

The Role of Principal in Improving the Quality of Education



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ABSTRACT: This research study used a qualitative descriptive approach with a multi-site research design. The data was collected by using interview, observation, and occupancy techniques. The subjects of this study were principals, vice principals, teachers, and educators at SD-IT Robbani Banjarbaru and SD-IT Qardhan Hasana Banjarbaru. This study used an interactive data analysis model from Hubberman and Miles, with the stages of the data collection, presentation of the data collection, and drawing conclusions and checking the validity of findings carried out with credibility, dependability, and confirmability. After the data was collected, it was carried out with a single site and then continued with cross-site analysis. The results of this study are the leadership role of the principal has good leadership skills and has broad insights, which has a democratic style in leading to achieve common goals and the principal supervises at least twice a semester to improve the learning process and improve the quality of education. In improving the quality of education, there are several supporting and inhibiting factors, namely those that involve the ability to innovate principals, professional teachers and complete infrastructure.

KEYWORDS: role of principal, quality of education

I. INTRODUCTION

Education is an individual human right of the nation's children, it is necessary to have a good and quality education system in schools especially schools with religious labels such as private schools because they have a dual responsibility for their students. A private school is an educational unit organized by a community organization or foundation that is a legal entity. Private schools are independent, meaning that in their administration the schools are not managed by local governments, or nationally like State schools. The establishment of private schools is established on behalf of individuals, groups or foundations motivated by diverse goals, whether religious, cultural or regional.

Private schools owned by the foundation will acquire the right to select students and be funded in whole or in part by charging students more tuition fees, rather than relying on government funding. Students can obtain scholarships to enter private schools which makes tuition fees easier which depends on the student's achievements. Schools labeled Integrated Islamic Primary School (SD-IT) have now been established everywhere, faith-based schools offer improvement and strengthening of children's self-character and mentality. Faith-based schools also offer and promise a vision and mission of education that excels in science and technology and is at the same time strong in IMTAQ. The school is committed to instilling faith and devotion through religious learning, without neglecting the general education that children really need. Children who study in faith-based schools will get positive habituations that strengthen their character. Therefore, in addition to children will be a generation that has cognitive intelligence. They will also be children who have a tough soul and are able to face the progress of the times and are not easily affected by the negative impacts of globalization.

Faith-based schools in their implementation are more widely managed by private schools and even recorded close to 90%, because private schools have rather loose regulations. The above is inversely proportional to public schools run by the government, because Public schools are regulated by relatively strict regulations. Private schools in Indonesia view the dimension of education that is managed absolutely must adjust to the interests and desires of the community and parents where schools must focus on customers (parents/ community). Then education in the eyes of parents and society is a choice in which direction their children will be educated. Reality shows that the choice of people and parents towards educational institutions prefers to religiously based schools, in this case Islamic Primary Schools at the level of primary education. The community fully believes in faith-based schools. This is in line with the reality that the school that parents and communities are most interested in is the Islamic Primary School. There are several reasons expressed by them, including First, more intensive religious studies because in Islamic-Based Elementary Schools, there are more religious lessons. In addition, it is added with lessons related to religion, for example: recitation, writing in Arabic letters, memorization of prayers, learning the history of religion, Dhuha prayers congregation and others. Second, training in behavior and ethics was carried out according to the guidance of the Islamic religion. From the time the child arrives at the school gate until they

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return home from school, the children are trained to behave according to the guidance of the Islamic religion. Third, there is positive additional activities in the form of giving special hours for reading and writing. They are asked to read general books in addition to textbooks somewhere specific. Fourth, extracurricular activities are mandatory because extra hours are integrated with the main class hours, and the choice of extracurricular activities is very large. This activity will try to accommodate the desires, preferences and talents of the child. Fifth, the full attention of the teacher because of the long learning period. The teachers will get to know and be closer to their students faster.

II. RESEARCH METHOD

This research employed a qualitative approach to the leadership role of school principals in improving the quality of education. The data was in the form of written, spoken words, or behavior that can be observed through interviews, observations and documentation. Then, the researchers analyzed it by means of qualitative methods.

The research study conducted by the researcher is a multi-site study research, meaning that the case studied is the same, namely about the Leadership Role of the Principal in Improving the Quality of Education by taking two research places, namely at SD-IT Robbani Banjarbaru and SD-IT Qardhan Hasanah Banjarbaru to find meaning, investigate the process and gain a deep understanding and understanding of the role of principal leadership in improving the quality of education. The researchers tried to extract information thoroughly from field informants and describe it by prioritizing the meaning of participants in concluding research results.

The data analysis and research went through three stages, namely; data reduction, data presentation, and conclusion drawing (Miles and Huberman, 1984). Checking the validity of data is very necessary so that the data produced can be trusted and accounted for scientifically. To check the validity of the data in this case, this study was carried out credibility tests especially the triangulation of sources and data collection techniques. The meaning of triangulation is the same data compared to several different data collection techniques, including interview, observation, and documentation techniques.

III. RESULTS AND DISCUSSION

Based on the cross-site findings, the study showed the following results.

The first research question or the first focus showed that principal's leadership style. Principals have something in common in the leadership style in schools using a democratic style in improving the quality of education. The second research question or the second focus showed that the role of the principal as supervisor. The principal has carried out his role as a supervisor by supervising directly and indirectly by means of planning, implementation, and follow-up. The third research question or the third focus concerned on supporting factors. The most dominant factors that greatly influence the quality of education on the two sites are the principal and the professional teacher. The fourth research question or the fourth focus is on inhibiting factors. Factors that become obstacles in improving the quality of education become obstacles to the quality of education on two sites. One of which is the lack of unprofessional teacher discipline which is an obstacle factor in improving the quality of education.

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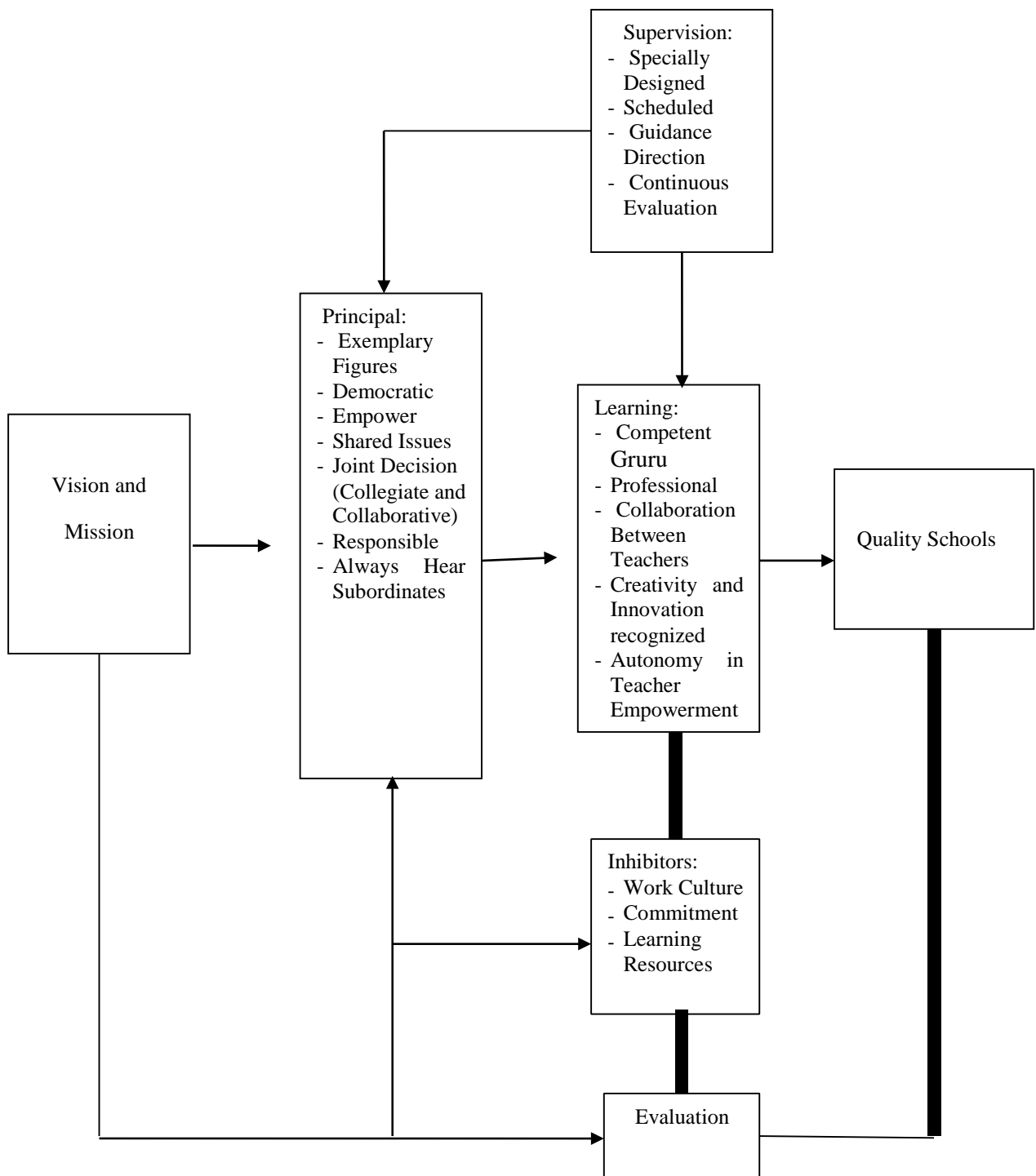


Figure 1. Principal's Leadership Role in Improving the Quality of Education

A description of the findings on Site 1 and Site 2, the role of an principal leadership in improving the quality of education can be seen in the following research findings.

1. The Principal's Leadership Style in Improving the Quality of Education

The success of the principal is influenced by the leadership style in improving the quality of education. A leader applies a leadership style that is owned. An effective leadership style is a leadership style that can influence, encourage, direct and move people who are led according to situations and conditions so that they are willing to work vigorously in achieving goals.

The leadership style of the principal is democratic, will be able to improve the quality of education. The findings of the study showed that principals have similarities in leadership styles in schools, using democratic styles in improving the quality of education. As an educational community, we need a leader who can empower all the potential that exists in the school for a vision, mission, and purpose of the school, the principal's democratic leadership style can be concluded, namely; always consult with its members in dealing with problems, taking joint decisions, shared duties and responsibilities, and the principal must be able to accept the

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opinions of others or their members. This research is strengthened by the opinions of Rusdiana, Suriansyah & Noorhapizah (2022) To realize optimal teacher performance, a democratic attitude and professional leadership of the principal are needed.

People who use this leadership style will involve their subordinates who must carry out decisions in the process of making them, although the one who makes the final decision is the leader, but only after receiving input and recommendations from his subordinates. This leadership style states that the best decisions do not always apply the best decisions and that democratic leadership according to its nature, tends to produce preferred decisions rather than the most appropriate decisions. These findings are in line and in line with what is explained by Mulatsih (2018) that democratic leadership styles have an influence on the quality of education. Furthermore, this research was also strengthened by the opinions of Suriansyah and Aslamiah (2015) showing that the principal's leadership style in improving the quality of education is exemplary, disciplined and empowering all school residents.

2. The Role of the Principal as a Supervisor in Improving the Quality of Education

The principal carries out supervisors by planning, implementing and following up will improve the competence of teachers. The findings of the principal's research have carried out his role as supervisor correctly by supervising and coaching teachers, especially in terms of coaching teacher competencies and administrative matters. Supervision is a process specifically designed to assist teachers and supervisors in learning daily tasks at school in order to use their knowledge and abilities to provide better services to parents of students and schools and strive to make schools a more effective learning society (Munir, 2008).

The principal's supervision program contains schedules and is recorded in an orderly manner including supervision of learning activities and supervision of classroom management. Supervision activities are carried out twice a semester, in supervision the principal provides guidance, direction and evaluation to teachers and staff in the school so that what is desired can be achieved. The supervision is carried out with the aim of improving the quality of teachers and making teachers professional. The presence of professional teachers can certainly improve the quality of education in schools. The main task of teachers is to improve the quality of human resources through the education sector, therefore an effort is needed to improve the quality of teaching as a form of teacher professionalism (Mujiati, Suriansyah, & Effendi, 2019).

The results of this finding are in line with the previous findings Akbar, Saleh, & Mahrita (2022). Academic supervision of the principal will be very helpful if it is carried out regularly and continuously because the principal can find out the level of performance of a teacher through the implementation of academic supervision, especially in the implementation of the teaching and learning process. This is in accordance with the opinion of Aedi (2016) stated that the important role of the principal as a supervisor is to make contributions that are fostering, guiding, and directing school personnel.

As a supervisor, the principal has a role and responsibility to monitor, foster, and improve the learning process at school and in the classroom. Therefore, school principals must master the skills of teachers and the abilities gained through education and training so that they are ready to carry out their roles and responsibilities properly. Strengthened by opinions stated by Rahmatullah, Saleh, & Metroyadi (2019). Supervision is the principal's task in improving the quality of the educational institutions he leads in accordance with established standards. Furthermore, Poernamawijaya, Sulaiman, Suriansyah, & Dalle (2018) stated that the principal as a supervisor plays a role in improving the quality of teaching and learning in the classroom and improving teacher professionalism. It is supported by Hidayah, Saleh, & Suhaimi (2022), the function does not only supervises the performance of teachers in managing learning but also helps teachers in coaching professional tasks.

3. Supporting Factors in Improving the Quality of Education

The most dominant factors that greatly influence the quality of education on the two sites are the principal and the professional teacher. The principal and professional teachers in the school will improve the quality of the school. The results of research that principals and teachers should in applying their professionalism, so they must continue to hone and improve their performance for the success of the teaching and learning process. The success of an education or the improvement of the quality of education is influenced by the principal and teachers. The involvement of principals and teachers in the behavior of students is very influential, so it requires the professionalism of principals and teachers by involving all components of education so that the learning process runs according to its indicators.

Principal becomes a good determinant and examples for all teachers. Since a good principal will produce good teachers as well, professional teachers are one of the factors in improving the quality of education. This is supported by a statement given by Rakhman, Dalle, and Suhaimi (2020) who stated that a teacher has a responsibility as a professional to improve his/her competence. In the educational process and institution, teachers play an important role in learning and teaching activities in the classroom which means that a teacher must guide their students in gaining knowledge and achieving predetermined learning goals (Hartono, Sulaiman, & Suhaimi, 2019). This is also in line with Martini, Ahmad and Metroyadi (2022) that the better the professionalism of teachers through teacher discipline, the better the teacher's performance.

4. Inhibiting Factors in Improving the Quality of Education

Factors that become obstacles in improving the quality of education become obstacles to the quality of education on two sites. One of which is the lack of unprofessional teacher discipline which is an obstacle factor in improving the quality of education. The

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number of teachers who are not disciplined is an obstacle factor in improving the quality of education. The findings of the study are that the key to improving the quality of education. One of which is the discipline of educators and education staff. It can be seen that some teachers and staff have not been able to carry out discipline properly. This will certainly be an obstacle in the teaching and learning process in schools. With the indiscipline of educators and education staff, it will be an obstacle to improving the quality of education in schools.

The findings of this study are in accordance with the expert opinion of Ulya (2019) showing that the inhibiting factors in improving the quality of education are: collisions with the system implemented by the department, frequent teacher changes, lack of awareness of school residents, and lack of coordination with the school team. The performance of a teacher can be seen from the work achievements obtained by the teacher, how the teacher assigns tasks in each lesson and evaluates learning outcomes and provides follow-up in learning evaluations that are the results of work obtained by a teacher (Supiansyah, Suriansyah, & Ngadimun, 2022).

IV. CONCLUSION

The conclusions that can be drawn from this study are as follows: (1) The leadership style of the principal in improving the quality of education at SD-IT Robbani Banjarbaru and SD-IT Qardhan Hasana has been implemented well, using a democratic leadership style. (2) The role of the principal as a supervisor in improving the quality of education at SD-IT Robbani and SD-IT Qardhan Hasana Banjarbaru showing that the principals have supervised well, by conducting coaching, supervision and evaluation to help teachers in improving teaching competence. (3) The supporting factors for the principal in improving the quality of education at SD-IT Robbani and SD-IT Qardhan Hasana Banjarbaru are that the principal, teachers, and staff are able to carry out their duties professionally. (4) The inhibiting factors for the principal in improving the quality of education at SD-IT Robbani and SD-IT Qardhan Hasana Banjarbaru include internal factors, namely, the lack of discipline of some teachers in carrying out their duties.

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