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Strengthening The Competence Of School Principals In Improving The Quality Of Education

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ABSTRACT

The principal as a leader in carrying out his duties has a very strategic role in improving the quality of education in schools. In order for the leadership to run effectively, it is necessary to strengthen competencies for the principal to support the implementation of his duties. Therefore, it is necessary to prepare adequate principal candidates through various education and training so that after taking office, they can perform their roles and duties properly.

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1. Introduction

In this age of globalization, the role of technology is decisive. The rapid changes in the times make the order of life more dynamic. It also affects the order of life in the school. All educational support devices use internet-based information technology. Therefore, infrastructure development is needed that can support the use and utilization of technology in schools to improve existing resources, as mandated by the Government in Government Regulation Number 13 of 2015 concerning National Education Standards. Infrastructure development to support school performance is not enough to improve the quality of school resources or the overall quality of education without the intervention of professional leaders, namely the principal. As a leader, the principal has a great role and responsibility in overseeing the changes that occur so that the school he leads can keep up with technological developments and can compete with other schools. The role of the principal is very important in determining the direction and goals of the school.

1. Effective Principal Leadership The principal as a leader in his school has a very vital role and

responsibility for improving the quality of the school. This is as stated by Kartono (2008) that a principal has leadership functions that include: guiding, fostering, building, giving and building work motivation of subordinates, guiding, running school organizations, establishing a good communication network among employees, providing coaching or supervision, and efficient supervision, as well as bringing his subordinates to targets in accordance with the provisions of time and planning. In carrying out his leadership functions to be effective, the principal should carry out his five main functions, as stated by Nawawi (2008). The five main functions of the principal include: decision-making, instructive, consultative, participatory, and delegative functions. For the principal's leadership to be effective, all five functions must be performed consistently.

How to implement these five functions so that the principal's leadership runs effectively will be explained in detail as follows. The first function is decision making. This function means that the principal as a leader must have courage and be able to make decisions by consensus in deliberative activities and these decisions must also be agreed upon by all other members. The second function is instructive. This function means that the principal can give orders or instructions to all his subordinates in order to carry out all activities in accordance with the agreements and decisions that have been established and agreed upon by all parties. The third function is consultative. This function means that the principal as a leader in his school is willing to always be a good listener to his subordinates so that he can always provide advice and advice on all problems faced by them. The fourth function is participatory. This fourth function means that the principal's ability to influence all members of his organization to participate in all relevant activities organized by the school actively and voluntarily.

The leadership function of the latter is delegative. This function means that the principal as a leader has the authority to delegate every work that must be done by all his subordinates in order to run in accordance with the goals that have been set. National Seminar on Education Administration and Education Management Remcy Hotel, Makasar, April 21 2018 100 In addition to some of the functions that a principal should play, there are several roles that a principal should perform as a leader in a school. Barlian (2013) states that a principal has at least four roles to perform, which include: leader, manager, supervisor, and innovator. The role of the principal as a leader is a very vital role. An effective principal should have the ability to play a role in accordance with duties, authorities and responsibilities in order to achieve the goals of the school that have been set.

According to Damoyo (in Zulkarnain, 2013) there are at least seven principles that must be implemented by the principal in order for the leadership to run effectively. The seven principles include: constructive, creative, participatory and cooperative, delegative, integrative, rational and objective and pragmatic. The first principle is the constructive principle. In carrying out his role, the principal must always nurture and encourage his subordinates so that they develop. The second principle is creative. In order for the school he leads to develop rapidly, the principal must always look for new ideas and ideas in carrying out his duties so that he is known as an innovative and creative school. The third principle is participatory and cooperative. The principal should always encourage subordinates to cooperate between staff and participate and be involved in all activities carried out in the school. The fourth principle is delegative. This principle hints that the principal always strives to always delegate the tasks that have been set to subordinates in order to fit their main duties and functions. The fifth principle is integrative to the task.

The principal in carrying out his duties to always strive for activities carried out by subordinates in order to synergize in order to achieve school goals. The sixth principle is rational and objective. The principal's actions in carrying out his duties should reflect rational and objective actions that do not discriminate among the staff. The seventh principle is to be pragmatic in setting targets or policies that have been made. In carrying out his duties, the principal acts in accordance with the existing situation and conditions. The principal's second role is as a manager. The existence of the principal as a manager is decisive in carrying out organizational functions.

According to Wahjosumidjo (2002) the principal as a manager is indispensable for the existence of the organization in order to achieve the goals that have been set where in the organization there are various kinds of knowledge, places of coaching and career development of human resources so that the

organization needs managers who can carry out management functions which include planning, organizing, implementing and supervising as well as evaluating activity activities to support the achievement of organizational goals. Therefore, the role of the principal as an education manager determines the success of the school being fostered and becomes a management reference for teachers and staff. In addition to acting as a manager, the principal acts as an innovator where this role marks the movement and progress of the school he leads.

This role will determine how much innovation the school has made in improving the performance and quality of the school each year. If many innovations are made by the school, many updates are made by the school in order to improve the quality of the school which means that the progress that has been achieved is quite significant in the development of the school. But on the contrary, if not many updates are carried out by the school, it is certain that the school will experience stagnation which results in the school not experiencing much significant change and progress. National Seminar on Education Administration and Education Management Remcy Hotel, Makasar, April 21 2018 101 Principals in carrying out school programs to run effectively must be able to divide and involve all teachers and staff. The involvement of teachers and school staff is one of the keys to success in achieving organizational goals in order to improve the quality of the school.

As stated by Sagala (2011) who stated that the hope of improving the quality of high schools can be achieved if there is decentralization in the management functions contained in schools in order to optimize various policies in the implementation of established programs. Nurkholis (2005) stated that the involvement of teachers and school staff is a process of involving subordinates in policy making and problem solving at all levels of the organization, while in terms of empowering teachers and school staff, it should be noted that the involvement must be an involvement that really has a meaningful meaning where the empowerment can provide input that can improve the ability and performance of the organization adequate and can provide values to school stakeholders. 2. Strengthening the Competence of Principals In the decade of the 2000s, there has been a lot of thought about the competencies that must be possessed by principals as provisions in carrying out their duties, so in 2007 a Regulation of the Minister of National Education of the Republic of Indonesia (Permendiknas RI) Number 13 of 2007 concerning Principal / Madrasah Standards was issued.

The regulation was issued as a form of government responsibility in strengthening the role and responsibility of the principal in carrying out his duties in schools. As a reinforcement, the Government also issued a Regulation of the Minister of National Education of the Republic of Indonesia (Permendiknas RI) Number 28 of 2010 concerning the Assignment of Teachers as Principals which states that schools must be led by someone who really has competence as a principal in personal, social, managerial, entrepreneurial and supervisory aspects. As a leader, the principal in carrying out his leadership duties should begin an understanding of the nature of leadership that is his duty, by always equipping himself in terms of what knowledge and skills are needed as a principal who can work effectively. The principal's competence is a set of knowledge, skills and basic values possessed by the principal in thinking and acting consistently so that he has competence and ability in making decisions regarding the provision and utilization of all potential resources that exist in order to improve the quality of education in schools (Wahyudi, 2012).

According to the Minister of National Education of the Republic of Indonesia Number 13 of 2007 concerning Standards for Principals / Madrasahs that there are five competencies that must be possessed by school principals, including: personality, social, managerial, entrepreneurial, and supervision competencies. The five competencies of the principal can provide an overview to the principal to carry out his duties in accordance with his main duties and functions. If the principal can carry out his duties in accordance with these competencies, it can be ascertained that the activities carried out by the principal can improve the quality of education in the school. The first competence is personality competence. This competence emphasizes that a school principal must be open in carrying out basic duties and functions, have talents and interests in the position of an educational leader.

This competence suggests that within the principal actually has an adequate ability to lead others. Therefore, the principal must always update his abilities and talents through various activities that support

his role as head of the National Seminar on Education Administration and Education Management of the Remcy Hotel, Makasar, April 21 2018 102 schools, for example by reading the principal's leadership reference book, participating in scientific activities. The second competence is social competence. This competency includes the ability of the principal to cooperate with others in the context of school interests, participate in social activities, and have social sensitivity to other people or groups. In order for this competence to develop in a school principal, he must always associate with others both with all school residents and with parties who have something to do with the interests of the school. In carrying out cooperation, it is also necessary to be confused about the ability to communicate with others. Cooperation will not run effectively if there is no good communication. The third competence is managerial competence.

This competence requires the principal to be able to carry out managerial activities which include the preparation of school planning, development of school organization, utilization of all school resources, creation of school culture and climate, curriculum development and learning. The principal's ability to manage all these managerial activities can support his duties. This ability can be done by attending various trainings and through meetings of the Principal Working Group (KKKS). The fourth competence is entrepreneurial competence. This competence requires a school principal to be able to create innovation, work hard, never give up and always find solutions in solving the problems faced. The principal's ability to deal with everyday problems in schools can be done with compact teamwork by forming divisions that are directly related to school issues, such as curriculum development divisions, school and community relations.

Each division is also asked to create programs and activities that can stimulate the creativity of school residents so as to create many updates or innovations as an integral part of improving the quality of education. The fifth competency is the supervision competence. This competence emphasizes that a principal can cultivate a teacher to become a professional teacher. The principal's knowledge of the supervision program will determine the growth of the teacher's professionalism. Supervision programs include: planning, implementing, and following up on academic supervision programs. The principal's understanding of the duties of supervision can be done in collaboration with the school superintendent. The school superintendent is responsible for the quality of learning in each of the schools he fosters. 3 The Principal's Leadership in Improving School Quality The principal as a leader in his school has a big hand in improving the quality of his school. Various research results show that the role of the principal is one of the main factors in the success of the school to achieve the goals that have been set. An effective principal is a principal who has the ability to mobilize all school residents (teachers, staff, students) and community members to make school programs a success.

According to Sallis (2008) that quality is determined by how much the product or service provided meets existing specifications. The products or services provided by an institution will be of high quality if they meet the established standards. This also applies to schools where the quality of the school is not only determined by the acquisition of graduate scores, but also determined by the teaching and learning process, service to consumers or stakeholders, management of other resources. Widdah, Suryana, and Musyaddad (2012) stated that there are several indicators in considering the improvement of the National Seminar on Education Administration and Education Management of Remcy Hotel, Makasar, April 21 2018 103 quality products or services, namely (1) context (contex), is a consideration in the context of improving the quality of education, (2) input (input), regarding the vision, mission, goals, objectives, resources, students, curriculum, (3) process, includes the process of decision making, overall institutional management, the process of managing programs and activities, the learning process, and the assessment and evaluation process, (4) outputs, including students' academic and non-academic achievements, and (5) outcomes, are long-term benefits of programs to improve the quality of education, such as further education, career development, and opportunities for development.

These indicators should be of concern to a principal to improve the quality of his education in schools. In order to achieve the quality of education, there are several obstacles faced by schools. As stated by Widdah, Suryana, and Musyaddad (2012). There are five factors that can hinder the success of programs to improve the quality of education in schools, namely: low support or participation from the

community to schools, weak leadership in schools, low levels of professionalism of teachers and school education personnel, use of suboptimal school infrastructure in the management of the teaching and learning process, and school committees that are less empowered.

According to Zulkarnain (2013) that there are three efforts that can be made by the principal in overcoming obstacles in order to improve the quality of the school. These efforts include: (1) helping teachers to understand, choose, formulate educational goals, (2) mobilizing and involving all school residents (teachers, staff, students), and the community to make educational programs in schools a success, and (3) creating a school as a harmonious and comfortable work environment so that school residents can work and study with full peace of mind and high work productivity. These three efforts will be achieved if the principal can carry out his role and duties properly. If all programs and activities have been completed, the principal needs to hold an evaluation. Evaluation aims to find out the extent to which the program that has been carried out is appropriate and consistent with the planning that has been set. Once these efforts have been made, the principal needs to take the next step by conducting an evaluation. Evaluation is needed to find out to what extent the efforts that have been implemented are consistent with the established planning. According to Mulyasa (2013) evaluation activities are needed in order to determine the level of achievement of previously set goals, and carried out periodically. The results of evaluation activities are an important consideration for a principal to make program improvements in the future.

2. Conclusion

The principal as a leader has a great role and responsibility in overseeing change so that the school can keep up with technological developments and can compete with other schools. The principal who is effective in carrying out his functions and roles. The principal's main functions include: decision-making, instructive, consultative, participatory, and delegative, while his roles include: leader, manager, supervisor, and innovator. For his leadership to be successful, the principal's competence needs to be strengthened to improve the quality of education in his school. The competencies of the principal that are strengthened include: personality, social, managerial, entrepreneurial, and supervision competencies. The five competencies of the principal can provide an overview to the principal to carry out his duties in accordance with his main duties and functions. If the principal can carry out his duties in accordance with the National Seminar on Education Administration and Education Management of the Remcy Hotel, Makasar, April 21 2018 104 these competencies, it can be ascertained that the activities carried out by the principal can improve the quality of education in the school.

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