

The Strategy of Principle Leadership in Elevating Teaching Learning Process in School

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Abstract

The purpose of this study was to analyze the principal's leadership strategy in improving school quality, to determine the impact of implementing the principal's leadership strategy in improving school quality and to analyze the supporting and inhibiting factors for the implementation of the principal's leadership strategy and program in improving school quality in one of the private school in West Java. This research uses qualitative research methods. The steps taken in this research process include (1) determining the type of data, (2) determining data sources, (3) determining data collection methods and techniques, (4) determining data analysis techniques, and (5) checking techniques for validity testing data. The time of this research was carried out for 3 months starting from the first week of August until the end of October 2022. Within 3 months the researchers hoped to be able to collect the data needed to answer the problems in this study. The school principal has created useful and effective programs and strategies to improve quality schools. The strategies that have been formulated by the school principal referring to situational leadership theory in the R4 Leadership model (delegating/observing) have gone well and been carried out effectively and efficiently and are very influential for improving the quality of schools. The implementation of these programs and strategies continues to be intensively improved by the school. The impact of implementing the principal's leadership strategy and program can be seen from the school's achievements, namely in the academic and non-academic fields. The principal as a manager is capable of managing his school by dividing tasks and authorities and involving all interested parties.

Keywords: leadership, principal, school quality, strategy

Abstrak

Tujuan penelitian ini adalah menganalisis strategi kepemimpinan kepala sekolah dalam peningkatan mutu sekolah, mengetahui dampak implementasi strategi kepemimpinan kepala sekolah dalam peningkatan mutu sekolah dan menganalisis faktor pendukung dan penghambat implementasi strategi dan program kepemimpinan kepala sekolah di peningkatan mutu sekolah di salah satu sekolah swasta di Jawa Barat. Penelitian kualitatif ini menggunakan metode penelitian. Langkah-langkah yang dilakukan dalam proses penelitian ini meliputi (1) menentukan jenis data, (2) menentukan sumber data, (3) menentukan metode dan teknik pengumpulan data, (4) menentukan teknik analisis data, dan (5) teknik pengecekan keabsahan. data pengujian. Waktu penelitian ini dilakukan selama 3 bulan dimulai dari minggu pertama bulan Agustus sampai dengan akhir bulan Oktober 2022. Dalam waktu 3 bulan peneliti berharap dapat mengumpulkan data yang dibutuhkan untuk menjawab permasalahan dalam penelitian ini. Kepala sekolah telah membuat program dan strategi yang berguna dan efektif untuk meningkatkan mutu sekolah. Strategi yang telah dirumuskan oleh kepala sekolah mengacu pada teori kepemimpinan situasional dalam model Kepemimpinan R4 (delegating/observing) telah berjalan dengan baik dan dilaksanakan secara efektif dan efisien serta sangat berpengaruh bagi peningkatan mutu sekolah. Pelaksanaan program dan strategi tersebut terus ditingkatkan secara intensif oleh pihak sekolah. Dampak penerapan strategi dan program kepemimpinan kepala sekolah dapat dilihat dari capaian sekolah yaitu dalam bidang akademik dan non akademik. Kepala sekolah sebagai manajer mampu mengelola sekolahnya dengan membagi tugas dan wewenang serta melibatkan semua pihak yang berkepentingan.

Kata Kunci: kepemimpinan, kepala sekolah, kualitas sekolah, strategi

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INTRODUCTION

The implementation of educational institutions in any country in the world is seen as a program of strategic value. This is based on an assumption that the educational process is a process that is deliberately carried out solely for the purpose of educating the nation. Through the educational process individual figures will be formed as human resources who will play a major role in the nation and state development process. Therefore the role of education is very important because education is the main key to creating quality human resources.

The rapid development of the times has brought changes in the human mind, including a paradigm shift in improving the quality of education. In accordance with the direction of the Director General of Elementary and Basic Education, the important paradigms in efforts to improve the quality of education are: (1) learning activities will shift from schooling to learning, from teaching to learning; (2) from pupil or student to learner; (3) the learning process can occur in schools, homes or offices to form the learning society. UNESCO further provides four pillars of basic principles towards a new paradigm, namely: (1) learning to know; (2) learning to do; (3) learning to live together; and (4) learning to be. (U.N.E.S.C.O., n.d.). Quality human resources are products produced by a quality institution, in this case, a school. Schools supported by professional leaders and supported by teachers with high performance will be able to produce graduates that are as expected by all parties with an interest in educational products. Education obtained through schools is expected to be able to create quality human resources. In other words, school is a place to transfer values, knowledge, quality, skill, virtuous and uphold religious teachings. According to (Husain & Happy Fitria, 2019) Quality human resources are independent, hard-working, diligent in learning, respecting time, never giving up and always being proactive in finding solutions or problems encountered. It is hoped that quality human resources will be able to create a big, strong and dignified country which in the end will create prosperity, prosperity and progress in all fields. But on the other hand education is not of good quality because applying the wrong pattern will result in low human resources, so that it becomes easy to be dictated by other countries.

However, there are several problems that occur in education providers that have an impact on the quality of education in schools. (Mulyasana, 2012) "argued the problem in terms of education, including educational resources that are still not reliable to support the achievement of educational goals. Educational resources, starting from teaching staff, budget, facilities and infrastructure, education management including educational leadership and

others are still considered weak to realize educational goals, both in realizing faith, intelligence and character among students".

In a macro perspective, there are many factors that affect the quality of education, including curriculum factors, educational policies, educational facilities, applications of information and communication technology in education, especially in teaching and learning activities in the classroom, the application of the latest and modern educational methods, strategies and approaches. appropriate educational evaluation methods, adequate educational costs, professionally implemented education management, human resources for educational actors who are trained, knowledgeable, experienced and professional. In a micro perspective or a narrow and specific review, the dominant factors that influence and contribute greatly to the quality of education are professional teachers and prosperous teachers.

In the world of education, it is necessary to study and analyze which strategies are most relevant. So there is at least a strategy that must be carried out by Indonesian education. 1) The first education strategy is to change the Indonesian education system. At least from the two educational groups (integrative and fully digital), there will be two fundamental changes in reconstructing education. The first change is the "blended learning" approach (a mixed learning system, or also commonly called a hybrid). The second approach is to use an ODL (online distance learning) system. 2) The strategy of reconstructing the curriculum so that education in Indonesia is not left behind. The curriculum is an educational instrument that is very important and strategic in managing student learning experiences.

The purpose of this study was to analyze the principal's leadership strategy in improving school quality, to determine the impact of implementing the principal's leadership strategy in improving school quality and to analyze the supporting and inhibiting factors for the implementation of the principal's leadership strategy and program in improving school quality in one of the private school in West Java.

METHOD

This research uses qualitative research methods. The steps taken in this research process include (1) determining the type of data, (2) determining data sources, (3) determining data collection methods and techniques, (4) determining data analysis techniques, and (5) checking techniques for validity testing data. The time of this research was carried out for 3 months starting from the first week of August until the end of October 2022. Within 3 months the researchers hoped to be able to collect the data needed to answer the problems in this study. It is also possible for researchers to retrieve data back into the field for the next 1 month if the data obtained still cannot solve the

problems in the study, so that the remaining 1 month can be used to make the final research report. This research uses a type of field study (field study) using a qualitative perspective with a descriptive model. A qualitative approach is taken as a step to seek in-depth answers to research problems by not testing a hypothesis but describing and analyzing data so that a general trend is found that can be used as study material. The method used in this research is a case study. Case studies are qualitative methods or strategies, as stated by Baidhowi quoted by Denzin that case studies function to study, explain, and interpret a case in its natural context without any intervention from outsiders. (Denzin & Guba, 2011) The type of case study that will be used is an in-depth case study (intrinsic case study), namely research conducted on a specific case by focusing on the case itself, either as a location, program, event or activity. In this study, the researcher collected data or information about the principal's leadership strategy in improving quality schools, then the researcher described it in the form of a narrative explanation. The data collection techniques require adequate techniques

RESULT AND DISCUSSION

Learning in schools is designed to accommodate the learning principles formulated by UNESCO, namely: 1) Learning to live together, meaning learning to understand and respect other people, their history and religious values. Learning to live together implies that learning to work together. This is very necessary in accordance with the demands of social life which require mutual cooperation, live democratically and respect each other's differences. 2) Learning to know, means learning to master in depth and broadly certain fields of knowledge, including learning to how. This implies that learning is basically not only oriented to products or learning outcomes, but must also be oriented to the learning process. With the learning process, students are not only aware of what needs to be learned, but also have the awareness and ability to learn what needs to be learned. With this ability, it allows students to continuously learn and learn (lifelong learning), not limited to studying at school. 3) Learning to do, means learning to apply knowledge, working together in knowledge, learning to solve problems in various situations. Learning to do implies that learning to do with the ultimate goal of mastering competencies that are very necessary in life competencies, not just hearing and seeing with the aim of accumulating knowledge. Competence will be owned when the child is given the opportunity to do something. Thus, learning to do also means an experience-oriented learning process (learning by experiences). 4) Learning to be, means learning to be independent, to be a person who is responsible for realizing common goals. Learning to be implies that learning is forming human beings who become themselves as individuals with personalities who have human responsibilities.

The principal is the school personnel who is responsible for all aspects of school activities. The school principal is not only responsible for the ongoing running of the school technically and academically, but also for the condition of the school environment and the conditions and situations as

well as relations with the general public around it. Initiatives and creativity that lead to the development and progress of the school are the duties and responsibilities of the principal.

The data explored in this research are those relating to the implementation of the principal's strategy in improving quality schools which were obtained through interviews, observation and documentation. Interviews were conducted with school principals, deputy heads of curriculum, teachers, according to the instruments that had been prepared. The data that has been obtained is qualitative data which provides an overview of the principal's strategy in improving quality schools.

The preparation of school programs and strategies is something that must be carried out by school principals in their performance. This is intended to improve quality schools in accordance with the research focus. Quality education is education that is able to carry out the process of maturing the quality of students, developed by freeing students from ignorance, incompetence, powerlessness, untruth, dishonesty, and from bad morals and faith. Therefore for students, the school places more emphasis on the quality of learning outcomes, and participates in various competitions. For learning outcomes, the school gives freedom to educators to teach, not only limited in the classroom, but more contextually. Based on field findings, showing that the various programs and strategies are the main task of the school principal as the maximum driver of the work of every aspect of the school, so as to produce students who are successful intellectually and in character.

The success of education in schools is largely determined by the success of the principal in managing and empowering all school members. Quality educational institutions are achieved by the existence of effective and responsible school principal leadership. The school principal's strategy is a series of plans as targets, policies or goals set by a school principal in learning according to existing conditions, so as to realize quality improvement in educational institutions. Based on Blanchard and Hersey's situational leadership model, position R4 has a high level of readiness and maturity. Ready to carry out tasks and all work without having to be given detailed instructions, have a high and consistent commitment. Characteristics of R4 delegating, where the principal uses this style on the people he leads who are skilled and have confidence in their ability to carry out tasks.

The results of the analysis of the literature obtained data and information about the principal's situational leadership model which was developed from Ken Blanchard and Paul Hersey's situational leadership theory. Namely the principal as a leader has several definitions. The meaning of the leader himself according to Hersey and Blanchard is someone who is able to influence other people and in the context of an organization means that what is meant is being able to influence his subordinates to do the work set optimally to suit organizational goals.

CONCLUSION

The school principal has created useful and effective programs and strategies to improve quality schools. The strategies that have been formulated by the school principal referring to situational leadership theory in the R4 Leadership model (delegating/observing) have gone well and

been carried out effectively and efficiently and are very influential for improving the quality of schools. The implementation of these programs and strategies continues to be intensively improved by the school. The impact of implementing the principal's leadership strategy and program can be seen from the school's achievements, namely in the academic and non-academic fields. The principal as a manager is capable of managing his school by dividing tasks and authorities and involving all interested parties. The factors that support the success of the school have been well developed and empowered by the school principal, so that it can become a reference for improving the quality of education in schools. Solutions to solving problems that hinder programs and strategies to improve quality schools, school principals take efforts such as, there is a "daycare" school children's park, which is a place that is more than just parenting where there are learning activities for toddlers, especially children of teachers, fulfilling facilities and infrastructure in stages and setting and optimizing the use of existing infrastructure.

Based on the results of the research on the Principal's Leadership Strategy in Improving Quality Schools (a case study of improving school quality management, the researchers concluded that the strategy carried out by the principal was good, effective and met the standards, but needed to be continuously improved for the renewal of the education system in schools, so that the principal's strategy schools that are pursued if there are deficiencies that cannot be corrected and can continue to be improved in schools so that educational goals will achieve the expected educational goals. Teacher work discipline is an important factor in creating good performance because school programs related to teaching and learning activities are already good, so it continues to be maintained so that discipline in schools can continue to be improved.

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