

Managerial Skills of School Heads in The Development of Religious Culture in Junior High School Number 9 of Palembang

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Abstract

This study aims to identify and describe the Managerial Skills of Principals in the development of Religious Culture at junior high school of Palembang. The method used is a qualitative method. Data collection techniques using observation, interviews and documentation. The results of the study concluded that the management of the Principal of junior high school of Palembang in developing a religious culture was through planning, organizing, implementing, monitoring and evaluating. The management carried out by the Principal of junior high school of Palembang includes: first the implementation of daily activities in the form of: giving examples, admonitions / advice, environmental conditioning that supports character education, routine activities / character habituation, and mentoring and supervision of character education. The two management of junior high school of Palembang through programmed activities in the form of: Imtaq activities before starting lessons and Khatam Al-Quran every month, dhuha prayer activities, dzuhur prayers in congregation, Ramadhan Islamic boarding school activities, PHBI activities, joint literacy activities. The three Principal Management of junior high school of Palembang through learning activities. In learning activities, a religious culture must be implemented, which includes planning and learning tools containing religious values

Keywords: *Managerial, Principal and Religious*

INTRODUCTION

The success of an educational institution is very dependent on the leadership of the principal, the success of the school is the success of the principal. However, the principal is a vital element for the effectiveness of educational institutions. We do not find good schools with bad principals or vice versa bad schools with good principals. Good principals are dynamic in preparing various kinds of educational programs. In fact, the quality of a school is distinguished by the leadership of the principal Wahjosumidjo[1].

Each educational institution is expected to have a positive advantage, for example in the form of a culture empowered by the institution, to differentiate this educational institution from other educational institutions. So that the institution has a uniqueness / superiority that is promised to the public as a consumer of education. Therefore, in order for the quality of education to increase, in addition to being carried out structurally it needs to be accompanied by a cultural approach. In an atmosphere or climate of religious life, the impact of which is the development of a view of life that is inspired by religious teachings and values, which are manifested in life attitudes and life skills by school members. Development of a religious culture is one of the policies that must be considered by public schools or Islamic educational institutions in particular.

Religious culture is not created by itself, but requires creative, innovative and visionary hands to create, move and develop it. With the existence of religious culture in schools or Islamic educational institutions, it can introduce and instill Islamic religious values so that in the process of child development, the children will always adhere to the values of Islamic religious teachings and can form the morals of students, besides that it can realize the values of the teachings. religion as a tradition that must be applied.

Diversity or religiosity can be manifested in various aspects of human life, religious activity not only when a person carries out ritual behavior, but also when carrying out other

activities that are driven by supernatural forces. It is not only related to activities that are visible and can be seen with the eye, but also activities that are not visible and occur in a person's heart.

SMP Negeri 9 Palembang, is a state school that carries out religious culture. This school is a choice for the community, especially the community around Jalan Rudus Sekip Ujung Palembang. Demoralization occurs because the learning process teaches moral and character education as limited as text and does not prepare students to respond and face contradictory lives. It is education that actually contributes the most to this situation. In the context of formal education in schools this could be one of the reasons because education in Indonesia only focuses on intellectual or cognitive development, while the soft skills or non-academic aspects as the main element of character education have not been considered optimally and even tend to be ignored. Currently.

The education system without the inclusion of character learning and noble morals, the graduates are only able to have academic competence, but do not have human competence and social competence. The alternative to solve the cultural problems and national character is education. Education is the most appropriate way to overcome the erosion and loss of the noble character of the Indonesian nation. Education is considered as a preventive alternative because education builds a new, better nation's generation. As a preventive alternative, education is expected to develop the quality of the nation's young generation in various aspects that can minimize and reduce the causes of various cultural problems and the nation's character.

Skills or skills can be defined as abilities, namely the ability of a person to carry out various types of cognitive activities or are needed in an effective way Yulk[2] "Managerial" comes from the word manager, which means people who become leaders or people who manage schedules, make plans . A manager can also be defined as a person who is responsible for the work of the people in the organization Suprpto[3]. A person appointed and trusted to hold the position of principal must meet the criteria required for the position in question Wahyudi[4] Furthermore, some argue that "Managerial skills are the skills to move other people to work well Siagian[5]. Managerial skills can also be called managerial skills, which are skills or personal characteristics that help achieve high performance in managerial tasks. then based on the explanation above it can be concluded that the principal managerial skills are managerial skills, namely a skill or personal characteristic that helps achieve the principal's performance.

Religious culture in schools is a way of thinking and acting by school citizens which is based on Islamic values. In a value system, religious culture is in the form of honest culture, the spirit of helping, the spirit of brotherhood, the spirit of sacrifice, and so on. Whereas at the level of behavior, religious culture is in the form of congregational prayer traditions, likes to shodaqoh, diligent learning and other noble behaviors in accordance with the teachings of Islam Mabrura[6]. Thus the religious culture of the school is a way of thinking of school members which is based on the values of Islamic teachings. In realizing the values of Islamic teachings in the school environment, it must be implemented thoroughly. By making religiosity a tradition in schools, consciously or unconsciously, when school members follow the embedded tradition, the school community has actually implemented the teachings of Islam or religious culture in schools.

Previous relevant research was conducted by Marhali, Tamam and Handrianto[7], entitled "Principal Management in Islamic Cultural Development in Islamic Junior High School". As for the results of the study, it can be concluded that the management must have planning, organizing, implementing and monitoring carried out so that the quality of a management is maximized. The management process generally follows the steps of planning, organizing, actuating and controlling. A principal / principal plays an important role in the success of the educational institution he leads, especially in building Islamic schools for the development of an Islamic culture in schools. Principals who are able to develop Islamic culture in schools; that is, by using the strategies they have to develop Islamic culture in schools, it can be said that the principal has succeeded in becoming a quality head of school.

The role of the principal must be carried out in carrying out his duties as the principal is a school head as a murabbi (educator), manager, administrator, supervisor, leader (leader), creator of the work climate, entrepreneur means management is a special process consisting of planning, organizing, implementation and supervision are interrelated with one another, which is carried out to determine and achieve predetermined targets through the use of human and other resources. The similarities of this study with previous research are both examining Islamic culture and management of school principals. In this study there was no difference at all.

Previous research was also conducted by Mohammady[8], entitled "The Role of School Principals in Developing the Quality of School Organizational Culture". The results of the study can be concluded that by producing the findings: 1) The role of the principal as a manager includes: conducting internal and external analysis, internalizing Islamic values, namely Muhammadiyah values. 2) The role of the principal as an educator includes: involving educators in upgrading, workshops or training providing opportunities for educators to increase their knowledge and skills by studying to a higher level of education, conducting cadre to members of organizational culture. create jargons to motivate members of the organizational culture. 3) The role of the principal as a supervisor includes: supervising and evaluating the performance and achievement of members of the organizational culture, holding meetings every week, month and semester, monitoring the achievement of educators and students. 4) The impact of the principal's role in developing the quality of organizational culture, including: the organizational culture climate becomes harmonious, the school becomes more accomplished. In this study with previous research there is no similarity. The difference between this study and previous research lies in the focus of the study and the place of research, in previous studies that were the focus of research, namely the quality of organizational culture and the role of the principal, while the place of research was conducted in elementary schools. For researchers, the focus of the research will be on the managerial skills of school principals and religious culture, and the place of research is junior high schools.

Previous research was also conducted by Mulyadi[9], entitled "Strategies for Developing Religious Culture in Madrasas". The results of the study can be concluded that madrasas as educational institutions characterized by Islam must be able to present a religious culture that is created from the habituation of a religious atmosphere that is continuous even until the awareness of all madrasa citizens to implement religious values appears. In addition, madrasas must be able to attract people to send their children to madrasas because madrasas grow and develop from society and as an effort to control children's behavior towards the development of the modern world, especially advances in communication and information technology. The implementation of the development of religious culture requires the support and active role of various implementing parties and policy makers such as teachers, students, parents, the community, and the government. If all elements support and are actively involved in the implementation of religious culture in madrasas in accordance with their respective main duties and functions, then the existence of madrasas with a religious culture that is deeply embedded in all madrasa citizens will be a solution to the community's needs for capable educational institutions. educate and fortify their children from the negative effects of highly advanced technological developments.

The similarity between this study and previous research is the focus of research on religious culture. Meanwhile, the difference between this study and previous research lies in the focus of the research.

METHOD

In the study "Principal Manager Skills in Religious Culture Development in Junior High School 9 Palembang" used descriptive research method with a qualitative approach. This method is used by researchers in describing the results of research while in SMP Negeri 9 Palembang.

According to Afrizal[10], explains that qualitative research methods are social science research that collects and analyzes data in the form of words (oral and written) and human

actions and researchers do not try to calculate or quantify the qualitative data that has been obtained and thus do not analyze the numbers.

Rukajat[11], explains that qualitative research is a type of research whose 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 called an artistic method, because the research process is more artistic (less patterned) and is called an interactive method because the research data is more concerned with the interpretation of data found in the field (Rustanto)[12].

Sugiyono[13], states that qualitative research is a research method based on the philosophy of positivism, used to examine the conditions of natural objects, (as opposed to experiments) where the researcher is the key instrument, data collection techniques are carried out by triangulation (combined), analysis the data is inductive / qualitative, and the results of qualitative research emphasize meaning rather than generalizations.

In the qualitative research approach the person or researcher is the instrument themselves, such as seeing events directly in the school environment, seeing the process of extracurricular activities taking place, for that researchers must have a broad theoretical basis and insight, so that they are able to see, hear, feel and analyze. events become

This research was conducted at Junior High School 9 Palembang. This research is scheduled to last for 5 months, from September 2020 to January 2021. In this research, data collection techniques were carried out through in-depth interviews and documentation studies. Researchers will be able to see, listen to and ask informants what is needed in certain situations. The data collected for this study is in the form of data regarding the managerial skills of school principals in developing a culture of religious character. Sources of data in this study were taken from several informants who were selected by the snowball sampling technique. Based on information from previous informants, researchers obtained further informants to obtain more complete data related to this research.

There are two kinds of data sources in this study, namely the primary data source, namely the principal, the Islamic Religious Education Teacher and the Deputy Principal for Student Affairs and the secondary data source, namely the school's vision and mission and work programs. from the principal, the work program.

The data validity process was carried out to provide an overview of the truth of the data found by researchers in the field. Sugiyono[13], states that the validity test in qualitative research includes testing data credibility (internal validity), transferability (external validity), defense (reliability), and confirmability (objectivity). 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 (1) data reduction, (2) data presentation / data presentation, (3) drawing conclusions and then being verified (Rukajat)[11].

RESULTS AND DISCUSSION

To analyze the data, there are several steps that need to be done, namely classification, filtering and then concluding from the data received. Therefore, the authors analyzed these three things according to the method used, namely qualitative descriptive analysis.

A vision should also articulate the values, expectations and ideals of the organization's members and other stakeholders whose support is needed. The vision and mission of SMP Negeri 9 Palembang must be simple and idealistic, a picture of the desired future, not a complicated plan that has quantitative goals and detailed action steps.

The vision of SMP Negeri 9 Palembang is "Excellent in quality, Imtak, Science and Technology, Environmental insight and Global insight. Following are the missions of SMP Negeri 9 Palembang (1) to form a godly, highly dedicated, independent, confident, honest and hard-working person, (2) instilling a clean and healthy lifestyle, (3) instilling a spirit of love for

nature and environmental preservation, (4)) prevent pollution and environmental damage and (4) love the alma mater and improve environmental quality

This shows that the vision and mission of SMP Negeri 9 Palembang are aspirations, hopes and goals to be achieved by all elements involved in the formulation of the vision which they together to support and strive for this vision to become a reality. To make the vision become real, it is described in a mission that is more towards action after which the objectives to be achieved clearly are also determined.

Religious culture is a culture that wants to be developed at SMP Negeri 9 Palembang, both for students and for teachers, it must be in accordance with the religious teachings developed by the government. This religious culture will be difficult to realize if the principal does not have a strong commitment to the vision and mission, because the principal's main task as a leader is to build a vision and mission. As stated by Rusman[14], that leadership is a way of articulating a vision, realizing values, and creating an environment to achieve something and that something is the formation of the character of students who are noble in character, seen from the character or akhlakul karimah that shows as a religious character. .

Management can be defined as planning which contains a series of activities designed to achieve certain educational goals (Adisusilo,)[15]. The main education goal of the Principal of SMP Negeri 9 Palembang is the formation of the character of students who are noble in character in accordance with the vision of the school. To achieve this vision the principal uses managerial skills in developing a religious culture.

Principal of SMP Negeri 9 Palembang in developing religious culture using planning, organizing, implementing, monitoring and assessing. The principal managerial skills are carried out in the form of integrating religious culture through activities. These activities are in the form of; (1) integration of religious culture through daily activities in the form of: giving examples, admonitions / advice, environmental conditioning that supports character education, routine activities / character habituation, and mentoring and supervision of character education. The principal in his daily life must be a prime example for both his subordinates and his students.

A leader who has a good figure will quickly be admired by his subordinates and have authority in front of his subordinates so that what he says will be heard, what he orders will be carried out and what he does will be used as an example and role model. Because the figure / example is one of the factors that build the character of students. (2) integration of religious culture through programmed activities in the form of: congregational dzuhur prayer, Khatam Al-Quran, listening to cult, dhuha prayer, PHBI activities and literacy activities.

To carry out the integration of religious culture through programmed activities, it must be properly planned, organized and implemented, monitored and assessed. The principal as a manager must be able to do this task. Planning is carried out so that the programs are made according to what is needed by students to develop their creativity and build characters yes. Organizing is done so that each program is handled by someone who is competent and aims to clarify the responsibilities of each program and make work easier. Regarding the implementation, the principal should provide direction and motivate to mobilize teachers and students to be actively involved in every program implemented, (3) integration of religious culture through learning activities.

In learning activities, it must have implemented learning with religious values which includes the preparation of plans and learning tools containing religious values, implementation that uses habituation, which can develop religious culture and evaluate and follow up on behavior or attitudes that contain values based on religious culture.

In building character in the class, the principal can help teachers through teaching / academic supervision activities starting from teaching preparation, teaching implementation to evaluation. In teaching preparation the principal helps teachers on how to make plans and learning tools that contain values of religious character and discipline. In conducting an evaluation the principal can help on how to measure and assess the character of students then what follow-up should be given.

The management applied by the principal to develop a religious culture is indeed quite effective, but developing a religious culture is indeed difficult and must be gradual because it deals with many people, each of whom has different characteristics. In its implementation, there are still some teachers who have not been able to carry out their duties properly. There are still some students who need special attention. Therefore, the duty of the principal is to embrace all both teachers and students to jointly commit to the vision and mission of the school.

The main function of supervision is to ensure that what has been planned, objectives, or policies that have been set are implemented properly (Sashkin)[16]. In this case the principal ensures whether the development of religious culture implemented in SMP Negeri 9 Palembang is in accordance with the vision, mission and goals formulated by SMP Negeri 9 Palembang. The Principal of SMP Negeri 9 Palembang supervises the development of religious culture through several actions, namely by fostering teachers in compiling lesson plans that contain religious values, monitoring teachers in carrying out character learning in the classroom, supervising the running of religious culture development programs checking the condition and integrity school facilities to support the character education process, evaluate through assessments and meetings regarding religious culture development programs

Monitoring activities are basically comparing existing conditions with what should have happened. If in the process there is a deviation / obstacle / diversion, corrective action should be immediately taken (Sashkin, 2011). The obstacle that was encountered when the headmaster of SMP Negeri 9 Palembang carried out supervision was that there were teachers who did not really have and carry out their commitment in developing religious culture. If there is an obstacle like this the principal takes direct corrective action in the form of handling it by giving advice and reprimands or indirectly through assessments and meetings.

In general, the principal also functions as an enhancer of the quality of education. With the presence of the head of SMP Negeri 9 Palembang in conducting supervision, the benefits include; first, teachers feel helped to carry out their duties, second, create a harmonious atmosphere between the principal and teachers and students, third improve the performance of the principal of SMP Negeri 9 Palembang and teachers, fourth encourages the realization of the vision and mission of the school.

CONCLUSION

The vision and mission of the Principal of SMP Negeri 9 Palembang which want to be realized in the form of this vision is carried out by the principal aimed at building a religious culture that is in accordance with the character of Islamic religious teachings and in accordance with the character values developed by the government.

Based on the results of activities carried out by researchers at SMP Negeri 9 Palembang regarding the managerial skills of principals in developing religious culture, the following conclusions can be drawn

The management of the Principal of SMP Negeri 9 Palembang in developing a religious culture is through planning, organizing, implementing, monitoring and evaluating. The management carried out by the Head of SMP Negeri 9 Palembang includes: first the implementation of daily activities in the form of: giving examples, admonitions / advice, environmental conditioning that supports character education, routine activities / character habituation, and mentoring and supervision of character education. The two management of SMP Negeri 9 Palembang through programmed activities in the form of: Imtaq activities before starting lessons and Khatam Al-Quran every month, dhuha prayer activities, dzuhur prayers in congregation, Ramadhan Islamic boarding school activities, PHBI activities, joint literacy activities. The three Principal Management of SMP Negeri 9 Palembang through learning activities. In learning activities, it must have implemented a religious culture which includes the preparation of plans and learning tools that contain religious values. During the implementation of research on the managerial skills of school principals in developing religious

culture, several findings were obtained which could be taken into consideration in developing religious culture.

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