

Principal's Strategy in Improving Educational Quality

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Abstract: The purpose of this research is to discover (1) the principal's plan for improving educational quality; and (2) the challenges and solutions for executing the principal's strategy at Bukit Asam Tanjung Enim Muara Enim High School in South Sumatra. A descriptive qualitative technique was used in this investigation. The school principal is the focus of this study. Data were gathered through interviews, observation, and documentation. Data triangulation is used to determine the validity of the data. Milles and Huberman's interactive analysis was employed as the analytical model. According to the research, the principal's plan at SMA Bukit Asam Tanjung Enim Muara Enim South Sumatra has a reference, especially by looking at the 8 National Education standards. Attempts to increase the quality of education for school principals via collaboration in the health sector (PMI and local public health center); public universities; tutoring; state apparatus (civil and military resort command); and the surrounding community. Teachers who did not support and limited communication were hurdles. Teacher training and online communication are the necessary solutions.

Keywords: Educational Quality, Principal, Strategy.

A. Introduction

According to Sutanto and Suhadi (2019) the ministry of education and culture provides flexibility and autonomy to school principals in using school operational assistance funds. As a result of this, we may conclude that the principle is also a policymaker in schools. If we consider the vision and purpose of high school education (SMA), we can conclude that the design of policies and the execution of development in the area of high school education emphasizes innovation in order to achieve success and independence in Indonesia.

Being a school administrator is neither simple nor challenging. The principal is the school's leader; a good principal will complete the tasks assigned to him as efficiently and professionally as possible. With the existence of a school principal, it is anticipated to be able to make a big contribution to the growth of an institution, especially an educational institution. The principal must not only be able to supply concepts and ideas alone, but also concrete facts as proven by professional

performance. Using these skills, school administrators may increase the quality of education in their schools.

According to Rakhmah et. al., (2019), school quality improvement management is essentially a way to improve educational quality by allowing schools to make decisions that involve individuals, school employees, and the community. With the introduction of school-based quality management, which shifts the education management model from a centralized to a decentralized system, how to improve the quality of education in schools or educational units is inextricably linked to the strategies used by school principals to improve the quality of education they lead; thus, there is a need for school principals in educational institutions who are knowledgeable in their field.

The many aspects that have been discussed above, it is suitable that this problem has to be examined about the strategies or measures taken by a leader, in this case a school institution to enhance school quality, there are numerous methods used to improve school quality. There are different tactics adopted to improve the quality of schools as is the case at the Bukit Asam High School, notably implementing or establishing programs by looking at the 8 National Education Standards reference and partnering with several agencies to improve the quality of education. How does the principal influence the quality of education, what strategies does the principal use to improve or maintain the quality of schools? Thus, this study intends to reveal how the principal's strategy is in efforts to improve the quality of education, so that private schools, in particular, are able to maintain or improve the quality of education, given that private schools are not fully supported by the government or the state.

One of the author's references during the research is to several descriptions of the research results so that we can enrich the theory used to evaluate the research that has been done. We want to prove that this research is novel research (Hadi, 2017; Azizah, & Sobri, 2016; Palupi et. al., 2021; Widodo, 2018; Fadhil, 2017; Solikah, 2015; Saifulloh, et. al., 2012; Hayudiyani, et. al., 2020; Rahayu, 2020). The authors' research differs from earlier studies in that it was conducted in diverse locales. This will set the school apart from other principals' strategies for making the school more desirable and appealing so that it can grow.

B. Methods

Qualitative research methods may be applied on a local scale, such as social circumstances, all the way up to bigger and more complicated groups. The research was carried out at the Tanjung Enim Muara Enim district of South Sumatra, with the goals being the Principal and Deputy Principal. This study is a qualitative descriptive in which no numbers are used to collect data. This study will last three months, beginning in December and ending in February. For the writer, three months is ample time to locate solutions from research formulations.

In this study, there are two sorts of data sources: primary data sources and secondary data sources. The Principal and Vice Principal of SMA Bukit Asam Tanjung Enim Muara Enim South Sumatra are the primary data sources for this study (Fadli,

2021). Data analysis in this qualitative study was conducted before entering the field, during the field, and after the field. Data analysis in qualitative research, on the other hand, is primarily focused on field operations and data gathering. In reality, qualitative data analysis occurs throughout the data gathering process, not after it is completed. This study included the following methods: 1) observation, 2) interviews, 3) documents, and 4) data analysis. The following is a summary of the research findings (Fadli, 2021).

C. Results and Discussion

The principal's plan will influence the quality of education at the school. In order to increase education quality, the principal has numerous strategies and references that look at the eight national education standards. The internal curriculum component is one of the keys to the effective execution of the process of increasing the quality of education at Bukit Asam Tanjung Enim Muara Enim High School in South Sumatra.

The hurdles that school principals encounter in implementing education quality improvement are as follows: 1) unsupportive instructors; 2) reduced face-to-face learning owing to Covid 19; and 3) limited communication. Of course, there are solutions to the various types of difficulties, such as holding training or coaching for teachers who disagree in online communication.

Ms. TD, the principle of Bukit Asam Tanjung Enim Muara Enim High School in South Sumatra, now leads the school. Ms. TD has been the school's principal for the past two years, beginning in 2019. According to Mazli (2017), all educational leaders must have abilities, knowledge, and be honest in managing and leading their companies. The method for enhancing quality is to include all members under its umbrella, such as deputy heads of curriculum and student affairs.

According to Hayudiyani et al (2020), the quality of education given by the school may be used to assess educational services. An educational program that describes the quality of the school is a brand presented to the public as a user of the school's educational services. The goal of this study is to present the principal's plan for improving the quality of teaching in schools by utilizing superior school-owned programs.

The aims met may be observed in where graduates continue their study and what accomplishments they have acquired. To achieve specific goals, the principle establishes an achievement target with the teacher or staff in order to develop the quality of the school that is expected based on the vision and purpose of the school.

Given that Bukit Asam Tanjung Enim Muara Enim High School, South Sumatra is a private school, the school has specific accomplishment objectives, especially when the school year begins. The principal will, of course, create the School Achievement Plan for the Future. The Principal of Bukit Asam Tanjung Enim Muara Enim High School in South Sumatra and his staff have their own success objectives, and each waka must be prepared to carry out the achievement targets afterwards.

The plan for improving educational quality in schools is mostly led by school administrators. Consequently, the writer's debate whether the school's success will be realized if the principal of an institution is allowed to assign the responsibilities he is in charge of. The principal must not only deliver instructions but also set a good example.

The strategy presented here is intended to achieve the school's vision and mission as targets that must be met, so that by achieving the school's vision and mission, the school has important targets that must be met; additionally, the school the author is researching is a private school in the Tanjung Enim Muara Enim area of South Sumatra. Collaboration is required between the school principal and his staff, so the results presented are the result of an indirect joint opinion from the foundation's chairman. Looking at the foundation's technical guidelines and the school principal's policies, it is not surprising that the waka work together for mutual progress.

As a result, the school principal's approach during this pandemic has a significant impact on the quality and quality of the school itself. If a school want to improve and develop, it must have plans and strategies, such as the Bukit Asam Tanjung Enim Muara Enim High School in South Sumatra does.

The findings of an interview with Mrs. TD, the principal of Bukit Asam Tanjung Enim Muara Enim High School in South Sumatra. The technique for increasing educational quality is to examine the references to the eight National Education Standards.

Principal

Bukit Asam Tanjung Enim Muara Enim High School in South Sumatra is a superb private school that can compete with other schools in terms of accomplishments, allowing the quality of school education to be reckoned with other schools. The benefit achieved is that a school is now one of the schools that matters. On the other hand, the school administrator must take the lead in order for this achievement goal to be met.

The performance of school principals, such as supervisors, who must be able to lead and oversee in order to increase teaching quality. Individual and computer strategies can be used in supervision tasks. According to Sergiovanni, educational supervision serves three purposes: growth, incentive, and control. A leader frequently possesses these three traits, and when he leads, these attributes are expressed depending on the scenario. As a result, the principal can be democratic and laissez faire.

The flaw is that, due to the Covid 19 epidemic, engagement with pupils' parents is limited. This does not always mean that the desired goal will not be completely accomplished. There were various accomplishments listed as attachments, including academic and non-academic accomplishments.

As a result, the approach is one method for attaining educational goals in a school. In this instance, the function of the school principal is required so that he may become the primary driver in enhancing the school's vision and purpose. The

principal at Bukit Asam Tanjung Enim Muara Enim High School in South Sumatra determines the highest policy; whether the school is good or not can be seen in how the school is able to formulate policies and strategies that are in accordance with the school's vision and mission, in order to improve school quality and compete with other schools.

According to interviews with school principals, the authors suggest that the school principal is a determinant in enhancing school quality based on numerous causes and hypotheses. In response to Ms. TD's inquiry on the principal's approach for increasing educational quality, the Principal of Bukit Asam Tanjung Enim Muara Enim High School in South Sumatra stated: "The school has established objectives that must be fulfilled by the Pupils." Meanwhile, before establishing accomplishment goals, the principal devised a plan based on the reference, namely 8 standards. Education at the national level. In terms of who decides the principal's policy, he feels it is the principal.

It is not unexpected that the school principal is the policy maker, given the school principal's viewpoint as a determinant in policy formulation. The principal's strategy is an important item to do since it is carried out to build excellent quality schools, according to Ms. TD, who is the policy author and the key implementer of the policy. To get the best outcomes, implementation is carried out at the start of each year. Before the program is implemented, they arrange meetings to discuss budgeting, who will execute it, and so on.

According to Yunus (2016), strategy may also be described as actions that are constantly modified and implemented in light of what customers want and anticipate from the future. Meanwhile, according to Anwar (2018), the strategy in the quality assurance education system is a technique or approach to executing quality assurance that assesses the quality of processes and the quality of outputs. According to Maimun and Fitri (2010), expressing strategy, along with values, mission, and vision, is part of strategic thinking. Strategy is a method that demonstrates the direction in which a company should proceed as a driving force, as well as other important variables that aid organizational leaders. Yet, in order to reach a goal, the strategy must not only operate as a road map that displays direction but also describe how the tactics of action are. The notion of strategy has been widely applied throughout its development in a variety of contexts, including educational contexts. The term strategy refers to the methods and abilities of utilizing resources to achieve certain goals.

According to many viewpoints, a strategy is a plan with various actions to attain specific aims that must be prepared, and the school principal as a policy maker may be said to provide technical directions for its members to implement the program that has been produced.

Educational Quality

Quality shows a logical, fact-based approach to corporate organization and is highly valued in the planning and quality control procedures. The organization's confidence in individual productivity is at the heart of the quality management

concept. Quality may be assured by ensuring that everyone has enough room to accomplish their work effectively. Employees can generate products and services that consistently match client expectations with the correct tools.

Similarly, TD, the Principal of Bukit Asam Tanjung Enim High School in Muara Enim, South Sumatra, believes that cooperation is established with several agencies, both in the fields of health, religion, higher education, tutoring, and the surrounding community, to improve the quality of school education.

Similarly, the authors contend that the Strategy and Quality of Education are inextricably linked in order to fulfill the vision, purpose, and programs laid forth in advance in a school. Looking at the plan, it has its own set of challenges, as mentioned by the Head of School, Ms. TD, including the fact that not all instructors support the programs and tactics developed, as well as the limitations of face-to-face learning and contact with certain kids' parents. Mrs. TD, the school administrator, has a solution: arrange coaching sessions with rival teachers and communicate online.

Based on different perspectives on enhancing educational quality, the authors believe that how the principal selects the plan will have an influence on the quality and development of the school itself.

D. Conclusion

The following are the findings from the principal's plan to enhance the quality of educational learning at Bukit Asam High School: The Principal's strategy in the effort of eight national education standards and developing partnerships with numerous agencies. Obstacles and solutions include the fact that not all teachers promote activities or programs, and that, owing to Covid 19, face-to-face learning and communication are limited. There is, however, a remedy, which is coaching and online communication.

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