

## The Educational Role of School Principals in Improving the Quality and Productivity of Quality Management in Darussalam Private Middle Schools, Medan

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### Abstrak

*Role is a dynamic aspect of position (status) if a person performs his rights and obligations according to his position then he has carried out a role. The principal as a policy maker in schools functions optimally and is able to lead schools wisely and with direction and leads to the achievement of maximum goals in order to improve the quality and quality of education in schools. This study aims to study and describe the role of school principals in improving education management in Darussalam Middle School. The research method used in this study is descriptive qualitative research using observation techniques and also interviews with the principal of the research location. The results obtained explained that the principal had made various efforts and had improved to support the management of education in Darussalam Middle School Efforts made related to the important role in terms of leadership and management of madrasas both for teachers, students, facilities and other school supporters. The conclusion in this study is that the role of the principal is very important in improving education management and the role of the principal must be carried out in the role of educators, managers, administrators, supervisors, leaders, innovators and motivators.*

**Keywords:** School Principal, Quality management

### Abstrak

Peran merupakan aspek dinamis kedudukan (status) apabila seseorang melakukan hak dan kewajibannya sesuai dengan kedudukannya maka ia telah menjalankan suatu peran. Kepala sekolah sebagai penentu kebijakan di sekolah memfungsikan perannya secara maksimal dan mampu memimpin sekolah dengan bijak dan terarah serta mengarah kepada pencapaian tujuan yang maksimal demi meningkatkan kualitas dan mutu pendidikan di sekolah. Penelitian ini bertujuan untuk mengetahui dan mendeskripsikan mengenai peran kepala sekolah dalam meningkatkan manajemen mutu pendidikan di SMP Darussalam. Metode penelitian yang digunakan dalam penelitian ini yaitu penelitian kualitatif deskriptif dengan menggunakan teknik observasi dan juga wawancara terhadap kepala sekolah tempat penelitian. Hasil yang diperoleh menjelaskan bahwa kepala sekolah telah melaksanakan berbagai upaya dan telah berperan untuk meningkatkan manajemen mutu pendidikan di SMP Darussalam. Upaya yang dilakukan meliputi berbagai peran penting dalam hal kepemimpinan dan juga pengelolaan madrasah baik terhadap guru, siswa, sarana prasarana dan juga pendukung sekolah lainnya. Kesimpulan dalam penelitian ini peran kepala sekolah sangat penting dalam meningkatkan manajemen mutu pendidikan dan peran kepala sekolah telah dilakukan dalam peran sebagai edukator, manajer, administrator, supervisor, leader, inovator dan juga motivator.

**Kata Kunci:** Kepala Sekolah, Manajemen Mutu

## INTRODUCTION

A school principal who is competent in his or her field of work is a principal who has the competencies described in the Regulation of the Minister of National Education of the Republic of Indonesia Number 13 of 2007, concerning School/Madrasah Principal Standards, namely that the principal's competency includes personality, managerial, entrepreneurial, supervisory and social competencies. From these competencies, it is hoped that the school principal can improve the quality of education in the school. School principals have an important role in improving the quality of education and are

responsible for organizing educational activities, school administration, developing educational staff, and utilizing and maintaining facilities and infrastructure.

Seeing the role of the school principal, the principal has the challenge of being able to carry out education in the school so that it is focused, planned and sustainable by establishing policies and providing ideas that can improve the quality of education. Efforts to improve the quality of education are closely related to effective leadership and management by school principals.

Support from subordinates will be available and sustainable when the leader is truly qualified.

Leadership is very important to pursue or improve the quality of education, because improving the quality of education is the desire of every school. Schools will be able to progress when the principal is visionary, has managerial skills and integrity in carrying out quality improvements (E. Mulyasa: 2005, 24).

Management can be interpreted as a process of managing or arranging something to achieve certain goals. The management process in order to realize quality improvement is also known as education quality management. In this case, the management carried out must have rules or regulations so that the quality of education in educational institutions can really improve. One of the most important factors in supporting and implementing education quality management is none other than the school principal or madrasa head at the educational institution.

The role of the school principal really supports the success of a formal educational institution, but on the other hand, finding a leader is not only a problem for the business world, but is also a problem for the world of education. In Islamic educational institutions, leadership is played by a school principal who also acts as an educator who is responsible for the progress of the school.

## THEORETICAL BASIS

### School Principals as Educational Leaders

The meaning of an educational leader is explained as a person who is responsible for educational leadership. Educational leadership in this sense is the process of influencing all personnel who support the implementation of learning activities in order to achieve educational goals in schools. Educational leaders must have a commitment to quality improvement in their main functions. Therefore, the function of educational leadership must focus on the quality of learning and all the staff who support it. The existence of members or staff is also important in the organization. In this case it is at school. (Syafaruddin 2002)

The school principal is the person at the forefront who coordinates efforts to improve quality learning. School principals are appointed to occupy positions responsible for coordinating joint efforts to achieve educational goals at each school level. In practice, in Indonesia the

principal is a senior teacher who is deemed to have the qualifications to hold that position.

In the concepts and applications vary in society and culture, the different meanings of leadership reflect the philosophical viewpoints and assumptions as well as the theories and knowledge they have. This difference is due not only to varying concepts and philosophies, but also because leadership comes from power and the influence of resources both formal and informal, in terms of people's positions, knowledge and wisdom.

Aan Komariah stated that the educational leadership needed today is one that is based on the nation's true identity which originates from cultural and religious values and is able to anticipate changes that occur in the world of education in particular and generally based on advances achieved outside the school system. Thus, school principals should have an institutional vision, clear conceptual abilities, and have skills and art in human relations, mastery of technical and substantive aspects, have a passion for progress as well as a spirit of service and character that is accepted by the community in their environment. The school principal must be flexible in his attitude towards staff so that there is no rigidity in relationships and communication. A good leader is a good communication expert (Aan, 2016).

From these descriptions, it can be concluded that in order to create conditions that allow students to achieve educational goals effectively and efficiently, a leader is needed, namely the school principal. The school principal must be willing and able to carry out management or management functions which include planning, organizing, controlling and innovation in various administrative fields such as student administration, personnel, teaching programs, curriculum, facilities and infrastructure, finance, administration, school and community relations and school environmental administration.

### The Role of School Principals in Improving the Quality of Education

The role of the school principal in improving the quality of education is very important because it can influence the success or failure of the quality of education itself. In general, the scope of a school principal's duties can be

classified into two main aspects, namely work in the field of school administration and work related to educational professional development.

In the field of education, what is meant by quality is understood in accordance with the meaning contained in the learning cycle. In summary, several key words for the definition of quality can be mentioned, namely: according to standards, according to market/customer usage, according to developing needs, and according to the global environment. What is meant by quality in accordance with standards, namely if one aspect of education management is in accordance with established standards.

In implementing quality improvement management, school principals must always understand the school as an organizational system. School principals build human resources through personnel management (Suwardi, 2014). In general, Slamet (2000) explains the characteristics of tough school principals, namely:

- a) Have far-sightedness and know what actions must be taken and really understand the method that will be taken;
- b) Have the ability to coordinate and harmonize all available limited resources;
- c) Have the ability to make decisions, mobilize existing resources, tolerance for differences, and
- d) Have the ability to fight the principal's enemies, namely indifference, suspicion, not making decisions, mediocracy, imitation, arrogance, extravagance, rigidity, and duplicity in attitudes and actions

As the role of school principals in improving the quality of education, which includes their roles as educators, managers, administrators, supervisors, leaders, innovators and motivators (Mulyasa, 2003; Vivi, 2013).

- a) The principal as an educator, the principal's duty is to guide teachers, education staff, students, follow developments in science and technology, and set a good example. As explained by Vivi (2013) that to create a conducive school climate, cooperation or harmonious relationships between the entire school community and not just the responsibility of the principal. Therefore, efforts that school principals can make to

improve their performance as educators, especially in improving the performance of educational staff and student learning achievements, are to involve teachers in further education by encouraging teachers to start being creative and achieving.

- b) The principal as a manager, has the functions of: preparing plans, coordinating activities, carrying out supervision, evaluating activities, holding meetings, making decisions, organizing the learning process, managing administration, and managing administration, students, personnel, facilities and infrastructure. , finance (Sabirin, 2012). Sunarto (2011) explains that school principals as managers are required to have readiness to manage schools, the ability and willingness emerge when school leaders can open themselves widely to absorb sources that can encourage managerial change.
- c) The principal as an administrator, the principal is responsible for the smooth running of all work and administrative activities in his school. Sunarto (2011) explains that the principal as a category of educational administration needs to complete the insight into educational leadership with knowledge and attitudes that are anticipatory towards changes that occur in life. society, including educational policies. As an administrator, the principal must have the ability to improve and develop all school facilities.
- d) The principal as a supervisor, supervision is the activity of observing, identifying which things are correct, which are not correct, and which are not correct, with the aim of making them correct with the aim of providing guidance (Arikunto, 2004; Barinto, 2012; Vivi, 2013).
- e) The school principal as a leader, the principal's leadership is one of the factors that can encourage the school to realize the school's vision, mission, goals and objectives through programs that are implemented in a planned and gradual manner. Therefore, leadership is the activity of influencing other people to want to work to achieve predetermined goals.
- f) The principal as an innovator, in order to carry out his role and function as an innovator, the principal must have the right strategy to

establish a harmonious relationship with the environment, look for new ideas, integrate every activity, set an example for all educational staff in the school and develop a model -Innovative learning model.

- g) The school principal as a motivator, the principal must have the right strategy to provide motivation to education staff in carrying out their various tasks and functions. Because school principals believe that the ability to build good motivation will build and increase work effectiveness and efficiency (Sabirin, 2012; Purwati, 2013), so that their subordinates are able to be creative in order to realize good quality education as well.

Based on the explanation of the role of the school principal above, it can be concluded that the role of the school principal as a facilitator, motivator and supervisor must have certain efforts, for example:

- a) Involving teachers in every upgrading and training opportunity, regardless of the personal closeness and kinship of the principal;
- b) Providing encouragement to teachers to continue their higher education, because the qualifications of teachers who have a higher level of education will certainly influence the quality of education presented in the school environment, and
- c) Helping teachers who experience difficulties in managing the teaching and learning process.

## METHOD

This research was carried out at Darussalam Middle School jl. Darussalam No. 26 Sei Kambing D. Medan Petisah District. Medan city. North Sumatra 20119. When the research was carried out on November 8 2023, on Wednesday, the type of research we carried out was qualitative research, where the data we took was based on Observasi, Interview, and Documentation.

## RESULTS AND DISCUSSION

1. The role of the school principal as a leader in improving the quality of quality management in Darussalam schools.

Darussalam Middle School still uses the 2013 curriculum and has not fully implemented the independent curriculum. The role of the principal and also the curriculum sector at Darussalam Middle School to improve the quality of quality management, namely:

- a. As the curriculum progresses  
Namely monitoring whether teachers can implement the existing curriculum, whether it is running according to the rules as it should
  - b. Create a supervision program  
Supervising the teaching and learning process, supervising the class teacher whether the program is running or not, supervising whether the teachers at Darussalam Middle School teach in accordance with existing demands, supervising whether they comply with existing regulations.
  - c. Collaborate with parents  
Participate with parents regarding the ups and downs of student grades
  - d. Collaborating with BP teachers
  - e. Collaborating with students
2. The role of the school principal is in inspiring and guiding educational staff to actively participate in efforts to improve the quality of education

Efforts made by school principals to inspire and guide educational staff to actively participate in improving the quality of education, namely:

- a. Be a good example
- b. Become new inspiration regarding the learning model or learning media that will be used
- c. Hold discussions with teachers so that the teachers are active and share with each other what the learning process is like, what are the shortcomings in the teaching and learning process, what are the strengths that we can highlight in conveying the material to students so that they understand the material being presented.
- d. Conduct training for teachers every 3 months or at the end of the semester by making teachers appear, so that when there is a shortage of teachers they can

support each other, give advice, provide information regarding changes that will be made

e. Create an MGMP team

3. How school principals can measure and evaluate the success of quality management efforts at Darussalam Middle School

The methods used by the school principal and curriculum sector to measure and evaluate the success of quality management efforts at Darussalam Middle School are:

a. Conduct quality reports at school

b. Doing AMDK

c. Conduct a learning environment survey

d. Carrying out student literacy

So by doing the three methods above will later find out whether there are deficiencies in the school and then make improvements.

4. Steps taken by the principal to improve the quality and productivity of quality management at Darussalam Middle School

a. Determination of vision and mission

b. Development of quality management team

c. Performance evaluation

d. Curriculum development

e. Collaborate with parents

f. Provide training for teachers in the field of study

g. Implementation of school information systems

h. Continuous monitoring and evaluation

i. Collaboration with other educational institutions

j. Make improvements

k. Providing Rewards and Recognition.

So those are the steps taken by the principal and head of the curriculum field to improve the quality and productivity of quality management at Darussalam Middle School. They have a target for Darussalam Middle School graduates as stated in the curriculum field at Darussalam Middle School, namely "So from the results of the previous meeting there were improvements -improvement of the things that are lacking, we pay attention to the hair, then we make training on the product in their field of

study, which part is lacking, whether it is media making, then there are other trainings that support it, then we also work together with parents, so when we want These children are good, especially at Darussalam Middle School, knowledge is not only required but there must be soft skills, then graduating from here must have a target, so our target is from Darussalam Middle School, so if a child graduates from here, he must be able to read the Koran because there are several If you don't complete it then don't memorize juz 30 then practice worship according to school targets, for example praying fardhu kifayah prayers funeral prayers unseen prayers on the way like that so you have to finish from here you can and when you want to finish it but at home it doesn't support it, well that's what "It needs to be a collaboration, so the teacher has to work together with the homeroom teacher, the principal, all the parents have to work together."

## CONCLUSION

A school principal who is competent in his or her field of work is a principal who has the competencies described in the Regulation of the Minister of National Education of the Republic of Indonesia Number 13 of 2007, concerning School/Madrasah Principal Standards, namely that the principal's competency includes personality, managerial, entrepreneurial, supervisory and social competencies. School principals have the challenge of being able to carry out education in schools so that it is focused, planned and sustainable by establishing policies and providing ideas that can improve the quality of education. Efforts to improve the quality of education are closely related to effective leadership and management by school principals.

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## SUGGESTION

Based on our research, we need extra supervision to improve the quality of productivity, quality management at Darussalam Private Middle School, Medan, and for writing, we realize that there are still many mistakes. Therefore, to make this article better and can be used as a reference, we as writers requires criticism and suggestions from readers, hopefully this writing can be meaningful for all parties who need it.

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