

Hasil 3-Achadi ICEMT2022

by UNIVERSITAS AHMAD DAHLAN 6

Submission date: 13-Jan-2024 05:24AM (UTC+0700)

Submission ID: 2270169382

File name: 3-Achadi ICEMT2022.pdf (192.44K)

Word count: 4388

Character count: 24673



Disclosure of the Contribution of Principals in Improving the Quality of Education

Achadi Budi Santosa^(✉)

Magister Manajemen Pendidikan, Universitas Ahmad Dahlan, Yogyakarta, Indonesia
budi.santosa@mp.uad.ac.id

Abstract. The school leadership factor plays a very important role in realizing the achievement of school performance and effectiveness. The purpose of this study is to reveal the principal's strategy in realizing quality schools. The research was conducted through a sequential explanatory approach, quantitative data collection was carried out through a questionnaire, and the results were confirmed through interviews. The research subjects included school principals, vice principals, teachers, and education staff. The results showed that the percentage of the results of the questionnaire for the principal strategy variable showed a very good number, which was 93.64%. The results of the percentage of the questionnaire for the school quality variable are also very good, namely 91.01%. The principal's strategy has been implemented well, the achievement of school quality shows a significant improvement. The results of this study indicate that the quality of schools is more supported by the role of the principal in implementing managerial strategies.

Keywords: Managerial Strategy · Communication · Quality Achievement

1 Introduction

Several factors that influence the low quality of education can be caused by factors such as ineffective school leadership, inadequate quality and distribution of teachers, lack of educational facilities and infrastructure, non-conducive school learning environment, and unsupportive community or family factors (Jalal and Supriyadi, 2001:45). Failure to improve the quality of education services will reduce public confidence in schools. Public and private schools that are not trusted by the public will slowly be abandoned by their customers, schools can lose their credibility and go bankrupt. Zulch B. (2014) explains the importance of strategy in communication for successful leadership. SMP Muhammadiyah 2 Kalasan which is the setting of this research is located on the Kalasan-Cangkringan highway, with a strategic location and adequate building facilities, this school has a great opportunity to progress. Based on initial reports from some communities, after the 2015–2019 period this school experienced a decline in the number of students. Efforts to overcome obstacles and solutions have not been seen with certainty, it is feared that the continued decline in the number of students could threaten the existence of schools.

© The Author(s) 2023

B. B. Wiyono et al. (Eds.): ICEMT 2022, ASSEHR 727, pp. 113–121, 2023.

https://doi.org/10.2991/978-2-494069-95-4_14

Schools become the foundation of the community in improving the quality of life of the nation, monitoring and evaluation need to be carried out continuously, by continuously monitoring the school management process properly and calculating and correcting errors that are expected to help school performance.

Through competitive school management, efforts to create quality and excellence need to be continuously fought for. School management will be carried out if it is supported by human resources (HR) who have the ability, integrity and high will. An orientation to quality needs to be applied early in the world of education in order to produce good quality education in the school environment. In implementing school-based quality management, schools are responsible for managing themselves related to administrative issues, program activities, finances, and school personnel. Together with parents and the community, schools need to make decisions, set priorities, and increase community confidence in schools. Principals need to appear as coordinators of school residents and be involved in the process of school change through the application of integrated quality management principles. The role of the principal optimally is very necessary. The principal as an education leader has a central role to bring teachers and education personnel together to improve school management. The government's demands for quality education must be responded to by providing motivation for teachers to continue to develop themselves with the various potentials they have. Facilitate them to continue to learn and work with passion and commitment in honesty.

The right contribution of the principal is needed to ensure that organizational goals can be achieved through appropriate actions. Strategy as a set of decision making rules for guidance of organizational behavior (Ansoff, 1990: 43). The success or failure of the goal is largely determined by the chosen effort (Kotler, 1998: 470). This shows that the selection of the right steps is part of planning. Therefore, organizations that develop strategic management systems can have a greater chance of achieving success. Strategic planning is needed so that overall objectives can be mapped, including the determination of policies, operational programs, and activities or activities by taking into account the resources owned and the environmental conditions that will be faced. Besides being able to provide direction and encouragement so that activities can be carried out smoothly and properly, proper planning also takes into account the problems that are expected to need to arise in the future which may be subject to change. This initial planning is a basic concept regarding how to use the resources owned by an organization effectively in a changing environment. The role developed by the principal in encouraging the improvement of school quality must include all subsystems in a unified school quality system because each of these subsystems influences each other. This study aims to reveal the extent to which the quality and managerial role of school principals have been achieved.

2 Methods

This study uses a social setting in SMP Muhammadiyah 2, Kalasan region, Yogyakarta. Through a sequential explanatory approach, this study seeks to reveal the managerial strategies of principals in improving school quality. Quantitative data were taken directly in the field through a questionnaire to 33 teachers, and the results were confirmed through

interviews with principals, vice principals, teachers, and education staff. The data were then analyzed and narrated descriptively.

3 Result and Discussion

Through interviews with the principal, it was shown that the preparation of the vision and mission had involved all teachers, employees, and other stakeholders. The school's performance is quite good, as well as since the change of the old leadership to the new leader in 2017, the teacher council and staff always strive to continue to improve the quality of the school. In preparing the vision and mission, the principal had previously made a design so that his ideas were easy to discuss in meetings involving the vice principal, the head of administration, and the head of the school committee. The draft vision and mission that had been agreed in a limited meeting was then revised and brought to a meeting involving all elements of the school including teachers, employees and committee members. This is done so that the vision and mission as strategic planning can underlie all policies and be accounted for by all school components. So that in realizing it, it does not make the burden to be borne by the principal himself.

The involvement of all elements is in order to increase a sense of togetherness, a sense of belonging, and a sense of responsibility. Efforts made by the principal in formulating the vision and mission include; make an initial draft to be discussed in a limited meeting involving the vice principal, the head of administration, and the head of the school committee. The draft vision and mission that has been revised and approved in a limited meeting is then brought to a meeting involving all elements of the school including teachers, employees and committee members. This is done to make the vision and mission as strategic planning as a good policy and be accounted for by all components of the school, to increase the sense of togetherness, sense of belonging, and sense of responsibility of each employee. 90% of teachers' professional conditions and competencies in managing teaching and learning programs are in accordance with their competencies. In the sense that the majority of teachers have been able to make learning programs because this is indeed one of the elements that are required for all teachers.

However, based on observations in the field, the condition and professional competence of teachers in managing teaching programs about 15% have problems. Among others; 1. Teachers' professional competence in managing the classroom is still lacking; 2. The use of learning media is not optimal; 3. Guidance and counseling rooms are not yet available; 4. Management of education administration documents is not neat; 4. There are still many who have not carried out classroom action research.

Through the formulation of the school's vision and mission, the steps taken by the principal include preparing an initial draft to be discussed later in a limited meeting involving the vice principal, head of administration, and the head of the school committee. The draft of the vision and mission that has been revised and approved in a limited meeting is then brought to a meeting involving all elements of the school including teachers, employees and committee members. This is done to make the vision and mission as strategic planning as a good policy and be accounted for by all components of the school, to increase the sense of togetherness, sense of belonging, and sense of responsibility of each employee. The findings of this interview are supported by observations

and documentation, which state that the principal has good management, is participative, accommodating, and humanist in his behavior. The percentage results from the questionnaire for the indicators of the formulation of the vision and mission, have also shown a good number, namely 98.48%. Determination of strategy, especially in the preparation of the organization's vision and mission, always involves all stakeholders, including school committees, parents, community leaders, and employees as organizational constituents (Sagala, 2007).

While the formulation of the vision and mission also considers the capabilities and internal conditions of the organization, conducts an assessment of the external environment of the organization by taking into account the current conditions and possible changes that will occur (Sagala, 2007). Based on the results of interviews, observations and documentation studies, the principal's efforts in formulating the school's vision and mission have been carried out well, namely by using a participatory approach and management, applying accommodative. Based on the critical analysis above, it can be concluded that the principal's policy in formulating the vision and mission of madarash is good and correct, because it is in accordance with the theories and opinions of the experts as mentioned above. This is also supported by the percentage of the results of the questionnaire on the indicators of the formulation of the vision and mission, which received support from respondents of 98.48%.

The steps in setting the targets and goals to be achieved by the principal, which begins with determining the target by the principal, then asking for approval from the teachers and staff who will carry out the task, and is carried out by involving all teachers in accordance with their respective fields of study in a joint meeting. In setting the targets or goals of the school contained in the vision and mission, both general goals and specific goals, also involve elements related to the goals to be achieved. Not only that, with regard to targeting and other policies, the principal tries to involve all elements and components of the school. The findings from this interview are also supported by observations and documentation, which state that the current principal is very participative, accommodating, in every decision-making activity. Based on the percentage of the questionnaire for the target setting indicator, the figure is 96.46%. A participatory process that uses all the capacities and abilities of employees will encourage increased organizational commitment and success. Employee involvement programs can be carried out by implementing participatory management, representative participation, through work boards, and forming board representatives (Robin, 2003). The same thing was also stated by Terry G.R. (1996) that management is a process or framework, which involves guiding or directing a group of people towards organizational goals or real purposes. Based on the results of the analysis, it can be concluded that the principal's policy in setting targets is good and correct, because it is in accordance with the theories and opinions of the experts as mentioned above. This is also supported by the percentage of the results of the questionnaire on the indicators for the formulation of the vision and mission, which received support from respondents of 96.46%.

The strategy carried out by the principal in an effort to improve the quality of schools includes six steps, namely the recruitment of new qualified prospective students, increasing the professionalism of teachers and employees, fulfilling facilities and infrastructure, improving harmonious partnership relationships with school committees, developing

curriculum based on the concept of humanizing humans, and through student development. The results of the interview are also in accordance with the results of the documentation study summarized in the school profile book made by SMP Muhammadiyah 2 Kalasan, it is stated that the development of new student admissions continues to increase both in number and quality, including graduate output, number, qualifications and teacher competencies. Well, the completeness of the facilities also looks quite adequate. Based on the results of the questionnaire on the strategy implemented, the score was 89.70%.

In an effort to develop and improve the quality of education in schools, especially in the era of autonomy, schools are expected to develop education management, increase community participation both in the implementation and management of education through empowering school committees, increasing the capacity of school principals, educators and other education personnel, as well as providing subsidies and provision of infrastructure (Mulyasa, 2005). Based on the results of this analysis, it can be concluded that the principal in implementing and determining the strategy in an effort to improve the quality of the school is correct, because it is proven from year to year that there is always an increase in both student input and output. This is also in accordance with Mulyasa's theory and opinion as mentioned above. The results of the percentage of the questionnaire on the indicators of the implementation of the strategies chosen by the principal in improving the quality of schools received support from respondents of 89.70%. The strategies that have been chosen by the principal to improve the quality or quality of schools that have been carried out well include, the recruitment strategy in admitting new students from year to year has always increased both in terms of the number of registrants and in terms of academic value, infrastructure also continues to increase. Complete and adequate, the partnership relationship with the committee has also resulted in support from the community, enforcement of discipline, has also produced students who are quite disciplined. The results of the interview are also in accordance with the results of the documentation study summarized in the school profile book made by SMP Muhammadiyah 2 Kalasan, it is stated that the development of new student admissions continues to increase both in number and quality, including graduate output, number, qualifications and teacher competencies. Well, the completeness of the facilities also looks quite adequate. A school is said to be of good quality if school achievement, especially student achievement, shows high achievement in (1) academic achievement, namely the value of report cards and pure Ebtanas scores that meet the standards, (2) have the values of honesty, piety, politeness, and be able to appreciate cultural values, and (3) have a high responsibility and ability that is manifested in the form of skills according to the basic knowledge received at school (Akdon, 2006).

Based on this critical analysis, it can be concluded that the principal in implementing and determining the strategy can be said to be right, because it is proven from year to year that there is always an increase both in terms of student input which is always increasing and output where student graduates who are accepted at state universities increase as well as independence. Students who discontinue can also be felt by having skills or life skills which are indeed programs that have been planned by schools with student priorities that are predicted to be unable to continue to higher education levels due to economic factors.

The interview results are in accordance with the results of the documentation study summarized in the school profile book made by SMP Muhammadiyah 2 Kalasan, it is stated that the development of new student admissions continues to increase both in number and quality, including graduate output, number, qualifications and teacher competencies are also very good, completeness of facilities also looks quite adequate. Based on the results of the questionnaire on the implementation of the principal's strategy, the figure was supported by 89.90%. The results of interviews, observations, and documentation studies show that the efforts made by school principals to improve academic achievement include; recruiting qualified prospective students, conducting quality PBM, including holding superior classes, improving academic qualifications, abilities and competencies of teachers and employees. To measure how much academic achievement is based on semester test scores and test scores (school and national) also participate in competitions, such as subject competitions. Meanwhile, to improve non-academic achievements, schools run extracurricular programs, such as extracurricular sports, arts, organizations.

The academic achievements that have been achieved are quite encouraging, there are at least 30 champion achievements, starting from the district level to the national level since 2000–2008. For non-academic achievements, it has also been encouraging, from 2000 to 2007 alone there were 56 types of competitions won, both 1st, 2nd, 3rd and hopeful winners, starting from the district level to the national level. Based on the percentage of the results of the questionnaire on the quality of education on academic and non-academic achievement indicators, it also shows a good number, which is 93.94%.

Based on the results of interviews, observations, and documentation studies, it is known that the efforts made by school principals, to improve the professionalism of teachers and employees, are to carry out regular supervision and coaching and are helpful, motivating and jointly seek and use new methods to facilitate teachers and students. employees in carrying out their duties. Encouraging all teachers and employees to improve their respective academic qualifications, abilities and competencies, through opportunities to attend training, and continue education. Activating MGMP activities both within the Ministry of Education and Culture teachers, as well as with teachers from public schools. Based on the percentage of the results of the questionnaire on the quality of education on the indicators of employee professionalism, it also shows a good number, which is 89.02%. Professional teachers are teachers who carry out their teaching duties by utilizing their abilities and having a variety of skills (competencies) that include cognitive, affective and psychomotor competencies, as well as personality competencies (Syah, 1995). Hamalik explained that the teacher is the key person in the class because the teacher directs the learning activities of the students and has the most contact with students compared to other school personnel. In addition to the above, in improving the quality of schools, the professionalism of teachers must also be a major concern (Bahi & Santosa, 2022; Mubarak & Santosa, 2020a, b; Santosa, 2022; Setyawan & Santosa, 2021). As Hamalik stated that a teacher is a professional position, it must meet professional criteria both physically, mentally, scientifically and skillful (Hamalik, 2000).

The results of interviews and documentation studies on the efforts made by school principals in fulfilling work support facilities are known as follows; submit work program proposals contained in the Proposed Activity List to the Ministry of Education and Culture, raise funds from the community through school committees, coordinate with relevant agencies to obtain funds from local governments. The facilities and infrastructure for the current condition are quite complete and adequate according to the minimum standard of educational facilities as regulated in the Minister of National Education Regulation, Number 19 of 2005. Based on the percentage of the results of the questionnaire on the quality of education on the infrastructure indicators, it has shown a good number, which is equal to 93.94%.

The availability of educational facilities and infrastructure is one of the characteristics of a quality school. Examples of physical facilities, classrooms, laboratories, libraries, sports facilities and other supporting facilities, this is in accordance with the opinion of Rusyan (1994) which states that in the teaching and learning process there are main components in the form of instrumental input that indicate the qualifications and completeness of facilities and infrastructure/facilities. Needed for the teaching and learning process to take place and act as facilitative factors. The results of interviews and documentation studies on the efforts made by the principal in providing internal customer satisfaction are mainly due to his great attention to school management.

This attitude is seen, among others, by the principal's efforts to improve facilities and infrastructure, carry out supervision and guidance, using a humanist and holistic approach, providing opportunities for all elements of employees to participate in decision making, providing equal opportunities for career development, conducting assessments objectively and fairly, providing incentives in a fair and proportionate manner in accordance with the main tasks and functions, also planning to provide rewards in the form of financial incentives since 2009. Based on the percentage of the results of the questionnaire on the quality of education on internal customer satisfaction indicators, the figure is 87.12%. Seeing this reality, the principal has taken quite good steps in trying to improve the school quality, starting from improving academic achievement, increasing teacher professionalism, increasing the completeness of facilities, and increasing internal customer satisfaction. This condition certainly shows the success of the principal in implementing managerial leadership. This is also supported by the results of observations and documentation, which state that academic and non-academic achievements have increased as indicated by the achievement of trophies, awards for various competitions, completeness of adequate facilities, academic qualifications of teachers who meet standards, and democratic principals, participatory, accommodating, and humanist.

4 Conclusion

The percentage result of the questionnaire for the principal's managerial strategy, has shown the figure of 93.64%. While the results of the questionnaire for school quality, showed the figure of 91.01%. Although the strategy implemented was good and the results showed an increase in school quality, the percentage of the questionnaire filled out by 33 teacher respondents, the figure only reached 91.01%. There is still a 9.99 percent shortfall that needs to be improved. Continuous evaluation of the implementation

of education needs to be carried out so that weaknesses and shortcomings in achieving quality can be anticipated early on. The principal has taken significant managerial steps in identifying, selecting and determining the strategy to be implemented in improving the quality of the school, which begins with the formulation of the vision and mission, setting targets, and implementation. This is supported by the results of interviews and document review, which reveal that the principal has good management, is democratic, participatory, accommodative, and humanist in his behavior.

References

- Aurora (2013), Challenges faced by educational leadership on influencing student learning, Amsterdam: *Procedia-Social and Behavioral Science*, Elsevier, vol.93, p 290-295
- Akdon (2006), *Manajemen Strategik Untuk Manajemen Pendidikan*. Bandung: Alfabeta.
- Bahi, C. M., & Santosa, A. B. (2022). Pengembangan Kepemimpinan Guru Melalui Strategi Kepala Sekolah Yang Efektiv. *Jurnal Ilmiah Mandala Education*, 8(4).
- Choi, Eun Ha, Kim, Eun Kyung, Kim, Pil Bong. (2018), Effects of the Educational Leadership of Nursing Unit Managers on Team Effectiveness: Mediating Effects of Organizational Communication, *Journal Korean Society Nurshing Science*, Korea: vol. 12, 99-105
- Hamalik, Oemar (2000), *Psikologi Belajar Mengajar*, Bandung: Sinar Baru Algensindio, h. 27
- (2002), *Pendidikan Guru Berdasarkan Pendekatan Kompetensi*, (Jakarta: Bumi Aksara, h. 37
- Idochi Anwar, Mochammad (2003), *Administrasi Pendidikan dan Manajemen Biaya Pendidikan*, Bandung: Alfabeta, h. 75
- Igor, Ansoff, H (1990), *Implamenting Strategic Management*, New York: Prentice Hall Inc., h.43
- Laurence R. Jauch, dan Glueck William (1998), *Buisnis Policy and Strategic Management*, New York: Mc Graw-Hil.
- Jalal, Fazli dan Supriyadi. (2001). *Reformasi Pendidikan dalam Konteks Otonomi Daerah*. Yogyakarta: Adicipta.
- Jubran, M.Ali (2015), Educational Leadership: A new Trend that Society Needs. *Procedia-Social and Behavioral science*, Amsterdam: Elsevier, vol.210, p 28-34
- Kamars, Dachnel (2004), *Administrasi Pendidikan Teori dan Praktek*, Padang: UPI Press.
- Kotler, Philip, *Marketing Management, Analysis Planning and Control*, terjemahan Jaka Wasana, (New York: Prentice-Hall Inc), h.470
- Mubarak, R., & Santosa, A. B. (2020a). Kepemimpinan Kepala Madrasah Untuk Meningkatkan Kinerja Guru. *Abdau: Jurnal Pendidikan Madrasah Ibtidaiyah*, 3(1), 58–66.
- Mubarak, R., & Santosa, A. B. (2020b). Madrasah school leadership to improve teacher performance. *Abdau: Jurnal Pendidikan Madrasah Ibtidaiyah*, 3(1), 58–66.
- Mulyasa, E. (2005), *Pedoman Manajemen Berbasis Sekolah*, Jakarta: Dirjen Kelembagaan Agama Islam.
- Santosa, A. B. (2022). Principal's leadership strategy in the development of teacher professionalism. *JAMP: Jurnal Administrasi Dan Manajemen Pendidikan*, 5(1), 1–7.
- Setyawan, D., & Santosa, A. B. (2021). Kompetensi Kepala Sekolah dan Guru sebagai Basis Pencapaian Mutu Pendidikan. *Edukatif: Jurnal Ilmu Pendidikan*, 3(5), 3271–3281.
- Syah, Muhibin (1995), *Psikologi Pendidikan Dengan Pendekatan Baru*, Bandung: Rosdakarya, h. 230
- Terry G.R. dan L.W. Rue (1996), *Dasar-dasar Manajemen*, alih bahasa G.A. Ticoalulu, Jakarta: Bumi Aksara, h. 1
- Zulch, Benita (2014), Leadership communication in project management. *Procedia-Social and Behavioral science*, Amsterdam: Elsevier, vol.119, p 172-181

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.



Hasil 3-Achadi ICEMT2022

ORIGINALITY REPORT

13%

SIMILARITY INDEX

12%

INTERNET SOURCES

6%

PUBLICATIONS

2%

STUDENT PAPERS

MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

3%

★ Mustapid Mustapid, Syafaruddin Syafaruddin, Candra Wijaya. "Strategic Management in Quality Improvement at State Madrasah", AL-ISHLAH: Jurnal Pendidikan, 2021

Publication

Exclude quotes On

Exclude matches Off

Exclude bibliography On