

# Principal Strategy in Improving the Quality of Basic School Education

Sri Supriyanti<sup>1\*)</sup>, Edi Harapan<sup>2</sup>, Tahrnun<sup>2</sup>

<sup>1</sup>SDN 11 Makarti Jaya

<sup>2</sup>Universitas PGRI Palembang

\*Corresponding author. Email: yananda89@gmail.com

## ABSTRACT

The goal of this analysis is to define and explain how the principal's approach is to enhance the standard of education at public elementary schools (SDN) 11 Markati Jaya, and the reasons that become obstacles. The techniques of data collection were: 1) observation, 2) interviews, and 3) documentation. The analysis was done through three steps, they are: 1) data elimination, 2) data presentation, and 3) data verification. The findings of this analysis suggest that: 1) The main approach for enhancing the quality of education at SDN 11 Makarti Jaya is to provide feedback to teachers who aid in the learning process by preparing, conducting learning, reviewing, tracking, and teaching in providing guidance and advice to students; (2) The factors inhibiting the Principal's strategy for improving the standard of education in SDN 11 Makarti Jaya are the small number of teachers who meet the necessary qualifications, namely teachers who have to have a Bachelor's Educational degree (S1) because not all teachers who teach at SDN 11 Makarti Jaya have a linear educational background.

**Keywords:** Principal, Strategy, Standard of Education

## 1. INTRODUCTION

School education must be established based on the community's needs, which are well managed to generate quality human capital [1]. The state of the school is conducive, productive and the unity between educational workers in schools is very necessary in order to achieve the goals of school education that have been put together [2]. The leader must handle the person humanely in order for the process to run smoothly. Different personalities, such as traits, behaviors, beliefs, preferences and ambitions, are often affected by human beings in carrying out their tasks, so it can affect their leadership position as well as at work [3].

The state of the school is conducive, productive and the unity between educational workers in schools is very necessary in order to achieve the goals of school education that have been put together [2]. The leader must handle the person humanely in order for the process to run smoothly. Different personalities, such as traits, behaviors, beliefs, preferences and ambitions, are often affected by human beings in carrying out their tasks, so it can affect their leadership position as well as at work [3].

According to the plan is a mutual way of achieving long-term targets. Company plans entail global growth, diversification, merger, product creation, market penetration, narrowing, disbursement, liquidation and joint ventures or joint ventures. Strategy is a future intervention that needs a vast range of senior management decisions and organization capital.

Strategy is an operation or practice carried out by an individual or organization to accomplish the goals or objectives that have been set. In addition, states that the word strategy comes from Greek, i.e. strategy which means the art or science is to become a general. The strategy may also be described as a plan for the distribution and use of military power in certain areas to accomplish certain objectives.

Soetopo [4] states that as an educational leader in his school, the principal organizes the school and its staff operating in an effective, productive, democratic situation, and the team working under his leadership, the student education programs must be prepared, coordinated, enforced and assessed. It should be possible to direct the principals in a competent way, faculty, scientifically, attentively and democratically, with focus on the continual development of teaching

and learning processes in the execution of the curriculum.

A leader increases the professionalism of his subordinates by several factors, namely: 1) the leader addresses the needs of his subordinates with regard to the effectiveness of the job, and 2) the leader offers the instruction, advice and support needed by his staff [5]. As a supervisor who is one of the educational leaders, the accomplishment of educational objectives is highly dependent on the leadership ability and wisdom of the principal. Since the principal is a competent official in the school association who is in charge of handling all organizational resources and working with teachers in educating students to achieve educational goals.

The methods implemented by the Principal of SDN 11 Makarti Jaya to enhance the standard of education are: (1) include teacher preparation, such as involvement in KKG events, seminars, in-house training, although not all teachers have been included. In order to engage in these events, rotation should be carried out. (2) complete learning infrastructure, such as the completion of books in the library. However, owing to insufficient school resources, it has not been enforced as expected; (3) provide an in focus is currently in the process of providing it.

Other knowledge gathered from school managers is that not all teachers who teach have expertise in the information technology field and the teaching discipline is not linear with the field of study being taught. Any teacher who teaches should be linear with the disciplines in which they teach. Teachers still provide learning resources that do not use teaching aids, and teachers can have teaching aid-assisted learning materials so that learning results provided to students are more accurate and usable. This is what motivates the researcher to read more about the core approach for enhancing the standard of education at SDN 11 Makarti Jaya.

Based on the definition of the context, the researcher finds that the analysis entitled "The Principal's Strategy to Improve the Quality of Education at the 11 Makarti Jaya Public Elementary Schools." needs to be investigated.

## 2. METHODS

This study uses analytical qualitative research approaches that identify and analyze phenomena, events, social interactions, attitudes, expectations, individual and collective thinking. This study was carried out at SD Negeri 11 Makarti Jaya, with 10 teachers and 2 administrative staff members. The study was performed from October to December 2020 through interviews, observation, and documentation.

## 3. RESULTS AND DISCUSSION

Based on the results of research on the quality of education in SDN 11 Makarti Jaya, the strategy for improving the quality of education in SDN 11 Makarti Jaya is aimed at realizing the school's vision, namely "The realization of students who are disciplined, intelligent, and have character." Makarti Jaya's strategy for educating students in SDN 11 Makarti Jaya aims to achieve the target of Makarti Jaya. The next approach is to boost the standard of education at SDN 11 Makarti Jaya.

Based on the findings of research on the quality of education in SDN 11 Makarti Jaya, the B predicate is the strategy to improve the quality of education at SDN 11 Makarti Jaya is to realize the school's vision, namely "The realization of students who are disciplined, intelligent, and have character." The principal seeks through his strategy to educate students at SDN 11 Makarti Jaya by providing direction and guidance to teachers to improve student learning outcomes and achievements, and to create students with character through a strategy implemented in the 2013 curriculum using a character approach. The next strategy is to improve the quality of education at SDN 11 Makarti Jaya through the mission of the school to be achieved and viewed from the professionalism of educators at SDN 11 Makarti Jaya by sending educators to attend KKG activities, seminars, training and supervision that provides guidance to educators at SDN Makarti Jaya.

The results of the research carried out there are many challenges established in the plan to increase the standard of education at SDN 11 Makarti Jaya, including: 1) The vision of SDN 11 Makarti Jaya has not been optimally achieved. Discipline is still poor where there are still a number of students who are always missing. However, not all students have strong abilities to know smart students. Not all students have a strong character. 2) The challenges to the execution of the plan adopted to increase the quality of education at SDN 11 Makarti Jaya through the task to be accomplished have not been adequately tackled, namely: (1) the expertise of the current teaching staff has not been met as a whole. It is understood that there are still teachers who are not sequential and do not have a Bachelor's degree (Strata-1) and the job discipline of school workers does not conform with their duties and positions; there are still teachers and school managers who do not complete their tasks at the defined time; (2) education systems are not yet adequate and the development needs of students are not yet optimal and the growth needs of students as a whole have not yet been addressed, such as science kits, social study kits, mathematics kits, Indonesian language kits; (3) the challenges faced by improving the introduction of 9-K

by motivating current capacity in the school setting have not yet been completely implemented; (4) quality control by including all school members; 3) The limitations posed by the introduction of policies to enhance the standard of education in SD Negeri 11 Makarti Jaya in terms of teacher professionalism are as follows: (1) Not all teachers can be sent to participate in KKG events, workshops and preparation. This is attributable to the need for case teachers four satisfy a range of requirements; (2) oversight by the Principal by giving instructions to teachers at SDN 11 Makarti Jaya is not ideal because teachers who have been provided guidance do not yet practice in line with the direction of the Principal; (3) not all current teachers have been instructed; Certificates for educators. This is because there are still teachers who don't hold a bachelor's degree certificate (strata-1) and also have the rank of Honorary Teachers where, in order to receive a Teacher Education Certificate, they must have a minimum educational record of undergraduates (strata-1). The monitoring carried out by the Principal of SDN 11 Makarti Jaya is carried out on a weekly basis, that is, not every two (two) months, since the Principal is busy carrying out everyday basic tasks and is busy outside of school.

The role of school principals in improving the quality of education, including their positions as managers, assistants, trainers, leaders, innovators and motivators must provide a policy to enhance the quality of education in schools through providing direction to educators engaged in the learning process by preparation, execution, assessment of learning and provision. Supervision is one of the roles. The supervision is an activity to determine the essential conditions that will ensure the achievement of an educational goal. In connection with that, the Principal as a supervisor means that the Principal should be good at researching, finding and determining which conditions are needed for the progress of his school so that the goals of education in the school are achieved optimally [6].

In addition, the key approach is to continue to supplement educational media such as instructor handbooks, student handbooks, library books, math kits, science kits, Indonesian language kits, social study kits. This study is in line with the research done by Widiansyah [7]. She suggests that the role of the principal in improving the management of educational facilities and infrastructure is as a manager or administrative leader.

Its function is very complicated, and hence the Principal must track and review the vision and purpose and the programs implemented. In order to be able to formulate and evaluate more programs in order to

optimize them. In the other hand, the principal, as the top representative, often assesses the success of students, employees and the school atmosphere in order to draw the interest of the group [8]. In line with Daryanto's opinion [9] that notes that an organization can excel in achieving its program objectives and services if the people who work in the organization are willing to perform their duties and optimize their duties adequately in accordance with their fields and roles, a leader is required, which will direct all efforts and put educational organizations (schools) towards the achievement of objectives. It has been stressed by Kustimi [10]. Its role is very complex, so the principal must really monitor and evaluate the vision and mission and the implemented programs. So that they are able to formulate and analyze for further programs to be maximized. On the other hand, the principal as the highest leader always evaluates the performance of teachers, staff, and the school environment in order to attract the attention of the community [8]. In line with the opinion of Daryanto [9] which states that an organization will succeed in achieving its program goals and programs if the people who work in the organization can carry out their duties and maximize their duties properly in accordance with their fields and responsibilities, a leader is needed. which can direct all resources and bring educational organizations (schools) towards achieving goals. It is emphasized by Kustimi [10] That the leadership of the Principal, and the hopes that the school wishes to accomplish, teacher integrity is the key that needs to be improved on. Teacher professionalism is the work of teachers that is embodied in the creation of training systems or the preparation of teaching, teaching delivery, organizational relationships and assessment of learning outcomes.

One of the principal's attempts to increase the efficiency of schools is to provide instruction to educators. The success of educators in carrying out the role of educating and teaching students is very much decided or affected by their job motivation [9].

#### **4. CONCLUSION**

Based on the findings of the study, it can be inferred that the key approach for enhancing the standard of education at SDN 11 Makarti Jaya can be said to be a positive one. This is understood from the findings: 1) Give support to teachers who aid in the learning process. 2) Detailed instructional media such as teacher handbooks, student handbooks, library books, algebra kits, science kits, Indonesian language kits, social study kits. 3) The monitoring carried out by the Principal of SDN 11 Makarti Jaya shall be carried out on a regular basis, namely once every two (two) months. 4) Discipline is not specifically applicable, but nevertheless applies to the disciplinary rules applied to

SDN 11 Makarti Jaya. 5) Appointing teachers according to the SK and the allocation of duties allocated to them.

The reasons that hinder the main strategy for improving the standard of education in SD Negeri 11 Makarti Jaya are 1) The small number of teachers who meet the requirements criterion, not all of whom have linear educational backgrounds. 2) The requisite media and educational infrastructure have not yet been completed, 3) The library room has not yet been arranged. 4) The monitoring was carried out under the conditions of the Covid-19 pandemic, so that the execution of the supervision, which could have been planned on a daily basis, was not carried out in accordance with the programmed conditions.

### **ACKNOWLEDGMENT**

Our gratitude goes to all those who have worked to complete this research from the outset. Deep appreciation goes as well as to the Principal of SDN 11 Makarti Jaya. We also express our heartfelt appreciation to all teachers and workers in education.

We would also like to thank the lecturers, examiners and fellow students of the PGRI Palembang University Education Management Postgraduate degree. Let us hope that through this work we will do more, particularly in the field of education today and in the future.

### **REFERENCES**

- [1] Ngalim, P. (2015). *Strategi Pendidikan Bagi Guru*.
- [2] Aqib, Z. (2014). *Mutu Pendidikan*. Jakarta: Dian Pustaka.
- [3] Mulyadi. (2016). *Pemimpin dan Kepemimpinan*. Jakarta: Rineka Cipta.
- [4] Soetopo. (2018). *Manajemen Supervisi & Kepemimpinan Kepala Sekolah*. Bandung: Alfabeta.
- [5] Mulyasa. (2013). *Manajemen dan Kepemimpinan Kepala Sekolah*. Jakarta: Bumi Aksara.
- [6] Suryosubroto, B. (2010). *Manajemen Pendidikan di Sekolah*, Yogyakarta: PT Rineka Cipta.
- [7] Widiensyah, A. (2018). Peran Kepala Sekolah dalam Meningkatkan Sarana dan Prasarana Pendidikan di SDIT Insani Islam Bekasi. *Cakrawala*. 18 (1). 25 -30.
- [8] Fitrah, M. (2017). Peran kepala sekolah dalam meningkatkan mutu pendidikan. *Jurnal Penjaminan Mutu*, 3(1), 31-42.
- [9] Daryanto. (2017). *Administrasi Sekolah: Administrasi Pendidikan Mikro*. Jakarta: Rineka Cipta.
- [10] Kustimi. (2013). *Kinerja Kepala Sekolah dan Pengawas dalam Membina Kemampuan Mengajar Guru*. Tesis. Universitas Pendidikan Indonesia.