



The Role of School Principal in Implementing Education Quality Management

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ABSTRAK

Pendidikan merupakan salah satu faktor yang sangat penting dalam kehidupan manusia, dengan pendidikan seseorang dapat meningkatkan kecerdasan, keterampilan, mengembangkan potensi yang ada pada diri manusia. Untuk meningkatkan mutu pendidikan itu sendiri, maka peran kepala sekolah sangat mempengaruhi untuk membantu meningkatkan mutu pendidikan. Dalam meningkatkan kualitas pendidikan, kepala sekolah harus mampu membina dan mengarahkan para guru untuk bekerja sama dan secara profesionalitas guna meningkatkan kualitas peserta didik. Penelitian ini bertujuan untuk menganalisis peran kepala sekolah dalam peningkatan manajemen mutu pendidikan pada tingkat Sekolah Dasar. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Subjek penelitian berjumlah 1 orang kepala sekolah dan 2 orang guru kelas IV dan kelas V. Kemudian, teknik pengumpulan data yang digunakan adalah wawancara, observasi, dan dokumentasi. Sedangkan dalam menganalisis data dilakukan dengan pengumpulan informasi melalui wawancara, reduksi data dan penyajian data. Hasil penelitian di dapatkan bahwa kepala sekolah sudah menjalankan peran sebagai Manager, Leader, Supervisor, Administrator, Educator, Innovator, dan Motivator. Kepala Sekolah juga telah berupaya dalam meningkatkan kualitas peserta didik dan berusaha mewujudkan visi dan misi sekolah, mewujudkan pembelajaran yang aktif, efektif dan efisien, beserta menghasilkan karakteristik pembelajaran yang baik dan nilai moral peserta didik.

ABSTRACT

Education is one of the most important factors in human life. With education, a person can improve intelligence and skills and develop their potential in humans. The principal's role is very influential in improving the quality of education. Principals must be able to foster and direct teachers to work together and professionally to improve the quality of students To improve the quality of education. This study aims to analyze the role of school principals in improving education quality management at the elementary school level. This study uses a qualitative approach with a descriptive method. The research subjects were one principal and two fourth and fifth-grade teachers. Then, the data collection techniques used were interviews, observation, and documentation. Analyzing the data is done by collecting information through interviews, data reduction, and data presentation. The study results found that the principal has carried out the role of the principal following his role as Manager, Leader, Supervisor, Administrator, Educator, Innovator, and Motivator. The principal has also made efforts to improve the quality of students and is trying to realize the school's vision and mission, realizing active, effective, and efficient learning, as well as producing good learning characteristics and students' moral values.

1. INTRODUCTION

Education is the most important thing in our lives. It means that every Indonesian person deserves it and is expected to always develop in it. Education has the meaning of a process of life in developing each individual to live and carry on life (Hastowo & Abduh, 2021; Suyitno, 2021). Education aims to guide students in developing their potential to become quality human beings (Ardiani, 2017; Zeng et al., 2017). Education occupies a very important position in maintaining the evolution and social

development of the escalation of the standard of living has an important role. The quality of national education is the parameter used to measure the quality of society in the next generation with creativity, independence, innovation, and democracy, based on noble character. As a vehicle for education, schools are expected to create the next generation with good quality in people's lives (Puspita & Andriani, 2021). Good school leadership can produce great talent as desired. Along with the times, school institutions are required to improve the quality of education. The school is an open system that must innovate to maintain its existence so as not to go bankrupt so that all units within it must maintain the existence of the school (Ulya, 2019). The low quality of education in Indonesia is a long-standing discussion. However, until now, the quality of education has not been resolved. Quality education is the hope and demand of all education stakeholders. Everyone would prefer to study at an institution of good quality. On this basis, schools/educational institutions must be able to provide good quality and service so that they are not left behind and can compete with other educational institutions (Mustadi et al., 2016; Widiawati, 2021). From various views, criteria, and indicators, we can take that quality education can be improved if schools have support from the government, effective principal leadership, good teacher performance, relevant curriculum, quality graduates, effective organizational culture and climate, community support, and parents of students. In improving the quality of education in schools, several factors influence it, human resources (principals, teachers, administrative staff), facilities and infrastructure, students, finance (budgeting), curriculum, organization, physical environment, development of science or technology.

Facing the low quality of education, it is necessary to improve Indonesia's education system. The government's effort in responding to this is by reorienting the implementation of education, namely from central-based quality education management to school-based quality improvement management or school-based management (Opradesman et al., 2019; Susanti, 2019). The role of the principal in implementing the school management model is carried out collectively or individually. It is carried out by the principal and the entire school community (Fauzi & Falah, 2020; Kastawi, 2021; Suyitno, 2021). The school that has responsibility for the management of school institutions is the principal. Responding to school principals' functions, duties, and responsibilities, they must be loyal to their work and dedicated and professional (Mustadi et al., 2016; Septisia et al., 2020). The principal who acts as a leader is an individual who should be able to transform his capabilities to achieve the best school goals by directing, guiding, and empowering all school members (Kurniawati et al., 2020; Winarsih, 2019). Principals have various roles in fulfilling their responsibilities, such as managers, supervisors, innovators, educators, and motivators (Dahlim, 2021; Juliantoro, 2017). As school principals, they have a role in assisting teachers in advancing the quality of education through professional behavior in improving the level of education (Husaini & Fitria, 2019). Teachers also play a role in improving the quality of education in schools. The role of teacher creativity is not only to help the learning process by covering one aspect of humans but includes other aspects, knowledge, attitudes, and skills to help complete their work quickly and efficiently (Sukmayanti et al., 2021; Wijayanti & Fauziah, 2020). Some findings state the role of school principals as leaders, managers, supervisors, educators, innovators, motivators, and administrators (Fitrah, 2017). Managerial principals can improve the quality of education (Hastowo & Abduh, 2021; Suyitno, 2021). Leaders, managers, supervisors, educators, innovators, motivators, and administrators (Baharun & Zamroni, 2017; Purnomo, 2019). The main driver of a country's competitiveness lies in the training and education of its people. Quality assurance depends on employees' knowledge, skills, and motivation (Prasojo, 2016). The research conducted is more specific, and the sampling is more focused. There has been no previous research that fully discusses the role of the principal. This aspect makes this research different from other previous studies. It is also a research limitation for researchers, so the discussion does not expand. The implementation of the education quality improvement program at SDN 161 Pekanbaru is based on a program determined by the government as a benchmark, usually known as Education Quality Assurance. This study aims to analyze the role of school principals in improving education quality management at the elementary school level.

2. METHOD

Research is essentially an attempt to obtain information about the existing system (operation) of the object under study, so researchers need to determine how to find information about the system they are looking for (Gumilang, 2016). The qualitative research method in which this research is to study phenomena that occur in research subjects, such as perceptions, behaviors, motivations, actions, and others, then described in writing and orally forms in a particular natural context and utilizing various natural methods. Qualitative research is an observation that uses the natural environment to describe what is happening and combines various existing methods. Qualitative research methods will involve the use and collection of various empirical materials such as personal experiences, case studies, interviews,

biographies, history, observations, texts, interactive and visuals; research describing routine and problematic moments and how they occur in individual and collective life significance (Albi & Setiawan, 2018). Qualitative research aims to preserve human behavior's form and content and analyze its qualities rather than turning them into quantitative entities (Prasanti, 2018). In qualitative research, data collection using interview techniques will be shown to the research subject, amounting to 1 principal and 2 teachers in fourth and fifth grade. The interview technique is a systematic method for obtaining explanations about information about the past, present, and future of objects or events in the form of an oral statement. Descriptive studies describe certain social units, including groups of people, institutions, and society. In terms of the method, this type of research is descriptive qualitative research, so the approach uses a qualitative approach in the form of a multi-location study. Qualitative educational research, data is not collected digitally but can be obtained from interview scripts, field notes, and personal documents (Pujaastawa, 2016). The instrument grid used as a guide for the author in conducting interviews is presented in Table 1.

Table 1. Instrument Grid

Indicator	Sub Indicator	Item	Total
Principal as Manager	Able to plan, coordinate, supervise, evaluate activity in decision making, hold a meeting, control the learning process, and manage student administration, welfare, facilities, and infrastructure.	1,2,3	3
Principal as Leader	Able to implement quality management so that it can overcome various problems, Provide impact so that other people within the school can work optimally so that the agreed goals can be achieved easily. The principal has the ability of a manager. Able to influence other people to want to work following agreed goals. Able to organize existing resources in schools for evaluation of a school program and do not also forget as planning, curriculum expansion, learning, facilities, learning resources, human resource systems, finance, student services, school-community relations, and creating a school atmosphere of peaceful.	4,5	2
Principal as Supervisor	Principals have duties and responsibilities in monitoring and facilitating the advancement of learning procedures in schools The principal must be able to implement all the developed supervision plans, such as classroom supervision plans, clinical supervision plans, and extracurricular plans.	6,7	2
Principal as Administrator	As an education administrator, the principal is responsible for the smooth implementation of education in schools. The principal must have the ability to advance and develop all school facilities.	8,9	2
Principal as Educator	As an educator, school principals must be able to guide students, teachers, and staff to track progress in the technology field and are expected to be able to set a good example. Principals can improve the quality of teacher learning.	10,11	2
Principal as Innovator	Principals can have the right strategy to create a harmonious relationship with their environment, seek new ideas, integrate all activities, set an example for all staff, and develop innovative learning models.	12	1
Principal as Motivator	Principals can advance appropriate strategies to motivate educators to carry out various tasks and responsibilities. The principal can establish good communication between teachers and students.	13,14	2
Total			14

In addition to interviewing research subjects, the data collection method used observation in this study. Data collection is based on direct observation by eyes and ears without standard tools. Observation

is used to deepen data from an event, place, object, and data source through notes and pictures. Observation is the most basic foundation of all methods of collecting data in qualitative research (H. Hasanah, 2017). The subjects interviewed in this study are the principal and two teachers who teach grades 4 and 5 of SDN 161 Pekanbaru. Data collection is also in the form of documentation, which is a way of collecting data for research indirectly, namely for data obtained in the documentation supporting data relating to the data to be studied. Documents look for data about something or variables in the form of notes, books, report cards, magazines, newspapers, inscriptions, agendas, minutes, and so on. Data collection through documents is what researchers do to collect data from various publications resulting from discussions and sources to study (Arischa, 2019). Data analysis using qualitative data analysis techniques Miles and Huberman. In this qualitative data analysis technique, there are several stages. First is data reduction, namely the selection process based on rough data, focusing, simplification and abstraction. The second stage is data presentation. Data presentation is sorting data according to predetermined groupings by making several kinds of matrices, patterns, or tables. It is easier to understand. The third stage, the conclusion, is the last stage, which summarizes the results of the research conducted by the author.

3. RESULT AND DISCUSSION

Result

Quality improvement is the effort of every institution producing goods but also service products. Likewise, quality education is an important part to pay attention to. Quality education is the hope and demand of all education stakeholders. Everyone will certainly prefer to study at an institution that has good quality. Schools/educational institutions must be able to provide good quality and service so that they are not abandoned and can compete with other educational institutions to improve the quality of schools. A strategy is needed to improve the quality of education by giving authority and responsibility in deciding by the school leader or principal by involving individuals, both all school personnel and community members. As a leader, the principal must have a strategy to realize these changes and provide innovations that aim to improve the quality of learning. Changes in a school are efforts carried out by a leader or principal to improve school effectiveness, as seen from the level of achievement of predetermined goals. In this case, the change aims to improve the quality of education in the school (Kurniawati et al., 2020). Based on the results of interviews with the principal of SDN 161 Pekanbaru, the principal has several roles in improving the quality of education. The principal acts as a manager, namely monitoring teachers' work, which is usually called supervision, which aims to see the weaknesses and difficulties of teachers in teaching. Provide feedback or motivation so that teachers understand and understand their weaknesses and strengths and what needs to be improved or revised so that they can change for the better. Then monitor the activities of teachers and students so as not to run away from programs that have been implemented, such as semester programs and annual programs—taking steps to develop teacher competence, such as providing direction in the learning process so that teachers have the knowledge and insight to provide a fun learning for students so that students are enthusiastic about learning. When viewed from the role of the principal as a leader or leader, namely providing examples to teachers and students then carrying out the regulations and providing guidance to teachers, reprimands in the form of motivation or problematic letters following existing competencies.

The principal as a supervisor can be seen from the way the principal observes the way teachers teach in the classroom. Teachers in teaching must prepare tools such as syllabus, lesson plans, and annual plans. Then the teacher is asked to create a learning atmosphere that does not make students feel bored quickly, such as learning media that must be optimized. The principal's role as an administrator is to compile and check all administrative activities in the form of report data in which all activities need to be recorded and what is planned to be carried out. School administrators can be seen from class administrators, absenteeism, student data, religious data, student guardian data, student attendance, grade books, report cards, return of report cards, and transfer books. As an educator, the principal is required to be able or able to develop the potential of teachers through Teacher Working Groups, seminars, training, and workshops that aim to develop ways of teaching and adjusting the situation. Meanwhile, as an innovator, the principal cannot be static. The principal must go through new ways and solutions for how a school can progress and improve better. As a motivator of the principal's role, the principal is to provide encouragement and support so that teachers are more enthusiastic in carrying out the learning process, whether in activities at school, as long as their activities support goodness on behalf of the school.

In addition to these roles, the principal of SDN 161 Pekanbaru is also required to continue to advance the quality of education following the quality of education in general, such as compiling school

programs, compiling operations, improving human resources, mobilizing staff, teachers, employees (motivating) as one of the efforts by the principal to improve the education system at SDN 161 Pekanbaru. The principal also listens to input and welcomes all suggestions and opinions. Then they are discussed to find solutions to achieve the desired common goals. To carry out this role is not easy. Of course, in its implementation, there are obstacles. The principal must be able to understand the conditions, the situation of teachers, staff, and employees, have a vision and mission, have good communication skills with anyone and can make fair decisions in urgent situations, share information with fellow teachers, conduct KKG (Teacher Working Group), and hold training or seminars to improve the quality of learning and improve the quality of education at SDN 161 Pekanbaru to overcome this. The role of the principal in realizing good education quality management is also felt by the teachers who teach at SDN 161 Pekanbaru. The principal of SDN 161 Pekanbaru, has carried out his role well. The principal does this to improve the quality of school education. One way of implementing education quality management is to first regulate what is needed in the learning process, for example, such as learning tools, learning media, and learning methods, and agree on what rules must be applied in the classroom, such as lesson plans, syllabus, program annual, semester program. Besides the quality management of education is carried out well, of course, the school, both principals and teachers, have difficulties, and several inhibiting factors such as a bad school environment, limited facilities and infrastructure, low motivation, and interest of children in learning and the ability of teachers to teach are some of the obstacles that hinder the quality of education perceived by the school to get the best achievement at this time. However, the teacher always tries to do his best to overcome these obstacles by improving the teaching process, conducting training, taking concrete approaches both with students and with students' guardians, improving self-professionalism, and creating a pleasant learning atmosphere.

Discussion

The Principal of SDN 161 Pekanbaru, has performed very well in realizing good quality education management at SDN 161 Pekanbaru. The principal as a manager has a decisive role in the management of school management, the success or failure of school goals can be influenced by how management functions. The principal, as a manager, is to carry out management functions which include planning, organizing, mobilizing, and supervising to achieve the goals set with human potential and other resources (Kurniawati et al., 2020; Rosyadi & Pardjono, 2015; Sholeh, 2017). The principal, as a leader, has a role in realizing the school's vision, mission, goals, and objectives through programs that are carried out in a planned and gradual manner. The principal's role as a leader in improving the quality of education includes: achieving the school's vision, mission, and goals (Anisa & Ramadan, 2021; Fauzi & Falah, 2020; Juarman et al., 2020). One of the principal's roles as supervisors is to supervise or observe the work carried out by education personnel, in this case, teachers. Supervision is carried out effectively and efficiently, including the first group discussion discussing various problems, the second class visit, which involves providing a lot of information directly related to the teacher's professional level, and the third private meeting with the principal (Anom, 2020; Nurtaniati, 2018). As a supervisor, the principal must develop and implement a monitoring plan and use the results (Astuti, 2019; M. L. Hasanah & Kristiawan, 2019; Pujianto et al., 2020).

The principal is responsible for smoothly implementing school education and teaching as an education provider. Therefore, activities related to his function as an education administrator can be carried out. As educators, school principals are responsible for forming students' character by following the essential values of education. The role of the principal as an educator and teacher competence are interrelated and cannot be separated because they influence each other (Fitrah, 2017; Kurniawati et al., 2020; Rusdiana, 2018). Therefore, principals must pay attention to the level of competence of teachers and always try to advance and encourage teachers to continue to improve their abilities. As an innovative principal, the principal must have the right strategy, build a harmonious relationship with the environment, seek new ideas, integrate every activity, and be an example for all education personnel in the school. A supervisor must have the right strategy for motivating teachers to carry out various tasks and their respective functions (Candra et al., 2020; Kurniawati et al., 2020). It is because the principal believes that a good ability to motivate will increase work effectiveness and efficiency. The principal has an active role in solving problems raised by subordinates. It is also a problem the leader must solve because the principal always faces and does everything he can to solve problems for subordinates (Dzaky, 2016). This finding is reinforced by previous findings, which stated that the role of the principal, the teacher, and student interest in learning affect the quality of education in a school. School principals' and teachers' role in improving education quality through school-based management has five indicators: the principal as a leader, supervisor, educator, innovator, and motivator (Septrisya et al., 2020). The role of the principal as a manager in improving the quality of education is to plan programs, starting from planning

the needs of human resources who will carry out their duties, planning policies in the form of principals programs and curriculums that will be carried out in schools (Rosyadi & Pardjono, 2015). Improving the quality of education on a micro basis is highly dependent on the operations of school-level management. Education promises to produce educated people who play an important role in the transformation of society. The current education system is very centralized, from the national curriculum's implementation to the center's main role in teacher management. The implications of this research are expected to be a good contribution for many parties, especially the SDN 161 Pekanbaru school, in realizing the quality of education. This research can be used as a reference and benchmark for further research.

4. CONCLUSION

The role of the principal in implementing education quality management at SDN 161 Pekanbaru has been carried out well. The principal has a role in the quality of education management in carrying out his duties properly. So in the management and implementation, the principal cannot do it individually. The teacher also assists the principal in implementing education quality management. The principal must be able to influence positively, and the principal must also be invited to improve. Let teachers and students work together wholeheartedly to achieve the expected goals.

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