

Principal's Strategy in Improving Education Quality through School-Based Management

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Abstract: The goal of this study is to identify the principal's approach to improving the quality of education through SD IT Ishlahul Ummah Prabumulih's school-based management. The method used is a descriptive phenomenological method with data collection methods obtained from the principal, curriculum vice-principal, student school vice-principal, teachers, and supervisors of the school committee. The methods used start from the reduction of data, presentation of data, and conclusions. The results of the study suggest that the strategy of the principal to enhance the quality of education through School-Based Management is included as an implementation program in the medium-term work plan, organizing by creating an Internal Quality Assurance System team to assess programs through school self-evaluation, implementing strategies by completing school facilities Providing incentives for teachers who succeed, enhancing the skills of educators and education workers, improving student success, developing networks with the business world and creating good relationships with the community, and infrastructure to support the quality of education, Though school facilities in the field of sports and prayer rooms are the inhibiting factors for the principal's strategy, less disciplined students, teachers who are non-linear, as well as the transition from old teachers to new teachers.

Keywords: Education, School-Based Management, School Principal Strategy.

A. Introduction

There are still several obstacles in the way of raising educational standards, the most significant of which is the poor quality of instruction. According to numerous studies, one of the contributing factors is, among other things, the community's lack of ownership and responsibility for the upkeep and development of the schools their children attend, which results in the community's lack of participation in the formulation of school policies. The way a school principal performs his duties and the management system in place, which addresses learning activities, school administration, community involvement, and the tactics the principal uses to raise

the standard of instruction, are two examples of how the quality of education is declining.

Because of their conceptual skills in building the school, leaders are the core of management, the force behind all school operations. Using his social skills, he will mobilize, defend, and give comfort and a sense of security to those under his guidance as well as to interested parties outside of the institution. For this reason, implementing school-based administration is one of the policies aimed at raising the standard of education. This strategy calls for a high level of community, school committee, education board, and general society participation. The ability of the school principal to actively participate in school administration by empowering all parties involved in operating the school-particularly the community as a whole-is crucial to the success of implementing school-based management.

The decentralization of elementary and secondary education system governance was initiated by the Indonesian government in 2003 as a means of shifting accountability from the national government to local (district/city) administrations. As stipulated in Law No. 20 of 2003 about the National Education System, which strongly stipulates that every citizen has the right to obtain quality education services, school-based administration is necessary to realize quality education. Schools are expected to engage the community to raise the standard of instruction, and they are granted the autonomy to run their operations according to the demands of their students. Nowadays, school-based management is a common term used to describe the type of autonomous school management previously known as school management, which no longer refers to the center.

The School-Based Management model of school administration grants school principals the authority to govern schools in a way that enhances educational quality using participatory decision-making including all school members and the community. Schools now have more power to oversee their transition to independence thanks to this management. Everyone engaged will feel accountable and committed to the decisions they make when school personnel and the community participate in the decision-making process.

The implementation of School-Based Management is focused on two work targets, namely on management of improving school quality and on increasing community contribution to education (Engkoswara & Komariah, 2010). Schools have the freedom to enhance the Teaching and Learning Process to improve quality. As a result, strategies for institutional management autonomy and academic autonomy must be made by schools. Meanwhile, schools need to form relationships with other kinds of communities, including the School Committee, to boost community involvement and contribution.

The degree to which the school can maximize the effectiveness of its resources, teaching and learning procedures, human resource management, and organizational structure is one way to view the characteristics of School-Based Management. Providing management, organization, and transformational leadership are indicators for optimizing school organizations. In addition, having the capacity to create policies and plans for the school, oversee daily operations, facilitate good communication between the community and the school, encourage community involvement, and keep the school accountable to both the community and the principal.

Many parties are concerned about Indonesia's poor educational standards, which is a major issue. In an attempt to raise the standard of education, it is thought that adjustments and improvements in several areas, most notably management, are required. If we look more closely at the reasons behind the education quality reduction, we can identify several factors, including the management systems and leadership styles employed by school principals regarding community involvement, learning activities, and school administration. If strong management, effective leadership, and the involvement of stakeholders are in place, there will be a positive impact on the quality of education as evidenced by the performance skills of teachers, staff, and students during the teaching and learning process.

Regarding the policies put in place by the school to assist the raising of the educational standard at SD IT Ishlahul Ummah Prabumulih, the principal's role as a school manager is crucial. This is a topic that educational managers will keep talking about in an attempt to raise the standard of instruction. To fulfill aspirations for high-quality education, efforts to improve the quality of education must be made consistently. The role of School-Based Management in improving the quality of education is an important component in advancing education in schools. Many efforts have been made to improve the quality of education. However, it still does not provide optimal and significant influence. This happens as a result of multiple circumstances. These trigger factors include the following: the national education implementation policy is focused on results; central decisions are made regarding the implementation of education; and the community, particularly parents of students, is not as involved as could be expected.

Quality education is the hope and demand of all education stakeholders. Everyone will of course prefer to study at an institution that has good quality. On this basis, the important role of the school principal must be to be able to provide good service and quality so that it is not left behind and can compete with other educational institutions. Based on the above background to improve the quality of education, especially at SD IT Ishlahul Ummah Prabumulih, researchers feel it is necessary to research further. "School Principal's Strategy for Improving Education Quality through School-Based Management at SD IT Ishlahul Ummah Prabumulih."

B. Methods

This research was carried out at SDIT Ishlahul Ummah, East Prabumulih District. The method used is a qualitative method with a descriptive phenomenological form. According to Moleong (2011), qualitative research is research that aims to understand the phenomena experienced by research subjects holistically and using descriptions in the form of words and language, in a special natural context, and by utilizing various scientific methods. Phenomenology comes from the Greek word *phaenesthai* which means showing oneself, showing. Efforts to describe directly and realistically what is experienced by the object of research (Hasbiansyah, 2008).

To bolster the validity of this study, individuals and items gathered together were used as data sources. While items, such as notes, paperwork, publications, and news, carry information that supports this research, people are crucial informants who are the subject of the study to expose the data required by researchers (Arikunto, 2010). The data in this research is divided into two parts, namely primary data and secondary data. The data collection method that will be used in this research is as follows observation, documentation, interview.

C. Results and Discussion

According to the research findings above, the principal of SD IT Ishlahul Ummah Prabumulih has devised a five-stage plan for raising educational standards through school-based management. These stages are interconnected and work together to create a cohesive program or system, consisting of planning, organizing, and strategy implementation, oversight; and assessment. The results of the principal's plan to raise educational standards at SD IT Ishlahul Ummah Prabumulih through school-based administration are described below.

The Principal's Strategic Planning in Improving the Quality of Education through School-Based Management at SD IT Ishlahul Ummah Prabumulih.

Ishlahul Ummah, the head of SD IT, conducted strategic planning, which is detailed in the Medium Term Work Plan. Based on Minister of National Education Regulation No. 19 of 2007 regarding Education Management Standards, which specifies that the RKJM outlines the objectives to be met about the quality of graduates to be attained and enhancements to components that support the quality of graduates within a four-year timeframe. Plans for programs that enhance the quality of education are part of the planning that the school principal does. These programs will be directly implemented through the management of the Internal Quality Assurance System team, which will carry out these activities. Long-term plans are created to manage opportunities and threats that come from outside an institution, in this case, a school, while keeping in mind the school's strengths and

weaknesses. These plans are intentionally created to achieve specific goals when planning a strategy or policy.

Sunanto (2015) defines programs as units and units of activity that are a form of realization or implementation of policies that take place on an ongoing basis. This definition is based on the findings of prior research regarding strategic planning for school principals in improving the quality of education through school-based management, namely preparing school work programs, namely making plans that produce school work plans. Program planning is essentially the process of organizing future activities through effective and efficient resource management to produce the best outcomes possible in line with educational objectives.

Organizing the Principal's Strategy for Improving the Quality of Education through School-Based Management at SD IT Ishlahul Ummah Prabumulih

A strong team follows thoughtful and mature planning in an institutional strategy; in other words, an institution's structured organization needs to function in line with each of its primary responsibilities. According to SD IT Ishlahul Ummah Prabumulih, it established an SPMI team to oversee the initiative, and teachers were responsible for enforcing the eight education quality criteria. Under the direction of Mrs. Yellin Fitrianti, S.Pd., the deputy principal for curriculum, the Internal Quality Assurance System team will determine what needs to be done to improve the quality of education in this instance. The eight education quality standards will serve as indicators for program planning. The Internal Quality Assurance System team will design programs that require improvement and implement them.

According to research findings (Wulogening & Timan, 2020), a work plan's implementation will be successful if the institution has clear instructions and the organizational structure works well to regulate the responsibilities and tasks of its members. An institution must have a strong team and an excellent organizational structure to implement planned initiatives for improving the quality of education as effectively as possible.

Implementation of the Principal's Strategy in Improving the Quality of Education through School-Based Management at SD IT Ishlahul Ummah Prabumulih.

The level of management known as "principal implementation" involves turning a plan and policy into tangible acts carried out by the principal in a way that complies with the program and budget. All school personnel should be able to comprehend any strategic planning that is created, as this will facilitate the coordination of its implementation based on their responsibilities. Ishlahul Ummah Prabumulih, the head of SD IT, can explain how he implements all of his programs by presenting the

findings of his study. When putting the principal's plan into practice, the following are some of the main points of emphasis:

1. Adequate Facilities and Infrastructure

Infrastructure and facilities are essential to the success of the teaching and learning process. In this case, SD IT Ishlahul Ummah Prabumulih already has sufficient infrastructure, though in one instance it is still not perfect. Based on observations made with the principal and the person in charge of infrastructure and facilities on November 11, 2020, SD IT Ishlahul Ummah Prabumulih already has several facilities and infrastructure to support learning activities, including classrooms, literacy corners, libraries, computer laboratory rooms, and TTQ (Tahsin and Tahfidz Al-Quran) rooms. Next, administrative support rooms include the principal's office, treasurer's office, teachers' rooms, prayer rooms, and sports facilities. Since these facilities and infrastructure exist, the school principal is now in charge of managing them. The person in charge of facilities and infrastructure, in this case, Mrs. Okta Riandini S.Pd., assists the principal in this role. To create an inventory report of school goods, a process of inventorying and documenting the products in the school is involved in its processing. A list of the items is then assembled.

The administration of infrastructure and facilities to raise the caliber of teachers is compliant with this (Ariyani, 2018). Through school facilities and infrastructure management, facilities and infrastructure need to be properly managed. Infrastructure and facilities are necessary for the learning process to be implemented. Aside from that, infrastructure and facilities rank among the standards that define the caliber of education. Purchasing facilities and infrastructure, maintaining educational infrastructure, disposing of educational facilities and infrastructure, and controlling facilities and infrastructure through the process of making an inventory of educational facilities and infrastructure are all included in the implementation of facilities and infrastructure management.

2. Giving Awards

Giving prizes to teachers who succeed in their disciplines is one of the strategies used by school principals in this instance to improve the quality of education. Ibu Kurniati, S.Pd., an educator, noted that SD IT Ishlahul Ummah Prabumulih has a policy whereby the principal compensates teachers who perform well with cash or merchandise. As Nurpina (2016) noted, awards have a direct positive influence on work performance, which means that teachers' accuracy in awarding awards results in an increase in teacher work performance. Thus, awarding is a support for raising the quality of education and can boost educators' work motivation.

3. Enhancing the Proficiency of Educators and Teaching Personnel

A teacher must be in good physical and spiritual health to fulfill their responsibility to students and achieve the country's educational objectives. According to the law and supported by a relevant diploma or skills certificate, educators must meet a minimum level of education. The principal of SD IT Ishlahul Ummah Prabumulih made a bachelor's degree a prerequisite for teaching positions to improve the proficiency of the faculty and staff. The principal then makes every effort to create and provide opportunities for educators and educational staff to engage in competency activities through education and training, workshops, and seminars like training by JSIT as well as by other private trainers, to increase the competency of educators and educational participants by their respective fields.

Teachers must be able to make the most of their time to increase insight and knowledge through training, seminars, workshops, and professional skills training to support career development and increase teacher academic qualifications. Mulyawan (2013) stated that experience in training has the greatest influence on teacher professionalism.

4. Increasing Student Achievement

In an attempt to raise student achievement, SD IT Ishlahul Ummah Prabumulih has introduced a self-development program that involves coaching and the addition of extracurricular activities. Mr. Sukmin Tanjung, S.Pd., SD IT Ishlahul Ummah Prabumulih established club programs to investigate students' learning potential based on an interview with the deputy principal for student affairs. These programs included Arabic, English, sports, nasyid, rhythmic Koran, mathematics, club painting/calligraphy, and Da'I and Da'iyah clubs. Students will select from these offerings what areas of interest and growth they wish to pursue through the club program. The Prabumulih school da'I and da'iyah tournament is one of SD IT Ishlahul Ummah's accomplishments. These extracurricular activities affect students' learning successes connected to their interests and capabilities as well as their capacity to meet expectations for their learning, as indicated by (Inriyani et al., 2017).

5. Build networks

Schools are a social community that depends on other individuals or groups to function. The greater the level of recognition the school enjoys in the community, the more probable it is that parents and guardians will choose that institution to educate their kids. The school directly benefits from this network connection by being able to buy books, sports gear, and other items. The principal of SD IT, Ishlahul Ummah Prabumulih, is working to raise the standard of instruction at the school and has established a lucrative network of partnerships. For instance, working together with

the business community on the Prabumulih branch of OKE OCE and Kangen Water bottled drinking water. According to Afrita et al (2018), creating a school network to raise educational standards entails creating a collaboration network that is as effective and efficient as possible, without causing losses, and that benefits educational institutions in terms of growing their capacities and human resources.

6. Harmonization of Community Relations

Ishlahul Ummah Prabumulih, the principal of SD IT, promotes positive connections with both the school community and the surrounding community. The principal of the school makes a constant effort to promote and preserve positive relationships among all teachers, support personnel, students and their parents/guardians, and students and the local community. Therefore, new things are always welcomed. And welcome suggestions and constructive criticism for the school. We constantly take an active part in social events in our community, such as aiding those affected by natural catastrophes.

According to Umar (2016), collaboration between the community and the school is required both concurrently and thoroughly to build ties with the community and create peaceful circumstances and conditions with it. Because schools are designed to raise the standard of education in a given area and can, both directly and indirectly, have a good impact on community development, they shouldn't be isolated communities that are walled off from the surrounding community.

Supervision of School Principal Strategies in Improving the Quality of Education through School-Based Management

In this case, the school committee is responsible for providing supervision as part of the principal's strategy to improve the quality of education through School-Based Management. The principal of SD IT Ishlahul Ummah consistently invites the school committee to monthly meetings to discuss the plans for implementing the school activities that will be implemented. In addition to serving as a working partner with the school to develop needs related to funding, programming, and school development, the school committee's role in supervision is to assess and oversee policies, programs, implementation, and output in the educational unit (Misbah, 2009).

Evaluation of School Principals' Strategies for Improving the Quality of Education through School-Based Management

The process of measuring or determining whether a program or activity that has been put into place has successfully attained its objectives is called evaluation. Expertise in overseeing and managing every aspect of the company is required in

management to accomplish the intended results. All of this calls for oversight, evaluation, concepts, recommendations, and feedback from numerous relevant stakeholders. The principal interacts directly with the school community, particularly the teachers and support personnel, by holding conversations and making observations. Additionally, about the school's administration structure, the principal keeps refining it so that duties no longer overlap.

Implementation of Supervision by the School Principal

The purpose of supervision is to help teachers improve their abilities, skills, and quality of learning activities. In this case, the principal of SD IT Ishlahul Ummah oversees teachers once every six months to help with supervision. The deputy principal assists with supervision in the curriculum department. The goal of supervision is to help teachers improve their performance by offering feedback, assessments, and assessments.

In this instance, it is consistent with what Zulnanda (2019) said. To increase the talents and skills of teachers and other teaching staff in carrying out learning activities, supervision is a set of process activities that offer support to educators and other parties involved in the field of education. instruction in a way that maximizes efficiency and hastens the attainment of learning objectives. In contrast, educational supervision is the process of advising, supervising, and directing teachers and other teaching staff as they carry out their obligations in the field of education to effectively accomplish learning objectives.

Barriers to School Principals' Strategies in Improving the Quality of Education through School-Based Management

Evaluations at SD IT Ishlahul Ummah are always the limiting factor in raising the quality of education through School-Based Management since these evaluations reveal shortcomings that must be fixed before education can be implemented. This deterrent is one of the reasons why the school isn't doing a better job of raising the standard of instruction. The lack of adequate sports facilities resulting from restricted school land, the space of the prayer room, which is still insufficient to accommodate the number of students, the presence of discipline-deficient students, nonlinear teaching practices, and the frequent turnover of teachers are the factors impeding the improvement of educational quality.

Schools that can adapt swiftly to changes will be the ones who succeed in the competition in the future (Zahro et al., 2018). It is required of schools to be able to adapt to become more environment-responsive. This implies that to avoid being abandoned by society, a school must make adjustments in line with environmental needs. Because of this, a leader's function is crucial to a company, particularly when

it comes to supporting the process of change. In addition to playing a crucial role in the process of change, school principals also need to have a well-developed strategy in place to ensure that these changes are implemented through the emergence of fresh ideas that enhance the standard of instruction in classrooms.

D. Conclusion

Based on the findings of the conducted research, it can be said that the principal's approach to raising the standard of instruction at SD IT Ishlahul Ummah Pabumulih through school-based management starts with the principal's dedication to a) organizing the standard of instruction through School-Based Management in conjunction with the RKJM; b) creating the Internal Quality Assurance System team to establish the organizational structure; c) raising the caliber of teachers and other education personnel; d) enhancing infrastructure; e) creating networks; f) enhancing community interactions; g) Perform oversight duties in conjunction with the school committee; h) Conduct evaluations regularly by conducting academic supervision once every six months.

The principal's strategy to improve the quality of education through School-Based Management is hampered by things like the inadequate sports infrastructure due to building space limitations and the extremely small space in the prayer room, which is out of proportion to the number of students and forces prayer into the classroom; additionally, there are still students who lack discipline, nonlinear teachers, and the replacement of experienced teachers with new ones, which causes the students to adjust slowly to the new environment.

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