

The Strategy of School Heads To Improve The Quality of Learning in 7 State Basic Schools in Kecamatan Air Kumbang

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Abstract

This study aims to identify and describe the Principal's Strategy for Improving the Quality of Learning in SD Negeri 7 Air Kumbang District. The method used is a qualitative method. Data collection techniques using observation, interviews and documentation. The results of this study can be concluded that the principal at SD Negeri 7 Air Kumbang has an obligation to strive so that all the potential in his institution can be utilized as well as possible in order to achieve the expected improvement in learning. The various strategies undertaken by the principal in order to improve the quality of learning at SD Negeri 7 Air Kumbang include (a). Improvement of Teacher Teaching Ability, (b). Optimizing the Use of Media and Educational Facilities, (c). Implementation of Routine Supervision, (d). Collaborating with the Community and (e). Strict Application of Discipline. All of the principal strategies above can work well because the stakeholders in SD Negeri 7 Air Kumbang work together to improve the quality of learning. All of the strategies implemented by the principal can work well because the stakeholders in SD Negeri 7 Air Kumbang work together to improve the quality of learning

Keyword: *Strategy, Principal, Quality of Learning*

INTRODUCTION

The quality of education can also be called the quality of education, quality is the main problem that ensures the development of schools in achieving success in the midst of increasingly advanced competition in the world of education. The quality of education can only be realized if the educational institution has a leader who is able to manage all its resources. Therefore, in order to manage and create a quality school it depends on the principal and teachers and other staff optimally.

The principal is the key that determines the success of the school in achieving its goals. Therefore, the principal is required to always improve the effectiveness of the performance of the staff in the school. Seeing the importance and strategic position of the principal in realizing school goals, the principal should have the ability to have good relations with all residents in the school, so that the school and education goals can be achieved optimally. The principal is a central figure in the school, like a pilot who flies an airplane from takeoff to bring passengers safely to their destination.

The presence of the principal is very important because it is a driving force for school resources, especially teachers, employees, and students. Good leadership will encourage the effectiveness of achieving educational goals. The principal as the leader of an educational institution must understand the main steps of organization and management, which are the main activities to be carried out by every educator and educational staff. The principal is the prime mover of all school resources. Therefore, in order to achieve future educational goals, it is important for every school principal to have an accurate strategy in accordance with the conditions of their respective schools, because without a strategy the program will not run well.

In improving school quality, the principal should pay attention to the strategy to be used, the strategy used includes the role and duties of the principal, namely the principal

must be able to become an educator, manager, administrator, supervisor, leader, innovator and motivator, as stated in the decision of the Minister of Education. National Number 162 of 2003 concerning teacher assignment guidelines and formulating a vision and mission that will be achieved by the school.

Kompri[1], stated that the competence that must be possessed by the principal to carry out his duties and functions optimally is that the principal must have future insight and know what to do and understand what methods are taken, have the ability to coordinate and harmonize the limited available resources to fulfill school needs are generally unlimited, have the ability to make decisions, have the ability to mobilize existing resources to achieve goals and are able to inspire subordinates to do important things for school goals.

Based on the results of preliminary observations and interviews conducted by researchers at SD Negeri 7 Air Kumbang District on Monday, August 31, 2020, it was obtained information that SD Negeri 7 Air Kumbang District is part of an educational institution that is developing and competing with several educational institutions in the Air district. Beetle. This condition demands to always try to improve the quality of learning, because SD Negeri 7 Air Kumbang Subdistrict also experienced a period where competing for the confidence of accepting new students in various ways to improve the quality of education both input, process and output. The principal's efforts in improving the quality of learning related to input are directed at maximizing the provision and fostering of education personnel to be more professional for the benefit of education. Meanwhile, in terms of the process, it is directed at teacher performance in teaching and the quality of learning delivered. Particularly in the process of implementing teacher learning, it is required to apply various learning methods that build students more actively in participating in learning, besides that, it is supported by adequate infrastructure.

METHODOLOGY

In this research Principal Strategy Maximizes Learning Quality in Elementary School 7 Air Kumbang District» uses descriptive research method with a qualitative approach. This method is used by researchers in describing the results of the research while in SD Negeri 7 Air Kumbang sub-district. According to Afrizal[2], he explained that qualitative research methods are social science research that collects and analyzes data in the form of words and human actions and researchers do not try to calculate or quantify the qualitative data that has been obtained and thus do not analyze numbers. Rukajat[3], explained that qualitative research is a type of research where the findings are not obtained through a quantification procedure. statistical calculations or other forms of using numerical measures. Qualitative research emphasizes meaning rather than generalizations. The focus of information to be explored in this study includes the principal's strategy, the principal's steps and the quality standards of learning. Collecting data, assessing data quality, presenting data, conducting verification and making conclusions on findings in the field in response to the problems studied. In obtaining data, researchers must deal directly with information in order to obtain accurate data, so that it is easier for researchers to conduct research. The data sources in this study consisted of two types, namely: primary data sources are data sources that directly provide data to data collectors. Primary data sources can be obtained directly from the field or research location in the form of words or oral speech and the behavior of the subject or informant. The primary data sources were from the first informants, namely the principal, the vice principal in the curriculum field, the vice principal for student affairs, the head of administration, the treasurer, teachers and community leaders. Secondary Data Sources are records of events or records that are far from the original source. These secondary data sources include the vision and mission of the school and the work program of the school principal. The next stage is checking and checking the validity of the data. At this stage, the activity carried out by the researcher is checking the data with informants and study subjects and documents to prove the validity of the data that has been obtained. The data validity process is carried out to provide an overview of the truth of the data that the researcher finds in the field. Sugiyono[4], stated

that the validity test in qualitative research includes data credibility tests, transferability, defendability, and confirmability.

RESULTS AND DISCUSSION

Based on the results of the research above that the researchers conducted at SMP Negeri 7 Air Kumbang, the authors would like to discuss the following. The main role of the school principal is the preparation of program planning in improving the quality of learning at SD Negeri 7 Air Kumbang based on the principle of deliberation of all elements with an interest in the school, be involved in the preparation of program planning in improving the quality of learning, based on participatory decisions, and all stakeholders work together with school members in planning and work hand in hand in optimizing the quality of learning, making schools more independent in managing their affairs and more flexible in innovating for develop potential.

The findings of this study are in accordance with the concept of improving the quality of learning which provides greater autonomy to schools and encourages participatory decision-making that directly involves all school members to improve the quality of learning based on national education policies. So the preparation of planning for improving the quality of learning must involve various components in schools and various potentials outside the school which are closely related to education in schools. Planning school management by giving power to the principal and increasing community participation in efforts to improve school performance which includes teachers, principals, parents of students, and the community. The quality of learning changes the decision-making system by transferring decision-making and management authority to each stakeholder group at the local level. School committees and school consultants.

From the data above, the position of the principal is part of the team, which acts as program coordinator. thus the principal is not supposed to do administration and school assignments alone, but the principal must be able to divide work assignments to other people who are still in one organization, meaning that the principal's performance must be open, transparent upholding accountability, and involve many parties so that the final goal school can be achieved well. The school principal acts as a mediator in coordinating all suggestions and opinions from school residents, administrative staff, school caretakers and even gardeners who are involved as well as related bureaucratic elements. From the documentation data it strengthens the assumption that the principal's role is so big in coordinating the course of the preparation of plans for improving the quality of learning, in bringing together all the elements involved from the many suggestions and opinions submitted by participants, showing the active participation of participants and being very enthusiastic in participating in deliberations for planning to improve quality. learning at SD Negeri 7 Air Kumbang.

The presentation of the research findings above is in line with the steps in planning to improve the quality of learning as well as systems, culture, and resources, which ones need to be maintained and changed by introducing a new, better format first. commitment in detail which is known to all the elements responsible, if there is a fundamental change. rejection of change by giving an understanding of the importance of change in order to achieve common goals. From the data presentation, the research findings also show that in the preparation of the program plan, it is divided into part i, namely the curriculum section, the student section, the public relations section, the KTU section, the library section and the hygiene section. The sections that compose program planning drafts and their budgets are then collected on their respective coordinators.

Participatory decisions are used as the basis for preparing a learning program by considering all input and suggestions from meeting participants. The deliberation process is relaxed, full of kinship, active and enthusiastic in obtaining mutual agreements and decisions. The school principal has a very important role which is shown in his activeness in leading deliberations and including areas of improving the quality of learning. The role of the principal in an effort to improve the quality of learning can be seen from the material to be discussed in the preparation of the plan, which includes the following areas; Note: Data is

taken from school documents and minutes of program preparation meetings. In the field of curriculum / teaching and learning process, the target achieved is the implementation of PAKEM system learning, namely active, creative, effective and fun learning. This is in accordance with the learning concept. This effort is achieved by always providing the facilities and funds needed for learning. In addition to funds and facilities, the role of the principal must always provide guidance and direction through the supervision program, both individually and in groups.

In the field of school physical facilities, the need for learning facilities and learning support is achieved. The library room and UKS targets to be achieved, both new procurement and refinement towards the targeted standards. The creation of a shady, green, and beautiful school is also included in the program to realize learning. The field of school administration is the achievement of improving the quality of learning by completing all administrative facilities. The role of the principal is quite high, as evidenced by the achievement of the B predicate in the accreditation of the 7 Air Kumbang State Elementary School.

The institutional sector is the creation of professional public school status by complementing the school organization. Line and staff organizations are formed by involving elements of the bureaucracy above them and schools and elements of society.

The workforce field is the creation of professional staff by providing facilities, bringing in learning experts and sending them to education and training and upgrading as well as sending teachers to postgraduate level education. Achieve teacher welfare by providing regular incentives and incidental intensive forms. In the field of financing, it seeks to create transparent management that involves all elements of the school and school committee to discuss funding in a clear, open, democratic manner and is known to all parties. The field of learners is the achievement of the target of graduates who can be relied on to be competent. Non-academic achievement targets are also targeted in the program, including sports, arts, scouting and other extracurricular activities. The participation of students in the education and learning process is not as an educational tool, but as its core. As part of the social network, the education community needs to carry out the task of liberation, in the form of creating new norms, rules, procedures and policies. Parents, teachers, and lecturers must be able to free their children from various shackles, not oppress them by setting a single norm or demanding blind obedience. They need to build awareness for the emergence of a dialogical process that brings individuals together to solve their existential problems. It is not beneficial if children and students are given a single choice when they face relative and normative phenomena, including the phenomenon of morality.

The field of school environment is the creation of a beautiful, shady and beautiful school environment. This is programmed in making gardens, planting shade trees and perfecting school accessories. Greening the class is also the principal's concern by involving students and teachers to bring flowers in pots and other hanging flowers. A culture of cooperation between functions within schools, between individuals in schools must be a habit of daily life for school residents. This is in accordance with Robbins'[5], opinion which states that a simple organizational structure has strengths that lie in its speed, flexibility, efficiency to manage and its accountability is clear.

The principal is the driving force for school resources, especially teachers and school employees. So big is the role of the principal in the process of achieving educational goals, so it can be said that the success or failure of a school is largely determined by the quality of the principal, especially in his ability to empower teachers and employees towards a conducive working atmosphere. In order to support this, the Principal is required to be: honest, idealistic, intelligent, brave, open, aspirational, communicative, cooperative, creative, agile, like to think positively, full of responsibility.

This is also in accordance with Noprika, Ngandri and Sagiman's[6], research to improve the quality of education by improving the quality of teachers, increasing student academic and non-academic achievement, increasing the achievement of National Examination scores and school examination scores achievement and improving school

infrastructure. Activities carried out are including teachers in training activities and seminars on education, carrying out tutoring activities, special remedials and organizing extracurricular activities in the form of sports and arts development. organizing Tray Out and providing additional study hours for students who will take the National Examination and School Examination. While the activities carried out by schools in improving infrastructure are planning the facilities needed, procurement and maintenance of infrastructure through BOS funds. The supporting factor in improving the quality of education is that most of the teaching staff who teach in schools are qualified with S1 education, clear programs and division of tasks, and infrastructure that support learning activities. Meanwhile, the inhibiting factors in improving the quality of education in schools are the low motivation of students to learn, the resources of the staff as education personnel are not optimal, the level of teacher discipline is still low and the availability of school funds is still insufficient. The similarity of previous research with current research lies in the research focus, namely the principal's strategy. While the difference in research lies in the focus of research as well, previous research examines the improvement of the quality of education,

The principal has a very strong role in coordinating, mobilizing and harmonizing all educational resources available in schools. The leadership of the principal is one of the factors that can encourage schools to be able to realize the vision, mission, goals and objectives of the school through programs that are implemented in a planned and gradual manner. The principal is required to have the ability because the principal is one of the learning components that has the most role in improving the quality of learning. Therefore, a principal must be a professional person. Professionally a school principal has the following duties: a. The head of the school behaves as a channel of communication in the school environment he leads. b. The head of the school acts and is responsible for all actions taken by subordinates. Actions carried out by teachers, students, staff and parents cannot be separated from the responsibility of the principal. c. With limited time and resources, a school principal must be able to face various problems. With all limitations, a school principal must be able to arrange the distribution of tasks quickly and be able to prioritize if there is a conflict between the interests of subordinates and the interests of the school. d. Heads of schools must think analytically and conceptually. The principal must be able to solve problems through an analysis, then solve the problem with a feasible solution. And must be able to see each task as a whole that is interrelated. e. The head of the school is a mediator or mediator. In the school environment as an organization, it consists of people who have different backgrounds that can cause conflict. For this reason, the principal must be the mediator in the conflict. f. The head of the school is a politician. The principal must be able to build cooperative relationships through persuasion and agreement approaches. The political role of school principals can develop effectively, if: the principle of a network of mutual understanding of their respective obligations can be developed, the formation of alliances or coalitions such as professional organizations, OSIS, BP3, school committees and so on; creating cooperation with various parties, so that various kinds of activities can be carried out. g. The head of the school is a diplomat. In various meeting forums the principal is the official representative of the school he leads. h. The principal must be able to make difficult decisions. No single organization runs smoothly without problems. Likewise, the school as an organization is not free from problems and difficulties. And if there are difficulties, the principal is expected to act as a person who can solve these difficult problems.

The quality of the teaching and learning process is determined by various components that are interrelated with one another, namely student input, curriculum, educators and education personnel, infrastructure, funds, management, and the environment. The curriculum is a very strategic component of education because it is a set of plans and arrangements regarding the objectives, content and learning materials as well as the methods used as guidelines for implementing learning activities to achieve certain educational goals.

The principal's strategy is a very influential component in the world of education. In the data collection process, the writer used several methods, namely the method of observation, interview and documentation. As for the data analysis, the author uses qualitative descriptive analysis techniques. To support the data exposure the author also includes various attachments related to research such as photos, documents from student activities. The results of the research conducted by the author can be concluded as follows, that the strategies or methods applied by the principal to improve the quality of learning by using various methods, including learning activities, which involve improving the teaching system, curriculum. The existence of modifying the teaching style of teachers, and the provision and improvement of educational support facilities.

The first thing that is taken by the principal in improving quality is improving the quality of teacher teaching or what is called increasing teacher professionalism. To improve teacher professionalism in educational institutions, increase work motivation, work performance or productivity, and provide various types of training and professional education to teachers is needed. In addition, the government is also needed in developing human resources through the professionalization of educators and education personnel in an effort to improve the quality of teachers and the quality of education.

The first strategy adopted by the principal in improving the quality of learning is by increasing the teaching ability of teachers. The increase in teaching ability is seen as very important by the Principal considering that the teacher is the key role in implementing and determining the quality of the learning. In addition, a number of problems in improving the quality of learning come from teachers, for example lack of discipline, lack of professionalism, low performance or problems. -Other personal issues. For this reason, the role of the principal is also seen as necessary to assign teachers to improve the quality of learning.

The activities as mentioned above are marked by the existence of planned and systematic efforts which are shown to bring about changes in students, both in the aspects of insight, understanding, skills, attitudes, and so on. In developing a learning strategy, these changes must be determined specifically, planned and directed. This is important so that learning activities can be directed and have definite goals. This expected change in the future, must be set forth in clear and concrete teaching objectives, use operational language, and predict the allocation of time and other things needed.

The approach is an analytical framework used in understanding a problem. In this approach, it sometimes uses the benchmarks of a scientific discipline, the goals to be achieved, the steps used or the targets aimed at. If a science is to be used as a benchmark, the approach can use the disciplines of politics, economics, education, da'wah and so on. In the previous description, it has been argued that the teaching method plays an important role in supporting teaching and learning activities. Users of this strategy method must consider the objectives to be achieved, and must pay attention to the learning materials to be provided, the condition of students, the environment, and the abilities of the teacher itself. A method may only be suitable for achieving certain goals, and not suitable for achieving other goals. Three types of teacher competence, namely: professional; has extensive knowledge of the field of study it teaches, selects and uses various teaching methods in the teaching and learning process it provides. society; able to communicate, both with students, fellow teachers, and the wider community. personal; that is to have a solid and exemplary personality. Thus, a teacher will be able to become a leader who plays the role of: Ing Ngarso Sung Tulada, Ing Madya Mangun Karsa, Tut Wuri Handayani.

The second thing that is done by the principal in improving the quality of learning at SD Negeri 7 Air Kumbang is to optimize the existing educational facilities and infrastructure in schools. The third strategy is to carry out routine supervisions carried out every week, which is assessed by the principal in conducting supervision, namely learning tools, teacher teaching techniques, the facilities used and the materials presented.

CONCLUSION

After conducting a theoretical study and data analysis based on research and findings in the field regarding the Principal's Strategy to Improve Learning Quality at SD Negeri 7 Air Kumbang. it can be concluded that the principal at SD Negeri 7 Air Kumbang has an obligation to strive so that all the potential that exists in his institution can be utilized as well as possible in order to achieve the expected improvement in learning. All the roles of the school principal can run well because the stakeholders in SD Negeri 7 Air Kumbang work together to improve the quality of learning, the strategy adopted by the principal in improving the quality of learning at SD Negeri 7 Air Kumbang includes Strict Application of Discipline. The obstacles faced by the principal in improving the quality of learning stem from problems with teachers and the educational facilities owned by the school. a lack of teachers and facilities can hamper the teaching process and can lead to lower quality education.

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