

The Leadership of Schools in Improving The Quality of Education in The 18 State Basic Schools of Air Kumbang

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Abstract

This study aims to determine and describe the objectives to be achieved with this research is to identify and describe the leadership of the principal in improving the quality of education in 18 Air Kumbang public elementary schools. The method used is a qualitative method. Data collection techniques using observation, interviews and documentation. The results of this study indicate that the role of leadership is the behavior or activity that a person displays through the attitudes and values expected in his leadership. The leadership role played by the principal of the 18 Air Kumbang public elementary school as an educator, manager, administrator, supervisor, leader, innovator, and motivator has an effect on efforts to improve the quality of education at SD Negeri 18 Air Kumbang. This has implications so that in the future the leadership role played by the principal as an educator, manager, administrator, supervisor, leader, innovator, and motivator can be carried out so that the quality of education in schools can be in accordance with the expected goals.

Keywords: *Principal, Quality, Education*

INTRODUCTION

School as an educational institution faces two demands, namely demands from the community and demands from the business world. The things that become demands are about the problem of the low quality of education and the problem of relevance to the development of community needs in the era of industrialization and globalization that is increasingly open. In line with the challenges of global life, education has a strategic role in advanced times, the excellence of a nation no longer relies on natural wealth but on the excellence of human resources. The quality of human resources is determined by the quality of education, benchmarks for the quality of education are based on conditions of output and outcome that meet the requirements in facing the demands of the times. To realize the quality of education, it must be supported by an adequate education component

To realize an effective school, the component that is considered important is the existence of a school principal who is not only a school personification figure, but also understands educational goals, has a vision for the future, and is able to actualize all existing potentials into a synergistic force to achieve goals. education. Quality schools are produced by the leadership of quality school principals, quality school principals are professionals. Professional school principals are those who are able to manage and develop schools comprehensively, therefore the principal has a very important and strategic role in realizing the vision, mission and goals of the school. Professional school principals in carrying out their duties are full of quality improvement strategies, so as to produce quality outputs and outcomes.

The professionalism of the principal will show the quality of school performance. The achievement of the goals of the school education institution is very dependent on the skills and leadership policies of the principal as an educational leader. The principal is a professional official in managing the school organization as well as in charge of regulating and managing all sources, organizations and in collaboration with school committees, communities, other institutions and existing stakeholders. The leadership of the school

principal in developing and managing the school must understand the needs of the school he leads, including the needs of teachers, students and school members.

According to Mulyasa[1] the failure and success of schools is largely determined by the principal, because the principal is the controller and determinant of the direction the school is going to take towards its goals. The leadership of the school principal in developing and managing the school must understand the needs of the school he leads, including the needs of teachers, students and school members. According to Mulyasa[1] the failure and success of schools is largely determined by the principal, because the principal is the controller and determinant of the direction the school is going to take towards its goals. The leadership of the school principal in developing and managing the school must understand the needs of the school he leads, including the needs of teachers, students and school members. According to Mulyasa[2] the failure and success of schools is largely determined by the principal, because the principal is the controller and determinant of the direction the school is going to take towards its goals.

Efforts to improve the quality of education need to be considered, among others, the main key in improving the quality of education is commitment to change. If all teachers and school staff are committed to change for the better, then the leader will be easier to manage and encourage them to find new ways to improve the efficiency, productivity and quality of education services. Based on the Ministry of Education and Culture of the Republic of Indonesia Number 28 of 2016 concerning the Quality Assurance System for Primary and Secondary Education, Article 1 paragraph, namely: Education Quality Assurance is a systematic, integrated and sustainable mechanism to ensure that the entire process of implementing education is in accordance with quality standards. Legal recognition of the importance of the existence of private madrasas, is implied in Law Number 20 of 2003 concerning the National Education System, article 54 paragraph which states that participation in education includes the participation of individuals, groups, families, professional organizations, employers and community organizations in organizing and controlling quality of education services.

Professional school principals will always motivate all school components to increase their competence so that the competence of school residents can increase and develop well. Many factors inhibit the achievement of the quality of school principal leadership when viewed from the low performance of the principal. Based on empirical experience, it shows that the average principal lacks academic ability, lacks self-motivation, lacks enthusiasm and work discipline, and has narrow educational insights. This phenomenon is caused by the fact that the filtering process does not meet competence, lack of procedural, lack of transparency, many nuances / content, is not competitive and internal and external factors of the principal can be an obstacle to his growth and development to become a professional school principal.

According to Amri[3], there are three factors that determine the quality or quality of education, namely people, programs and institutions. Thus, efforts to fulfill and realize all national education standards should ideally be supported by qualified personnel, accompanied by good programs and effective institutions. Achieving and improving the quality of education is a hope, desire, demand and view that not everyone can carry. In this case, a professional madrasa principal is needed. Principals of madrasas who are able to serve and satisfy all parties from all corners of the compass, from students, parents, the wider community, central government, local governments, education offices, business and industry, and many others.

According to previous research conducted by Hidayati[4] the reality in the field that is often highlighted and considered by the government and policy makers is to make changes in terms of programs without being accompanied by efforts that are in harmony and balance with efforts to fix the people, as well as the management and management of education. It means that the program changes, but the people who will run it and the management of the program implementation are not well organized and managed. Finally, the program that was determined was not able to be implemented optimally as expected, because it was not accompanied by adequate competence of educators and educational staff, nor was it

supported by good management. Therefore the principal as a leader must be observant in reading the opportunities and threats that will come, if the principal does not pay attention to determining the success and quality of education in a school, the school will find it difficult to achieve quality quality education. From the explanation of the background of the problems and phenomena above, the writer will raise the research with the title "Principal Leadership in Improving the Quality of Education in 18 Air Kumbang Public Elementary Schools".

According to Qomar[5], leadership is an activity or process of leading in controlling an organization to achieve certain goals. Leadership is a person's ability to mobilize, direct and influence the mindset, the workings of each member to be independent in work, especially in making decisions for the benefit of accelerating the achievement of predetermined goals. Wiryadi[6] explained that leadership is the ability to influence the achievement of goals as a form of interaction between one party as the leader, and the other party being led. Leadership is as individual behavior in interaction with social systems to achieve a goal. The achievement of an organizational goal is very dependent on the leadership used by the leader. Leadership is the nature of a leader, meaning the elements contained in a leader in carrying out his duties and obligations, and realizing his vision and mission in leading subordinates, society in a social, organizational or state environment

Wahjosumidjo[7], states that leadership is a term for traits, personal behavior, influence on others, interaction patterns, cooperative relations between roles, the position of one administrative position and the perceptions of others about the legitimacy of influence. According to Damin and Suparno[8], leadership is the ability to influence a group towards certain achievements. This influence results from interactions on the basis of formal or informal positions. Leadership is the ability to create the most effective changes in group behavior for others. It is the process of influencing group activities towards goal setting and achieving goals. The principal is a career position that is obtained by someone after serving as a teacher for a long time. The principal can be defined as a teacher functional staff who is given the task of leading a school where teaching and learning processes are held or a place where there is interaction between teachers who give lessons and students who receive lessons.

Quality is said to exist if a service meets existing specifications. Quality is a way of determining whether the final product conforms to the standard or not. The quality of education is determined by the level of success of all the factors involved in achieving educational goals. The quality of education is not only in the input element, but also in the process, the performance of human resources who manage, their creativity and productivity, especially the output or graduates in order to satisfy and meet the expectations and needs of the community as education customers. Previous research was also carried out by Muslims, Harapan and Kesumawati[16], positive power was in the very good category. The quality aspect of education is based on Government Regulation Number 19 of 2005 concerning eight well-implemented National Education Standards.

The similarity of this study with previous research is that the focus of the research is both assessing the leadership of the principal and the quality of education, while the difference is in the research location. If the previous research was conducted in Senior High School, the current research will take the Primary School for the research place. Previous relevant research was also carried out by Marsongko[9] entitled "Principal Leadership in Improving the Quality of Education Overall the condition of the SD Muhammadiyah Wonorejo". Principal in carrying out his duties and functions as an Educator, as Manager, as Administrator, as Supervisor, as Leader, as Innovator, as a very good motivator so that the principal can be an example in carrying out his duties. The similarity of this study with previous research lies in the focus of the research, namely both assessing the leadership of the principal and the quality of education, in this study there was no difference between previous studies.

Previous research was also conducted by Nurhayati[10], entitled "Principal Leadership in Improving the Quality of Education". The results of the study concluded that the Head of SMPN 3 Ungaran implemented three strategies in carrying out his role as a manager to improve the quality of education at SMPN 3 Ungaran. The strategy includes

implementing total quality, involving external parties, and conducting continuous evaluation. With these three strategies, SMP Negeri 10 Salatiga becomes a quality-based school with a 100% graduation percentage. The role of the Head of SMPN 3 Ungaran as a supervisor is shown by carrying out supervision activities. The Principal of SMPN 3 Ungaran prepares time, teachers, materials, classes, supervision instruments in the implementation of supervision. The process of implementing supervision is carried out by the principal using classroom observation techniques, where the principal assesses the performance of the teacher in learning activities. The results of the supervision will be discussed in a return meeting between the principal and the teacher being supervised and the discussion is generally attended by school members including the school committee. The similarity of this study with previous research is that the focus of the research is both assessing the leadership of the principal and the quality of education, while the difference is in the research location. If the previous research was carried out in Junior High Schools, the current research will take the Primary School for the research site.

METHODS

This study uses qualitative research, as Rukajat's[11] opinion qualitative research is a type of research where the findings are not obtained through quantification procedures, statistical calculations or other forms of using numerical measures. Qualitative research methods are used to examine where the problem is not clear, carried out in a social situation that is not broad, so that the research results are more in-depth and meaningful. This method is also referred to as an artistic method, because the researcher's process is more artistic in nature and is called an interactive method because the research data is more concerned with the interpretation of the data found in the field. Sources of data in this study were obtained from the first informant, namely the principal, vice principal in the field of curriculum, Head of Administration and Teachers and companion data sources were obtained from the vision and mission of the school as well as work programs from school principals, work programs and teacher administration completeness.

The tools / instruments in this research were observation, interview and documentation. In addition, researchers were also assisted by interview guides. Obtaining data in various ways is called triangulation. Data analysis is an effort to search and organize systematically from records of observations, interviews and documentation. In this study, in accordance with the character of qualitative research, it will use interactive data analysis with the Miles & Huberman model by taking the following steps: data reduction, data display / presentation of data, draw conclusions and then verify the next stage is checking and checking the validity of the data. The process of validity of the data is carried out to provide an overview of the truth of the data that researchers find in the field. Sugiyono[12] stated that the validity test in qualitative research includes data credibility tests, transferability defendability, and confirmability.

RESULTS AND DISCUSSION

The Leadership of the Head of State Elementary School 18 Air Kumbang is a type of democratic leadership where the principal always holds deliberations with the entire board of teachers, staff and administration in determining any decisions to be taken. The leadership of the principal is quite wise and responsible, that is, wise in terms of making decisions then solving a problem and being responsible for his leadership. The principal has carried out his leadership role well, which is reflected in a pleasant working climate. The principal does not impose any boundaries or differences between the principal and the entire teacher board, staff and administration, they all blend into one unit. This is consistent with Muslim research,

The quality of education at SD Negeri 18 Air Kumbang has met 8 standards. The implementation of the curriculum has used the 2013 curriculum. Then from the teacher's competence in teaching it is quite good, the lesson plan and syllabus have been prepared by the teacher before starting learning. SD Negeri 18 Air Kumbang in the provision of facilities and infrastructure is only 50 percent which is sufficient to support student learning. SD Negeri 18 Air Kumbang has had several achievements. The fitrah[13] in research entitled

"The Role of the Principal in Improving the Quality of Education" explains that a school is quality or not very dependent on the leadership pattern of the principal, because he is the highest leader in the school and he is the one who can make decisions in all matters and the concept of quality education is not only - eyes focused on providing educational input factors, however, it pays more attention to factors in the educational process. In addition, the quality of education depends on how the principal recruits prospective teachers according to the competence and quality of the teacher, meaning that it is not merely looking at the kinship system, closeness and having a lot of capital.

The leadership of the principal in improving the quality of education at SD Negeri 18 Air Kumbang is by applying the programs that have been planned and compiled by the principal. In evaluating the quality of education program the principal has a record as an evaluation of the extent to which the success or failure of the school is and to anticipate these forms of failure the principal evaluates once a week the work program implemented by school participants both for teachers, education staff and students. The leadership of the principal in improving the quality of education at SD Negeri 18 Air Kumbang can also be done by pursuing various activities at school, namely developing extracurricular activities by providing interest and talent forms to students to determine what extracurricular activities will be followed every new academic year, making internal routine meeting agendas as material for introspection and continuous improvement, applying discipline that does not make children depressed, fostering character Islam through various Islamic religious celebrations.

This is reinforced by research on the Fitrah[13] Problems of the local area and environment that are less supportive. This problem is an inhibiting factor in improving the quality of education at SD Negeri 18 Air Kumbang. So to overcome this problem the school and all existing stakeholders must identify the threats and opportunities that occur in schools. One of the threats to SD Negeri 18 Air Kumbang is that the school is less strategic and not easy to reach for public transportation. However, one of the opportunities for SD Negeri 18 Air Kumbang is that there is still a lot of interest from the community to send their children to SD Negeri 18 Air Kumbang because it is not subject to tuition fees. From one of the threats and opportunities that exist in SD Negeri 18 Air Kumbang, the principal must take action so that threats that will interfere with school development can be used as a solution to become a profitable opportunity for school development.

Observing the findings above, it can be explained that the leadership of the principal in improving the quality of education can be done by striving to improve human resources in schools, namely, by seeking to improve teacher performance by making training that is carried out 2 times in one period, seeking to improve the performance of each. school managers by evaluating the performance and achievement of targets by making regular internal school meeting agendas, and striving to improve student achievement in schools.

Wahjosumidjo[14], argues that leadership success is closely related to increasing student achievement and the level of care and involvement of a leader in both organizations; first, namely about what has been achieved by the organization which includes production, funding, adaptability with innovative programs, and second, namely fostering the organization related to subordinate satisfaction and morale. Human resources in schools are an important element in an educational organization. If the teacher is qualified, it will produce quality students as well, as well as school administrators, if the performance of each school manager is optimal, the activities and implementation at school will run effectively. Therefore, in order for teachers and respective school managers to work enthusiastically and continue to improve their performance, the school will make an assessment as a reward in the form of salary increases through various levels.

Mulyasa[2], argued that there are at least three main requirements that must be considered in education development so that it can contribute to improving the quality of human resources, especially in improving student achievement in schools, namely: modern facilities and infrastructure, quality books, and professional teachers / education staff. . Permendiknas Number 63 of 2009 concerning Curriculum and Quality of Education in Indonesia. Article 1 paragraph, stipulates the definition of quality education as follows: Quality of education is the level of intelligence of the nation's life that can be achieved from

the implementation of the National Education System. Number 63 of 2009 Article 1 of this paragraph stipulates that quality education is education that can facilitate students to learn and practice so that they can improve their intelligence which is needed in the life of the nation and state.

Permendiknas Number 63 Year 2009 restores the role of education in accordance with the expectations of the 1945 Constitution. To obtain graduates with a high level of intelligence requires educational institutions that can provide education with high quality as well. As a consequence, schools will need professional teachers, as the spearhead of curriculum implementation, who are supported by adequate infrastructure and learning media. Therefore, the Government stipulates that schools are obliged to carry out education quality assurance as stipulated in the Minister of National Education Regulation Number 63 of 2009 as follows: Education quality assurance is a systemic and integrated activity by educational units or programs, administrators of educational units or programs, Local Government, Government, and Public.

From the above discussion, it can be concluded that the quality of education in a school will not improve if there is no development and changes made by the principal as the leader. Therefore, the principal in carrying out his leadership role must always strive to provide changes towards a more advanced one by carrying out quality improvement management.

CONCLUSION

Based on the research problem formulation regarding the Principal's Leadership in Improving the Quality of Education at SD Negeri 18 Air Kumbang, the authors draw the conclusion that the leadership carried out by the principal at SD Negeri 18 Air Kumbang belongs to the type of democratic leadership in which the principal always holds deliberations to the entire teacher board. , staff and administration in determining every decision to be taken so that the quality of education at SD Negeri 18 Air Kumbang can be said to meet the 8 National Education Standards. The leadership role played by the principal in improving the quality of education at SD Negeri 18 Air Kumbang, is as an educator who has the ability to guide teachers, employees, students and staff. and able to apply the principles of reward and punishment. Even though it has gone well, there are still some inhibiting factors in improving the quality of education at SD Negeri 18 Air Kumbang, which can be seen from internal and external factors. Internal factors, namely school funding / finance factors. Meanwhile, external factors are regional and community environmental factors

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