

## **Management Strategy of the School's Principal in Improving the Quality of Education at SMA Negeri 1 Tanjung Lubuk**

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**Abstract:** This research aims to describe and find out the Principal's Strategic Management in Improving the Quality of Education at SMAN 1 Tanjung Lubuk. Data collection tools using interviews, documentation, observation, and literature review. Data analysis used descriptive qualitative analysis with research stages referring to Milles and Huberman's theory, namely data collection, data reduction, data presentation, and concluding. The results of the study stated that strategic management to improve the quality of education at SMA Negeri 1 Tanjung Lubuk was carried out by establishing a program to improve the quality of learning. The principal sets the standards for graduates to be achieved. For these graduate standards to be achieved, the principal organizes learning activities according to achievement targets. In addition, the principal also emphasizes that the learning evaluation process carried out by the teacher is carried out objectively and sustainably.

**Keywords:** Educational Quality, Management, School's Principal, Strategic

### **A. Introduction**

The Indonesian education is faced with various challenges, both internal challenges and external challenges. The internal challenge is that many schools do not meet the eight National Education Standards (NES). While the external challenge is globalization which has penetrated all aspects of people's lives (Puspitasari, 2018). Therefore, education is very important as one of the determinants of the quality of human resources because today the superiority of a nation is no longer identified with the abundance of existing natural wealth, but rather the superiority of its human resources, because the quality of human resources contributes positively for the quality of education (Fitrah, 2017).

To the challenges above, efforts to improve the quality of education must continue to be carried out by various parties to develop human resources and develop national character. As stated by Mulyasa (2013) that improving the quality of education is a development target in the field of national education and is an integral part of efforts to improve the quality of Indonesian people as a whole. Therefore, a quality educational process can be carried out if members of educational institutions work optimally, have a commitment, and are persistent in their work. Without commitment

and *istiqamah* from the workers, in the context of educational institutions, and the academic community, these educational institutions will not be able to carry out quality processes (Faturrohman, 2015).

The urgency of improving the quality of education by looking at the growing reality conditions, cannot be postponed any longer. Science is increasingly developing, requiring that national education needs to internationalize quality so that it is in line with the development of science and technology in parts of the world. Therefore, a quality management system is needed, so that it can achieve the best performance (Winardi, 2013). However, in reality, the current conditions are contradictory to what is expected. The quality of national education is considered to be still relatively low. One of the main problems faced regarding the quality of education today is the low leadership ability of school principals (Mulyasa, 2013).

Then the results of Widodo (2016) state that the quality of education in Indonesia is still low, this is caused by many factors including 1) low physical facilities; 2) low quality of teachers; 3) low welfare of teachers; 4) low student achievement; 5) low opportunity for educational equity; 6) the low relevance of education to needs; and 7) the high cost of education. This confirms that the role of the principal as a manager in managing schools is expected to be a key factor in school success because the success and failure of an organization's performance are determined by leadership.

Therefore, the principal as an important factor and supporting the progress of an educational institution is expected to determine the direction of policy in educational institutions. As the manager of an organization, the principal manages all matters related to organizational life. As a consequence of the implementation of improving the quality of education, adequate leadership from the school principal is needed in managing schools and managing educational human resources.

As the results of research conducted by Rosyadi & Pardjono (2015) show that the principal as a manager plays a role in 1) planning the program by detailing the needs of educators and education staff who will carry out the task, planning the curriculum to be carried out, planning policies for adding counseling guidance subjects with two hours per week; 2) creating an organizational structure that involves parents of students through the school committee and completing the required infrastructure; 3) Set a good example and be calm at work, motivate and reward personnel both morally and materially, improve welfare, involve educators and education staff in training and education and motivate senior teachers to have the spirit of life long education; and 4) supervising output, PBM, and students starting from the admissions process to finishing school.

In an effort to improve the quality of education, school principals should understand and be able to carry out activities related to managerial roles. The quality of education is very dependent on the management of education which has good planning so that each implementation of these activities has clear goals. As stated by Sukmadinata (2015) states that quality schools are influenced by quality educational processes with supporting factors, adequate facilities and infrastructure and costs, proper management, and a supportive environment. Based on the above opinion, it can be explained that the principal has a major responsibility for improving the quality of education in schools.

Specifically, in the standard learning process as the core of educational activities, the principal must be able to carry out his role in improving teacher abilities, because teachers are in direct contact with the learning process. Jayawinata, (2015) suggests that the leadership role of the school principal to improve learning effectively is 1) modeling; 2) monitoring; and 3) professional dialogue and discussion. The existence of this support occurs because one of the efforts to carry out strengthening of teachers is by monitoring classes and monitoring teacher performance on an ongoing basis. In addition, school principals must hold professional dialogues and discussions with teachers periodically to discuss improving the quality of student learning processes and outcomes. Based on the explanation above, efforts to improve the quality of education in schools are strongly influenced by the effective implementation of the role of school principals in fostering a strong commitment to achieving educational goals in schools (Jayawinata, 2015).

This research was conducted at SMA Negeri 1 Tanjung Lubuk. The researcher chose Tanjung Lubuk 1 Public High School with the consideration that the SMA has criteria that support the implementation of the research process. Based on the results of initial observations made by researchers on June 19 2022 to June 23, 2022, researchers found indicators stating that there were problems related to efforts to improve the quality of education carried out by the principal at Tanjung Lubuk 1 Public High School including a lack of active role in the implementation of the principal's program. This is an indicator that the principal of SMA Negeri 1 Tanjung Lubuk has not carried out his role as a leader in the school.

Another problem is that schools have not been able to utilize facilities and infrastructure to improve the quality of the learning process and the limited budget for providing learning infrastructure at SMA Negeri 1 Tanjung Lubuk has an impact on the teaching and learning process that is not optimal. In addition, the principal is still not optimal in providing maximum guidance, coaching, and supervision to teachers to make improvements to problems related to the implementation of learning. This explains that the control function of the school principal is still not running well and has an impact on efforts to improve the quality of education.

In addition to the problems above, there are still several other problems faced by the principal at Tanjung Lubuk 1 Public High School, namely that there is a mistake in the assignment of educational staff, such as placing someone who is not an expert so that they are not optimal in carrying out their duties. Problems related to the standard learning management process at Tanjung Lubuk 1 Public High School found several problems, including the absence of an ongoing training program that all teachers could participate in, especially in applying the latest curriculum totally in the learning process. This can be seen in some teachers who have designed lesson plans using an independent curriculum. However, the teaching and learning process still uses semi-conventional methods, where the teacher looks more active than the students, although occasionally students are given the opportunity to ask and answer questions.

From the results of initial observations, it is known that the principal of SMA Negeri 1 Tanjung Lubuk has not been maximal in efforts to improve the quality of education at SMA Negeri 1 Tanjung Lubuk. In order for this to be achieved properly, the school principal's leadership needs to carry out its role in accordance with its duties, authorities, and responsibilities (Purwanti et al, 2014). Principals must encourage all their teachers to work totally in educating their students, have a vision for school progress, be consistent with their vision, but remain democratic and respect the views of staff. Principals must also have good expectations of their students, provide basic skill reinforcement for their students, so that they can develop well in any profession, and be able to create a conducive atmosphere for teachers and employees and create a comfortable atmosphere for students (Rosyada, 2013).

Based on the explanation above, the writer feels it is important to know and analyze how the school principal's strategic management is in improving the quality of education at SMA Negeri 1 Tanjung Lubuk. Therefore, the authors are encouraged to conduct research with the title strategic management of school principals in Improving the quality of Education at SMA Negeri 1 Tanjung Lubuk.

## **B. Methods**

This study uses a descriptive qualitative 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/information until it is felt to have been used sufficiently. to make an interpretation.

Then Iskandar (2018) suggests that qualitative research is research that adheres to a naturalistic or phenomenological paradigm about what is understood by the research subject, for example, perceptual behavior, motivation, actions, etc., holistically, and by

means of descriptions in the form of words-words and language, in a special natural context and by utilizing various scientific methods.

Koentjaraningrat (2012) suggests that the descriptive qualitative method is research that gives a careful description of certain individuals or groups regarding the circumstances and symptoms that occur. In this study, researchers will describe the findings of researchers related to the management of the principal's strategy in improving the quality of education at SMA Negeri 1 Tanjung Lubuk.

In this study, researchers chose informants who were able to provide accurate information about the problem under study, often referred to as key persons. The informants or key persons taken by the researchers were the principal, teachers, students, and all stakeholders at Tanjung Lubuk 1 Public High School who could provide accurate information about this research. Data collection techniques in this study used observation, interviews, and documentation techniques. This is based on the opinion of Schensul et al., (2012) that the success of naturalistic research is highly dependent on the accuracy and completeness of the records compiled through observation, interviews, documentation, and literature study. Data analysis used descriptive qualitative analysis with research stages referring to Milles and Huberman's theory, namely data collection, data reduction, data presentation, and drawing conclusions.

### **C. Results and Discussion**

#### **Analysis of Strategic Management Findings in Improving the Quality of Education at SMA Negeri 1 Tanjung Lubuk**

Based on the results of the research, it can be stated that the Management strategy for improving the quality of education at SMA Negeri 1 Tanjung Lubuk is 1) Establishing a program to improve the quality of learning. The principal sets the graduate standards to be achieved. In order for these graduate standards to be achieved, the principal organizes learning activities according to achievement targets. In addition, the principal also emphasizes that the learning evaluation process carried out by the teacher is carried out in an objective and sustainable manner; 2) Improving the competence of teachers inter alia by encouraging teachers to be able to improve their competence and teaching abilities. In order for the coaching program and improve teaching abilities to run optimally, the principal forms a team consisting of senior teachers as executors to help implement the program; and 3) Creating a conducive school climate, among others by cultivating a commitment to implementing learning activities; fostering the will of all school members to improve quality in a sustainable manner; foster the participation of school members in creating a safe and orderly environment; realizing good communication; carrying out workforce management to

foster high achievement expectations, development, and performance evaluation, as well as giving awards for the successes achieved; as well as implementing transparent management and strong accountability.

Through the realization of the school's vision and mission which clearly describes the ideals of the school so that the principal has a clear direction and picture of the school he leads (Fullan, 2003). The results of the study state that the role of the school principal's instructional leadership in an effort to improve teacher professionalism through the realization of the school's vision and mission is carried out quite well. The principal of SMA Negeri 1 Tanjung Lubuk communicates the school's vision so that it can be well understood by the entire school community. The vision of SMA Negeri 1 Tanjung Lubuk emphasizes the importance of quality in learning. Thus, the principal has a high concern for the quality of learning.

The role of the Tanjung Lubuk 1 Public High School principal in improving the quality of education through improving the teaching quality of teachers is carried out with planning beginning with identifying all problems that might arise with a needs analysis carried out by the Tanjung Lubuk 1 Public High School principal. The analysis is part of Total Quality Management. Needs analysis can place situations and conditions as input factors, which are then grouped according to their respective contributions. By conducting an initial needs analysis, the principal of SMA Negeri 1 Tanjung Lubuk can describe the situation that is being faced or that might be faced by the organization, especially the needs of teachers at SMA Negeri 1 Tanjung Lubuk. This needs analysis can also assist in the effort to formulate a mature plan to achieve goals, both short-term goals and long-term goals. Through the results of this analysis, the principal of Tanjung Lubuk 1 Public High School determines a plan for fostering the performance of Tanjung Lubuk 1 Public High School teachers. Principals also try to improve teachers' skills in operating computers and accessing data via the Internet for learning and research needs. In addition, improving the ability of teachers to operate computers and access data via the internet is to add insight into learning so that the learning process is not just fixated on existing textbooks and is not monotonous.

Teachers are also required to have adequate personality competencies, even these competencies will underlie or become the basis for other competencies. In this case, the teacher is not only required to be able to internet learning but the most important thing is how the teacher makes learning a place for competency formation and improving the personal qualities of students. Seeing the importance of the teacher's personality competence, the Principal of SMA Negeri 1 Tanjung Lubuk made personality competency development a top priority. With a noble personality, there will grow a high work ethic, responsibility, discipline, trustworthiness, and willingness to shed all their abilities for the betterment of the organization.

The competency improvement carried out by the principal of SMA Negeri 1 Tanjung Lubuk is in accordance with what is mandated by Law Number 14 of 2005 concerning teachers and lecturers in the explanation of article 10 it is stated that what is meant by social competence is the teacher's ability to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community. Communication is the process of conveying messages by communicators to communicants through media that cause certain effects. The learning process is a form of communication, namely communication between students and educators, between students and lecturers, and between students and teachers.

The Tanjung Lubuk 1 Public High School Principal Program is a form of effort to create effective communication and interaction at school. Forming a smiling attitude, getting used to meeting anyone giving or answering greetings and greetings, developing politeness, fostering a sense of brotherhood and a spirit of togetherness are efforts that must always be encouraged to achieve a better school environment. This is in line with Basri (2014) that one of the principal's duties is to convince teachers about the need for change towards better conditions. Based on the description of all these activities, it shows that the role of the principal of Tanjung Lubuk 1 Public High School has gone well in improving the teaching performance of Tanjung Lubuk 1 Public High School teachers, even though there were several obstacles experienced in its implementation.

The solution taken to overcome obstacles in improving the quality of education at Tanjung Lubuk 1 Public High School is to increase teacher competence (Idrus et al., 2023), the Principal of Tanjung Lubuk 1 Public High School organizes or sends training participants, workshops, outreach, training, and MGMP activities. This activity then it will hone the teacher's ability in learning techniques as well as the preparation of learning tools such as syllabus, lesson plans, porta, and promissory notes. Then to improve the teacher's social skills, the Principal of SMA Negeri 1 Tanjung Lubuk prepares a series of activities that are carried out continuously with a fairly busy schedule of daily, weekly, monthly, and yearly activities, with morning apple activities, coordination meetings, and religious activities. The principal of Tanjung Lubuk 1 Public High School addressed the demand for effective communication by giving instructions to all teachers to take on the task of coordinating activities carried out at school.

#### **D. Conclusion**

Based on the results of the study, it can be concluded that strategic management to improve the quality of education at SMA Negeri 1 Tanjung Lubuk is carried out by establishing a program to improve the quality of learning. The principal sets the graduate standards to be achieved. For these graduate standards to be achieved, the

principal organizes learning activities according to achievement targets. In addition, the school principal also emphasizes that the learning evaluation process carried out by the teacher is carried out objectively and sustainably. Improving the quality of education through teacher competence includes encouraging teachers to increase their competence and teaching abilities. Improving the quality of education through the creation of a conducive school culture by cultivating commitment in the implementation of learning activities, fostering the will of all school members to improve quality sustainably, fostering the participation of school members in creating a safe and orderly environment, realizing good communication, implementing workforce management to foster high achievement expectations, development, and performance evaluation, as well as giving awards for the successes achieved; as well as implementing transparent management and strong accountability.

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