

School Principal Program As A Manager In Improving The Quality Of Education

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Abstract.

In order to carry out their roles and functions as managers, school principals have the right strategy to empower educational staff through cooperative cooperation, provide opportunities for educational staff to improve their profession and encourage the involvement of all educational staff in various activities that support school programs. The purpose of this research is to obtain objective information about: the role of the principal as a manager in improving the quality of education in school institutions. Schools that are able to develop their institutions as organizations by themselves need to disclose all information owned by schools. The role of the school principal is to provide staff with access to the information needed, and to delegate authority to use it. In an effort to support and facilitate the work of subordinates, Principals need to carry out their roles in accordance with their status as school leaders. Organizational development in schools, school principals really need to trust staff and give them full authority and power to carry out their job duties. This is inseparable from the important role of the school principal as a manager in institutional management who regularly plans, organizes, directs and oversees the work carried out by his work team in each institution.

Keywords: School principals, managers and quality of education.

I. INTRODUCTION

School success is influenced and determined by many factors, one of which is the role of the principal as a manager in improving administrative tasks to achieve educational goals in the school for which he is responsible. With school leadership that is able to influence and mobilize all educational resources it is predicted to be able to spur and at the same time trigger the attainment of quality education. education to improve their profession and encourage the involvement of all educational staff in various activities that support school programs. The role of the principal as a manager includes: the ability to develop programs, The principal is an educational leader who has an important role in developing educational institutions, namely as the holder of control in educational institutions. In this case the role of the school principal must be moved in such a way according to his role in improving the quality of education, namely as a manager so that he can influence the teaching staff, either directly or indirectly. In addition, the principal also has a very large role in developing the quality of education in these educational institutions. In line with that, the role of the school principal is very influential in the growth and development of education, namely to improve human resources and the quality of education. Principals and teachers along with other education personnel are required to play an active role in increasing the growth and development of the quality of their profession in the hope of gaining new knowledge. The principal also acts as an educator who is responsible for school management.

The success of an educational institution is highly dependent on the leadership of the principal. Because the principal is a leader in his institution, he must be able to bring his institution towards achieving the goals that have been set, he must be able to see changes and be able to see a better future in the life of globalization. The school principal must be responsible for the smooth running and success of all regulatory and management affairs formally to his superiors or informally to the people who have entrusted their students. Because education is a very important human need in human life itself. Humans in essence will not only depend on nature without any other influences. It is in that process that the influence that humans will get from other humans emerges which brings changes in attitudes towards the humans they influence.

It is clear that humans need education, education is a process to change humans from certain conditions to other conditions. So with education changes will appear in the process of changing human minds, from not understanding to understanding, from not knowing to knowing, because education is an absolute thing that must be fulfilled in an effort to improve the standard of living of humans, religion, and especially the Indonesian nation so that not to be left behind by other nations. This is in line with the definition of education contained in [1] National Education System Law No. 20 of 2003 article 1 which reads "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by them. , society, nation and state" School success is also inseparable from effective school principals, while effective school principals show their quality in the way stated by Sorenson & Goldsmith (2009:58) as follows. [2]“(1) establishes a visible presence in the school.

(2) monitors teachers and students; (3) communicates a vision of school goals and objectives; (4) fosters an open and positive school culture and climate; (5) serves as an instructional expert available to faculty and staff; (6) develops a safe and orderly learning environment; (7) facilitates an instructional and curricular program that promotes student achievement; (8) establishes high organizational expectations; (9) initiates a professional development program; (10) Implements ongoing evaluation of all personnel; (11) aligns curricular and strategic plans to enhance teaching and learning”. But the reality on the ground to create a quality education is that there are many problems that occur in several schools, the role of the principal is faced with various problems, not the least of which is in planning programs the principal sometimes does not play an active role, lack of information about professional development for educators and staff. education, in organizing schools and monitoring programs the principal plays an active role. Problems with facilities and infrastructure are also faced by various schools so that the teaching and learning process is less than optimal and less effective, in monitoring and evaluation it is not appropriate to identify the causes of the decline in the quality of education in the value of UAN results, there are educators and education staff who lack work discipline, student delinquency including in budget issues that are still felt to be unbalanced with needs. So for this reason researchers are interested in discussing how the program and the role of school principals as managers in improving the quality of education in Indonesia play an active role in making changes in their institutions, so that the quality of education becomes quality and develops well, in accordance with the mandate of the objectives of the Law on Education in Indonesia itself.

II. METHODS

The research method used is descriptive qualitative which are methods for exploring and understanding the meanings that a number of individuals or groups of people ascribe to social or humanitarian issues, as well as describing or describing the situation in the field by photographing and presenting the data as it is and interpreting it. Correlation as an existing factor that applies includes perspectives or ongoing processes regarding the principal's program as a manager in improving the quality of education. The approach used in this research is to use a qualitative descriptive approach with a case study type. While the case study is a research strategy in which the researcher investigates carefully a program, event, activity, process, or a group of individuals. Cases are limited by time and activity, and researchers collect complete information using various data collection procedures based on a predetermined time.

III. RESULTS AND DISCUSSION

Another understanding of management was put forward by Richard L. Daft in Hadari Nawawi (2006: 308) who said that [3] "Management is the achievement of organizational goals effectively and efficiently which includes planning, organizing, leading and supervising organizational resources." Starting from these various management categories, school management as part of national education management, in its development is inseparable from various problems that demand adjustments to various changes that describe the management category. As an influence from the ideology of "scientific management", the concept of management implied in school organizations describes an activity or art of organizing and knowing exactly what one wants to do through strategy in the process of planning, organizing, activating,

and supervising the administration of the school in order to achieve the goals and targets that have been set according to its vision and mission. An important aspect of school management is how the process of making school decisions is carried out by carefully implementing management and organizational concepts and theories. Therefore, school management must be understood as an effort to develop the strengths and potential of school resources to exploit opportunities that arise so as to achieve quality education goals. According to Rohit School management must be understood as an effort to develop the strengths and potential of school resources to exploit opportunities that arise so as to achieve quality education goals. According to Rohit School management must be understood as an effort to develop the strengths and potential of school resources to exploit opportunities that arise so as to achieve quality education goals. According to Rohit[4](2010: 16) which states that: A school principal needs to have adequate knowledge of education management as a working provision.

In other words, school principals have a management philosophy that will be useful for: 1) Handling in carrying out school management, 2) Generating confidence for school principals in the management process to achieve school goals, 3) Facilitating school principals in the thought process to solve management problems system, 4) Motivate the principal to get support from school staff and attract participation, 5) Always think effectively and efficiently in achieving goals, 6) Know the limits of authority in management and lead the school 5) Prepare and make task specifications, 6) Perform education and training, Principal leadership is a way or effort of the principal in influencing, encouraging, guiding, directing, and mobilizing teachers, staff, students, parents of students, and other related parties, to work/participate in achieving the goals set. Ecosiswoyo (2007:76) [5] said that: One of the factors of education management that is important but still not touched upon in educational development programs is the leadership of the school principal. No matter how much the school input is added or improved, the output will still not be optimal, if the school principal's leadership factor is a very strategic aspect in the process teaching and learning, are not given adequate attention. This is because the principal is the foremost manager who decides whether or not each input is processed and interacts positively in the teaching and learning system. The principal has a dominant role in encouraging innovation efforts both from outside and those arising from within the school. According to Lewin and Lippitt in Ino Rawita (2012: 32), [6] "the goal of leadership is the attainment of goals, leadership is intentional behavior, not accidental, leadership is the core role of management." A good leader, are those who believe that all the needs and goals of the people who work for him are considered. Through deliberations among its members, a goal is formulated which is a guideline for all members in achieving the goals of the organization.

The principles of school management that can be adhered to are obtaining the most effective results through professional people referring to the school's vision and mission by carrying out the management process, namely carrying out the main functions of the school program displayed by a manager or school leader as the person in charge of the institution. schools, teachers as those in charge of learning services to students, and education staff as those in charge of technical education services in schools that implement management functions, namely: planning school activity programs, organizing basic school tasks, mobilizing the entire school system, and supervising school performance. According to Fatah[7](2011: 12) the importance of basic principles in management practices include: 1) Determining work methods/methods, 2) Selection of jobs and development of skills, 3) Selection of work procedures, 4) Determining task boundaries, The program and role of the school principal as a manager in improving the quality of education in Indonesia plays an active role in providing change in its institutions, as explained in the following concept, role is a concept that cannot be separated from one's status, position and position. Between role and status are like two sides of the same coin, therefore we cannot understand status without roles, and vice versa. Robbins[8](2001: 227) defines a role as "a set of expected behavior patterns attributed to someone occupying a given position in a social unit", a role or role can be interpreted as a regulated and expected behavior of someone in a certain position. Based on this understanding, it can be concluded that a role in an organizational context is a behavior that must be carried out by a person based on a certain position, status, and position held in an organization.

Wahjosumidjo (2003:83) that [9]"The principal can be defined as a functional teacher who is given the task of leading a school where the teaching and learning process is held, or a place where there is interaction between the teacher who gives the lesson and the students who receive the lesson." In the explanation above, it can be concluded that the position of the principal determines the direction of an institution, the principal is the regulator of the existing programs in the school. Because later it is hoped that the principal will bring the teacher's work spirit and build a school culture in improving the quality of education. Gorton & Alston (2010:7) argues that [10]"Managers are people who do the right things, are leaders of all people who do the right things and good managers handle the routine daily jobs." As a manager, of course, you must have certain skills as stated by Handoko (2003: 36) [11]are: "(a) conceptual skills, namely the mental ability to coordinate all the interests and activities of the organization; (b) humanitarian skills, the ability to work by understanding and motivating others both as individuals and in groups; (c) administrative skills, namely planning, organizing, staffing and supervising; (d) technical skills, namely the ability to use equipment, procedures, techniques from a particular field such as machines, and so on. Principals as managers in essence are carrying out management functions as stated by Terry (1997:4) [12] which explains the meaning of management is as follows "Management is a distinct process consisting of planning, organizing, actualizing, and controlling, performed to determine and accomplish stated objectives by the use of human beings and other resources.

Management is a clear process that includes planning, organizing, actuating and controlling which is carried out to achieve the goals set with human potential and other resources. Robbins & De Cenzo (1995:6) stated that management functions include planning, organizing, leading, and controlling. [13] Newman (Manullang, 2006: 39) states, [14]"Planning is deciding in advance what is to be done". Planning is determining beforehand what to do. Meanwhile Daryanto (2005: 82) "mentioned that planning basically answers the questions of what to do, how to do it, where to do it, who has to do it, and when the work is done". Meanwhile, according to Lunenburg & Ornstein (2000:6) [15]"planning involves developing an outline of things that must be accomplished and the methods for accomplishing them. The activity attempts to forecast future actions and directions of the organization". From the several opinions above, it can be concluded that the notion of planning is the process of preparing and determining goals and the ways that must be done. Likewise planning in the field of education. At the planning stage, schools plan activities and what methods must be carried out to achieve the goals set. Based on the theory above that the principal as a manager includes program planning. In planning the program, school principals start from: (1) planning human resources by detailing the needs of educators who will carry out teaching duties; (2) planning policies such as the principal's program and curriculum to be implemented in this school; (3) in formulating policies, school principals involve teachers and experts by going through several stages such as holding meetings with PKS, teachers, school committees and other stakeholders such as supervisors.

The task of organizing the school principal is the activity of compiling and forming working relationships between people so that a unity is formed, this is in accordance with the opinion of Manullang (2006: 59) [16] argues that "organization comes from the word organon, and in Latin organum which means tool, part, member, or body". With regard to the field of education in schools, organizing is the activity of compiling and forming working relationships between school personnel and relationships between other school resources so that a work unit is formed to achieve educational goals. the entire process for selecting people (teachers and other school personnel) and allocating infrastructure for tasks, responsibilities, authorities and work mechanisms so as to ensure the achievement of school goals. The role of the school principal in improving the quality of human resources in the institution is to organize the program by creating a school organizational structure such as parental involvement through the school committee by completing the facilities needed by the school, monitoring classroom learning, Movement is an activity of guiding subordinates by giving orders, instructions, encouraging morale, upholding discipline, and providing various other efforts so that they work according to predetermined goals. Meanwhile Bateman & Zeithaml (Terry 1997:19) [17] that: "illustrated that the leading function focuses on the efforts of the manager to stimulate high performance among employees, and this activity involves directing, motivating, and communicating with employees".

The role of the school principal as a manager in its implementation is program mobilization, namely by moving existing educators and education staff such as by setting a good and calm example at work, for teachers there is motivation for the spirit of long life education (teachers must learn), motivating educators and education staff morally and materially, improving welfare, giving awards to teachers and educational achievers, involving teachers in trainings, MGMPs, providing guidance to educators in making software (RPP, Syllabus), providing briefings as well as evaluating the performance of educators and staff education at the beginning of the month once a month, as well as facilitating subordinates to be able to carry out professional development, as well as supporting educators or educational staff for those who wish to continue their studies and those who wish to receive certification allowances. Controlling is the last function of management, related to assessing the success or failure of something. Terry (Ticoalu, 2005:232)[18] stated that "Supervision is evaluating the implementation of work, if necessary correcting what is being done to ensure the achievement of results according to plan. Supervision of the school principal as manager or called control is one of the functions of management in the form of providing assessments, if necessary making corrections so that what is done by subordinates can be directed correctly towards achieving the goals that have been outlined. In supervising the function of the principal is to check, match, make sure that the activities carried out are in accordance with the plan.

Monitoring and evaluation is carried out by supervising both in PBM and in achieving education quality improvement and achievement of National Examination scores. Supervision in PBM is carried out with reference to PKB and PKG and is carried out by a team formed by the school principal. Supervision of improving the quality of education includes monitoring of inputs (HR, organizational structure, plans and programs, vision, mission and goals), processes (performance of school principals), and outputs (school achievements resulting from the process of both academic and non-academic achievements). Supervision is carried out periodically, namely at the end of the semester, the end/beginning of a new school year with the implementation assisted by the vice principal, PKS and BK coordinators (Guidance and Counseling). It is to give a general understanding at the teacher council coaching meeting, explore the background of the problem, and find solutions to solve the problem. The last role is as a cultural developer by carrying out school culture such as a culture in religion, a culture of discipline, a culture of achievement and a culture of cleanliness in order to improve the quality of education and form students who have character and adhere to religious values. From the explanation above, the principal as the school manager regulates and manages all the potential of the school through the stages of planning, organizing, mobilizing and monitoring these potentials to support the achievement of educational goals. Indicators of effective school principals can generally be observed from three main points as follows: First; commitment to the school's vision in carrying out its duties and functions, second; make the school's vision a guideline in managing and leading the school, and third; always focuses its activities on learning and teacher performance in the classroom. Schools that are able to develop their institutions as organizations by themselves need to disclose all information owned by schools.

The role of the school principal is to provide staff with access to the information needed, and to delegate authority to use it. In an effort to support and expedite the work of subordinates, the school principal needs to play a role in accordance with his status as a school leader. Organizational development in schools, school principals really need to trust staff and give them full authority and power to carry out their job duties. However, this cannot be separated from the important role of the school principal to regularly monitor and supervise the work carried out by the work team.

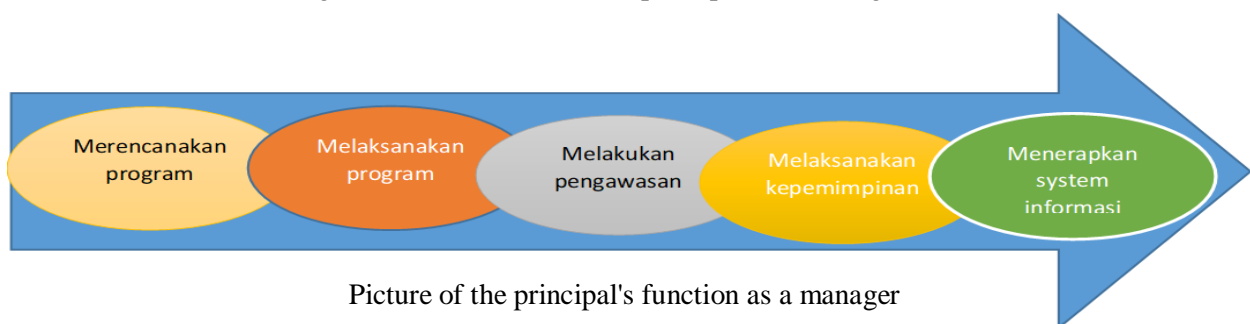
IV. CONCLUSION

In compiling a policy, the school principal helps, namely PKS in the field of curriculum. The school committee is also involved in formulating policies related to students and controlling the budget received by the school. The school committee is active in controlling the school, this is evidenced by the frequent attendance of the school committee at school and discussions with the principal and other teachers. The role of the school principal as a manager in an educational institution in planning programs, starting from planning the needs of human resources who will carry out their duties, planning policies in the form of

school principals and curriculum programs that will be implemented in schools. In this planning the principal always involves teachers, PKS and school committees. The role of the school principal in organizing the program is to create a school organizational structure that involves parents through the school committee, completes the facilities needed by the school, division of tasks such as the existence of PKS and TU according to the abilities of teachers both at the class level and the skills they have. In organizing the principal does not work alone but is assisted by assistant principals and school committees.

The role of the principal is in mobilizing educators and education staff by setting a good example and being calm at work, motivating educators and education staff morally and materially, increasing welfare, rewarding outstanding personnel, participating in trainings, MGMP, facilitating subordinates in carry out professional development, support educators for those who wish to continue their studies, as well as for senior teachers the motivation of the spirit of life long education. The role of the school principal as a manager in supervision is to carry out monitoring and evaluation which is carried out by supervising both in PBM and in achieving quality improvement in education and achieving National Examination scores. Supervision in PBM is carried out with reference to PKB and PKG and is carried out by a team formed by the school principal. Supervision of improving the quality of education includes monitoring of inputs (HR, organizational structure, plans and programs, vision, mission and goals), processes (performance of school principals), and outputs (school achievements resulting from the process of both academic and non-academic achievements). Thus, the principal as the school manager regulates and manages all the potential of the school through the stages of planning, organizing, mobilizing and monitoring these potentials to support the achievement of educational goals. Indicators of effective school principals can generally be observed from three main points as follows: First; commitment to the school's vision in carrying out its duties and functions, second; make the school's vision a guideline in managing and leading the school, and third; always focuses its activities on learning and teacher performance in the classroom.

If described in management, the function of the principal as a manager is as follows:



Picture of the principal's function as a manager

V. THANK YOU NOTE

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