

Principal's Managerial Competence in Increasing Raudhatul Athfal Educational Institutions' Productivity in Jambi Province

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Abstract: This study aims to describe and analyze school principals' managerial competence in increasing the productivity of Raudhatul Athfal educational institutions in Jambi Province, beginning with program planning, organization, implementation, monitoring, and evaluation. This is a field study with a qualitative approach. Techniques for gathering data include observation, documentation, and interviews. Data analysis employs an interactive model that includes data collection, data reduction, data presentation, and conclusion drawing. Validating data with persistence of observation and data triangulation. According to the findings of three RAs in Jambi Province, RA schools carry out the following activities: (1) Planning (Conceptual) school programs in one semester, such as meetings at the start of the semester to discuss vision and mission, program objectives, school self-reliance program selection, and other; (2) Organizing (Humanist) programs to increase RA's productivity is accomplished by delegating tasks and functions to each teacher and RA education staff member. (3) Technical implementation (carrying out the planned programs) (4) technical supervision, supervision activities carried out by the head of the RA school, carried out informally every day and twice a week, and formally once a semester with visits to every locale.

Keywords: Managerial Competence, Productivity, Raudhatul Athfal

A. Introduction

Indonesia's education system includes preschool education, elementary school, junior high school, high school, and tertiary institutions. Preschool education, also known as early childhood education (PAUD), is divided into three channels: formal, non-formal, and informal. Kindergarten (TK) and Raudhatul Athfal are the formal pathways (RA). With a target age range of 4-6 years. In addition, the non-formal pathway consists of Play Groups (KB) for children aged 2-4 years. Furthermore, the informal route takes the form of a Child Care Park (TPA) for children aged three months to two years (Ulfah, 2013).

RA is a type of formal early childhood educational institution run by the Ministry of Religion with the goal of developing and improving preschool human resources (HR). The learning process at RA institutions was initially done face-to-face, but due to the spread of the Covid 19 virus at the end of 2019, it was done online. Because the characteristics of learning for RA children are carried out by face-to-face learning and learning while playing, the learning process with this online model at RA institutions is something new.

One of the characteristics of RA children is that they are unstable (want to choose this and that) and that their conditions often change quickly. This is due to RA children's inability to control their emotions. They were unable to express what they had gone through. In addition, the learning process abruptly shifts from face-to-face, which is full of joy/playing, to online, which focuses on cellphones or laptops, which are less appealing (Primasari, 2021).

Sudrajat et al. (2021) stated in their study that when children's online learning processes do not focus on computers or cellphones used for learning, children prefer to play. If the online learning process is implemented at educational levels above RA institutions, such as elementary and secondary schools, it does not have a significant negative impact. However, whether they like it or not, RA institutions must conduct the learning process online due to the situation and conditions of the covid 19 virus's spread.

The RA institution was established for the following reasons: "the government's efforts for guidance shown to Muslim children from birth to the age of six, carried out through the Ministry of Religion of the Republic of Indonesia, which is carried out by providing educational stimulation or stimulation to help physical and spiritual growth and development, so that children are ready to enter higher education (SISDIKNAS, 2011).

Because the RA educational institution is an Islamic-based preschool educational institution, Islam holds that "that children's education is extremely important and prioritizes the preservation of human nature as caliphs on this planet; as a result, Islam strictly prohibits us from dying of weak offspring (both from an economic and knowledge perspective).

Children's education in "quality" RA institutions that produce effective and efficient productivity is a challenge for RA managers, both in terms of human resources (educators, teaching staff, and students) and learning and infrastructure.

Meanwhile, there are 271 RAs in Jambi Province, all of which are private schools (Kementerian Agama, 2020). As a minimum measure of the quality of education services, the condition of RA quality in Jambi Province that has been accredited is

67/25% RA, while those that have not been accredited are 204/75% RA. Which brings together A 3/5% RA, B 33/49% RA, and C 31/46% RA. Accreditation and school status results show that RA institutions are not yet qualified, as evidenced by 100% private RA status, 67/25% RA with accredited status, and only 3 RA with A/Excellent status.

There are 1,329 kindergartens in Jambi Province, if we compare it to Kindergartens/Kindergartens. Private 1,241/93.38% TK, state status 88/7%. This demonstrates that the status of the state is more dominant in TK than in RA, which does not exist with a state unit at all. The government must pay close attention to this when providing PAUD services in both TK and RA.

Educational institutions can advance if there is good management in various educational components, RA assisted by the Ministry of Religion still needs institutional improvements, elaboration of curriculum (syllabus), many RA teachers who do not meet PAUD/RA educator standards, a lack of infrastructure, and a lack of socialization of RA to the community (Imtihani, 2018).

Increasing the productivity of RA institutions is inextricably linked to the principal's role as the school's top manager. The school principal's role as a manager is to manage all school resources so that the school can run effectively and efficiently in order to achieve school goals (Basri, 2014). According to Quddus et al. (2020), digital leaders (leaders who master technology) are needed today (4.0) to achieve this goal. To achieve the goal of quality and efficiency in education.

Professionalism in leading an institution is what distinguishes successful school principals (Banun & Usman, 2016). His ability is measured by how effectively he influences and empowers his subordinates/HR/SDA to carry out the plans or programs that have been established (Mulyasa, 2007).

According to Wahjosumidjo (2007), the principal is a teacher who is in charge of the school. The principal is not only a manager, but also a teacher. Simply put, the principal is an educator or teacher who is expected to be a school leader.

The school principal's role as a leader who leads stakeholders in the school in the form of educators, education, students, servants, and so on, this role is used to influence them in developing students' potential and school institutions (Juliantoro, 2017). Accordingly, the school principal plays a critical role in influencing the people under him and around him to achieve the goals that have been set together. As a result, the school principal must have managerial competence in the form of maximum service to stakeholders, transparency, honesty, professionalism, and situational awareness (Anggraeni & Nurabadi, 2016).

The competencies that RA school principals must have can be in the form of managerial competencies, which are reflected in how much attention they pay to the school, attention to the condition of teachers, waiters, and even students, and attention to school facilities (Patterson, 2016). According to Robbins (2006), managerial competencies include conceptual, humanist, and administrative/technical competencies.

Researchers in the field observed the managerial competence of the RA school principal, including conceptual, humanist, and technical competencies, and there was no level, Researchers observed the school principal concurrently with all activities in the school, including the principal as top manager, the principal as a teacher, and the principal as educational staff; the principal also holds a dual position, causing the management system of RA educational institutions to fail professionally, resulting in low school quality.

Furthermore, the inability to manage RA institutions will result in schools of poor quality. In the world of education, quality/productivity is very closely related to all aspects in schools, beginning with the planning process, processes, and utilizing resources to achieve school goals effectively and efficiently (Mulyasa, 2007). Aside from the number of school graduates, one dimension of the productivity of early childhood education institutions is the development of knowledge and changes in student behavior.

According to Baswedan (2016), one of the causes of low quality early childhood education in Indonesia is a lack of quality in existing human resources (HR), so school principals, teachers, and parents must be competent in managing institutions' early childhood education programs. For example, the principal, as a manager, supervisor, and so on, has the ability to influence his subordinates to achieve school goals.

B. Methods

This study employs a descriptive qualitative method approach to examine what is happening in the field by exploring and deriving meaning from social problems through the use of questions and data collection procedures developed by researchers (Creswell, 2014). The naturalistic phenomenological approach, which understands events in relation to people in specific situations, is the appropriate qualitative approach. Using a theoretical orientation or viewpoint (Bogdan & Biklen, 1997).

Because the research is social, human environmental, or cultural in nature, the location or setting chosen to carry out the research is referred to as a social situation (Mukhtar, 2013). 1) RA Dharma Wanita Association of Jambi Province, Jambi City; 2) RA Dharma Wanita Association of East Tanjung Jabung; and 3) RA Nurul Yaqin Muaro Jambi are the social situations studied in this study. The researchers chose the three RA

institutions for three reasons: a) RA that still exists today in the midst of the development of RA and TK in Jambi Province; and b) RA that is still the community's first choice for Islamic education for their children. In addition to the fact that many alumni of the three RAs have a large number of students, ranging from 20 to 198 students; c) has been accredited by the Jambi Province Ban PAUD Accreditation Board; d) has a sufficient number of principals and teachers in terms of quantity and scholarship; and e) to advance RA, despite its private status and oversight by the Ministry of Religion.

The research subjects are referred to as key informants (key informants are the RA school principals), whereas subjects who only provide additional data are referred to as additional informants (teachers and education staff). The data in this study were obtained through observation or research in fields that can be analyzed in order to understand a phenomenon or to support a theory (documentation of RA institutions, school principals, RA teachers, students, and the community surrounding RA) and secondary data (statistical bureaus, magazines, newspapers, or other publications) (Richards & Schmidt, 2013). Data collection methods include observation, interviews, and documentation. Data analysis techniques, such as data reduction, data presentation, and conclusion drawing (Miles, M. B., Huberman, A. M., & Saldaña, 2018).

C. Results and Discussion

1. RA school principals' managerial competence in Jambi Province

- a. RA Dharma Wanita Association of the Ministry of Religion of Jambi Province, Jambi City

- 1) RA Program Development (Conceptual)

School planning is carried out at RA DWP Kemenag Jambi through the preparation of a school planning program, which is carried out at the start of each year and communicates each program item to be implemented to all teachers, staff, and employees at school, because teachers, staff, and employees are partners or partners. At school, you should work. The school principal's or leadership's planning at the RA DWP institution of the Ministry of Religion of Jambi Province plays an important role in the educational process taking place in RA, as does the delegation of task authority given to other people who are believed to be an extension of his power.

The principal of the RA DWP Ministry of Religion of Jambi Province, Jambi City, invited teachers to consult on the program to be implemented in order

to improve the productivity of RA institutions. In discussing the RA institution's productivity planning activities, the school principal RA and the teachers developed plans for several aspects that were used as a foundation for achieving student goals. Meanwhile, one of the first activities in the early school year is planning for students who participate in extracurricular activities. The Student Orientation Period is a one-day event organized by RA DWP, Ministry of Religion, Jambi Province, and Jambi City (MOS).

2) RA Organization (Humanist)

The organization carried out by the school principal in RA was arranged in a sectoral manner as a form of extension of the school principal and delegating authority to others in carrying out activities in RA, in the activities of organizing work mechanisms for teachers and students in RA DWP Provincial Ministry of Religion, in the activities of organizing work mechanisms for teachers and students in RA DWP Provincial Jambi City of Jambi in the field of education is the main task of the organizer's leadership, RA.

Organizing formed by school principals and foundations is a group of people or employees who are given responsibility and authority in their implementation.

The managerial functions of the RA DWP Principal are hoped to run smoothly with this organization, and there is a delegation of authority from RA's leadership in carrying out his duties as a manager.

3) Putting it into action (Technical)

The role of the school principal in carrying out activities in developing RA productivity is motivated by the RA institution's goal of creating students who have character, are religious, and intelligent, as contained in RA's vision and mission, so that the results of implementing these activities will be felt later by parents.

The RA DWP Ministry of Religion Jambi Province has several programs to increase institutional productivity, including: optimizing the learning process, learning process activities carried out at the RA DWP Ministry of Religion Jambi Jambi City can be classified as school productivity activities.

Then, as part of the implementation of RA DWP learning, a teacher is assigned to each class, with the teacher being in charge of the learning

process in the classroom. Both in terms of instruction, methods, and media used in class.

The process of increasing the productivity of the RA DWP institution, Jambi Province, Jambi City by optimally utilizing the school environment as a source and learning facility is expected to produce quality and independent students both within the scope of the school and in the community or family. Only the supervisor and person in charge remains with the school principal in its management (school environment) as a place of learning, which is almost entirely left to class teachers and students.

RA DWP, Ministry of Religion, Jambi Province, Jambi City, in addition to serving the learning process, provides special services for students who require them. This special service activity can boost public trust in sending their children to the RA DWP, Ministry of Religion, Jambi Province, and Jambi City.

Similarly, school security is a priority, both in the classroom and in the school environment. RA DWP Kemenag Jambi Province Jambi City has security in the form of a security guard who is always present at all times, from the delivery of students by their parents to the return of students who are picked up by their parents or others, in order to provide parents with a sense of security.

4) Supervision (Technical)

The Principal RA supervises the implementation of activities to increase school productivity collaboratively and opens communication to all parties regarding the administrators who have been appointed in the tasks carried out. The principal's control and supervision of teachers and students includes: a) visits to learning process activities in class, b) surveillance with cameras/CCTV, and c) group and individual discussions.

Irregularities committed by subordinates can be avoided with careful and proper supervision. The RA DWP school principal can provide input to teachers and education staff so that things that cannot be done can be done in accordance with the wishes, vision, and mission of the RA DWP school institution, Jambi Province, and Jambi City.

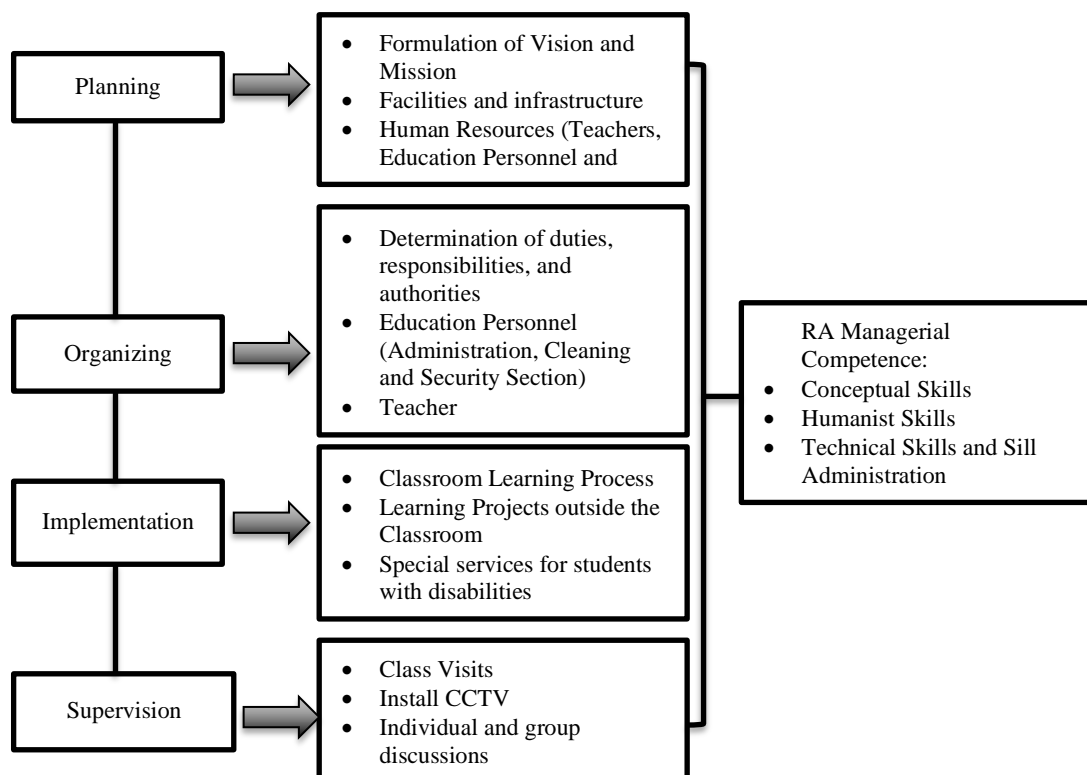


Figure 1: Increasing Productivity Using Principal Managerial Competence RA Dharma Wanita Association of East Tanjung Jabung Ministry of Religion Jambi Province Jambi City

b. RA Dharma Wanita Association of East Tanjung Jabung Ministry of Religion

1) RA Program Development

School program planning is carried out at RA DWP Ministry of Religion Tanjung Jabung Timur through the preparation of a school planning program, which is carried out at the start of each year and communicates each program item to be implemented to all teachers, staff, and foundations in schools, because teachers, staff, and foundations are partners or colleagues at school.

The school principal's or leadership's planning at the RA DWP institution of the East Tanjung Jabung Ministry of Religion plays an important role in an educational process taking place in RA, the delegation of task authority given to other people who are thought to be an extension of his power. School principals can develop work programs that increase institutional productivity in terms of student and teacher performance, particularly in

teaching and learning activities, with careful planning. As a result, planning (planning) is a critical and fundamental management principle in launching a work program prepared by RA, the institution's highest leader.

In order to increase the productivity of the RA institution, the head of the RA DWP Kemenag Tanjung Jabung Timur school invited teachers to a meeting to determine the program to be implemented. Planning in the field of education is defined as the activity of deciding what goals (objectives) will be achieved, what actions will be taken to achieve these goals or objectives, and who will carry out these tasks in order to achieve educational goals at RA DWP Kemenag Tanjung Jabung East.

In discussing the RA institution's productivity planning activities, the school principal RA and the teachers developed plans for several aspects that were used as a foundation for achieving student goals. Among the aspects are: 1) goal formulation; 2) RA infrastructure planning; and 3) teacher and student planning.

2) RA Organization

The organization carried out by the school principal at RA was organized in a sectoral manner as a form of extension of the school principal and delegating authority to others in carrying out activities at RA, in the activities of organizing work mechanisms for teachers and students at RA DWP Ministry of Religion Tanjung Jabung Timur the field of education is the main task of RA's leadership as the organizer. As a result, in order for the institution's operations to be more directed, management capabilities that are accountable for their respective work are required. Furthermore, the organization in RA DWP Kemenag Tanjung Jabung Timur was explained, which includes: a) Foundation, b) Principal, c) Teachers, and d) Administration.

The principal and the foundation's organization is an activity of organizing or distributing work to a group of people or employees who are given responsibility and authority in their implementation. The management of educational personnel is linked to the selection or placement of appropriate human resources. The following people work at RA DWP Kemenag Tanjung Jabung Timur. a) Administration, which consists of one person, performs administrative functions for the RA institution. b) The teacher consists of two people who implement the learning process, c) the Principal of the school's top leadership, and d) the Head of the Foundation as a supervisor and coach. With this organization, it is hoped that the

managerial functions of the RA DWP Principal of Tanjung Jabung Timur's Ministry of Religion will run smoothly.

3) Actuating

The role of the school principal in carrying out activities to develop RA productivity is motivated by the RA institution's goal of creating students who form an Islamic and Qur'anic generation, so that the results of implementing these activities are felt later by parents. Islamic and Qur'anic child development activities are developed through the practice of Islamic values such as washing hands before entering class, greeting others and parents, and asking permission before requesting something.

The Ministry of Religion Tanjung Jabung Timur places a teacher in each class during the implementation of RA DWP learning, and the teacher is responsible for the learning process in the classroom.

The process of increasing productivity by optimally utilizing the school environment as a learning resource and facility is expected to produce quality and independent students both within the scope of the school and in the community or family.

4) Supervision

Supervision is carried out jointly and opens communication to all parties towards the administrators who have been appointed in the tasks carried out by the RA DWP school principal of the Ministry of Religion Tanjung Jabung Timur in the implementation of activities to increase school productivity.

The Principal's supervision activities for teachers and students include: 1) visits to learning process activities in class; 2) supervision with student control books; and 3) group and individual discussions.

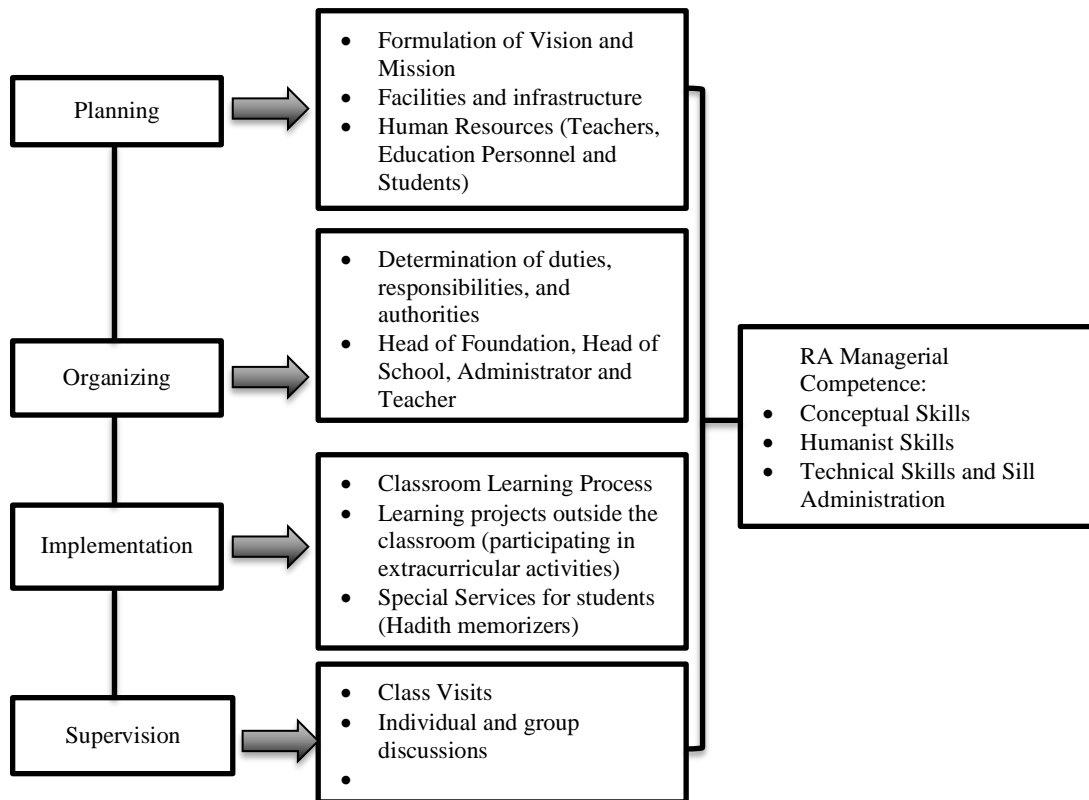


Figure 2: Using Principal Managerial Competence to Increase RA DWP Ministry of Religion Tanjung Jabung Timur Productivity

c. RA Nurul Yaqin Muaro Jambi

1) Program Planning for RA Nurul Yaqin Muaro Jambi

RA is responsible for program planning. Nurul Yaqin Muaro Jambi is implemented through the preparation of a school planning program, which is carried out at the start of each year and communicates each program item to be implemented to all teachers, staff, and employees at school, because teachers, staff, and employees are partners or colleagues at school. The following elements are included in planning: (1) a set of predetermined activities, (2) a process, (3) expected outcomes, and (4) concerns the future within a specific time frame.

The school principal's or leadership's planning at the RA Nurul Yaqin Muaro Jambi institution plays an important role in the educational process taking place in RA, as does the delegation of task authority given to other people who are thought to be an extension of his power.

With careful planning, the principal can develop a work program that can increase educational institution productivity, particularly for students, and teacher performance, particularly in teaching and learning activities.

The RA organization's productivity planning activities include: 1) goal formulation; 2) RA infrastructure planning; and 3) teacher and student planning.

2) RA Organization

The organization carried out by the Principal at RA Nurul Yaqin Muaro Jambi was organized in a sectoral manner as a form of extension of the Principal's hand and delegating authority to others in carrying out activities at RA Nurul Yaqin Muaro Jambi, in the activities of organizing work mechanisms for teachers and students at RA Nurul Yaqin Muaro Jambi, in the activities of organizing work mechanisms for teachers and students at RA Nurul Yaqin Muaro Jambi in the field of education was the main task of the organizer's leadership.

The organization formed by the school principal and the foundation is a group of people or employees who are given responsibility and authority in their implementation. With the organization, it is hoped that the managerial functions of the RA Nurul Yaqin Muaro Jambi school principal will run smoothly, and it can be seen that authority has been delegated to RA's leadership in carrying out his duties as a manager.

3) Actuating

The background of the school principal's role in implementing activities in developing RA productivity is the RA institution's goal to create students with Islamic and independent characteristics, so that the results of implementing these activities will be felt by parents later. Character development activities for children are developed through habituation, such as greeting teachers or older people, speaking politely, for example, asking permission before speaking, and reciting the Koran every day before entering school.

Raudhatul Athfal Nurul Yaqin Muaro Jambi has several programs aimed at increasing institutional productivity, including: optimizing the learning process, the learning process RA-conducted activities Nurul Yaqin Muaro Jambi can be classified as school productivity-boosting activities.

Then, during the learning process, RA Nurul Yaqin Muaro Jambi assigns a teacher to each class, with the teacher being in charge of the learning process in that class. Both in terms of instruction, methods, and media used in class.

4) Supervision

Supervision was carried out jointly by the Principal of RA Nurul Yaqin Muaro Jambi in the implementation of activities to increase the productivity of the RA Nurul Yaqin institution, and communication was opened to all parties regarding the administrators who had been appointed in the tasks carried out.

The principal's supervision activities for teachers and students include: a) visits to learning process activities in class; b) Make a Notebook/ Anecdote; and c) conducting group and individual discussions.

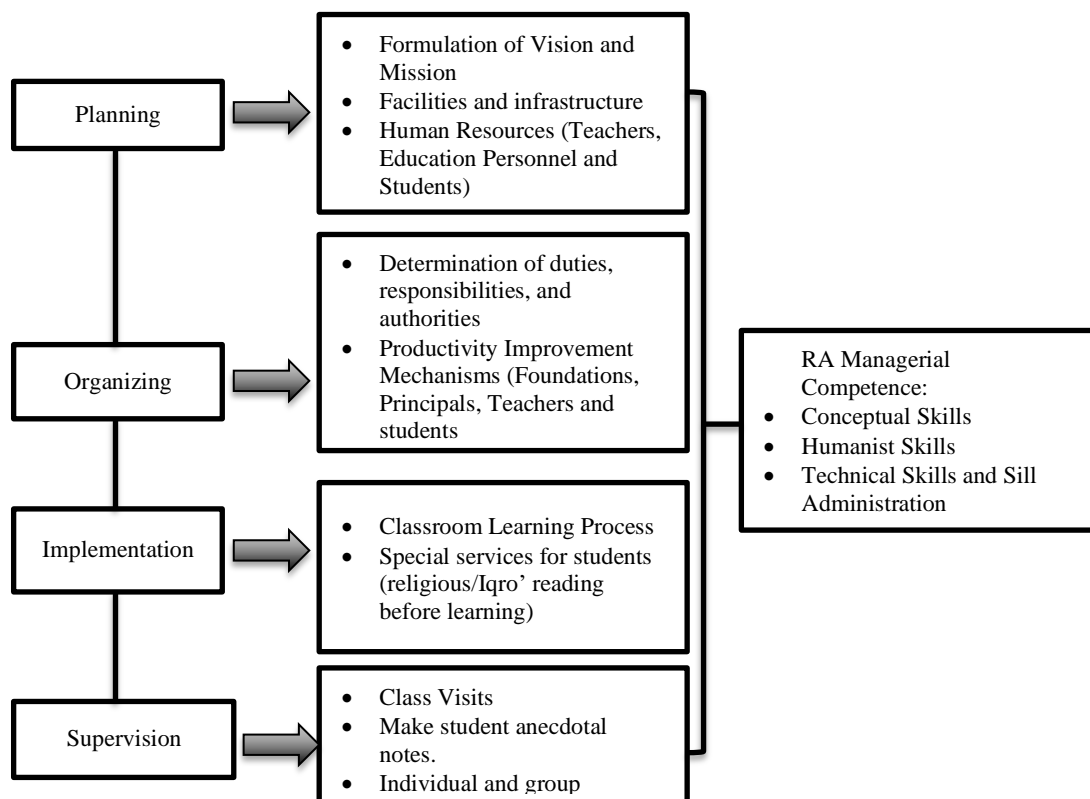


Figure 3: Using Principal Managerial Competence to Increase Productivity RA Jambi Nurul Yaqin Muaro

2. How effective are RA schools in Jambi Province?

a. RA DWP Ministry of Religion Jambi Province Jambi City

1) Productivity in Administration

a) Direct Proof (Tangibles)

Physical Evidence Administration productivity at RA DWP Jambi Province is already high, as evidenced by security services, learning processes, and cleanliness. The security service has a security guard, the cleaning service has a janitor, and the learning process service has a class teacher who is responsible for activities in the class by creating a class WA group filled with the cell phone numbers of the students' guardians in order to convey school information, both program activities and the condition of students while at school.

b) Reliability

The RA DWP has provided administration in the form of a form to be filled out by the student's guardian and submitted to the administration section according to a predetermined schedule for the acceptance of new students. The RA DWP Province also provides services to students in the form of infrastructure services that students can use to develop their potential, as well as game facilities both indoor and outdoor infrastructure and a fairly large field. Furthermore, the Jambi Province Ministry of Religion's RA DWP is outfitted with CCTV that can monitor activities in the school environment.

c) Responsiveness

As a result of the researcher's interview with the school principal about a child falling, the school immediately responded by opening the results of the CCTV footage installed in the school.

To avoid bad things, the Ministry of Religion of Jambi Province forbids parents from taking their children into the school environment during the RA DWP learning process; instead, take them outside the school/fence and wait outside the fence if necessary, so that learning can proceed smoothly and conducive.

d) Assurance

To ensure students' potential development, we monitor every day with anecdotal records and collect the results of the student learning process, which will be communicated to students' parents and the school principal.

The RA DWP of the Jambi Province Ministry of Religion also ensures students' safety while at school by appointing a school security officer, and the RA DWP of the Jambi Province Ministry of Religion ensures confidence in the quality of services provided to students by allowing stakeholders to provide suggestions and criticisms. The principal opens himself up to it by constructing.

2) Productivity in Behavior

The values obtained from students can be seen as an illustration of the academic and non-academic achievements that have been achieved in certain learning periods at school and outside of school.

a) Academic Achievement

Teachers are required to develop students' potential during the learning process, which includes developing children's language. When teaching with role-playing or project-based methods, a blended mix is sometimes used (lecture first and then direct the project). There is also a learning process with an experimental approach and direct visits to the field, such as going to the community's peanut garden, to increase the knowledge of students who go directly into the field.

b) Extracurricular

In order to develop students' non-academic potential, the RA DWP of the Ministry of Religion of Jambi Province urgently requires policies that accommodate and maximize this potential. Schools can do things like: 1) know students' potential, interests, and talents from an early age; 2) carry out activities that can accommodate students' potential, interests, and talents; and 3) provide facilities and infrastructure that support the development of non-academic potential.

- 3) Increased economic productivity/added value
 - a. Financing

Education funding was obtained directly from the RA DWP Ministry of Religion Jambi Province Jambi City through Education Development Contributions (SPP) of IDR 120,000 per child per month and Operational Assistance for the Implementation (BOP) of Early Childhood Education (PAUD) of IDR 600,000 per child per year.

Direct funding (SPP and BOP PAUD) and indirect funding (funds issued to children by parents during the learning process, such as transportation, school equipment, and extracurricular activities). The existence of these funds, both direct and indirect funds, can increase RA productivity (quality and quantity of students).

- b. RA Dharma Wanita Ministry of Religion of East Tanjung Jabung

- 1) Productivity in Administration

- a) Direct Proof (Tangibles)

The Administration of Physical Evidence from the RA DWP of the East Tanjung Jabung Ministry of Religion is already productive, as evidenced by the learning process and cleaning services. Class teachers who are responsible for activities in the class have appointed the service for the learning process by creating class WA groups filled with the cellphone numbers of student guardians in order to convey school information, both program activities and the condition of students while at school. While the school's cleaning service provided garbage disposal.

- b) Reliability

Reliability of RA DWP Kemenag Tanjung Jabung Timur in providing open, fast, and precise services to students, parents, teachers, and education staff. RA institutions, such as RA DWP, provide administrative services for the acceptance of new students. Through majlis ta'lim, which is attended by RA teachers, brochures, from student guardians to the community, and banners, the Ministry of Religion Tanjung Jabung Timur socializes the acceptance of new students to the surrounding community.

In addition to administrative services for the RA DWP, the Tanjung Jabung Timur Ministry of Religion also provides services to students in the form of infrastructure services that students can use to develop their potential.

In addition to administrative services for the RA DWP, the Tanjung Jabung Timur Ministry of Religion also provides services to students in the form of infrastructure services that students can use to develop their potential. RA DWP Kemenag Tanjung Jabung Timur also offers learning services from the time students arrive at school until they leave.

Learning services in improving children's cognitive, affective, and psychomotor competencies, in the form of learning processes in and out of the classroom, are another service provided by RA DWP Kemenag Tanjung Jabung Timur. Then there are the affective services, such as visiting sick students and donating to students who have suffered a disaster. Meanwhile, psychomotor competency development services are provided through Saturday joint sports, competitions on all national and religious holidays, and so on.

c) Responsiveness

The response or speed of teachers and education staff in assisting students or RA stakeholders and providing fast and responsive services includes: the speed of RA DWP Kemenag Tanjung Jabung Timur both Principals, teachers and education staff in serving stakeholders, the speed of school principals, teachers and education staff in handling the learning process, and the handling of complaints from RA DWP Kemenag Tanjung Timur stakeholders.

In responding to things that happened in schools, RA DWP Ministry of Religion Tanjung Jabung Timur was quite good, as the results of interviews with school principals about the learning process at schools, such as yesterday there was an unexpected meeting at the Ministry of Religion for teachers, teachers and school principals immediately gave information to the head of student guardians through WA, and alhamdulillah the parents responded well to this, so that their children.

d) Assurance

The learning process, which runs from 07.30 WIB to 10.00 WIB, demonstrates the importance of providing timely guarantees in service at RA DWP Ministry of Religion Tanjung Jabung Timur.

In addition to responsiveness in providing information, RA DWP Ministry of Religion Tanjung Jabung Timur ensures students' safety while at school by scheduling school picket teachers, and RA DWP Ministry of Religion Tanjung Jabung Timur ensures students' trust in the quality of services provided by opening open access for students. School principals' welcome suggestions and constructive criticism from stakeholders.

2) Productivity in Behavior

The values obtained from students can be seen as an illustration of the academic and non-academic achievements that have been achieved in certain learning periods at school and outside of school.

a) Academic Achievement

The development of language, mathematics, and science/science of students demonstrates the productivity of RA DWP Kemenag Tanjung Jabung Timur's behavior. The development was carried out by RA DWP Kemenag Tanjung Jabung Timur through a learning process in the classroom as well as outside the classroom by visiting and practicing in the field.

b) Extracurricular

RA DWP Ministry of Religion Tanjung Jabung Timur desperately needs policies that can accommodate and maximize students' non-academic potential in order to develop their non-academic potential. Schools can do things like: 1) have or present professionals in non-academic fields; 2) recognize students' achievements; and 3) assist students who have high non-academic abilities but are weak in the academic field.

3) Increase in economic productivity/added value

a) Financing

Financing Education directly at RA Tanjung Jabung Timur DWP Ministry of Religion was taken from the Education Development Contribution (SPP) of Rp. 40,000 per child per month and Implementation Operational Assistance (BOP) for Early Childhood Education (PAUD) of Rp. 600,000 per child per year.

Parents also spend money on their children's education, such as purchasing books, snacks, transportation/ojek, and so on. Of course, indirect funds are intended to aid in the learning process in RA.

b) Outcomes of Programs or Activities Funded

The outcomes of programs funded by direct funds are more focused on the learning process; for example, SPP funds are only allocated for teacher and education staff honoraria. Because BOP PAUD funds are determined by the Ministry of Education and Culture, they are intended for the improvement, procurement, and maintenance of school facilities. The existence of these funds, both direct and indirect funds, can increase RA productivity (quality and quantity of students). Adequate facilities and infrastructure, such as a large number of classrooms and indoor and outdoor learning media. This can directly improve students' competence.

c. Raudhatul Athfal Nurul Yaqin Muaro Jambi

1) Productivity in Administration

a) Direct Proof (Tangibles)

In terms of security services, learning processes, and cleanliness, RA Nurul Yaqin Muaro Jambi's Physical Evidence Administration is quite productive. The security service is guarded together, but a picket teacher has been appointed to be responsible for security and cleanliness, and the Learning Process service has been appointed by the class teacher who is responsible for activities in the class by creating a class WA group filled with the cellphone numbers of the student's guardians in order to convey school information, both program activities and the condition of students when at school.

b) Reliability

RA Nurul Yaqin Muaro Jambi has provided administration in the form of a form to be filled out by the student's guardian and submitted to the administration according to a predetermined schedule for the acceptance of new students.

In addition to administrative services, RA Nurul Yaqin Muaro Jambi provides infrastructure services to students, which they can use to develop their potential. Then, from the time students arrive at school until they leave, they must provide excellent learning services.

c) Responsiveness

The response or speed of teachers and education staff in assisting students or RA stakeholders and providing fast and responsive services includes: the speed of the school principal, teachers, and education staff in serving stakeholders, the speed of the school principal, teachers, and education staff in handling the learning process, and the speed of the school principal, teachers, and education staff in handling stakeholder complaints. Jambi, RA Nurul Yaqin Muaro.

RA Nurul Yaqin Muaro Jambi was very good at responding to events at school. RA Nurul Yaqin Muaro Jambi also responded adequately to changing conditions during the learning process, for example, during the Covid-19 period, schools prepared health facilities such as handwashing stations with hand sanitizers, masks, trash cans, and toilets. And, despite the fact that Covid 19 has decreased, this is still enforced, such as washing hands before entering school.

d) Assurance

The learning process, which runs from 07.30 WIB to 10.00 WIB, demonstrates the importance of providing timely guarantees in service at RA Nurul Yaqin Muaro Jambi. Then there is no name in RA Nurul Yaqin Muaro Jambi that is not going to class but can be seen from developing or not developing (cognitive, affective and psychomotor).

RA Nurul Yaqin Muaro Jambi prepared a learning schedule, a picket schedule for the morning to welcome students, and researchers noticed

that the school had prepared a schedule for activities outside of school during the learning process.

RA Nurul Yaqin Muaro Jambi also ensured the safety of students while at school by appointing a teacher officer to picket for security and cleanliness. Finally, RA Nurul Yaqin Muaro Jambi ensured the quality of service provided to students by allowing stakeholders to provide constructive suggestions and criticism, which the principal is open to.

2) Productivity in Behavior

a) Academic Achievement

The teacher employs several approaches in the learning process, one of which is the thematic approach; at each meeting, the teacher prepares a theme, sub-theme, method, and evaluation (RPPH). Teachers' methods vary; some use role playing, projects, stories, and field trips.

When the teacher and students are outside the room, they are engrossed in communication. This means that if the teacher allows students to express themselves, the child's language will develop indirectly.

The development of language, mathematics, and science of students demonstrates the productivity of RA Nurul Yaqin Muaro Jambi's behavior. RA Nurul Yaqin Muaro Jambi has carried out this development through a learning process both in and out of the classroom, including field visits and practice.

b) Extracurricular

RA Nurul Yaqin Muaro Jambi desperately needs policies that can accommodate and maximize students' non-academic potential in order to develop their non-academic potential. Schools can do things like: 1) identify students' potential, interests, and talents at an early age; 2) have or present professionals in non-academic fields; and 3) maximize partnership programs.

Another way to develop the non-academic potential of RA Nurul Yaqin Muaro Jambi students is to collaborate with their parents and use PPL students from UIN Sulthan Thaha Saifuddin Jambi to participate in community activities.

3) Increase in economic productivity/added value

a) Financing

There are two types of operational financing at the RA Nurul Yaqin Muaro Jambi institution: There are two types of costs: direct costs and indirect costs. Direct education funding was provided at RA Nurul Yaqin Muaro Jambi through the Educational Development Contribution (SPP) of Rp. 75,000 per child per month and the Operational Assistance for Early Childhood Education (BOP) of Rp. 600,000 per child per year.

Indirect costs, such as when the school holds large events such as competitions, graduations, and so on. Which activities are supported by students' voluntary contributions.

The Village assisted in the construction of RA Nurul Yaqin Muaro Jambi's infrastructure, which this year was assisted by 2 (two) locales; currently, there are only 3 (three) locales, including the teacher's room and one school principal.

b) Outcomes of funded programs or activities.

The outcomes of programs funded by direct funds are more focused on the learning process; for example, SPP funds are only allocated for teacher and education staff honoraria. Because BOP PAUD funds are determined by the Ministry of Education and Culture, they are allocated for the improvement, procurement, and maintenance of school facilities.

Direct funding (SPP and BOP PAUD) and indirect funding (funds issued to children by parents during the learning process, such as transportation, school equipment, and extracurricular activities). The existence of these funds, both direct and indirect funds, can increase RA productivity (quality and quantity of students).

3. Factors impeding the productivity of RA educational institutions in Jambi Province

a. RA DWP Ministry of Religion Jambi Province Jambi City

1) Administration

One of the impediments to increasing the productivity of the RA DWP Ministry of Religion Jambi Province, Jambi City, is the lack of an administrative officer with a legal education background; there is only one administrative officer to manage RA administration and serve one school principal, fourteen (fourteen) teachers, and 174 (one hundred and seventy-four) students.

2) Behavior Change

The lack of collaboration between schools and parents continues to be an impediment for school principals in changing student behavior.

3) Economic/financial

Funding constraints occur because all RA activities have not been accommodated using only SPP and BOP PAUD funds.

b. RA DWP Ministry of Religion of East Tanjung Jabung

1) Administration

One of the impediments to increasing the productivity of RA DWP Kemenag Tanjung Jabung Timur is the presence of administrative officers with a high school education background who are currently studying. Administrative tasks are sometimes taken over by the school principal, and data is not collected and neatly organized at school.

2) Behavior Change

The lack of collaboration between schools and parents continues to be an impediment for school principals in changing student behavior; positive values are sometimes instilled in schools but not maintained at home.

3) Economic/Financial

According to the findings of the above observations and interviews, it appears that all RA extracurricular activities have not been accommodated, with funds coming only from SPP and BOP PAUD. As a result, the school sought assistance from the parents.

c. Raudhatul Athfal Nurul Yaqin Muaro Jambi

1) Administration

One of the impediments to increasing the productivity of RA Athfal Nurul Yaqin Muaro Jambi is the lack of administrative staff with a legal education background, the lack of rooms, the lack of administrative equipment such as computers, and the fact that administrative services are still on call.

2) Behavior Change

The principal is hampered in changing student behavior because collaboration between schools and parents is still lacking, and the spatial and building arrangements are not yet optimal, indicating that there is a mix of MI and RA children and added parents waiting to enter the school environment, making the school environment less conducive.

3) Economic/financial.

Due to the funding constraints felt by RA Nurul Yaqin Muaro Jambi, it can be seen that funds for all RA activities, particularly non-academic capacity building activities for students held outside of school, have not been accommodated, because RA funds only come from SPP and BOP PAUD.

4. A model of managerial competence for school principals to increase RA productivity in Jambi Province

The managerial competency model of the principal includes (conceptual skills), Human Relationship Skills, and Technical Skills.

The conceptual competency of the RA school principal is the ability that the school principal must have in order to determine strategies, plan, formulate policies, and make decisions in organizations, including schools as educational institutions. For this purpose, educational managers require concepts based on an understanding of the organization, how to solve problems, and how to maintain and enhance the organization's development. As a result, managers in general, particularly RA

managers, should be able to create comprehensive, integrated, and cost-effective educational plans. With this ability, it can have a positive impact on any effort to improve educational institutions' output quality (School Productivity).

The researcher can conclude from the three RA schools that the administration of the RA DWP of the Ministry of Religion of Jambi Province, Jambi City is quite well managed by administrative staff along with field technical problems, but on the other hand, the administration of the RA DWP of the Ministry of Religion Tanjung Jabung Timur and RA Nurul Yaqin has not run optimally, formally listed the name of the TU but the implementation. The principal is also a member of the administrative staff, and he or she is sometimes also the treasurer.

Finally, the technical skills developed by RA DWP Ministry of Religion Jambi Province, RA DWP Ministry of Religion Tanjung Jabung Timur, and RA Nurul Yaqin Muaro Jambi include how to manage classes using teaching methods, student evaluation techniques, techniques for creating learning event units, techniques for managing facilities and educational infrastructure, and techniques for directing and developing teachers in schools.

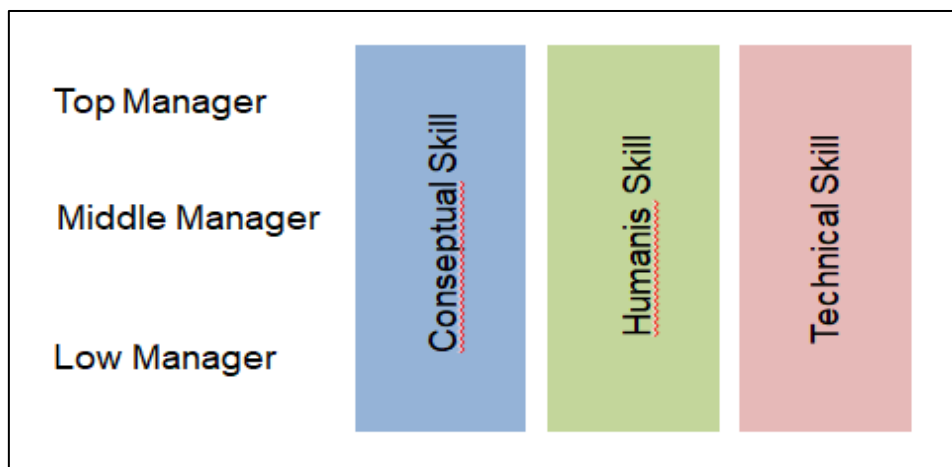


Figure 4. RA Head Managerial Competency Model (Balance Model)

D. Conclusion

Finally, as seen in the three RA schools in Jambi Province, the form of the principal's managerial ability in increasing RA productivity is a balance of conceptual abilities, human relations, and technical/administrative abilities.

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