

The Role of Principal Leadership in Improving the Quality of Education at SD Negeri 6 Prabumulih

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ABSTRACT

The focus of this research was to identify responsibilities, tactics, support factors and barriers to the leadership of the Principal in improving the quality of education at SD Negeri 6 Prabumulih. This research uses descriptive qualitative approaches of evaluation, interview and recording strategies for data collection. This approach is used to obtain information on the leadership position of the key policies, promoting and inhibiting factors in improving the standard of education at SD Negeri 6 Prabumulih. In this analysis, 4 people were interviewed. The outcome of the research is that the principal has played a role in the performance of his duties, namely to serve as managerial, entrepreneurial developer, and to supervise teachers and training workers. The policy of the Principal is to prepare, execute and review. Supporting elements, such as teachers, have a high degree of knowledge and duty to carry out their duties. The inhibiting factors encountered are external, e.g. the distance from home to school. Student parents do not recognize Curriculum 13.

Keywords: The Role of Leadership, Education Quality, Curriculum 2013

1. INTRODUCTION

Efforts to educate the life of the country are by education. At the 2018 National Working Meeting, Sri Mulyani, when she became the Keynote Speaker, said, "the progress of a country to catch up very much depends on three factors, namely education, quality of institutions, and availability of infrastructure"

The National Education System Law No. 20 of 2003 notes that education is a deliberate and organized endeavor to build an environment of learning and learning so that students can consciously improve their capacity to have religious moral strength, self-control, personality, intellect, noble character and good skills, he required himself and a culture.

The purpose of schooling in education is very significant, especially in improving the quality of education. Talking about the position of the school cannot be separated from the role of the principal. The role of the principal is to lead the way in the achievement of educational objectives. The educational system is a national prosperity [1]. In an educational institution, the principal has a very decisive role to play in deciding the back and forth of an educational institution. The Principal must be able to perform innovation, to lead both members and the school as an

educational institution to change their minds, to establish their vision and mission by using the strengths, skills and capacities of its members [2].

Referring to Article 15 of the Ministry of Education and Culture Regulation No 6 of 2018 concerning the appointment of teachers as principals, it is specified that the main duties and functions of the principal are as follows: 1) the responsibility of the Principal is entirely to carry out the key tasks of administration, entrepreneurial development and supervision of teachers and workers in the field of education; 2) the workload of the Principal is directed at establishing schools and enhancing school quality on the basis of 8 (eight) national education standards; 3) where there is a shortage of teachers in a certain educational unit, the Principal can carry out training and guidance tasks in such a way as to ensure that the learning and guidance process continues in the appropriate education unit; 4) The principal who carries out the duty of educating or directing, learning or mentoring, is an extra task beyond his main task, and 5) In addition to carrying out the workload, the workload for directors who are working in Indonesian international schools (SILN) also promotes Indonesian culture. The principal is the guiding force behind the realization of vision, goal, including objectives [3].

In a paper entitled "Quality Assurance of Education Units as Efforts to Control the Quality of Education Nationally" Meliawan [4] claimed that the quality of learning depends not only on the quality of students and the quality of teachers, but also on seven other dimensions, namely curriculum, leadership, management and facilities. -infrastructure, community, environmental and cultural aspects. The main activity of students in the learning process is learning, and teaching is the main activity of teachers, so that the aspects of learning and teaching are the main subject of school quality assurance. Teachers improve can also achieve maximum students [5].

In the sense of the above-mentioned definition, the key issue with the quality of education is the quality of graduates, the quality of teachers and the quality of education workers, which are internal factors. Curriculum, leadership, policy, infrastructure, community, the climate and cultural aspects are external influences. It is hoped that the leadership of the Principal in Prabumulih 6 State Elementary School would contribute to improving the standard of education. The standard of education cannot be well handled without the leadership of the Principal in compliance with the relevant Regulations based on Permendikbud No. 6 of 2018.

Analyzing the circumstances at SD Negeri 6 Prabumulih during that time, a variety of items still need to be changed. If more closely investigated, there are several factors that need to be considered in improving the quality of school education, such as weak administration, inadequate and incomplete school facilities and infrastructure, and unprofessional human resources.

The Principal has the power and policies to raise the quality of education as a leader [6]. Responsibility for the principal or the leader is not straightforward. Not only must the Principal be able to lead, but it must also be able to behave in a professional way and be able to influence others for good. If anyone can lead, act appropriately and influence others, the quality of education can meet government expectations.

On the basis of the context provided above, the researcher still sees some shortcomings that need to be addressed in order to improve the quality of education at Prabumulih 6 Elementary Schools by enhancing the leadership position of the school principals that have been introduced so far, through research entitled 'The Role of Principal Leadership in Improving the Quality of Education in SD Negeri 6 Prabumulih'.

2. METHODS

This work focuses on descriptive qualitative research. Descriptive research is performed to explain the facts about a variable that is not obvious by taking

the data that has been collected. Continued to conduct a systematic and precise conclusion study. Study was performed at SD Negeri 6 Prabumulih.

The data were collected by means of observation, interview and reporting techniques submitted by the main respondents, the teaching staff and the education staff at SD Negeri 6 Prabumulih. Researchers come directly to record records and facts that are deemed to be significant in the course of study.

3. RESULTS AND DISCUSSION

The purpose of schooling in education is very significant, especially in improving the quality of education. Talking about the position of the school cannot be separated from the role of the principal. The role of the principal is to lead the way in the achievement of educational objectives. In an educational institution, the principal has a very decisive role to play in deciding the back and forth of an educational institution.

The Principal of SD Negeri 6 draws up school plans for different stages of preparation. The School Principal prepares the School Development Strategic Plan (RENSTRA) based on all national education policies, compiles the School Development Operational Plan (RENOP) based on the average strategic plan that has been prepared, compiles the annual plan and compiles the RAPBS.

Every organization needs support, finances, facilities and so on to achieve its objectives. In the same way, the school as an institution requires different resources in order to achieve the objectives outlined. The Principal shall be responsible for supplying or providing the requisite resources to teachers, staff and students in the form of money, supplies, time and even a welcoming environment. Without the guidance provided by the school principal, it is difficult for human resources to fulfill their duties properly.

Muslihah [7] says that one of the functions of the principal is to be a teacher chief, as well as to provide direction, supervision and evaluation to his subordinates. The Principal also has the duty of boss or supervisor. As a school/madrasah supervisor, the Principal is expected to provide assistance and resources to school staff at all times, as well as to promote and establish schools/madrasahs that are competitive, productive and of quality and dignity. Leader must have the ability to make decisions correctly and quickly based on proper and mature considerations [8]. The Principal should be capable of carrying out inventions, be able to direct all stakeholders and the school as an education institution [9]. The style of leadership embraced by the Principal would contribute to the

results and success of the Principal in guiding and executing the school education process [10].

Based on the findings of the researchers' observations during the course of the study, the researcher noticed that each program carried out by the school went through the planning phases first. This can be seen from the different plans prepared by the Principal of SD Negeri 6.

Every year, the Principal has introduced school programs. This means that the design of the school programs that have been collected with the vice-principal has been enforced by the principal. As far as assessment practices are concerned, the principle is always to track and review each program. The outcomes of these monitoring and assessment programs will be followed up with a view to enhancing or improving the quality of education.

4. CONCLUSION

Based on the results of the study, it can be concluded that a professional principal is required to enhance the quality of education. The key tasks of the PP and Permendikbud, school principal to carry out the management tasks, the growth of entrepreneurship and the supervision of teachers and training workers.

The principal shall assess the program first through the preparation stages in the execution of his duties. Implementation of management systems Addition to the implementation of all proposed school programs, the Principal almost often reviews some of these programs explicitly or indirectly.

Any of the supporting elements in the performance of their role as school principal, such as teachers with a high degree of knowledge and obligation in the performance of their duties, there is or does not have a school principal, teachers with a willingness to advance students, teachers are experienced people.

Several challenges faced by school principals, including some of the least disciplined teachers. Like going to school, not at a time when this is induced by living far away. There is also a division of tasks which, due to the constraints on existing human capital, do not comply with their respective fields (HR). In addition, there is still little knowledge of the group or student guardians regarding Curriculum 13.

In order to increase the quality of education, the Principal should always have the best for teachers, students and schools so that the 8 requirements of education can be met. In the meantime, teachers should always aspire to meet the requirements of competency as teachers in order to improve the quality of education.

AUTHORS' CONTRIBUTION

Nyimas Rita Umikalsum: designed and performed experiments and analysed data. Happy Fitria and Rohana: Proofing.

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