

## **Principal's Managerial in Improving the Quality of Education in Primary School**

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### **Abstract**

This qualitative study explored the principal's managerial in improving the quality of education in primary school. This research was conducted at SDN 2 Tungkal Ilir, SDN 10 Tungkal Ilir and SDN 18 Tungkal Ilir. The research instruments in this study were interviews. Qualitative data analysis is iterative and continuous effort. Three stages of data analysis were carried out, data reduction, data presentation and conclusion drawing. The results of this study concluded that the principal was able to carry out managerial in improving the quality of education at the State Elementary School in Tungkal Ilir. The way the principal in fostering, directing teachers in the learning process is considered good through the principal's managerial. Besides that, the principal in carrying out managerial tasks has been able to overcome obstacles at school. This paper contribute to more deeply concern on principal's managerial where we could have good quality of education.

**Keywords:** Principal's Managerial, Improving Quality of Education, Primary School

### **A. Introduction**

The Principal's profession is not as easy as imagined, especially when it is associated with the dynamics that occur, including the latest trend, the demand for accountability. Principals face greater challenges than in the past in carrying out their daily duties and functions. This happens because of the hierarchy of authority and power that is higher than the auditor (Avoid and Black, 2014).

There are many other challenges facing school principals in the future. These challenges include ensuring a continuous quality learning process, integrating basic knowledge and skills in a balanced way through the applied curriculum, managing the behavior and attendance of personnel in schools, managing resources and the environment strategically, building schools as centers of learning communities. professionals, and develop partnerships and collaborations that are not limited to the school context but seek support from parents and the community to synchronize and develop learning innovation opportunities (Day and Sammons, 2014).

Principals in facing the challenges of these dynamics, cannot move alone. As a component that is part of the authority of the local government, the support and commitment of the local government including the education office at the provincial, district and city levels is an important requirement. In the view of Avoid and Black (2014) quoted by Hendarman and Rohanim (2018), this support is to change the perception and paradigm of current school principals who tend to be "alone". Because these positions often cause communication distances with other people, even within a school environment that considers the principal's position is a very special position.

One of the important factors that influence the learning process in the education unit or school is the presence of the principal. The existence of the principal can change the face of the school for the better or worse from time to time. What are the characteristics of a good principal, so that he can influence the running of the existing system in the school? Good school principals are expected to 1) shape the implementation of learning carried out by teachers to be good; 2) create conditions that allow for the birth of a harmonious and conducive working climate and human relations; 3) influence in determining organizational goals, motivate follower behavior to achieve goals, influence to improve the group and its culture (Hendarman and Rohanim, 2018).

According to Mulyasa (2013) there are several factors that make a school principal able to improve the teaching quality of his subordinate teachers. First, the principal meets the needs of his subordinates regarding the effectiveness of the work. Second, the principal provides the training, guidance and support that his subordinates need. In an effort to improve the performance of subordinates, the principal's managerial is very important, because the success or failure of a goal achieved by an organizational institution depends on the principal's managerial. And this is an obligation for every principal to be able to manage his subordinates so that they can work according to the instructions given, so that it will create working conditions and environments that encourage work activities to achieve organizational goals effectively and efficiently.

Wahjosumidjo (2016) emphasized that to realize an effective school, the component that is considered important is the existence of the principal who is not only a personification figure of the school, but also understands the purpose of education, has a vision of the future of the school, and is able to actualize all existing potential into a school. synergistic power to achieve educational goals. The success of an effective school is largely determined by the principal's managerial, school climate marked by the relationship between the principal and teachers within the school.

Ahmad (2013) suggests that under the leadership of a professional principal, students and teachers can develop according to their potential, so that education in the schools he leads will increase. As a leader, you must be able to provide guidance to guide, direct, and encourage the emergence of a passionate, confident will to teachers, staff, and students in carrying out their duties and provide inspiration in achieving goals.

Teachers are educators whose main task is to teach, in the sense of developing the realm of creativity, taste and intention of students as the implementation of the ideal concept of educating. Teacher personality characteristics include: cognitive flexibility, and psychological openness. We hope that teachers are able to compete and work professionally. Teacher competence is the ability and authority of teachers in carrying out their profession, while professionalism means special qualities and behaviors that characterize professional teachers,

teachers are also expected to be able to carry out KBM an integral and reciprocal activity between teachers and students in instructional situations. In this situation the teacher teaches and students learn (Zahroh, 2015).

The problem of education and teaching is a fairly complex problem where many factors influence it. One of these factors is the teacher. The teacher is a teaching component that plays an important and main role, because the teaching and learning process is largely determined by the teacher factor. The teacher's task is to convey subject matter to students through communication interactions in the teaching and learning process. The success of the teacher in delivering the material is very dependent on the smoothness of communication interactions that have an impact on the message given by the teacher (Hamid, 2010).

School is one of the factors that determine student learning outcomes. The higher the student's learning ability and the quality of teaching in schools, the higher the student learning outcomes (Wasliman, 2012).

The quality of teachers in teaching is one of the important aspects in an effort to improve the quality of life of the nation. This is because the source of the teacher is the main force for all education and learning efforts of the nation's children. This ability does not just exist, but is obtained from a long process of education and learning. With this process, we can get competent figures in their fields and then this changes the condition of a school in general (Usman, 2012).

Efforts to improve teacher's quality have been carried out by the government in various ways, including by providing block grants to schools as stimulant funds to implement teacher professional development programs, forming subject teacher associations, establishing teacher scientific forum organizations and publishing scientific journals. The various teacher quality development programs primarily aim to improve the abilities and skills of teachers in planning, developing, implementing and supervising the learning process to support improving the quality of education in each school unit (Sumardin, 2016).

Classroom management is an aspect of education that is often the main concern of prospective teachers, new teachers, and even experienced teachers who desire that students can learn optimally. The creation of such expectations is the study of classroom management. Djamarah and Zain (2010) suggest that classroom management is a complex behavioral problem, and teachers use it to create and maintain classroom conditions in such a way that students can achieve teaching goals efficiently and enable them to learn.

Looking at the fact that the quality of elementary school education, especially in SDN Tungkal Ilir District has not shown any change for the better as expected. To improve the quality of education is not in the palm of the hand. requires a long process and exploration. The principal as a leader is certainly very supportive of the school in improving the quality of education, especially with regard to how good principal managerial is so that the quality of education at SDN Tungkal Ilir can be improved.

Based on initial data obtained through interviews with school principals at SDN 2 Tungkal Ilir, that in the learning process assisted by educators and education staff as many as 9 teachers consisting of 5 PNS teachers and 4 honorary teachers, while PNS teachers who have certification totaling 4 people. The accreditation status at SDN 2 Tungkal Ilir is "C". The number of study groups is 6 (six) study groups. The learning process is carried out from 07.00

WIB to 12.00 WIB. There were also 12 teachers who helped in the learning process, consisting of 9 civil servants and 3 honorary teachers. Furthermore, at SDN 18 Tungkal Ilir, 10 teachers were assisted in the learning process, consisting of 6 Civil Servant teachers and 4 honorary teachers.

Extracurricular activities are carried out at 14.30 WIB until 17.00 WIB. The vision of SD Negeri 2 Tungkal Ilir is: "Forming Humans who are Intelligent, Creative, Social and Belief in One God.", the mission of the school is: 1) Forming students into a generation of believers and piety; 2) Creating an active, creative and quality teaching and learning atmosphere; 3) Achievements in science and technology, sports and arts; 4) Guiding students in religious and yasinan activities; 5) Likes to help friends in all kinds of goodness; 6) Guiding students in caring for the beauty of the environment. The school's objectives are: 1) Increase students' passing grades; 2) Winning competitions in science, sports and arts; 3) Increase devotion to God Almighty (Implementing Yasinan activities); 4) Creating students who have a social spirit; 6) Creating students who can take advantage of the environment as a source of life.

Furthermore, the information obtained by the researcher from each principal that in managing the school he leads has made efforts to improve the quality of education, but on the one hand, the supporting infrastructure is not sufficient, such as the lack of teaching aids, the books in the library are not yet available. There are so many teachers who do not have teaching certificates, so it has an impact on the quality of education at SDN Tungkal Ilir.

Looking at this situation, the researcher conducted a research study entitled *Managerial Principals in Improving the Quality of Education in Elementary Schools*. Researchers hope that through this research can contribute to the quality of education in Tungkal Ilir State Elementary School can be even better.

In addition, no other researchers have conducted a research study with the same title. This research is also strengthened by several relevant research studies related to the managerial principals, as researched by Hapizoh et al (2020), the results of this study conclude that there is an influence of teacher professionalism and supervision of the principal on the performance of teachers at SMP Negeri 16 Sub Rayon Sukarami, Palembang City. Puspitasari et al (2020) concluded that there is an influence of Principal management on teacher performance at SD Negeri Tanjung Raja sub-district, this is because the closeness of the correlation is weak negative. And there is no influence of Principal Management and teacher professionalism on teacher performance in Tanjung Raja District Elementary School. This is because the coefficient of the independent variable is at a weak negative. Mardalena et al (2020) show that there is an influence of academic supervision and teacher professional competence on teacher performance.

## **B. Methods**

This research was conducted at SDN 2 Tungkal Ilir, SDN 10 Tungkal Ilir and SDN 18 Tungkal Ilir. The time of the research was carried out for 3 months, in June 2020 - August 2020. This is a qualitative research, with the aim of obtaining an in-depth understanding and interpretation of the meaning of the phenomena in the field. The research instruments in this study were interviews addressed to each principal about the efforts made, and teachers in carrying out learning process activities in order to improve the quality of education in each of the schools used as research sites. The data that has been collected cannot be directly presented in the research report, but must be processed and analyzed first. Data analysis is made after the data

and information obtained are in accordance with the needs. Qualitative data analysis is iterative and continuous effort. Three stages of data analysis were carried out, data reduction, data presentation and conclusion drawing.

### **C. Results and Discussion**

Based on the results of interviews with each principal, it was found that the principal was able to carry out managerial in improving the quality of education at the State Elementary School in Tungal Ilir. The way the principal in fostering, directing teachers in the learning process is considered good through the principal's managerial. Besides that, the principal in carrying out managerial tasks has been able to overcome obstacles at school.

Managerial principals in improving the education quality of State Elementary Schools in Tungal Ilir have been able to determine the direction of the school as an educational institution by formulating the vision, mission, goals and achievement strategies. Managerial principals in improving the education quality of State Elementary Schools in Tungal Ilir have been able to organize schools in the sense of making organizational structures, assigning staff and assigning duties and functions of each staff. Managerial principals in improving the quality of education at State Elementary Schools in Tungal Ilir have motivated staff in administrative management and set an example in administering letters.

Managerial principals in improving the quality of education at State Elementary Schools in Tungal Ilir have supervised, controlled, guided all staff and school residents. Managerial principals in improving the quality of education at State Elementary Schools in Tungal Ilir have carried out scheduled supervision, controlling staff and school residents to always comply with school rules and guiding staff and school residents to always carry out their duties with full responsibility. Managerial principals in improving the education quality of State Elementary Schools in Tungal Ilir have evaluated the process and educational outcomes to be used as the basis for education and quality growth, as well as creative problem solving and avoiding and overcoming existing problems.

Managerial principals in improving the education quality of State Elementary Schools in Tungal Ilir have sought infrastructure as capital to improve the quality of learning. Managerial principals in improving the education quality of State Elementary Schools in Tungal Ilir have made wise decisions about the problems they face. Managerial principals in improving the education quality of State Elementary Schools in Tungal Ilir have been able to overcome existing problems in schools by involving school committees trying to solve existing problems.

Managerial principals in improving the quality of education in State Elementary Schools in Tungal Ilir have tried to improve the status of schools. Managerial principals in improving the education quality of State Elementary Schools in Tungal Ilir have sought teachers who have not been certified. Managerial principals in improving the education quality of State Elementary Schools in Tungal Ilir strive to complete the infrastructure in schools. Managerial principals in improving the quality of education at State Elementary Schools in Tungal Ilir have motivated students to learn. Managerial principals in improving the education quality of State Elementary Schools in Tungal Ilir in terms of teachers conveying learning materials that principals know the ability of students to absorb the material presented by the teacher.

Based on the results of relevant studies that also strengthen this research study as conducted by Marsongko (2016), the results of his research conclude: The principal of SD Muhamadiyah

Wonorejo in carrying out his duties and functions as an Educator, as a Manager, as an Administrator as a Supervisor, as a Leader, as an Innovator, as a very good motivator so that the principal can be an example in carrying out his duties. Khazanah's research (2017) shows that the principal's efforts to improve the quality of education at SMP Darussalam are seen in indicators of input, process, output, preparing professional educators; either through coaching; discussions and meetings; academic seminars; include training, workshops; and education and training, perfecting student recruitment strategies through promotions. Output indicators are trying to excel in academic and non-academic. Prasasti's research (2017) shows that there is a significant positive influence between principal leadership, teacher competence, and work environment on school productivity simultaneously or partially. The independent variable has an influence on school productivity by 57.30%, the remaining 42.70% is influenced by other factors outside the model. The most dominant factor influencing school productivity is teacher competence.

Kosim's research (2016) shows that the principal's leadership has a significant positive effect on teacher performance in realizing learning quality. This article concludes that to improve the quality of learning efficiently can be done by improving the leadership of the principal and teacher performance. Sari's research (2017) explains that the principal's leadership role has a direct effect on teacher performance. This can be seen from the results of the study with a contribution of 92%. The role of the school committee has a direct effect on teacher performance. This can be seen from the results of the study with a contribution of 60.2%, because the role of the school committee was carried out well, the teacher's performance also increased. The leadership role of the principal and the role of the school committee together have a significant effect on teacher performance. This can be seen from the results of the study with a contribution of 93.2%. This means that because the principal's leadership is well implemented and the role of the school committee is well implemented, teacher performance has also increased. Komalasari et al (2020) states we should upgrade the principal's management competence in order to improve the quality of education. Beside principal's management, we should also concern on school committee and school operational assistance programs (Efendi et al, 2020).

#### **D. Conclusion**

The principal has been able to carry out managerial in improving the education quality of the State Elementary School in Tungal Ilir. The way the principal in fostering, directing teachers in the learning process is considered good through the principal's managerial. Besides that, the principal in carrying out managerial tasks has been able to overcome obstacles at school.

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