

Private School Leadership Management through the Mobile School Program at SMA Negeri 1 Sirah Pulau Padang

Ismail Danka Putra¹, Happy Fitria², Nurlina²

¹SMA Negeri 1 Sirah Pulau Padang, South Sumatra, Indonesia, ²Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: ismaildankaputra@gmail.com

Abstract: This research aims to find out how the management of school principals improves the quality of education through the driving school program. This research is a field research qualitative approach method. The researcher describes the activities or behavior of the deceased, both their perceptions and opinions, as well as other aspects that are relevant to the focus of this research. The informants or key informants in this study are school supervisors, principals, teachers, and student opinions. Overall, the role of the school principal is very important in managing the Mobilize Teachers' College program. Through good planning, effective organization, directed implementation, and careful supervision, school principals can ensure that the program runs successfully and has a positive impact on improving the quality of education in schools. Principal leadership management through the Mobilization School program at SMAN 1 Sirah Pulau Padang includes (1) planning of the Mobilizing School program; (2) organizing the resources for implementing the Mobilization School program; (3) implementation of the driving school program; and (4) supervising the implementation of the driving school program. The obstacles faced are (1) limited resources; (2) lack of support and understanding of the Mobilization School Program; (3) students are less motivated or do not participate actively in the Mobilization School Program; (4) schools need to adapt and ensure that the program remains in accordance with existing requirements; and (5) obstacles in evaluating and monitoring the Mobilization School Program. This research provides a new reference description regarding principal leadership management through the Mobilization School program.

Keywords: Leadership Management, Principal, School Mobilization Program.

A. Introduction

National education currently has big challenges. In the 4.0 revolution era, there were changes in social structures that changed rapidly, and social bonds depended on technology. Therefore, the government is currently pursuing various policies to provide quality education services but has not yet had a wider impact on schools in Indonesia. To answer this challenge, the government, in this case the Ministry of Education and Culture as the policymaker, made a new breakthrough by launching

the Freedom to Learn policy.

Sherly et al. (2021) argued that the learning background for launching the independent learning program was the number of complaints from parents about the national education system that had been in effect so far, including the minimum completeness score that student had to achieve, which varied in each subject. The concept of "freedom to learn" is to liberate educational institutions and encourage students to innovate and encourage creative thinking. This concept was then accepted, considering the vision and mission of Indonesian education in the future for the creation of quality human beings who are able to compete in various fields of life (Sibagariang et al., 2021).

One of the independent learning products is the Mobilization School Program. The Mobilizing School Program is an effort to realize the vision of Indonesian education by realizing an advanced Indonesia that is sovereign, independent, and has personality through the creation of Pancasila students. The Mobilizing School program focuses on developing student learning outcomes in a holistic manner, which includes competence (literacy and numeracy) and character, starting with excellent human resources (principals and teachers). The Mobilization School Program is a refinement of the previous school transformation program. The Mobilizing School Program will accelerate public and private schools in all school conditions to move 1-2 stages more advanced. The program is carried out in stages and integrated with the ecosystem so that all schools in Indonesia become part of the Driving School Program (Kemendikbud, 2021).

Cooperation with educational Zamjani et al. (2020) argue that the Mobilization School program is an effort to realize the vision of advanced Indonesian education that is sovereign, independent, and has personality through the creation of the Pancasila Student Profile. The targets of this program are teachers and school principals at the unit level of PAUD, SD, SMP, SMA, and SLB in every province in Indonesia, as well as school supervisors and inspectors and the education office. quality education unit (Kemendikbud, 2021).

Baro'ah (2020), in his research, stated that the Merdeka Learning Policy aims to improve the quality of education through the learning process, teacher participation, and creativity, as well as support from school principals. Regarding school principals, Iskandar (2017) states that school principals as managers need to have a good strategy to build staff, provide opportunities for educational staff to improve their competence, and encourage all educational staff to be involved in activities that support school programs.

Wahjosumidjo (2015) states that the principal is a functional teacher who is given the

task of leading a school where the teaching and learning process is held, or a place where there is interaction between the teacher giving the lesson and the student as the recipient of the lesson. Daryanto (2012) explains that school principals are school personnel who are responsible for all school activities and have the authority and responsibility to organize all educational activities within the school environment. They lead on the basis of Pancasila, which aims to 1) increase piety to God the Almighty; 2) increase intelligence and skills; 3) enhance character; 4) strengthen personality; and 5) strengthen the spirit of nationalism and love for the motherland.

The principal plays a role in improving the quality of education. The school principal must be involved in carrying out policies made by the government; one of the ongoing programs is the Mobilizing School Program. The Mobilizing School is a school transformation program launched on February 1, 2021, by the Indonesian Ministry of Education and Culture. Basri (2014) states that the success of the principal in carrying out his duties is largely determined by his leadership in mobilizing, influencing, motivating, and directing the people in the educational institution to achieve the goals that have been formulated. In this case, of course, the principal is required to have good managerial skills.

The principal's management capability is the principal's ability to manage educational institutions through their managerial functions. To realize good management in an organization, a manager who has professional skills in his field is needed, and that also applies in the world of education, especially schools. The quality of school management will depend on a school principal who acts as a manager (Siswanto 2015).

From the explanation above, it can be argued that in order to carry out the driving school program effectively, it requires managerial skills from a school principal. Therefore, a school principal is required to have strong managerial skills, which include planning, organizing, directing, and supervising (Regulation of the Minister of National Education No. 13 of 2007 concerning Standards for School Principals).

This research was conducted at SMAN 1, Sirah Pulau Padang. Based on the results of observations made from June 15 to June 20, 2022, initial findings were found related to school principal management through the driving school program that was carried out at SMAN 1 Sirah Pulau Padang. The initial findings stated that the school principal had planned, implemented, and evaluated the implementation of the driving school program. One of the steps taken by the school principal was to involve the teachers of SMAN 1 Sirah Pulau Padang in upgrading and training related to the school drive program on an ongoing basis, both those carried out by the school and training activities outside of school.

Based on the results of preliminary observations conducted by researchers at SMAN 1 Sirah Pulau Padang, researchers are interested in conducting research that aims to find out the role of school principals in improving the quality of education through the driving school program. Therefore, to find out more deeply, research will be carried out on the leadership management of school principals through the driving school program at SMAN 1 Sirah Pulau Padang.

B. Methods

This research is field research using a qualitative approach method. Moleong (2011) mentions qualitative research as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior, where the method used emphasizes the process of tracing data or information until it is felt that it has been used sufficiently to make an interpretation. Iskandar (2018) argues that qualitative research is research that adheres to the naturalistic or phenomenological paradigm of what is understood by the research subject, for example, perceptual behavior, motivation, actions, etc., holistically, by means of descriptions in the form of words and language, in a special natural context, and by utilizing various scientific methods.

The qualitative method was chosen because the research problems are complex and dynamic, so it is impossible to collect data in dynamic situations using quantitative research methods. The method used in this study is a qualitative method with a descriptive design, namely research that gives a careful description of certain individuals or groups about the circumstances and symptoms that occur (Koentjaraningrat, 2013). In this study, the researcher described the activities or behaviors of the subjects studied, both their perceptions and opinions, as well as other aspects relevant to the focus of this research. The informants or key informants in this study were school supervisors, principals, teachers, and students of SMAN 1 Sirah Pulau Padang.

The types of data used are primary data and secondary data. Primary data is data obtained or collected directly in the field by people who conduct research or those who need it (Hasan, 2018). Primary data is obtained from informant sources, namely individuals or the results of interviews conducted by researchers. These primary data include (1) records of interview results; (2) results of field observations; and (3) documentary data. While secondary data is data obtained or collected by people who conduct research from existing sources (Hasan, 2018), this data includes data collection techniques consisting of observation and interview documentation. Literature review. Data collection techniques are the most important step in research because the main goal of research is to obtain data (Sugiyono, 2016). This data is used to support the primary information that has been obtained, namely from library

materials, literature, previous research, books, and so on.

Data analysis techniques used in this study include data reduction, data presentation, and drawing conclusions. The data that has been obtained will be processed using qualitative research, followed by domain analysis to obtain a general and comprehensive picture of the research object through the processes of data reduction, display, and verification (Miles and Huberman, 2013).

C. Results and Discussion

The Mobilizing School Program is an initiative launched by the Indonesian Ministry of Education and Culture to improve the quality of education in schools throughout Indonesia. The program aims to drive positive change in terms of learning, school management, and the overall educational climate. The Mobilizing Schools Program aims to improve the quality of education in schools, improve student learning outcomes, and develop innovative educational practices.

Thus, it can be stated that the Mobilization School Program aims to change the educational paradigm and improve the quality of education in Indonesia. By strengthening learning, improving teacher skills, utilizing educational technology, and involving all stakeholders, it is hoped that this program will have a significant positive impact on education in SMA.

Furthermore, in implementing the Mobilization School program, the principal organizes the resources for implementing the Mobilizing School program which includes (1) in-depth analysis activities to identify the need for resources needed in implementing the Mobilizing School program; (2) allocate resources efficiently; (3) building partnerships with external institutions or organizations; (4) optimizing the use of existing educational technology in schools to support program implementation; (5) managing teachers' time effectively to support the implementation of the Mobilizing School program; (6) involve parents and the community in providing additional support and resources; (7) optimizing the internal potential of the school; (8) monitor and evaluate the use of school resources in program implementation.

The implementation of the driving school program at SMAN 1 Sirah Pulau Padang includes (1) Strengthening school human resources, namely the establishment of a learning committee (KP) of 5 teachers, the Formation of a Learning Community which is attended by all class X teachers who teach the independent curriculum, participating in IHT activities and workshops in development Teacher; (2) Learning a new paradigm, namely student-centered learning, among which students are free to obtain references or learning resources without having to be limited and make students creative and innovate in learning; (3) Data-based planning in the form of

compiling school budgets through the school RKAS application centered on the provincial National Education Headquarters; (4) Organizing digital schools, including digital libraries, e-rapot (electronic report cards), and school dapodik; (5) Consultative and Asymmetric Assistance, namely in carrying out several school activities, both instructors and assistants from the regional government are consulted.

Thus, the principal has a key role in planning the mobilizing school program. They must set clear goals, identify needs, allocate resources, and develop appropriate strategies to achieve these goals. Good planning ensures the suitability of the program for the school's vision, mission, and needs. The principal is responsible for organizing the Mobilization School program. They have to form work teams, allocate tasks and responsibilities, and ensure good coordination between teachers, staff, and other related parties.

Overall, the role of the school principal is very important in managing the Mobilization School program. Through good planning, effective organization, directed implementation, and careful supervision, school principals can ensure that the program runs successfully and has a positive impact on improving the quality of education in schools. Some of the obstacles faced by school principals in managing the driving school program include: (1) limited resources; (2) lack of support and understanding of the mobilization school program; (3) students who are less motivated or do not actively participate in the mobilization school program; (4) schools need to adapt and ensure that the program remains in accordance with existing requirements; and (5) obstacles in evaluating and monitoring the mobilization school program. The steps taken are to increase the efficiency of the use of resources. improve communication and understanding with all stakeholders, including teachers, students, parents, and the community. The school principal also involves teachers, students, parents, and the community in planning and implementing the Mobilizing School program. The final solution is to ensure that adequate evaluation and monitoring are carried out on a regular basis. By adopting this solution, the head of the school seeks to overcome the obstacles encountered in managing the driving school program and allows program implementation to run more effectively, having a positive impact on improving the quality of education

The results of this study are supported by research from Dowansiba and Hermanto (2022), which states that the strategy undertaken by the heads of SMAN 1 Wonosari and SMAN 2 Wonosari to improve HR competency is the concept of design, implementation, and evaluation.

D. Conclusion

From the results of research and discussion, it can be concluded as follows: Principal

leadership management through the Mobilization School program at SMAN 1 Sirah Pulau Padang includes (1) planning of the Mobilizing School program; (2) organizing the resources for implementing the Mobilization School program; (3) implementation of the driving school program; and (4) supervising the implementation of the driving school program. The obstacles faced are: (1) limited resources; (2) lack of support and understanding of the Mobilization School Program; (3) students who are less motivated or do not actively participate in the Mobilization School Program; (4) schools need to adapt and ensure that the program remains in accordance with existing requirements; and (5) obstacles in evaluating and monitoring the Mobilization School Program.

The solution to some of the obstacles faced is to increase the efficiency of resource use. improve communication and understanding with all stakeholders, including teachers, students, parents, and the community. Principals also involve teachers, students, parents, and the community in the planning and implementation of the Mobilizing Schools program and ensure that adequate evaluation and monitoring are carried out on a regular basis.

E. Acknowledgement

Thank you so much for your dedication and hard work with all informants and stakeholders at SMAN 1 Sirah Pulau Padang.

References

- Baro'ah, S. (2020). Independent learning policy as a strategy to improve the quality of education. *Jurnal Tawadhu*, 4(1), 1063-1073.
- Basri, H. (2014). *Principal Leadership*. Bandung: Pustaka Setia.
- Daryanto. (2012). *Innovative Learning Model*. Yogyakarta: Gava Media.
- Dowansiba, N., & Hermanto, H. (2022). High School Principal's Strategy in Preparing Driving Schools. *Jurnal Pendidikan dan Kebudayaan*, 7(2), 125-137.
- Hasan, M. (2018). Creative Economy Development in the Perspective of Economic Education. *Jurnal Ekonomi dan Pendidikan*. 1(1), 81-86.
- Iskandar, J. (2017). Principal Managerial Skills. *Idarah: Jurnal Manajemen Pendidikan*, 1(1). 89-95
- Iskandar. (2018). *Educational and Social Research Methodology (Quantitative and Qualitative)*. Jakarta: GP Press.
- Kemendikbud. (2021). *List of Frequently Asked Questions for the Driving School Program*. <https://docplayer.info/202701882-Program-sekolahpenggerak.html>
- Koentjaraningrat. (2013). *Community Research Methods*. Jakarta: Gramedia Pustaka Utama.
- Miles and Huberman, (2013). *Qualitative Data Analysis*. Jakarta: Universitas Indonesia.

- Moleong, L. J. (2011). *Qualitative Research Methodology*. Bandung: Remaja Rosdakarya.
- Sherly, S., Dharma, E., & Sihombing, H. B. (2021, August). Freedom to Learn: Literature Review. In *UrbanGreen Conference Proceeding Library* (pp.183-190).
- Sibagariang, D., Sihotang, H., & Murniarti, E. (2021). The Role of Driving Teachers in Independent Learning Education in Indonesia. *Dinamika Pendidikan*, 14(2). <https://doi.org/10.51212/Jdp.V14i2.53>
- Siswanto, B. (2015). *Indonesian Workforce Management Administrative and Operational Approach*. Jakarta: Bumi Aksara
- Sugiyono. (2016). *Educational Research Methods (Quantitative, Qualitative and R&D Approaches)*. Bandung: Alfabeta
- Wahjosumidjo. (2015). *Principal Leadership, Review of Theory and Problems*. Jakarta: Raja Grafindo Persada.
- Zamjani, I., Aditomo, A., Pratiwi, I., Solihin, L., Hijriani, I., Utama, B & Widiawati, D. (2020). *Academic Manuscript of the Driving School Program*. Pusat Penelitian Kebijakan Kemendikbud.