

# Characteristics of the Principal Time Proportion in Basic Education and Learning Quality Improvement

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**Abstract**—This study aims to determine the characteristics of time management of school principals in basic education. This research was conducted in one of the provinces in Indonesia which has the largest population. Respondents in the head of elementary and junior high schools are spread in regencies and cities. The research method uses quantitative methods by processing descriptive statistical data. The results of the study show that in general the proportion of the Principal's work is still dominated by administrative work, however, activities related to teacher professional development including supervision have also been carried out even though the portion still needs to be improved. The Principal works on various specific and general tasks with varying proportions. But most of it is used to work with teachers to solve problems related to students.

**Keywords**—characteristics of the proportion of the principal's time; learning quality improvement

## I. INTRODUCTION

One of the important roles of the Principal is to carry out supervision which is to provide direction and guidance to the teacher to constantly improve his professional abilities. School leadership is important for school success and educational change [1-5]. Related to this matter, the Principal needs certain qualifications and qualities so that it is expected to improve the quality of learning from time to time. Various studies attempt to identify how school leadership has a direct influence on the effectiveness of learning and teaching [6-16]. Other studies show that the impact of leadership on the teaching and learning process and school improvement continues to change from year to year [17-22], even suggested that it would take several years to find patterns of school development [23,7,21]. Furthermore, modeling the influence in a study with a longitudinal approach.

Several studies on the leadership characteristics of the Principal have been carried out. That for successful school leadership success is characterized by good program ownership characteristics, focusing on supporting and motivating school personnel, inclusive leadership, focusing on human resources [24]. Other research shows that there is a reciprocal influence between Principal leadership and teacher competence and motivation in efforts to achieve school goals [25]. There is also research describing the longitudinal model that describes the interaction between leadership, the learning process in the classroom and the development of student learning [26,27]. However, research on how the characteristics of the Principal's

activities and efforts to improve the quality of learning has not been done much.

## II. METHODOLOGY

This research is a quantitative study using a method of collecting data in the form of a questionnaire. Research locations in all districts and cities in West Java with primary and junior secondary school respondents in urban and rural areas. The thing that was asked was in the proportion of time spent by the Principal, especially about how the time allocation was used by the Principal in improving the quality of learning. Data processing is done by descriptive statistics, namely by using percentages.

## III. FINDINGS AND DISCUSSION

### A. School Background Information

Most of the schools that are the object of research are in Small Cities (53%) and Rural Areas (37%).

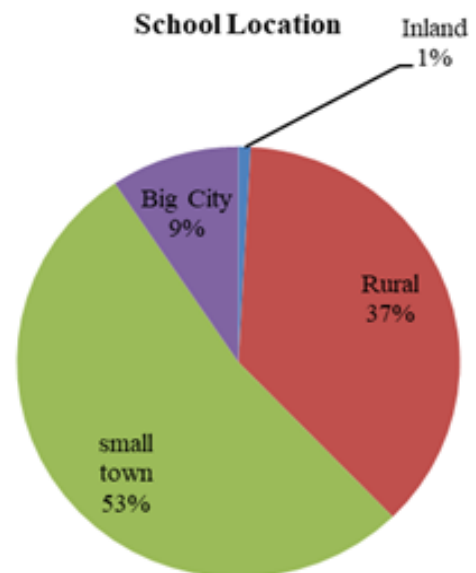


Fig. 1. School location.

**B. Proportion of Time for Implementation Aspects of School Principal Tasks**

Related to the description of the proportion of the time the implementation of aspects of the principal's duties in this study can be described as follows.

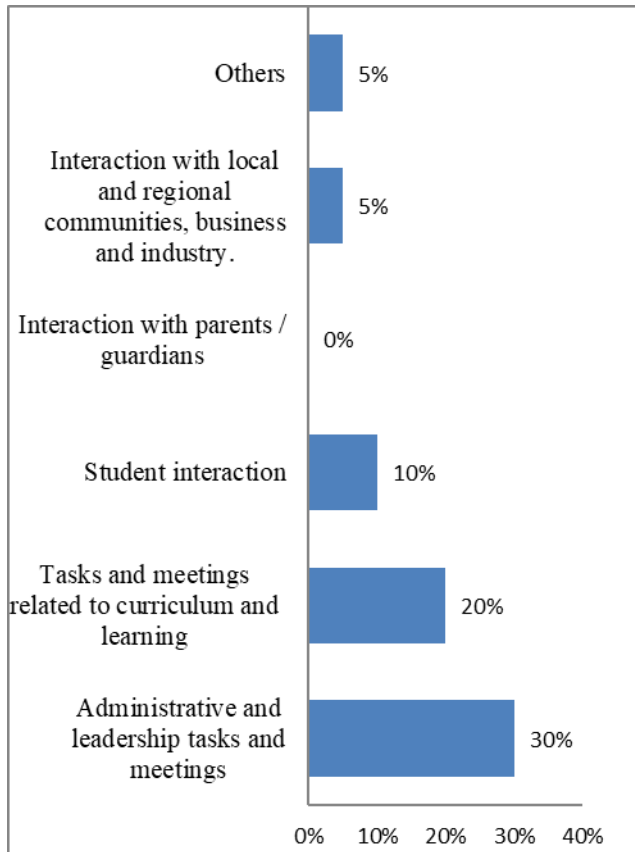


Fig. 2. Proportion of time for implementing aspects of the principal's tasks.

Based on the results of the study, it was found that the proportion of the time spent by the Principal was the most for administrative tasks (30%), followed by assignments related to learning guidance (20%). The proportion for interaction with students and parents is relatively small (5-10%).

Thus the Principal's workload is currently more for completing administrative tasks compared to curriculum development and learning. If it is related to the competency of the Principal, the demand for managerial competence is more

dominant than the competence of supervision and social competence or entrepreneurship.

**C. Involvement in the Principal's General Tasks**

Associated with the involvement of principals in carrying out tasks generally can be described as follows.

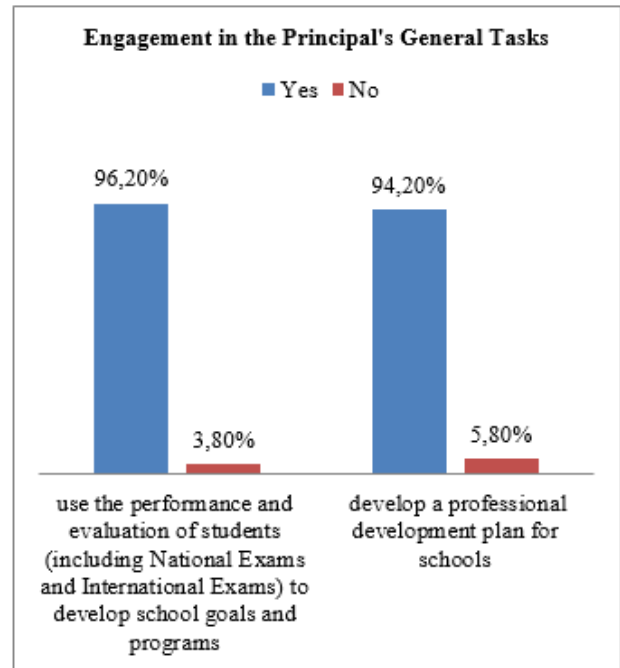


Fig. 3. Engagement in the principal's general tasks.

Thus, most principals have used the results of performance evaluations and students to develop school programs and develop professional development plans.

This is in line with the duties of the Principal in the context of fostering the teaching profession and supporting the success of the school program. As expressed by Nawawi [28], which states that "Educational leadership is the process of mobilizing, influencing, motivating and directing people in certain educational organizations / institutions to achieve the goals previously formulated".

**D. Engagement in the Principal's Specific Tasks**

Related to the involvement of the principal in carrying out specific tasks can be described as follows.

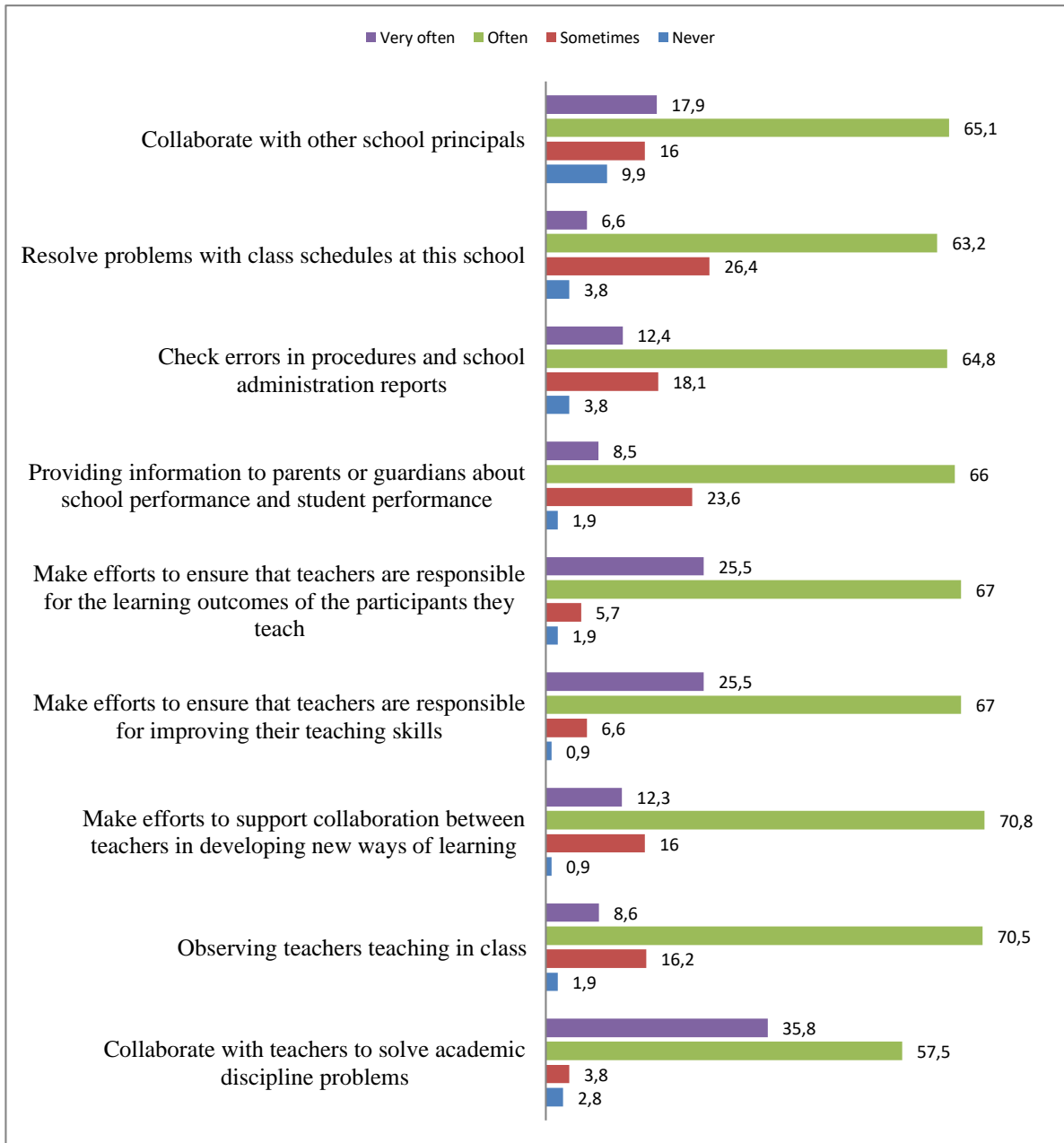


Fig. 4. Engagement in the principal's specific tasks.

Based on the results of the study, it can be seen that in general, all activities are often carried out by the Principal, however, the activities that are included very often are collaborating with teachers to solve students' discipline problems. The other activities which are also very often done by the Principal are related to the supervision of improving teacher teaching skills. This is in line with the task of the Principal, one of whom functionally must supervise the teacher. This condition is in line with the concept of task orientation in leader behavior [29].

According to Rusyan [30], one of the principal tasks and functions of the principal is to supervise. That is a coaching activity planned to help teachers and other school employees in

carrying out their work effectively, efficiently, and effectively. Supervision carried out by the principal is not just a control to see whether all activities have been carried out in accordance with the plan or program outlined, but more than that. Supervision carried out by the principal includes determining the conditions or terms of the person as well as the material needed to create an effective learning situation and efforts to fulfill those conditions.

#### IV. CONCLUSION

In general, principals in elementary and junior high schools in West Java have applied management principles by sharing

participatory tasks and principles. In general, the proportion of Principal assignments is still dominated by administrative work, however activities related to professional teacher development including supervision have also been carried out even though the portion still needs to be improved. The Principal works on various specific and general tasks with varying proportions. But most of it is used to work with teachers to solve problems related to students. The Principal's soul citizenship is very strong. This is indicated by various obstacles faced which can always be anticipated to a certain extent and pay little attention to compensation, especially related to careers. Thus the Principal's leadership behavior is much on task orientation compared to behavioral orientation. In this connection, it does not prioritize symbols but rather on completing tasks and coaching.

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