

Principals School Commitment in the Implementation, and Supervision Quality of Education in the Future

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ABSTRACT

The principal in carrying out its function to improve the quality of school requires an understanding of managerial mastery, the ability to plan, organize, communicate, motivate, direct and supervise and be carried out continuously on all elements of education. The educational element are; input, process, output, and outcomes. Thus this study aims to determine how does commitment of the principal implemented the quality management at SMAN HKBP Pematangsiantar? This research was conducted with a qualitative approach through case studies at high schools, namely SMA KHBP Pematangsiantar. From the research results it was found that in the implementation of school quality management there were efforts by the principal to make the quality better, such as; bring in trainers from outside the school to hold training for teachers, and complete facilities that can support the implementation of school activities.

Keywords: *Principal, Commitment, Implementation, Supervision, Quality*

1. INTRODUCTION

The Ministry of National Education [1] explains that there are three factors that cause the quality of education not to increase, namely: 1) policies and the implementation of national education use an approach (education production function or input analysis) which is not implemented consequently; 2) the administration of education is carried out in a bureaucratic-centralized manner which depends on bureaucratic decisions so that schools cannot be independent and cannot develop and advance their institutions; 3) lack of community participation. Where this approach pays less attention to the educational process. Whereas the educational process determines the output of education.

Improving the quality of education must start with a commitment to make changes by all school components, improving their performance in order to provide satisfaction to the school's main customers. Schools are required to always improve the quality of education continuously in order to fulfil the desires of the community. Improving the quality of education in a school requires participation and empowerment of all

components of education and application of the concept of education as a system. Education as a system does not produce quality output and outcomes if the educational process is not managed properly.

Efforts to improve school quality management in carrying out leadership functions and improving quality, principals need good managerial understanding and mastery, such as the ability to plan, organize, communicate, motivate, direct and supervise as well as follow up on school activities. Realizing school quality management is required to focus on customer satisfaction (students), the involvement of all school members, the existence of education quality standards, seeing education as a system and making continuous improvements to school quality.

2. LITERATURE RIVIEW

2.1. School Quality Management

Management of education which places more emphasis on school independence and creativity. This concept was introduced by the theory of effective school [2] which focuses more on improving the educational

process, including: 1) Education and development; 2) Considerations of justice (equity considerations); 3) Quality of education; 4) Structure, administration and management of education (structure, administration and management of education); 5) Curriculum (curriculum); 6) Costs and funding of education (cost and financing of education); 7) Planning techniques and approaches; 8) Information systems, monitoring and evaluation (information systems, monitoring and evaluation).

School quality management is the school management practices of inputs, processes, and outputs. This has led to the emergence of the concept of school quality management. In the implementation of school quality management. The school is responsible for managing itself related to administrative, financial, and school personnel matters. The principal must appear as the coordinator of a number of school members and be involved in the school change process through the application of integrated quality management principles by creating awards within the school itself.

The writer [3] stated that the best quality public / private schools always prioritize quality in school administration, including: a) outstanding teachers; b) high moral values; c) excellent examination results; d) support from parents, businesses and local communities; e) abundant resources; f) application of the latest technology; g) strong leadership to achieve goals; h) focus attention on students; and j) a balanced and challenging curriculum.

Thus, the quality of a school is if it meets the highest standards and cannot be excelled, so that quality is considered something that cannot be compromised, such as goodness, beauty, and truth. School quality in this concept shows the superiority of status and position with high quality.

2.2. Implementation of Quality

Three important dimensions of change according to [4] that the implementation dimension of quality management can be constructed as involving content, context and process. It can be illustrated that the quality management implementation strategy is seen as a promising business strategy. The writer [5] characterizes a wide range of quality implementation strategies, namely: (a) support for changes in employee behavior, (b) the importance of promoting management ideas, (c) enforcing the economic discipline of cost quality, (d) bridging improvement ideas to the future, (e) helping universal evidence-based decision making, and (f) measuring business results.

2.3. Quality Control

Supervision (controlling) is a management function that is no less important in an organization. All previous functions will not be effective without a supervisory function. In this case [6] states that controlling as the fourth element or function of management is to observe and allocate appropriately the deviations that occur. In practice, we see, the failure of a plan or activity is rooted in two things, namely: a) due to influences beyond human

reach (force major); b) the perpetrator who did it did not fulfil the requirements requested.

3. METHODOLOGY

This research was conducted with a qualitative approach through case studies at high schools, namely SMA HKBP Pematangsiantar, North Sumatra. Data collection techniques through; daily observations at school, both in the learning and teaching process and outside the classroom; interviews with principals, curriculum representatives, teachers, librarians, laboratory assistants and administrative staff; study of various school documents.

4. RESULT AND DISCUSSION

4.1. Implementation of Quality at SMA HKBP Pematangsiantar

The HKPB Pematangsiantar high school curriculum strengthens itself with the schools that provide the national curriculum. The curriculum is a program provided by educational institutions (schools) for students. Based on the education program, students carry out various learning activities, thereby encouraging their development and growth in accordance with the educational goals set [7].

4.1.1. Educators and Education Personnel

SMA HKPB Pematangsiantar schools set different standards for teachers. SMA HKPB Pematangsiantar is the spearhead of learning activities, and in order to improve the competence of educators, various efforts are made, including: first, to improve academic qualifications; second, optimization of internal MGMP activities; third, empowerment of teachers with workshops on the preparation of learning tools for IHT activities, English language training for teachers and employees, and ICT-based learning and E-learning; fourth, providing the opportunity for teachers to continue their undergraduate to postgraduate studies; fifth, form and activate study groups with the supervision of the teacher. Minimum qualification of teachers is strata 1, continuing to magister in accordance with the field being handled.

4.1.2. Learners

The quality of students SMA HKPB Pematangsiantar focuses on the quality of the input only (requirements, selection mechanisms, etc.) the process (curriculum, PBM, supervision and assessment) is directed at aligning the curriculum in higher education

4.1.3. Graduates

SMA HKPB Pematangsiantar in the quality of graduates is very high, with 100% graduation every year from all subjects both science and social studies programs, the level of graduation lies in the learning

process in particular (mathematics, physics, biology, and chemistry).

4.1.4. Infrastructure

The learning process optimizes educational facilities and infrastructure with existing resource persons, namely 1) using and utilizing teaching aids in the teaching and learning activities, 2) innovative learning media, enabling laboratories for practice, 4) utilizing the library as a learning resource, using audio visual space in learning process. Maintenance of educational facilities and infrastructure is carried out continuously and periodically in accordance with the types of educational facilities and infrastructure available, these activities are carried out by all school components including committees and the surrounding community.

4.1.5. School Relations with Community

Community involvement in education delivery is divided into two groups of involvement, first involvement in the learning process, second in the school management process. Involvement in teaching and learning activities involving school leadership components (school management components), student teachers, and the community and graduation, does not touch on the substance of quality objectives: 1) the community (parents) have not been optimal in service and needs in the process and output ; 2) always provide services and needs of the community / parents both in the process and output; 3) very close community / parental involvement in providing services and the needs of the process and output.

4.2. Quality Control at SMA HKBP Pematangsiantar

Input components which are expected to improve school quality control. Each school / madrasah has a vision that is far ahead. SMA HKBP Pematangsiantar has a vision that is to become a leading research-based school in the formation of superior character in science and technology. Schools clearly state the overall policies, goals and objectives of school quality related to quality and then socialized to all school members, so that thoughts, actions, habits are embedded, to the extent that school members have quality character ownership.

Process components that are expected to improve school quality control. There are six components found in the research that are considered capable of building quality management processes in schools, namely: 1) the teaching learning process; 2) leadership; 3) management and organization; 4) strategic cooperation; 5) quality culture and school climate; and 6) involvement of school members and stakeholders. Problems in the expected output components. Academic. Academic performance found in the educational output of the three schools, namely student learning outcomes, graduation, national examination scores, academic work, and academic achievement. The output is sufficient.

4.3. Monitoring and evaluation mechanism

Monitoring implementation process. SMA HKBP Pematangsiantar defines duties, responsibilities, authorities and qualifications for each person who handles which are interrelated and influences each other so that implementation can run effectively. Meanwhile, SMA HKBP Pematangsiantar defines duties, responsibilities, authorities and qualifications for each personal which are interrelated and influence each other so that the implementation of SNP implementation can run effectively. And SMA HKBP Pematangsiantar assigns duties, responsibilities, authorities and qualifications for each person in SPM which are interrelated and influence each other so that the implementation of the SPM implementation can run effectively;

Monitoring implementation. SMA HKBP Pematangsiantar always checks the results, interviews and field observations by vice headmaster to ensure that the system is running effectively. If there are problems and discrepancies in the implementation, a review and improvement of the system is carried out immediately, so that the impact does not get wider

Evaluation. SMA HKBP Pematangsiantar evaluated the process and output by giving the teacher a questionnaire, but apart from using a questionnaire it was also needed through direct communication, because the questionnaire was limited, while with communication we could provide input more openly with all teachers, but the one who most often provided input of course from the counselling teacher.

5. CONCLUSION

School quality management is the school management practices of input, process, and output. This has led to the emergence of the concept of school quality management by a principal as a form of commitment. In the implementation of school quality management there are efforts to get better at SMA HKBP Pematangsiantar, such as: a) Bringing trainers from outside the school to hold training for teachers, b) Complete facilities that can support the implementation of school activities optimally.

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