basis for strategic management has not been identified in detail and detail because the information produced is not optimal. DaIn practice, the principal has not analyzed the internal and external environment and combined strengths, weaknesses, opportunities and challenges into strategic assumptions that can be used as the basis for the preparation of further strategic plans. SMP Negeri 2 and SMP Negeri 3 Ciamis in the strategic planning of school principals to improve school quality is carried out formulating a vision, mission, setting goals, school quality goals strategy, and policies that refer to the development of 8 national education standards as outlined in the KTSP, RKAS/RKT, RKJM, and RKJP, the formulation of which involves all elements of the school. The planning step is prepared through a review of the results of the SWOT analysis to produce a superior planning system. Some schools have not fully obtained the basics of strategic planning and solid strategic implementation, because the expected sharpness of information has not optimally provided direction for strategic formulation in improving quality junior high schools.

The strategic implementation of school principals at SMP Negeri 2 and SMP Negeri 3 Ciamis in improving school quality is contained in the 8 SNP development program, namely: development of graduate competency standards, content standards, process standards, assessment standards, standards for educators and education personnel, standards for facilities and infrastructure, management standards, and financing standards. To ensure program implementation consistently, operational procedures (SOPs) are provided for each program development. In the management of financing, it is regulated through the RKAS, the preparation of which involves school elements, and each use must be recorded and reported. With limited budget, schools empower the role of school committee functions to explore potential in the form of assistance from the community and parents. Not all activities in program development can be carried out according to the plan, but according to the situation and conditions with a priority scale. The strategic evaluation of school principals at SMP Negeri 2 and SMP Negeri 3 Ciamis in improving school quality is carried out programmatically through monitoring and evaluation activities, school self-evaluation, accreditation and performance evaluation. The results are reported and follow-up notes for overall school quality improvement. This activity involves internal and external parties of the school. The teacher performance assessment (PKG) is carried out by the principal while the principal's performance appraisal (PKKS) is carried out by the direct supervisor of the education office which is carried out regularly once a year and the results are documented to be used in career improvement and development. As for the implementation of the assessment of student learning outcomes has been going well according to the program.

Barriers to the strategic implementation of principals at SMP Negeri 2 and SMP Negeri 3 Ciamis to improve school quality are related to school culture, structure, vision, mission, managerial and human resources in developing its capabilities, facilities and infrastructure that are still poorly maintained, school management information systems that are not all IT-based, managerial competence and supervisory competence of the principal are not yet optimal, and the results of the performance appraisal are not yet satisfactory. Solutions to overcome problems in the implementation of strategic management to improve school quality in an anticipatory way through: collaborative and cooperative approaches so that managerial duties can run according to predetermined standards, cooperate rationally, systematically, planned, organized, guided and controlled, shared commitment in living the vision and school mission, encouragement or achievement motivation to all school principals; always oriented to customer satisfaction, building a good school culture or culture with 6 value systems (theological, logical, physiological, ethical, aesthetic and teleological), following training activities, workshops, in-house training, MGMP, and lesson study. While curatively it is done through the provision of rewards, and continuous professional development (PKB) funded by the school. Thus, if you look at the results of the research findings of the two schools, the strategic management of the principal is an important and absolute thing to do in a good school management system.

IV. CONCLUSION

The Principal's Strategic Management in Improving Quality Junior High Schools at SMP Negeri 2 and SMP Negeri 3 Ciamis is integrated with the school's Strategic Plan (Renstra), then outlined in the RKT (Annual Work Plan), RKAS (Work Plan and School Budget), RKJM (Annual Work Plan), Medium Term Work), and RKJP (Long Term Work Plan). Implementation of the principal's strategic management in improving quality schools in the form of program preparation, budgeting and implementation procedures according to the provisions, so that the formation of outputs in the form of the realization of quality schools and the outcomes of model schools or reference schools are developed optimally and consistently. In general, strategic management measures in improving quality schools in the two schools have been implemented,

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