

Principal's Managerial Skill in Producing Effective Schools

Delinah¹, Muhammad Kristiawan², Destiniar³

¹SD Negeri Bedeng Seng,

²Universitas Bengkulu,

³Universitas PGRI Palembang



Abstract – This study aimed at (1) determining the managerial influence of school principals in planning effective schools in SD Negeri 1 Babat, Babat Toman District; (2) understanding the managerial influence of school principals in organizing effective schools; (3) understanding the managerial influence of school principals in directing effective schools, and (4) understanding the managerial influence of school principals in controlling effective schools. This study used a qualitative method. The informant of this research is the principal of SD Negeri 1 Babat and all teachers of SD Negeri 1 Babat. Data were collected using observation, interview and documentation. The results showed that there was a principal managerial influence in producing an effective school as seen from the planning, organization, direction and control carried out by the principal.

Keywords – Principal's Managerial, Teacher's Performance, Output, Leadership

I. INTRODUCTION

The principal is an educational leader at the educational unit level who must have a strong leadership basis (Mulyasa, 2012). The principal is required to be able to bring the school to develop better. The back and forth of the school can be determined by how the performance and ability of the principal in managing the school as an organization, so it can be said that the principal is the spearhead of the success of a school. Thus, school principals are required to have various skills that can later assist in carrying out their obligations as school leaders.

The school principal has a big duty and responsibility in managing his school. The success of the principal in managing his school will not be separated from the ability of the principal as the school leader in carrying out the function

and role of the principal. For this reason, a school principal is required to be able to have readiness in managing the school, the readiness of the leadership referred to here is the managerial ability with respect to Ministerial Regulation No. 13 of 2007 concerning Principal Standards, the principal managerial abilities include planning, organizing, mobilizing and supervising (Putri et al, 2020). With good managerial skills, it is hoped that each principal will be able to become a driving force and enforcer of discipline for teachers so that they are able to show their productivity well. A further study by Salwa (2019) states that school achievement is very dependent on the competence of the principal, because the principal has a role and responsibility in managing and controlling the school so that a culture of quality and school effectiveness can be created.

The competence and academic qualifications of school principals are very helpful in the role and duties of the principal in achieving an effective school in the sense of a quality school, as stated in the Regulation of the Minister of National Education Number 13 of 2007 concerning Principal Standards, namely: (1) Having academic qualifications bachelor degree (S1) or diploma four (D-IV) education or non-education at an accredited tertiary institution; (2) At the time of being appointed as principal, shall be not more than 56 years old; (3) Having teaching experience for at least 5 years according to each school level, except in Kindergarten having teaching experience of at least 3 years in Kindergarten; (4) Has a rank as low as III/c for Civil Servants and for non-Civil Servants is equivalent to the rank issued by the authorized foundation or institution (Putri et al, 2020).

Principal leadership is related to the various tasks and functions that must be carried out in realizing an effective, productive, independent and accountable school (Mulyasa, 2012). There are at least ten keys to the success of principal leadership in realizing an effective, productive, independent and accountable school, complete vision, responsibility, exemplary, providing the best service, developing people, fostering a sense of unity and oneness, focusing on students, good management prioritizing practice, adjusting leadership styles and harnessing the power of expertise.

Mulyasa (2012) suggests that effective school principals are as follows (1) Have a strong vision of the future of their school, and are able to encourage all school members to make it happen; (2) Having high hopes for student achievement and the performance of all school members; (3) Always program and take the time to make observations on various teacher activities and classroom learning and provide positive feedback; (4) Encouraging efficient use of time and designing procedures to minimize stress and negative conflicts; (5) Make use of various learning resources and involve all school members in a creative, productive and accountable manner; (6) Monitor the progress of students; (7) Conducting evaluation and improvement on an ongoing basis.

Producing an effective school that plays a very important role is the principal, because if the principal is able to carry out managerial competencies properly, it will create a structure and subordinates who can work according to their respective responsibilities. According to Taylor (2009) the characteristics of school effectiveness include; (1) school goals are clearly and specifically stated, (2) the implementation of strong educational leadership by the principal, (3) high expectations of teachers and staff, (4) there is a partnership between schools, parents and the community,

(5) the existence of a climate conducive for students to learn, (6) student progress is frequently monitored, and (7) emphasizes the success of students in achieving essential activity skills.

Another factor that affects school effectiveness is the school climate in an institution or organization. School climate or the atmosphere of the work environment at school is everything that teachers and school members experience when interacting in the school environment. In this connection, Bimayu et al (2020) further explain that the school climate or work atmosphere can be invisible or physical and can also be invisible or emotional. Teachers interact with the school climate or work atmosphere, for example through a pleasant work space, a sense of security at work, adequate lighting and air circulation, adequate facilities and infrastructure, adequate social security, promotion, position, position, supervision, and others. Environment and organizational climate become important variables because in fact it shows that more and more organizations are scientifically monitoring environmental forces. This monitoring is a source of information that is needed to make changes and organizational development. This means that a conducive school climate affects the performance of members of the school organization. In other words, going forward or going backward depends on the ability of the school to create its environment and the willingness of the environment to accept its existence.

The managerial ability of the principal is very interesting to research more deeply, because not all principals are able to carry out these managerial tasks properly. The development of this school is very clear from the description of the school profile contained in the attachment to this thesis. From the description of the school profile and from the results of the author's search, this school is indeed very different in its development and progress compared to other primary schools.

SD Negeri 1 Babat, Babat Toman District is one of the elementary schools that has been accredited "A" and has 14 study groups with 397 students, assisted by 20 educators. In addition, this school is equipped with facilities for the principal's room, teacher's room, library room, prayer room, and toilet, warehouse room, also equipped with other infrastructure such as computers, LCD projectors, TV and internet. This school has also obtained various achievements in various competitions participated by students and teachers from city to provincial levels.

The development of SD Negeri 1 Babat, Babat Toman District cannot be separated from the major role of the

principal in carrying out his managerial duties, in planning, organizing, directing, and controlling so that there is a process of producing an effective school, which progresses and develops from year to year.

The author examines more deeply, how the managerial ability of the principal in managing SD Negeri 1 Babat, Babat Toman District so that it becomes an effective school. It is hoped that this research can be used as material for reflection for Principals and Students as well as other parties with an interest in improving the quality of education at SD Negeri 1 Babat, Babat Toman District.

II. METHODS

This research used a qualitative method, because the problems under study are unclear and need to be explored so that they are clear. Sugiyono (2009) states that if the research problem is not clear, it is still dim or maybe it is still dark. This kind of condition is suitable to be studied with qualitative methods. In addition, Sukiman (2003) also argues that qualitative research methods produce descriptive data in the form of written or spoken words from observed behavior.

This research tries to describe the behavior of a group or individual. Revealing facts, circumstances, phenomena, variables and circumstances that occurred while the research was running and presenting the managerial data of the principal of SD Negeri 1 Babat, Babat Toman District which then described it through a broader scientific discussion. Because the data is descriptive in nature, it uses qualitative data as stated by Amirin (2010) that qualitative data is understood as data that is not measured directly by numbers, nor is it based on a table of numbers. Qualitative data is data in the form of information on facts that occur in the field and the main data sources are words and actions. Additional data include written data, photographs and statistics.

Moeloeng (2014) in his book explains that qualitative research is a research paradigm to describe events, people's behavior or a situation in a certain place in detail and depth in narrative form as well as analyzing them. The qualitative design was chosen because the object of this research is in the form of a person's activities or actions, namely about managerial leadership in planning, organizing, directing and monitoring. The analysis of this research, apart from describing managerial leadership in improving the quality of education, also displays the results of an empirical analysis of managerial leadership.

Allen (2012) said that qualitative research provides an opportunity for researchers to emphasize the naturalness of the data obtained and all the facts that are closely related to

human experiences in life. The approach used in this research is phenomenology that focuses on finding existing facts.

Data collection is a systematic and standard procedure for obtaining the necessary data. In qualitative research, basically data collection techniques commonly used are participant observation, in-depth interviews, and documentation. Data collection activities carried out by observation and in-depth interviews to adequately explore and trace the reality of the phenomenon being studied. So in this study, researchers used these three techniques. Observation is a technique or a way of collecting data by observing ongoing activities. The position of the researcher in this study did not use participant observation, but only as a passive observer, which only acts as a data collector, recording ongoing activities. The passive observation is that the researcher only acts as a data collector, noting ongoing activities.

Observations of the data to be obtained are the plan of the research location, the shape of the building, the availability of facilities and infrastructure, the atmosphere of teaching and learning activities, the relationship between the teacher and the teacher, the relationship between the principal and the teacher, the relationship between the school and the school committee, the relationship between the school and the parents of students or the community.

Data for effective school indicators are 1) data regarding planning, organizing, directing and controlling school inputs; 2) data regarding planning, organizing, directing and controlling school processes; 3) data regarding planning, organizing, directing and controlling school output; 4) data regarding planning, organizing, directing and controlling school outcomes.

Mardalis (2006) states that interviewing is a data collection technique used by researchers to obtain oral information through conversing and dealing with people who can provide information to researchers. Besides that, the interview is also a technique used to collect data by chatting, face to face with the interview respondent is a conversation between two parties with a specific purpose. Rasidi (2005) interview is a process of interaction and communication between researchers and respondents. The type of interview used is a free guided interview, because even though the interview is conducted independently, it is limited by the structure of the questions that have been prepared previously.

To overcome the occurrence of information bias that is questionable its validity, each interview is tested for information from previous informants and a search for new sources of information is conducted. For example, when researchers interviewed school principals, school public

relations, village officials, and community members, interviews were recorded and studied in-depth, then researchers discussed with teachers or other informants who had a close relationship with the research data they wanted to collect. In addition, an interview guide was also made according to research needs.

From in-depth interviews, the data to be obtained is in the form of 1) the principal's data includes the principal's educational background data, the principal's work history, the principal's achievements, the obstacles faced by the principal in managing the school, the principal's strategy in managing school, communication and relationships between principals and vertical agencies; 2) data from the teacher in the form of the relationship between teacher, principal community; 3) data from the school committee in the form of committee responses to the performance of the school principal; 4) data from parents of students in the form of parents' responses to the performance of school principals; 5) planning data, organizing, directing and controlling about inputs, processes, outputs and outcomes in schools.

The documentation method is a data collection technique by looking at and investigating written data in books, magazines, documents, letters, meeting minutes, daily notes, and so on. In addition, documentation is a way to obtain data relating to documentary matters, such as school data and other data that support the completeness of the data. In this study the data sources collected from documentation consisted of several data, namely 1) photos relating to input, process, output and outcome, namely in the form of school locations, photos of teaching and learning activities, photos of extracurricular activities, photos of activities of meetings, photos of interviews with school principals, teachers, parents of students and committees, photos of school activities; 2) Decree for the principal, Decree for delegation of teachers, Decree for teacher teaching loads, Decree for division of tasks on the coordinator of extracurricular activities, Decree achievement charter for school principals, teachers and students as well as school achievement charters, schedule for teaching and learning activities, school principal activity schedules, school programs short term, medium term, long term, principal program, committee program, School Fund Planning.

III. RESULTS AND DISCUSSION

Based on the findings of research data in accordance with real conditions in the field obtained from the results of in-depth interviews with main informants and supporting informants as data validation from the main informant on the description of the principal managerial.

1. Planning

Based on the results of interviews with school principals (June 15, 2020), the authors received information that school principals have short-term, medium-term and long-term planning in producing effective schools. These programs must then lead to the school's vision and mission in order to achieve school goals.

The form of the school program is the School Income and Expenditure Budget Plan which will later become a reference material for financing all programs to be implemented. In connection with what activities must be done, the facilities that must be provided and needed to support the activities of the school program. The School Fund Planning will also become a benchmark for school planning for the coming year (interview with Hj. Rohani, S.Pd.I vice principal of curriculum on June 19, 2020).



Figure 1. Interview with Hj. Rohani, S.Pd.I Vice Principal of Curriculum

The school principal explained that the School Fund Planning was a document containing plans for school development programs for the next year taking into account the needs of the current school conditions and long-term needs. Meanwhile, those who plan the school program at SD Negeri 1 Babat are the principal with the teacher board and the school committee to formulate and discuss the RAPBS in a coordination meeting forum (Principal interview result, June 15, 2020).

The results of observations show that all school elements are involved in the preparation of school program planning (interview results of the vice principal in the field of curriculum on June 24, 2020). This is reinforced by documents found by the author that a coordination meeting is held at the beginning of each year (minutes of the annual meeting Tuesday January 7 2020), at the beginning of each year in January all school components are involved.



Figure 2. The Atmosphere of the School Fund discussion meeting

2. Organizing

Regarding the managerial organization of the principal of SD Negeri 1 Babat, the author managed to obtain data that (interview with the principal on Friday, June 26, 2020) the organizational structure was effective and efficient. At SD Negeri 1 Babat, organizing can be seen from the logical division of labor, establishment of clear lines of responsibility and authority, measurement of implementation and achievement. The structure of this school is the principal → the vice principal of the curriculum section, the deputy principal of the student section of the school, the deputy principal of the school for the facilities → the coordinator → teachers and → students.



Figure 3. Organizational Structure SD Negeri 1 Babat

The school principal also explained that (interview with the principal on Friday, June 26, 2020) in the distribution of tasks starting from the principal as the person in charge, coordinating with the deputy principal in the field of curriculum, student affairs, facilities and infrastructure, coordinator, teachers and students (Decree on the division of tasks for the principal of SD Negeri 1 Babat). This division of responsibility cannot be separated from the foresight of the school principal in utilizing existing resources. Each given unit has their respective duties and authorities. Everything must be done with a full sense of responsibility the most important thing from each unit is to understand the duties and

responsibilities given. However, even though they have their respective responsibilities, each unit in our school organizational structure provides input to each other for the implementation of better responsibilities.

3. Directing

Top management of an organization must be able to be an example for the environment because whatever people do can be copied. The author conducted an interview with Hj. Midah, M.Pd, the principal of SD Negeri 1 Babat (interview on July 3, 2020), he said that as a principal, he has the task of directing his subordinates, either in the form of guidance, advice or orders to go according to what is planned. Every teacher at SD Negeri 1 Babat already has an administration in teaching, either in the form of an annual program, semester program, lesson plans, grade books, class journals and personal journals. Even though every teacher is aware of their duties and obligations, as the principal, they always remind and motivate the entire teacher council.



Figure 4. Interview with One of the Teacher Boards Nurlela, S.Pd

4. Controlling

Control is carried out by process from beginning to end. Control in the form of monitoring and evaluation which is closely related to planning. Control is carried out to conduct assessments and corrections. Control also serves to limit if there are certain elements that cross the limits of responsibility or deviate from the mandate given. In terms of control, the principal is obliged to control all the elements under him in order to create a conducive atmosphere at school.

Regarding school control, we have interviewed the principal and got the results that the control at SD Negeri 1 Babat was carried out by the principal of SD Negeri 1 Babat to teachers who taught in carrying out activities at school. Monitoring teaching and learning activities every day, then supervising teachers who teach, and providing teacher performance appraisals. Furthermore, the principal evaluates at the end of each month (interview with the principal on Wednesday, July 24, 2020).



Figure 5. The Principal Directly Reviews the Implementation of Teaching and Learning Activities

Effective schools are schools that have the ability to empower every important component of the school, both internally and externally, and have a good, transparent and accountable management system in order to achieve the vision and mission of school goals effectively and efficiently. Effective school in a management perspective is a process of utilizing school resources through rational and systematic actions including planning, organizing, directing and controlling (Renata et al, 2018; Fitria, 2018; Fitria et al, 2017).

School as a system has a core component consisting of input, process and output. The three components are not separated from each other because they form a whole, interrelated unit, which affects each other's needs and determines. Managerial is a person's ability to group or group or cooperate with others in the process of planning, organizing, directing and supervising the efforts of organizational members and the use of other organizational resources in order to achieve the organizational goals that have been set effectively and efficiently (Andriani et al. al, 2018; Tobari et al, 2018).

Managerial is essentially closely related to management which according to the term is a process of developing the collaborative activities of a group of people to achieve predetermined goals. In implementing this collaboration within an organization, a leader is needed to play a role in improving the quality of education, namely a school principal so that later he will be responsible for educational management that is directly related to the learning process (Kartini et al, 2020; Khasanah et al, 2019; Putri et al, 2020).

IV. CONCLUSION

The managerial ability of the principal in producing an effective school, namely the principal plans the vision, mission and goals of the school which is then translated into documented short-term, medium-term and long-term programs. The managerial ability of the principal of SD Negeri 1 Babat in producing an effective school has gone well. There is strong leadership, a high teaching and learning

process, a safe and orderly school environment, effective education management, having a compact, intelligent and dynamic team work, high participation from the community, having good communication, the resulting graduates can enter excellent and favorite schools and the many achievements SD Negeri 1 Babat have achieved.

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