Principal Leadership Strategies in Improving the Quality of Learning at Public Elementary Schools in Muara Telang District, Banyuasin Regency

Mustofa[1*)], Yasir Arafat[2], Dessy Wardiah[2]

[1]*SDN 18 Muara Telang*
[2]*Universitas PGRI Palembang*
 Corresponding author. E-mail: *mustofaspdsd@gmail.com*

ABSTRACT

This study aims to examine the leadership strategy of the principal in improving the quality of learning at Public Elementary School in Muara Telang District, Banyuasin Regency, and to find out the obstacles and solutions of the principal in improving the quality of learning in Public Elementary School in Muara Telang District, Banyuasin Regency. This research is descriptive qualitative research. The data collected through the method of observation, interview, documentation, triangulation, and analyzed by using descriptive analysis techniques. This study shows that: (1) The leadership of the principal in improving the quality of learning in Public Elementary School in Muara Telang District, Banyuasin Regency, can be grouped into two types, namely formal and non-formal strategies. Formal such as creating an organizational structure, including KKG / Training and supervision while non-formal such as discipline and teacher motivation; (2) The obstacle to the principal's leadership in improving the quality of learning is that teachers and education personnel lack creativity and lack of learning infrastructure; and (3) The principal's efforts to improve the quality of learning at Public Elementary School in Muara Telang District, Banyuasin Regency, are increasing extracurricular activities, training teachers, supervising and motivating teachers and education personnel, and allocating budgets for infrastructure.

Keywords: Strategy, Leadership, Principal, Learning Quality

1. INTRODUCTION

Education has a very strategic position because education determines the quality of human resources (HR). The important position of education involves educational staff. Education personnel has a role in forming the knowledge, skills, and character of students. Therefore, professional educational staff will carry out their duties professionally, to produce the students who have good quality.

The success of educational goals is highly dependent on the skills and wisdom of the principal as a leader. The principal is a professional official within the school organization, whose job is to manage all school resources and cooperate with teachers, staff, and other employees in educating students to achieve educational goals [1].

Irianto also emphasizes that education is a conscious human effort to prepare humans to have the ability to play an active role in shaping their future [2]. Education is a process and system that leads to the achievement of certain goals that are assessed and believed to be the most ideal. One of the goals is to have a better life in future.

The efforts made by the principal have the aim of developing the quality of learning in schools through the implementation of school programs. The quality of learning is dynamic and can be examined from various points of view. The agreement on the concept of quality is returned to the existing formulation or references such as educational policies, teaching and learning processes, curricula, infrastructure, learning facilities, and educational staff according to the agreement of the parties concerned. Quality is a form or description of an organization or institution for the quality provided by producers to consumers. An organization or institution can properly manage an organization or institution to achieve quality both in its inputs, processes, and outputs

so that the organization or the institution must have a good relationship with its customers. Based on this relationship, an institution can be said to be a quality institution.

The principal as an organizational leader must be able to fulfill the main interests and interests that support but must cover more broadly because education is used for all circles [3]. According to Permadi and Arifin, the leadership targets result is obedience from being led [4]. The obedience has various reasons to obey the leader because he/she avoids the consequences of his/her disobedience. After all, his/her social needs or the values in the leadership match the internalized values. Then, hard work will carry out with encouragement or motivation that produces a special satisfaction for the teacher who is doing his job [5]. Employees who are satisfied with the work obtained will be motivated to encourage performance so that it will have an impact on increasing the success of the company. Employees who work happily and without coercion will give good results and will develop employee organizational commitment to the company.

The principal as the leader has a very big role in improving the quality of education. There is a synergy between school principals, teachers, educators, and committees so that planning and organizing as the goals are achieved [6].

According to Kristiawan, education personnel as members of society who devote themselves and then are appointed to build education delivery [7]. Education personnel should develop their professional abilities following the development of science and technology and national development. An educator must have four competencies i.e. personal, pedagogical, social, and professional competencies. Thus, an educational staff must be able to develop and master the development of science and technology according to their profession and educators must have competencies that include personal, pedagogical, social, and professional competencies.

Good teacher performance can be relied on by the attitude and motivation of the principal as a leader [8]. The implementation of the correct leadership attitude of the principal will have a significant influence in decision making, as well as in influencing teachers to do work more efficiently and effectively to achieve good teacher performance.

Leadership is always defined as knowledge, tips, and profession. Guilick called it as a science that seeks to understand why and how people work together. While Follet said it as a tip because leadership achieves goals through means of nurturing others in carrying out their duties. Then, it is called as a profession because leadership is based on certain skills to reach the leader's achievements, and professionals are required by a code of ethics [9].

Principals of Public Elementary Schools play a role in changing the system that develops in this institution, in line with the development of the principal in carrying out its role and function. For example, in increasing the professionalism of teachers and school principal education personnel to influence the effectiveness of the performance of educators and to increase the education. Moving all school members to be always optimistic and directing them to the implementation of school strategic planning, then improving their competence through various activities. This can be seen from the performance of educators and education personnel who are increasingly effective and focused on tasks and jobs.

In connection with existing activities at Public Elementary Schools in Gugus 1 Muara Telang District in improving the quality of learning, the principal has held a work program to improve the qualifications and competence of teachers and staff such as holding training or training, carrying out KKG, seminars, workshops, subject teacher meetings, teacher symposium, continuing studies to a higher level (Bachelor and Master Degree), carrying out supervision, discipline, gathering various information from various media for self-development, and so on. Improvement of infrastructure, making a clear vision and mission, collaborating to implement school programs that have been made.

2. METHODS

2.1. Types of Research

This method is conducted by using a qualitative approach with a descriptive case study type. According to Sugiyono, qualitative research is the collection of data in a natural setting to interpret the phenomenon that occurs where the researcher is the key instrument, the sampling of data sources is done purposively and snowball, the collection technique is by triangulation (combined), the data analysis is inductive [10]. Qualitative and qualitative research results emphasize meaning rather than generalization.

Sukmadinata states that "qualitative research is aimed at understanding social phenomena from the perspective of participants [11]. Participants are people who are interviewed, observed, asked to provide data, opinions, thoughts, and perceptions ". Descriptive research emphasizes data in the form of words, pictures, and not numbers caused by the application of qualitative methods [12]. Besides, descriptive research is research that seeks to describe the existing data and to understand the phenomena experienced by the research subjects.

In data collection techniques, the researchers used several techniques, namely, observation, interviews, and documentation. According to Sukmadinata, Observation is a way of collecting data by observing the activities that are taking place [13]. Researchers make observations, understand field conditions and record everything that supports the research data. According to Moleong, the interview is a conversation with a specific purpose carried out by asking questions by the interviewer to be answered by the interviewee [12]. Soewadji said that the data collection by interview is a method or technique to obtain respondent's information by direct face-to-face interviews, between interviewers and interviewees.

Documentation technique is used to collect and collect documents relevant to research. According to Sugiyono, "Documents are records of events that have passed" [14]. Documents can be in the form of writings, pictures, or monumental works of a person. " The documents were selected according to the focus and purpose of the research.

2.2. Research Subjects and Data

This research was conducted at Public Elementary Schools in Gugus 1, Muara Telang District, which is located at Line 8, Muara Telang District, Banyuasin Regency. Research time from October 2020 to November 2020.

While the research subjects referred to people who are the source of the research and can provide information related to the research that will be carried out. In this study, the population was school principals, teachers, administrative staff, committees, and students at Public Elementary Schools in Gugus 1, Muara Telang District. These are consist of 5 schools 5 principals, 45 Educators / Teachers, 719 students, and 5 School Committees.

Researchers used a research location in Public Elementary Schools in Gugus 1 Muara Telang District, so this research can be classified into the type of field research. This study aimed to describe and analyze the phenomenon, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually or as a group.

The research subjects of this research were 20 people that consist of 5 school principals, 10 teachers and 5 education personnel, and 2 school committees. This research was conducted at Public Elementary Schools in Gugus 1 Muara Telang District, Banyuasin Regency, South Sumatra Province. The characteristics of the research subjects were selected by considering that the school has a sufficient number of students but the teachers are still not obeying the rules and lack of optimization in participating in the training. The object of this research is how the principal's strategy in

improving the quality of learning at the school so that it can become a quality and superior school.

3. RESULTS AND DISCUSSION

The orientation of this research is one of the districts in Banyuasin Regency, namely Muara Telang district. In the past, this sub-district was a sub-district of the Musi Banyuasin Regency. In the Google Maps application, this sub-district is traversed and surrounded by water, namely the Musi river. Muara Telang District in South Sumatra, which is part of the Transmigration area, with the administrative area code 16.07.08

Muara Telang is one of the districts in Banyuasin Regency which consists of 16 villages, namely Marga Rahayu, Mekar Mukti, Mekar Sari, Mukti Jaya, Panca Mukti, Sumber Hidup, Sumber Mulya, Talang Indah, Telang Jaya, Telang Karya, Telang Makmur, Telang Rejo, Upang Cemara, Upang Ceria, Upang Jaya, and Upang Karya. In Muara Telang, 43 schools consist of 21 State Elementary Schools, 6 Private MI (Islamic School for Elementary level), 3 State Junior High Schools, 3 Private Junior High Schools, Private MTs (Islamic School for Junior High School level), 1 State Senior High School, 1 State Vocational School, 2 Private Senior High Schools, and 3 Private MA (Islamic School for Senior High School level). (Ministry of Education and Culture Data Reference). The state of education in Muara Telang still requires an increase in the professional competence of teachers, especially in Gugus 1 of Muara Telang District so that the quality of learning increases. Efforts that can be made are of course inseparable from the role of a school principal. The school principal is expected to be able to improve the professional competence of teachers to improve the quality of learning in Muara Telang.

The conditions that exist in each elementary school in Gugus 1 Muara Telang District are very different in terms of teacher's competence and students' circumstances. In terms of student achievement, it also differs among elementary schools. In the Muara Telang sub-district, and there are 5 public elementary schools in Gugus 1 Muara Telang as the samples in this research.

Fatah explains that the strategy has a systematic meaning for the implementation of the plan as a whole [11]. Based on the results of interviews that researchers have conducted in Gugus 1 of Muara Telang District, there are various strategies of the principal in improving the quality of learning in schools. The principal is one of the components of education that has a role in improving the quality of education. Besides, Mulyasa states that the principal is responsible for the implementation of educational activities, school administration, coaching other educational personnel,

and the utilization and maintenance of facilities and infrastructure [15].

According to Sutrisno, a good work discipline will improve the performance of teachers, and in line with the accelerating of organizational goals [16]. Meanwhile, low discipline will reduce the teacher's performance so that it becomes a barrier and free from organizational goals. This is in line with the research conducted by Aritonang which showed that there is a significant positive relationship between the discipline of teachers and performance in all BPK Penabur Jakarta Christian Middle Schools [17]. Also, in Alhusaini's research, there is a fact that work discipline has an effect on work discipline on teacher performance. at OKU Public High School [18].

Hamzah added that the discipline of the teacher is very necessary for improving the quality of education in schools [19]. For this reason, enforcing discipline is very important, because there are no rules that can be made by the teacher with discipline. Be discipline in teaching and the learning process will be carried out effectively and efficiently.

Leaders are responsible for decision goals with other people or employees, they are expected to have the ability to motivate employees. By understanding what their needs are and trying to prepare tools for meeting employee needs, a leader will encourage employees to work harder [20]. Improving the quality of learning requires motivation and support from various parties, such as motivation from the principal.

Hariadi views that education and training strategies can improve the quality of student's learning outcomes [21]. The principal as the leader in the school can provide solutions in increasing teacher knowledge and creativity in learning activities. In line with Yenny's research, there are forms of principal strategies in developing the quality of teacher resources, namely: holding training, seminars, workshops, and activities that add the knowledge of teachers, awards, procurement of supervision, planting Islamic values such as reciting together, creating a conducive working climate (exemplary, discipline, cooperation, commitment, and good communication and friendship), the existence of adequate facilities/infrastructure and the use of information technology [22]. Based on the results of interviews that researchers have conducted at SDN 18 Muara Telang, there are various similarities in the strategies of school principals in improving the quality of learning in their respective schools. The strategy carried out is divided into two activities, namely formal and informal.

Based on those data, it can be seen that the principal has implemented a leadership strategy as a school principal. The research data shows that the principal has carried out his duties as follow:

The principal has implemented a strategy in improving the quality of learning by implementing two strategies well, but there are still some school principals who have not played their role properly. The formal strategy is still difficult for some school principals for several reasons such as lack of work experience and many school principals are less creative so that their leadership is static. The principal must have the skills to find ways or tricks that can be used to improve the school. Thus, the principal can plan, formulate bright ideas so that the school in its development always finds innovations that are not only beneficial for the development of the school but can be imitated by other schools.

Furthermore, some school principals lack of supervision. This is due to several things:
1. Limited budget for operational school fund (BOS) to conduct regular supervision;
2. Supervision is only limited to making lesson plans and class administration instruments;
3. The principal is busy with official matters such as reporting so that he rarely has time to be at school;
4. The principal does not master the curriculum.

In the supervision, the principal must have the knowledge and skills to make relationships between individuals and technical skills. Besides experiences, the supervision must also have adequate levels of formal education.

Furthermore, successful learning is influenced by at least five key components i.e. teachers, learning resources and media, environment, students, and the learning process. The teacher in learning has a very strategic role because related to the management of four other key components.

Based on the research findings, it is known that the absorption capacity of students at Public Elementary Schools in Gugus 1 Muara Telang District is in the good category with an average absorption capacity of > 75%. This shows that learning in the classroom can be absorbed by students well. Meanwhile, the student's behavior during learning was quite active with an average percentage reaching 75%. This proves that learning in the classroom is very fun when seen from student activities. Most students are happy and enthusiastic during the learning process in the classroom.

The principal in carrying out his leadership to improve the quality of learning experiences faced various obstacles which of course affect the improvement of the quality of learning that must be achieved following the mission and mission of the school. Based on findings, the obstacles faced come from internal and external factors of the school as described as follow:
1) The implementation of extracurricular activities is not optimal yet.

This activity is an additional activity to bring out the creativity of teachers and students in developing the learning process that has been implemented. The optimal implementation is expected that the ability of teachers and students can develop to increase the learning output.

2) Most teachers are lack of ability in technology

Currently, science and technology continue to develop. This needs to be addressed by educators to increase their ability to use technology, such as using laptops or other computer devices. Some teachers do not follow the development of science and technology, including the one faced by Gugus 1 Muara Telang District in the field where many teachers are not used to using IT in learning.

3) Lack of teacher creativity

Improving the quality of learning in schools cannot be separated from the professionalism of teachers in creating quality learning processes in schools for the creation of competitive and independent human resources in the future. Therefore it takes a serious and creative effort so that learning is more meaningful. The teachers must not be a comfortable person in their environment without creativity.

4) Lack of infrastructure

Improving the quality of learning in schools cannot be separated from the infrastructure that available in creating a more attractive learning process in schools. Therefore, it takes serious and creative efforts so that the infrastructure is available properly. For example, class facilities (benches, tables, lighting, practical equipment), sports facilities (both fields and sports equipment), air conditioning, good parks, are good for their enthusiasm for learning.

Based on the problems faced by the principal to improve the quality of learning in Gugus 1 Muara Telang, it can be overcome by carrying out extracurricular activities where the teacher is also the implementer of the activity so that the components to be achieved can be controlled and implemented as desired. Increasing the ability of the teachers in using laptops as teaching media is also a means of learning activities and assessment of students. The ability to use laptops can be improved through learning together at school or in the KKG activities (Teachers' Group Work) in Gugus 1 Muara Telang District. It will give more encouragement so that the teachers can increase their creativity to be even better in carrying out learning, and budget for improvements, and allocate carefully to develop infrastructure for the sake of support the learning process.

4. CONCLUSION

Based on the results and discussion that has been carried out, the researcher concludes that the improvement of the quality of learning by the principal in Gugus 1, Muara Telang District is grouped into two parts, namely formal and non-formal strategies which are the principal's strategies in improving the quality of learning.

In a formal strategy, the principals are creating an organizational structure, involving teachers in Teacher Working Group (KKG) activities, teacher training which includes teacher competency improvement training, and supervising both the learning and administrative processes. The informal strategy carried out in the implementation of the principal's strategy includes teacher discipline which has an impact on students' discipline. Besides, the principal always motivates teachers to improve their ability to use laptops as a means of learning and reporting student learning outcomes.

Besides, there are some problems faced by the principal in improving the quality of learning such as lack of enthusiasm in carrying out extracurricular activities, lack of expertise in the use of IT, lack of teacher creativity, and lack of infrastructure available in the learning process. The principal has tried to overcome these problems.

Then, in evaluating the quality of learning, the principal's strategies are activating extracurricular activities, increasing the ability of teachers to use laptops through training or following KKG, encouraging teachers to increase their creativity for better performance in carrying out learning activities, and budgeting for improvements and allocating carefully for the provision of infrastructure to support the learning process.

The learning quality of SD Negeri Gugus 1 Muara Telang District can improve as seen in the results of the national exams. Strategies carried out by school principals can trigger teacher morale in various scientific activities that can be applied in schools.

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