

LEADERSHIP MANAGEMENT OF SCHOOL PRINCIPLES: A Case Study of Public Elementary Schools in Bogor Regency

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ABSTRACT

In the context of the organization, the leader has an important role in moving all members to achieve goals. Likewise in educational institutions, principals are the main actors of success, so there needs to be a standard of leadership management. Principal leadership management standards can help strengthen the management function, so that all parties involved can maximize their roles and functions. In fact, this research was conducted to examine the principal's leadership management function through a qualitative approach. In the process of disclosing information, descriptive analysis technique is used, in which the basic explanation is based on data and information obtained from correspondents. The research informants were the principals of public schools in Bogor district, precisely in Parung sub-district. Research data obtained through interviews and observation. The results of the study indicate that in general all school principals have carried out their functions in accordance with applicable regulations, although their implementation has not been optimal or varied. In practice, leadership management is highly dependent on the personality and background of each principal. There are some principals who are dominant in the planning aspect, but the organization, task execution, and control are ordinary. So did the other principals.

Keywords: Principal, Leadership Management, School, Management Function

INTRODUCTION

The development of science and technology has changed the mindset of the community, this is due to the fact that education and teaching programs are far behind compared to the needs of the community. So that this problem becomes a challenge for education providers in adding insight and dynamic thinking to produce quality graduates (Baharun, 2018). In facing the era of globalization, schools as leaders of an educational institution are required to have high performance, have a leadership spirit and have broad insight. In addition to the abilities and skills that must be possessed by the principal, it is very influential in determining school progress. Thus, the

management function is used as well as possible to improve school performance (Ekosiswoyo, 2016).

Education is believed to be one of the programs that can prepare and engineer the direction of human development in the future (Riski et al., 2021). Education in the concept of community development is an implication in civilized human development. Education is also not only limited to the transfer of knowledge (Kadarsih, et al., 2020). Among the most important factors are related to the performance of the principal in managing the school as an educational unit that organizes the learning process for students. Article 12 paragraph 1 of Government Regulation Number 28 of 1990 concerning Elementary Schools states that: the principal is responsible for the implementation of educational activities, school administration, development of other educational staff and the utilization and maintenance of facilities and infrastructure. The principal is one of the components of education that has the most role in improving the quality of education. In reviewing the performance of principals, it is necessary to think about strategic efforts to improve the quality of education, especially in elementary schools (Nadeak & Juwita, 2020).

The principal of course applies generally, both to men and women, because a person's personal qualities cannot be classified solely based on their gender. Meanwhile, when women are given the opportunity to occupy leadership positions, especially school principals, a thousand kinds of sad assumptions arise about the quality of their leadership. Starting from the paradigm that has been deeply rooted that women are weak creatures primarily in decision making, to the problem of basic character being the main content of women's explanations to show quality and have a career. Bureaucratic culture still places women in a disadvantageous position, especially in decision-making in the field of education (Kurniawati, e, al., 2020). This is evidenced by the low proportion of women who are in structural and functional positions, both at the strategic and operational levels.

Basic education is the level of education that underlies the secondary education level, basic education in the form of elementary school (SD) and madrasah Madrasah Ibtidaiyah (MI). Elementary schools are like an institution or an institution that carries out the mission to carry out the educational process in order to bring them ready to attend education at the next level. Therefore, elementary schools should have good

management, one of which is good management. good management then all components in it are good. In Parung sub-district in particular, the proportion of female principals is much smaller than that of male principals of 36 primary schools with only 12 schools led by women.

THEORY

According to Mulyasa, principal leadership is one of the factors that can encourage schools to realize their school's vision, mission, goals and objectives through programs that are implemented in a planned and gradual manner (Sudrajat, et al., 2020). This opinion implies that school principals are required to have adequate management and leadership skills in order to be able to take the initiative to improve school quality (Wening & Santosa, 2020). Principal leadership is considered a source of school reform, such as coming to school early in the morning and encouraging students and teachers to innovate in the learning process, supporting funds for all teaching and learning activities, being able to pay more attention to all staff, and using this potential. to develop schools.

Terry and Leslie are of the opinion that the management function can be divided into four parts, namely planning (planning), organizing (organizing), actuating (implementing), and controlling (supervision) (Khairuddin, 2020). The leadership role of the principal, which has been described above, shows that the implementation of the principal's leadership desired by teachers is a principal who has special character or characteristics that include personality, experience, knowledge and skills, and is competent to be carried out professionally. (Saputraet, al., 2021).

A principal in running a school organization requires communication. According to Waruwu (2021) the form of narrative and diction used by the principal describes its characteristics, and effective communication is communication that is packaged in flexible language and provides space for every school member to be able to participate in advancing the school. In other words, the leader's communication skills are one of the tools for how his leadership can contribute to advancing the school (Saputra, et al., 2021).

METHOD

This study used a qualitative approach with descriptive narrative techniques. carried out in schools led by female principals in Parung sub-district. Parung District is a sub - district located in Bogor Regency, Province Java Indonesia. there are 36 public and private schools, but for more focus the author only takes the principal who leads the public elementary school, namely 9 female school principals at SDN in Parung District. Data was collected by means of interviews, observations and research informants and after the data was found it was described.

RESULTS

Based on the results of interviews and observations, the following findings can be stated;

Planning

According to experts planning is to determine the goals to be achieved during the future and what must be done in order to achieve those goals (Terry and Leslie, 2010). As a basis for discussing the first management function, we will look at the respondents' opinions on the planning capabilities carried out by each.

1. School planning

School as a formal organization, should have a clear plan in organizing and bringing the school towards the progress to be achieved. Schools must have a good program of short, medium and long term work programs. If the school has the program then the direction of the school will be clear, whoever the leader who leads the school is not a problem, because the direction of development in the school is certain. Taking into account the extent to which the program is prepared by each school, we almost find that 70% of schools do not have a medium term, let alone a long term plan. The school only prepares the school's annual work plan.

2. Planning of facilities and infrastructure

Facilities and infrastructure have a very important function in facilitating the implementation of work programs in schools, both in the learning process, reporting and improving achievement in general. These educational facilities and infrastructure are the responsibility of the government, assisted by the community and stakeholders . Almost all schools have classrooms as a vital means for the

implementation of good learning. Toilets, although in some areas are not ideal and need renovation, as well as clean water facilities, libraries and UKS.

From the results of interviews with school principals, it was stated that to get building and equipment assistance they submitted proposals in the form of proposals to the Education Office and must continue to monitor the progress of the proposals. Another way is to use BOS funds in stages according to existing funds. The planning for the procurement of these facilities and infrastructure must be owned by schools so that they can submit proposals for requests for grants from the government for the benefit of; rehabilitation of buildings, construction of library buildings, UKS rooms, teachers' rooms, and even PSB rooms. Of the nine schools in Parung sub-district that have proper buildings and supporting facilities, only 3 schools are SDN Waru 02, SDN Lebak Wangi and SDN Iwul 03.

3. Preparation of the Education Unit Level Curriculum (KTSP)

In preparing the curriculum now almost all schools use the KTSP as a guide in designing, implementing and supervising all planned programs. Because the KTSP is a reference for schools in carrying out activities, the preparation must be really well designed and thought out, nine public schools led by female school principals compiled the KTSP. KTSP is mandatory and will be checked by the school supervisor or supervisor.

Organizing

Organizing includes dividing the components of activities needed to achieve goals into groups, dividing tasks to hold groupings designed to enable humans to work together effectively to achieve common goals (Terry and Leslie, 2010). Taking into account this opinion, all work programs that have been planned will be successful if the program is regulated, appointed by the person in charge, given instructions and clear job descriptions. With clear responsibility and task corridors, program overlap and ambiguity can be avoided.

1. Managing and empowering human resources

The assignment of teachers as classroom teachers or subject teachers is also other assignments in the field of administration for teachers and employees whether they are based on expertise in accordance with their education. Seeing from this angle, the principal met several teachers who chose to be placed where he taught,

but there were also principals who directly chose which class the teacher was in according to the competence and personality of the teacher. Based on the results of the interviews, there were indeed some teachers who did not feel confident teaching grade one and grade six, the reason being that the risk was so heavy, because grade one had to have the ability to read and grade six teachers were required to graduate students. The principal appoints the teacher to be a class teacher, indeed the result of a special calculation means that he pays attention to the abilities and competencies possessed.

Nearly nine schools did the same thing, they were reprimanded by approach and discussion. There is also something done by giving general advice so as not to judge the perpetrator. As for the award, more to the assessment. This means that if the teacher excels, he will get more value than the principal, there is also something done at SDN Waru Jaya giving goods or pocket money to teachers who excel or announced at the ceremony.

In order to optimize and maximize the performance of teachers and staff, principals must divide up the existing tasks to all teachers. Clear and firm division of duties and responsibilities between teachers and employees by making job descriptions of each field, so that there is no overlap in the implementation of tasks.

Principals and teachers will carry out their duties well if they have the required competencies. Principals and teachers as educators must have a minimum educational qualification of a bachelor's degree or D-IV (Permendiknas). At this level, almost 80% of school principals under female leadership in Parung sub-district are undergraduate graduates from elementary school education background (PGSD), the rest are other sciences and from DII. As for S2 graduates and they already have an educator certificate.

2. PPDB

Student management is a school that has good planning in school management, especially student management, so that it can grow and awaken students' potential to motivate them to carry out and follow the learning process. So far, what the nine schools have done to attract as many new students as possible is to add extracurricular and religious activities.

3. Financial management and supervision

With the disbursement of BOS operational assistance funds since 2005 as an implication of the issuance of Law No. 20 of 2003, concerning the National Education system, it is stated that "every citizen aged 7-12 years must attend basic education". Article 34 paragraph 2 of Law 20/2003 states that the government and local governments guarantee the implementation of compulsory education at the minimum level of basic education without charging fees, while paragraph 3 states that compulsory education is the responsibility of the state organized by government educational institutions, local governments and the community.

The management of BOS funds in one school varies depending on the leadership. However, from the results of the questionnaire on the disclosure of funds that have been carried out by the nine schools, the BOS funds are standard aid funds from the government, but in reality these funds have not been able to meet all school needs.

Actuating

This third management function focuses more on how to direct teachers and staff in carrying out their duties according to the obligations assigned to them. The directing/acting is running well, almost all female school principals are very focused on feelings and words that do not offend the teacher/staff when giving a warning to their subordinates.

Controlling

In terms of supervision, the function of the principal is very strategic. Because a program that has been well designed, then assigned to the person in charge of it, will not necessarily run according to the initial wish that was desired. Paying attention to what is happening in the field from the results of the direct observation of the researcher, then from the results of interviews and the results of the committee's questionnaire data review, it turns out that the management function, namely Controlling very poorly carried out by the principal as executor of the program at the school level. Of the nine schools almost all control and check their programs at the end of the year only. From the analysis of management functions and management principles above, we get information that there are only two schools that carry out management functions and principles very well, namely SDN Lebak Wangi and SDN Iwul 03. Then with good

categories are SDN Waru Jaya, SDN Cogreg 02, SDN Waru 02 Furthermore, schools that have sufficient predicate are; SDN Bojong Sempu 02, and SDN Dewantara 02. Meanwhile, the rest still need to improve the management function in schools

School Committee Involvement

School based on the principle of gotong royong based on PP no. 75 of 2016 concerning school committees, that school committees are independent institutions consisting of parents/guardians of students, school communities or community leaders who care about the environment. School committees located in each school function in improving educational services to carry out their functions in a mutual, democratic, independent, professional and accountable manner. Heriswanto (2018) states that the committee as a consideration body plays a role in determining and implementing education policies to improve school quality. Of the nine SDN schools led by female principals in Parung sub-district, all involved committees, among others: Preparation of KTSP/Curriculum, transparency of BOS funds and several school programs.

CONCLUSION

The results of this study indicate that the ability of the principal as a leader has carried out the management function on average if you pay attention to the management and managerial functions of the principal in Permendiknas No. 13 of 2007 concerning the standards of principals and the criteria that are the limits and agreements about the categories of principals.

The realization of the principal's function in managing school management is as follows. The management function, namely planning (planning) which is the most dominant weak point for school principals, school planning is made if needed to program activities to be carried out by schools to improve the quality of education in schools but in reality many school principals do not have these documents, some plans should exists but not found. The management function is controlling the principal who does not have a definite schedule of when to do controlling . One school controls only once every 6 months, two schools control when there is free time, three schools control only annually, one school is just at the stage of seeing the program yet to control it while the other school controls it with a priority scale. The organizing management function was found to be on average good, SDN Waru 04, SDN Waru 03, SDN Cogreg

02, SDN Iwul 01, SDN Iwul 03, SDN Bojong Sempu 03, SDN Waru Jaya, SDN Dewantara 02 and SDN Lebak Wangi in choosing teacher placements are in accordance with their abilities and experience, then the job description is not given in writing, the principal usually does it verbally at the meeting at the beginning of the new school year. While the management function is directing (orders or directions) from nine schools, namely SDN Waru 04, SDN Waru 02, SDN Cogreg 02, SDN Iwul 01, SDN Iwul 03, SDN Bojong Sempu 03, SDN Waru Jaya, SDN Dewantara 02 and SDN Lebak Wangi the average principal runs it well but is still careful and sometimes there is a bad feeling even though the principal tries to remain professional. Then We can find in the results of this study that the relationship between school principals and school very stakeholders is closely seen from the data from interviews and questionnaires in each female-led primary school in Parung District, Bogor. In this study, it was found that principals who have good communication with stakeholders can work together in advancing the school, such as committee support for mutual assistance to help improve school and support other school activities and programs.

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