

## **Principal Management in Improving the Educational Quality at Elementary School Cluster of Bungong Keupula, Indonesia**

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*Received: 24 October 2019*

*Accepted: 20 December 2019*

*Published: 11 April 2020*

**Abstract: Principal Management in Improving the Educational Quality at Elementary School Cluster of Bungong Keupula, Indonesia. Objectives:** This research aims to determine the program, implementation, evaluation and obstacles faced by the headmaster in improving the educational quality at elementary school cluster of Bungong Keupula, Banda Aceh, Indonesia. **Methods:** The study uses a descriptive method with a qualitative approach. Data collection techniques are conducted with interviews, observations, and documentation studies. Research subjects of principals, representatives, and teachers. **Findings:** the results showed that (1) school principal is prepared in accordance with the vision, covering the quality of curriculum fields, teaching fields, quality improvement and teacher performance, continuing education for teachers, etc. but not all programs are well documented; (2) implementation of the program applies the cooperation between teachers periodically; (3) the obstacles are still lack of funds, time and means, teachers who lack ICT master, low interest teachers in reading and developing teaching materials.

**Keywords:** principal management, educational quality, elementary school.

**Abstrak: Manajemen Kepala Sekolah dalam Meningkatkan Kualitas Pendidikan di Cluster Sekolah Dasar Bungong Keupula, Indonesia. Tujuan:** Penelitian ini bertujuan untuk mengetahui program, implementasi, evaluasi dan kendala yang dihadapi oleh kepala sekolah dalam meningkatkan kualitas pendidikan di gugus sekolah dasar Bungong Keupula, Banda Aceh, Indonesia. **Metode:** Penelitian ini menggunakan metode deskriptif dengan pendekatan kualitatif. Teknik pengumpulan data dilakukan dengan wawancara, observasi, dan studi dokumentasi. Subjek penelitian kepala sekolah, perwakilan, dan guru. **Temuan:** Hasil menunjukkan bahwa (1) kepala sekolah dipersiapkan sesuai dengan visi, meliputi kualitas bidang kurikulum, bidang pengajaran, peningkatan kualitas dan kinerja guru, pendidikan berkelanjutan untuk guru, dan sebagainya, tetapi tidak semua program didokumentasikan dengan baik; (2) implementasi program menerapkan kerja sama antar guru secara berkala; (3) kendala masih kurangnya dana, waktu dan sarana, guru yang kurang menguasai TIK, guru minat rendah dalam membaca dan mengembangkan bahan ajar.

**Kata kunci:** manajemen kepala sekolah, kualitas pendidikan, sekolah dasar.

### **To cite this article:**

Munawarah, S, H., Yusrizal., & Usman., (2020). Principal Management in Improving the Educational Quality at Elementary School Cluster of Bungong Keupula, Banda Aceh, Indonesia. *Jurnal Pendidikan Progresif*, 10(1), 146-153. doi: 10.23960/jpp.v10.i1.202015.

## ■ INTRODUCTION

Management is an activity process that begins with planning the program or activities, implementing the program activities, implementing the environment by empowering resources that exist, namely natural resources as well as human resources and conducting an evaluation of the program's activities that have been implemented both for short-term organizational objectives as well as achieving long-term organizational objectives (Bush, Bell, & Middlewood, 2019; Chan, 2018; Cajiao & Burke, 2016). Education management is the initial concept of organizing a large and glorious mission to educate the life of the nation (Kairys, 2018; Anderson, Ellwood, & Coleman, 2017; Dandan, & Marques, 2017).

The headmaster plays a central force as the driving force of school life, and secondly, the headmaster must understand their duties and functions for the success of the school, and have a concern for staff and students (Adams, Olsen, & Ware, 2017; Kempa, Ulorlo, & Wenno, 2017; Yieng, & Daud, 2017). Therefore, a special policy for improvement is required. One of them is to innovate education management through the concept of quality management education (Ololube, Agbor, & Agabi, 2017; Serdyukov, 2017). The role of the headmaster is decisive in implementing quality management education. At the school level, the principal is the driving force in the effort to improve the quality of education, so that the school is expected to build a significant change. Here are many factors that affect the success of quality management implementation, one of which is the ability of the headmaster conducting analysis in recognizing environmental conditions in the management of the school thoroughly (Jamli & Salim, 2019; Baharuddin, 2017; Wong & Daud, 2017; Mohammed, Alotibie, & Abdulaziz, 2016).

The management of the headmaster is one of the factors that can encourage the school to realize the vision, mission, objectives, and

objectives of the school through programs implemented in a planned and gradual manner (Bairađauskienė, 2017; Böhlmark, Grönqvist, & Vlachos, 2016). The effective principal must know, realize, and advise three things; (1) Why quality education is needed in the school. (2) What to do to improve school quality and productivity; (3) How to effectively manage the school to achieve high achievement. To be able to realize all these things in order to produce quality boilers, a school principal must have special skills (Zuilkowski, Piper, Ong'ele, & Kiminza, 2018; Griffith et al., 2017; Meyers & Hambrick, 2017).

The role of the headmaster is decisive in implementing education quality management in schools. The principal is driving motor in the effort to improve the quality of education. Therefore, the importance of school leaders seeks positive policies for the improvement of institutional quality. advanced whether the educational institutions are closely related to the leadership skills of the headmaster in improving the professionalism of teachers. This study aims to deepen the things related to the Program, program implementation, evaluation of programs and constraints faced by the headmaster in improving the quality of education in the elementary School of the bungong Keupula Ulee District Kareng Banda Aceh.

## ■ METHODS

This study used a qualitative descriptive method which is a study describing the condition of the research subject at the time of research. Data obtained such as observation results, interview results, document analysis, field notes, compiled researchers at the research site, are not poured in form and numbers. Researchers immediately conduct data analysis by enriching information, searching for relationships, comparing, finding patterns on the basis of the original data (not transformed in numerical form).

Data collection techniques are conducted through observation, interviews and documentation. Qualitative descriptive analysis techniques, data reduction, data display, and data verification.

## ■ RESULTS AND DISCUSSION

Principal of elementary School of the headcluster of Bungong Keupula, develop a program to improve the quality of education in the form of annual program and outlined in semester program. The programs in this school consist of four parts: Curriculum field consisting of: Curriculum field Quality Improvement Program, program preparation for improving education quality, teaching quality improvement, and evaluation Teachers 'teaching and performance. Development of the development of the manpower, namely: Quality development planning of teachers, implementation of training/upgrading, clusters and teachers Working Group, Advanced Education, supervision, and implementation of comparative studies.

The student field of primary school should also have a serious attention from the principal. The results of the interview with the headmaster are known that the management of student development is supporting the achievement of learning outcomes, because the students 'coaching is closely related to the development of skills, character, and personality of elementary school students. The village of Ulee District Kareng Banda Aceh. Further, the management of education quality improvement is conducted by the headmaster related to: Admissions of New Learners (PPDB), student orientation activities, attendance and control of student discipline at the school

The process of implementing quality improvement management in the field of financial education, facilities and infrastructures there are several tips and strategies conducted by the head of the group Elementary School of the bungong Keupula Ulee Kareng Banda Aceh: Financial

planning, facilities and Infrastructure as an effort to fulfill various needs in the implementation of school study activities, school principals, teacher councils and administrative officers to arrange planning for the needs of the school according to the needs of each teacher, Administration officers in the form of RAPBS. Then the draft was reported to the school committee and subsequently poured in, the Committee meeting, the principal and the guardian of the student. The quality improvement Program for infrastructure in the elementary school of the group of Ulee Kareng Banda Aceh becomes one of the forms of MPMBS, because all activities that take place in schools must be served by management, including for improvement Facilities and infrastructures that are needed to improve the quality of learning.

Improvement in quality or education is a process that integrates with the quality of human resources itself. Education Quality Improvement Management is more based on the ability of the headmaster as a major factor in drafting, running a program in addition to the significant support from the teacher's council, school administration officers and communities in the school environment . It is characterized by a variety of activities involving all stakeholders that include education Quality Improvement Program through the addition of lesson hours, improvement of the quality of teachers through the Teachers Working Group (KKG), upgrading, training, supervision, and advanced education, student education through the Pravocational program, practice of worship, scout, leadership exercises, coaching of interest in talent focused on four areas of activity that include; Fields of religion, science and technology, sports, as well as the field of arts and financing enhancement programs through the participation of committees, parents, community, entrepreneurs, and institutions that support the financing of the school's Quality Improvement program.

The implementation of a good curriculum needs to pay attention to several principles, among others: child-centered, meaning that the child is a goal in the learning activities undertaken by educators, encouraging physical development, thinking, copyright, social Emotional, language and communication as the basis of intact human personal formation, pay attention to the individual differences of children, physical differences, spiritual, intelligence and the level of development respectively.

### ***The Implementation***

The headmaster of the group elementary School of the Sub-district of Bungong Keupula Ulee Kareng Banda Aceh carried out the quality improvement activities of education after completion of all the school programs. The implementation of the program begins with the division of tasks according to their respective skills and expertise. The implementation of activities apply cooperation between fellow teachers periodically to foster a harmonious school culture. Implementation of the program has not all been implemented based on the schedule listed in the school program documentation.

The school principal's strategies include; Planning, organizing, policy drafting, problem solving and program development. Efforts by the headmaster are planning a school program, organizing and conducting school activities, taking decisions in school activities, guiding teachers in the implementation of the learning process.

The implementation of the school principal is improving the quality of education that was performed by the head of the group SD of KeupulaUleeKareng Banda Aceh is more towards the establishment of an effective school model (effective school), where the school puts The professionalism of work and empowerment of all school personnel is the main reference for the success of the entire school quality

Improvement Program. This, of course, becomes commonplace considering that there is a school in the district of KeupulaUleeKareng which belongs to the category of school favorite although in its execution is certainly very heavy and the leadership in must are run by people of choice who have the ability to work and high responsibilities. It is also part of the school principal's strategy and management as a top manager.

Strategy selection should be in accordance with the criteria so that the objectives achieved learning effectively and efficiently. The selection of learning strategies to be used in the learning process must be oriented towards the objectives to be achieved. In addition, it must also be adjusted to the type of material, the characteristics of the students, as well as the situations or conditions in which the learning process will take place. There are a number of learning methods and techniques that teachers can use, but not all of them are equally effective in achieving learning objectives.

### ***The Evaluation***

Principal of elementary School of the group of UleeKareng Banda Aceh conducted a school evaluation based on the results of direct observation. The evaluation was conducted by the headmaster in improving the quality of education in the elementary School of the group of UleeKareng Banda Aceh, based on the follow-up in the previous year. Every problem is done by analysis of both weakness, strength, opportunity and challenge.

Evaluation results to program feedback that require improvement, the needs of unserved learners, ability of personnel in implementing the program, as well as the impact of the program on changes in student behaviour and achievement Improving the quality of learning and improving the quality of education. Analysis results are followed up by developing the next program as a

continuation of the program, the service network to make guidance and counseling services more optimal, conduct referrals for learners who need special assistance from other experts, as well as developing new commitment orientation policies and implementation of subsequent guidance and counseling services.

In conducting an evaluation, the principal provides an evaluation instrument. Evaluation is carried out jointly through regular meetings. From the evaluation the principal with the teacher also determines the steps to overcome the problems and weaknesses that occur. The evaluation result is not done in writing, as well as follow-up program in the next semester. The results showed that the evaluation of the principal on the implementation of Education Quality Improvement Program was held in every semester. The evaluation result is used as a follow-up in determining the advanced program and presented to the corresponding individual.

Before the evaluation is done, it should be determined in advance the design of the evaluation so that whatever data is needed, the stages of what work goes through, who will be involved, and what will be produced clearly. In order for the evaluation to be utilized for interested parties, the evaluation should be documented in writing. Evaluation has the following basic functions: (a) to measure the progress and development of learners after conducting learning activities for a certain period of time; (b) To measure the success of the teaching system used. (c) As a matter of consideration in order to improve the teaching and learning process.

In the implementation of follow-up, the main target is a teacher's performance-saving program. The results of the analysis, principal notes, can be utilized for the development of teacher teaching skills or improving professional teachers and employees, at least can reduce the constraints that arise or that may arise. Feedback will help the headmaster in implementing the follow-up.

### ***The Obstacles***

Every activity carried out in school organizations, always found constraints. The results showed there were obstacles that the principal found in making the program. Head of elementary School of the Bungong Keupula, Banda Aceh said the annual work Program in which there are several sub fields with general details. According to the teachers if already created a detailed program for each sub-field feared can not be implemented. Thus it will seem lacking the success of the principal implementation of quality management is very important to have the support of all teachers. The results showed that teachers had implemented integrated quality management and the results benefited from the improvement of learning in the elementary School of the bungongKupulaUlee Sub-district Kareng Banda Aceh. In the process of implementation of integrated quality management teachers there is no such obstacle in making planning and implementing planning as part of integrated quality improvement. This is because the headmaster only has the view that can be done better than the year, this is interpreted successfully.

Thus giving indications do not want to do more especially in the development of teacher performance. If planned sub-fields are more detailed and then implemented in earnest, the headmaster predicts the barriers to the supporting factors that are funds, time, and means. It is understandable that in every school quality improvement activities are often constrained by the limitation of funds. Mastery of the foundation of education is also very important by a teacher. Research results are also found that limited coaching about mastering the foundation of Education. This may be because there are no teachers capable of building, no special funds, or any other means. The training is held outside of service hours, which is likely that many teachers are inactive.

Coaching teachers often encounter obstacles. Based on the results of the study can be concluded that many obstacles that are found by the school principal in fostering teachers in mastering the foundation of Education. The obstacle is the lack of instructor, unavailability of funds, training outside the office hours, teachers are not active and the results of the upgrading has not been able to scan to his friend. It can therefore be concluded that the teacher has not been able to optimally mastery the foundation of education.

The obstacles faced by the headmaster in developing a teaching program in this case the head of the group elementary school Headcluster, District UleeKareng Banda Aceh said a lot of obstacles in fostering the performance skills of teachers in conducting assessments Aspects of knowledge, skills, and attitudes. Difficulties in describing the assessment results in a qualitative form, and still a lack of teachers in the control of ICT as per Permendikbud requirement number: 22 years 2016 on basic and secondary education process standards. Likewise, in applying Permendikbud number: 23 years 2016 about the education assessment standard, also still have problems in the elementary school cluster of Bungong Keupula, Banda Aceh.

Obstacles found by the school principal in fostering teachers in the mastery of the Education Foundation. The barriers were the lack of instructors, unavailability of funds, training outside the office hours, teachers were not active and the results were not able to scan to their friends. Thus it can be concluded that the teacher has not been able to mastery the foundation of education. On the other hand, teachers are required to improve their performance well. This, in accordance with the opinion of Teachers as a defining success of teaching and learning, are required to produce high performance in carrying out duties and responsibilities.

## ■ CONCLUSION

School principals program in accordance with the vision and mission of the school that is outlined in the objectives and can be expressed as good, namely the field of curriculum, development of man power, field of student, financial sector, facilities and infrastructure. Most of the programs can be implemented. This gives the idea that the headmaster is able to develop various programs of education quality improvement. Implementing the school principal in improving the quality of education leads to the establishment of a model school through program socialization, organizing and conducting school activities, coaching teachers and educational personnel, management of facilities and infrastructure, problema solving. To realize the process, one of the principal's efforts is to improve the teacher's performance for the effectiveness of the learning process.

The evaluation of the principal in improving the quality of education in the Bungong Keupula cluster of elementary school, Banda Aceh was implemented to determine the extent of the success achieved in the implementation of the program and the problems resolved immediately. Based on the results of the evaluation, the analysis of excess and its weakness, good program will be maintained and improved, while the shortcomings will be done repair and made as follow-up in determining the advanced program.

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