

Principal Management in Improving School Achievement at SMP Darul Hikam Bandung

Yudianto

SPS Islamic University of Nusantara Bandung. Indonesia
mr.yudi2theworld@gmail.com

Entang Rukman

SPS Islamic University of Nusantara Bandung. Indonesia
entangrukman@gmail.com

Hanafiah

SPS Islamic University of Nusantara Bandung. Indonesia
hanafiah@uninus.co.id

Faiz Karim Fatkhullah

SPS Islamic University of Nusantara Bandung. Indonesia
fkfatkhullah@gmail.com

Abstract

Principal Management in Improving School Achievement at SMP Darul Hikam Bandung. The purpose of this study is to get an overview of school principal management in terms of planning, organizing, implementing and supervising. Research Methods with a qualitative approach that focuses on in-depth observation. Therefore, the use of qualitative methods in research can produce a comprehensive study of phenomena to be applied in school achievement. Data collection techniques through interviews, observation and documentation studies. The results of the research in terms of planning school programs are carried out jointly with representatives and teachers. In practice, it has shown that there is a large increase in the application of good principal management to increasing school achievement. Supervision and evaluation have been carried out by the school principal as an improvement to the program of activities in increasing the next school's performance.

Keywords: Management, Principal, Achievement, School

1. Introduction

Quality of education, even though the government has announced this in the vision of Indonesian education in 2035, researchers still find differences in performance or quality between schools in Indonesia, especially in Bandung. This is because there are differences in each school with regard to school performance or achievement. With regard to school performance, many say that successful schools are schools led by qualified principals, and vice versa schools that are less successful are schools led by less qualified principals.

According to: Abdul, Rahmat., and Syaiful, Kadir., (2017:12) confirmed that "the reality on the ground shows otherwise, where there are still many school principals who have not been able to show adequate professionalism. This is because, among other things, there are still many school principals who have not been able to apply leadership styles properly, school principals do not try to enforce discipline in carrying out their duties, come and go home not according to the set time. Syafrida (2015:79). The presence of the principal's leadership is very important because it is the driving force for school resources, especially teachers and school employees. The principal's leadership role is so important in the process of achieving educational goals, that it can be said that the success or failure of school activities is largely determined by the quality of leadership possessed by the principal.

The goals of education stated and enacted through the school's vision and mission, of course, are the obligation of all school members to be able to make them happen. The first person who will be asked to be able to understand it and try with all their might is of course the school principal. Mulyasa in Abdul Rahmat (2017:45). That the principal has a very important role, and determines the success or failure of the implementation of school activities. The type of leadership possessed by the principal, whether authoritarian, democratic, pseudo-democratic, or laissed-faire, will color school life.

The principal understands the purpose of his school, of course the principal will try to achieve the school programs he has planned. The school principal cannot just plan and then relinquish responsibility to his representatives. According to researchers, this is what happened in several schools. Darul Hikam Bandung Middle School is a private school that has been established since 1982. Since its establishment, Darul Hikam Middle School has always innovated to become an excellent school to produce superior graduates, both in terms of character and achievement and this is in accordance with the motto of this school namely "Behave and Achieve. Darul Hikam Middle School was awarded as a national level adiwiyata school in 2017. In 2019, Darul Hikam Middle School was ranked 4th in Bandung Raya in the achievements of the 2019 national exam. national or international.

From the results of the achievements obtained by SMP Darul Hikam Bandung, the researchers assumed that there was a relationship between the achievements obtained by SMP Darul Hikam and the implementation of the management of the principal of SMP Darul Hikam. Therefore, researchers will conduct research regarding this matter. This research is entitled "School Principal Management to Improve School Performance at SMP Darul Hikam Bandung. Researchers will focus on two main issues, namely: (1). The problem with school principal management in this case is how the principal can apply management in school activities, especially in terms of planning, organizing, implementing and evaluating. This is in accordance with management theory according to Terry in Novianty (2002: 26); According to Terry (1997: 4); the management process consists of planning (planning), organizing (organizing), actuating (actuating) and monitoring (controlling). (2). Achievement of school performance, where the extent to which school principals using principal management can optimize school programs so that they can produce maximum school performance or achievements.

2. Research Methods

The place or locus of research was carried out at SMP Darul Hikam Bandung, which is located on Jalan Ir. H. Juanda No 285. The source of the data in this study was data that was directly collected by the researchers from direct information in the form of statements or words and behavior or actions at SMP Darul Hikam Bandung.

The main data sources in this study were the utterances, sayings, sayings, testimonies and actions of the subjects studied at SMP Darul Hikam Bandung. The main data sources were

obtained by interviews and observations which the researchers recorded properly as stated in the interview transcripts.

2.1. Data collection technique

This research used a sampling technique, meaning that the researcher chose certain respondents who represented all respondents in the research locus. This selection is based on several things such as the background of the respondent who is expected to be able to provide as much data as possible regarding the research question. Based on data collection sources, researchers used primary data, namely data obtained directly from the object under study, in this case the respondents through procedures and data collection techniques in the form of observation, interviews and documentation studies.

- a. Interviews were conducted because there was an assumption that only subjects understood about themselves so that information that was not obtained through observation or other means would be obtained through interviews.
- b. Observations made by researchers were when carrying out the daily activities of the school principal such as leading the morning assembly, seeing the daily supervision of the school principal, the activities of the principal in daily habits and the implementation of the principal's functional duties.

In this interview activity, the researcher conducted direct interviews with the Principal, Deputy Head of School, TU Coordinator, BK Coordinator, Teachers and Education Personnel. Approximately 14 questions were asked directly to the respondents. The purpose of this interview is to find answers to research questions asked by researchers.

As reinforcement of the results of observations and interviews with respondents, the researcher conducted a documentation study of several school documents such as the School's Long-Term Work Plan, the School's Annual Work Plan, document 1 and document 2, school program documents, other school document documents.

3. Results and Discussion

Indonesia's education vision in 2035 shows the hope of the Indonesian government to create quality or superior education for all Indonesian people. Schools as educational institutions that play a role in the educational process must be superior schools to make it happen

3.1. Principal Planning in Improving School Achievement

Principal management that is carried out with proper planning, which is carried out at the beginning of the year and involves all school members, will result in mature program planning in accordance with what Early Suadi said, "Planning is a process of determining organizational goals and presenting them." more clearly with the various strategies, tactics, and operations needed to achieve the main goals of the organization as a whole.

At the beginning of the year, according to what researchers found at Darul Hikam Middle School, the principal together with all members of the school determined organizational goals by setting school targets. From determining school targets, the school principal socializes all school members along with the strategy for implementing the school's targets.

3.2. Organizing Principals in Improving School Achievement

Organizing school programs carried out by school principals to carry out planning of a program is carried out with strategy and effectiveness with regard to communication and coordination, namely by selecting and forming small committees as program implementers. This is in line with Saefrudin (2018:4)

Organizing is the process of dividing work into smaller tasks, assigning those tasks to people according to their abilities and allocating resources, and coordinating them in order to achieve organizational goals effectively.

In terms of organization, clear instructions and job descriptions are given to this committee. At Darul Hikam Middle School it was proven by the school principal's Decree regarding the committee. As a follow-up to the decree, this small committee must coordinate at least 3 or 4 coordination times in planning and implementing a school program (for incidentals), for routine school programs, coordination at least once a month. Usually in a decree made by the principal, only the chairman, secretary and treasurer are included. These 3 people will become leading persons who will select effective and efficient committee members. Communication will be built when a large committee is formed. This committee will change with new people every year to provide experience and opportunities for every teacher or student in managing school programs or school activities.

3.3. Implementation of the Principal in Improving School Achievement

The school program must be given quality standards of activities so that it will be able to achieve maximum results. A school principal is required to provide quality boundaries that should be in an activity. In accordance with what was explained by Kurniasig and Syarifah regarding the criteria for superior schools or schools with good performance:

- a. Professional teachers who have high competence in mastering the curriculum, learning materials, methods, strategies and learning approaches with high quality;
- b. Achievement, mastering learning evaluation techniques and mastering superior learning strategies
- c. Have high discipline and dedication, loyal to duty, innovative, creative in educating, nurturing and guiding students who have superior talent and potential;
- d. Physically and mentally healthy, energetic, neat-looking, virtuous, and senior in rank or experience;
- e. Has special advantages compared to other teachers both in the field of skills, teaching a special subject and guiding students in extracurricular material.

The Darul Hikam Bandung Middle School, researchers found conditions in which the school principal gave achievement targets to each teacher and education staff so that they could achieve good school performance. Each program is planned, implemented and evaluated in a professional, effective and efficient manner. Evaluation is carried out not only from top-down or from leadership to subordinates but horizontally (teacher colleagues) and bottom-up (input from consultations from teachers to school leaders)

This is evidenced by the documentation of the school's medium-term work plan or RKJM and is detailed in the school's operational plan. There are 20 main programs related to school programs. These 20 programs were planned at the beginning of the year in the early-year workshop activities.

3.4. Supervision and Evaluation of School Principals in Improving School Achievement

Evaluation of the previous year's school program, an analysis of the school environment both internally and externally was carried out by the school principal together with the school's residents-foundation administrators, school committees, teachers and education staff.

In relation to the evaluation carried out by the principal regarding the implementation and achievement of an activity, it must be based on data obtained in the field and experienced by the implementers of these activities, including the principal, so that improvements for the next program of activities will be achieved. Because the school principal is responsible for every school activity or school program, the school principal must be able to assess the implementation of the program.

The most important thing in an evaluation of the implementation of school activities or programs is follow-up for improvement in subsequent school activities. The principal conducts an evaluation with the activity committee. The principal of the school appreciates all the positive things that have been given by the committee. In the end, when there are findings obtained from the implementation of activities or programs, the evaluation of the school principal enters and provides recommendations for the next school activity.

4. Conclusions and Suggestions

4.1. Conclusion

From the research data and discussion about the principal's management in terms of program planning, organizing all of the school's potential, program implementation and program evaluation carried out by the principal in increasing school achievement, namely as follows:

- a. The planning of school programs implemented by the principal of Darul Hikam Middle School is correct. The principal does this with all school members, carried out at the beginning of the learning year. And there are specific targets planned in accordance with the school's vision and mission in this academic year
- b. Organizing which also involves the school community as the person in charge, the principal, vice principal, teachers and education staff in implementing the entire program, so that they can organize plans that have been made at the beginning of the year.
- c. The implementation of the school program at Darul Hikam Middle School was carried out by previously forming a small committee selected by the school principal. From this small committee a large committee was formed and with proper delegation, program activities were carried out and the implementation of activities was carried out by small committees and under the supervision of the school principal to provide quality standards for implementing school programs that should be
- d. Evaluation of activities and supervision is carried out by the school principal after implementation is used as data for improving program activities in increasing school achievement which shows good school performance is determined how a school principal can manage all potential in planning, organizing, actuating and controlling involving all stakeholders to run effectively and efficient

4.2. Suggestion

Based on the results of the research and conclusions, the researchers can provide recommendations in the form of suggestions related to the management of the school principal to improve school performance at Darul Hikam Middle School, as follows:

- a. For school principals, good planning must be carried out by involving all school members and carried out at the beginning of the year so that there is an evaluation of the previous year to improve school programs in the year to be undertaken.
- b. Those responsible for organizing a school program must start by selecting small groups, effective delegation, clear coordination and communication so that the school team can translate it into implementing the school program.
- c. For teachers in the implementation of school programs must involve all students in providing learning must be in accordance with program quality standards so that good school performance is achieved

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