

Principal's Leadership on “Sekolah Penggerak” Effectiveness in Improving the Quality of Education

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Principal's Leadership on "Sekolah Penggerak" Effectiveness in Improving the Quality of Education

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ABSTRACT

The purpose of this study was to determine the effectiveness of "moving schools" in improving the quality of education. This research is a descriptive qualitative type with interview, observation, and documentation data collection techniques. Researchers conducted participant observations of principals and teachers at Janeta Weleri Kindergarten and Muslimat NU 06 Lanji Kindergarten with research subjects there were 2 principals and 4 teachers. The results showed that the Principal of TK Janeta Weleri and TK Muslimat NU 06 Lanji as Leaders in schools were able to become the locomotive of change in schools. Learning is planned according to students' abilities and various activities are expected can make students comfortable and happy when learning at school.

Key words: principal leadership, sekolah penggerak, education quality

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INTRODUCTION

The question of school effectiveness is open-ended, as it relates to the school's efforts to achieve its goals. This requires the efforts and roles of various stakeholders and school officials. It focuses on school effectiveness through the school's efforts to achieve set goals through systems analysis or the input, process, and output systems approach developed by (Hoy, W.K. & Miskel, 2008). (Yankey, J.A., & McClellan, 2003) states that organizational effectiveness is the extent to which an organization achieves its stated goals and objectives and how well it performs in achieving them. In the relationship between educational inputs, processes, and outputs, the effectiveness dimension lies within the performance priority group of educational systems.

School effectiveness is therefore a prerequisite for improving the quality of education. Increased effectiveness is achieved by quality teaching schools required by educational institutions because school effectiveness indicates the ability of the school to perform its functions optimally to achieve set goals. increase. (Teddlie, C., Stringfield, S., & Reynolds, 2002; Teddlie, C., Creemers, B. & L., Muijs, D., & Yu, 2006; Uline, C. L., Miller, etc.), D. M., & TschannenMoran, 1998; Lunenburg, 2010) in various contexts. This research was conducted to improve school effectiveness in a number of ways. There are successes in education, leadership, and teacher learning management (Leithwood, K., Harris, A., & Hopkins, 2008). Therefore, compulsory education unit

client leaders can shift all components and resources into schools to achieve learning effectiveness and effectiveness, with a focus on improving the quality of the learning process and learning outcomes. Description: The customer is a manager responsible for micromanagement directly related to the learning process at school. Alternatively, the client has formal authority to translate ideas and advice to school administrators. Clients also see: Developing subordinates' confidence in the importance of quality work product and trusting subordinates by prioritizing implementation tasks and responsibilities over personal gain (Tschannen-Moran 2009).

Talking about the quality of education in Indonesia is still not good because there are still many lags compared to other countries that are developing rapidly (Mariana, 2021). Still many sectors that are not evenly distributed including the availability of schools and teachers as education facilitator, education is strived to give birth to a smart generation who can be the next generation. Intelligent Indonesian people are people who have knowledge, skills, and have a foundation of faith and piety the good one. In the National Education System Law no. 20 of 2003 stated that: "National Education" functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life the development of the potential of students to become human beings who believe and are pious to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen" (UU Sisdiknas No. 20 Tahun 2003 Tentang Tujuan Pendidikan Nasional, 2003).

The current situation is that the school is only the duty and the principal schools only regulate and are more administrative in nature. More teachers in school emphasis is placed on curriculum implementers, not curriculum owners and makers. And only teacher the only source of knowledge is not as a facilitator and source of knowledge. Learning is only based on knowledge and uses a play approach and calistung only. And teaching is based on age, not on student abilities. And the curriculum is only an approach to academic activities. In driving schools, the principal is expected to be the driving force in advancing the school into a quality school. The principal's leadership becomes driving factors for organizational and management change in schools, the existence of not only as a symbol, but a determinant of the success and quality of education at school (Mariana, 2021).

However, not a few schools lack the quality of education due to lack of its effectiveness in moving schools to be better and of higher quality (Mariana, 2021). Headmaster as a leader has a responsibility to improve the quality of education. To improve the quality of education in schools, changes are needed school. Changes in schools will occur if you start from a driving school that becomes a examples and role models for other schools. Driving school is expected to be an inspiration for principals and other teachers. Automatic teacher in driving school provide a variety of very diverse learning. From the explanation above, researchers are interested in conducting research on the effect of principal's leadership on effectiveness "sekolah penggerak" in improving the quality of TK Janeta Weleri and TK Muslimat NU 06 Lanji.

METHODS

Research Methods The research approach used by researchers in this article is a descriptive qualitative approach. Descriptive research qualitative aims to describe, describe, explain, explain and answer in more detail the problem which will be researched by studying as much as possible individual, group or event. In research qualitative human is a research instrument and the result of the writing in the form of

words or statements that are in accordance with the actual situation. Sources were obtained through observation, interviews, and documentary analysis (Sugiyono, 2016). The people studied were: Principals and teachers at TK Janeta Weleri and TK Muslimat NU 06 Lanji with research subjects there were 2 principals and 4 teachers. Data selection through observation, question and answer, and documents. The following is the procedure in this study:

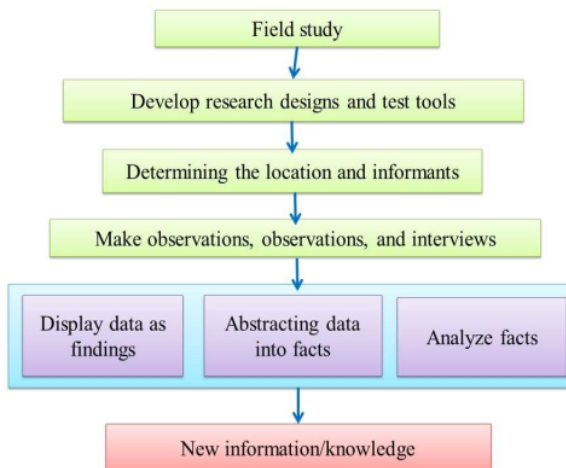


Figure 1. Research procedure

RESULT AND DISCUSSION

Research results in this area show that the leadership of school principals influences the effectiveness of driving schools in improving the quality of education. A school's effectiveness is directly influenced by the leadership of the principal and the leadership of the teachers. Key leadership is clearly determined by aspects such as managing the environment, managing people, and transforming the organization. The effect of TK JanetaWeleri and TK Muslimat NU 06 Lanji, 'sekolahpenggerak' on improving the quality of education is how school leaders manage student-centered learning and learning, design content and learning materials, It depends on the aspect of implementing the learning practice. Furthermore, school effectiveness has been shown to be underpinned by the quantity of services the school provides, the quality of services, efficiency, adaptability and flexibility (Mulyani et al., 2020).

It has been empirically proven that the leadership of principals as a driving variable can trigger the effectiveness of process variables "sekolahpenggerak" in TK JanetaWeleri and TK Muslimat NU 06 Lanji to improve the quality of education. The high effectiveness of this school goes hand in hand with her effective teaching performance of both kindergarten principals. Of course, it is not just school principals who are supported by teachers who are very supportive of good human development (educators and teachers) who can influence the very good development of school effectiveness. The implication is high school effectiveness. In other words, the leadership of principals needs to be maintained and continually improved so that they can directly or indirectly improve the academic effectiveness of TK JanetaWeleri and TK Muslimat NU 06 Lanji's "SekolahPenggerak". As noted by (Huber, S.G., &Muijs, 2010), principal leadership has long been recognized as an important factor in school effectiveness. Similarly (Leithwood, K., Jantzi, D., & Steinbach, 1999), school leaders are

the triggers that move all components and activities within an organization, thus leadership supports the organizational goals of school performance. It is claimed to be an important factor.

The dimension that orients the environment towards the leadership (set direction) of the key variables is highly valued in design and reflects effective leading leadership. This is reflected in our efforts to identify and articulate our vision and deliver according to our model. In this case, school leaders are seen as capable of overcoming obstacles encountered in achieving school goals. Directors too often issue polite instructions and orders. School leaders can develop confidence that working as a team produces better results. In addition, the headmaster is credited with the ability to improve the quality of education in TK JanetaWeleri and TK Muslimat NU 06 Lanji 'SekolahPenggerak'. In this case, the director symbolizes his success in improving the quality of education with 'SekolahPenggerak' by TK JanetaWeleri and TK Muslimat NU 06 Lanji. Principals also look like role models because they are good role models in the school community. To create a better environment, school leaders and teachers can use a problem-solving approach to develop school goals. The main thing is that the principal behaves smartly. As (Horng, E.L., Klasik, D., & Loeb, 2010) concluded, principals have a rather complex task, conducting, coordinating, It takes enough time to get organized. Results, including assessment of student and teacher performance. Effective principal leadership is expected to increase the effectiveness of TK JanetaWeleri and TK Muslimat NU 06 Lanji 'SekolahPenggerak' in improving the quality of education and increase the efficiency of the school. This is evidenced by research that school leaders can foster a culture and climate of collaboration and support structures that reflect the key role of teachers in teaching and learning (Shen, J., Leslie, J.M., Spybrook, J.K. & X., 2012). process. Major support could motivate teachers to increase the effectiveness of TK JanetaWeleri and TK Muslimat NU 06 Lanji's 'SekolahPenggerak'.

The Effect of Principal's Leadership on the Effectiveness of "SekolahPenggerak"

Leadership is an ability to lead in a person who is influenced by internal and external factors (Winardi, 1990). While (Sutrisno, 2011) said leadership is a process of moving other people by leading, guiding, influencing others so that results can be achieved what is expected According, leadership is an inherent ability in a person who leads, which depends on various factors, both internal factors and external factors. A leader, especially the principal, is able to motivate and move everyone to achieve their goals. Therefore, the most important thing about the principal's leadership is its influence and effectiveness a leader. Principal's leadership is an ability possessed by a functional staff, i.e a teacher who in the form of a task to lead a institution or school for move all available resources in an institution or school so that can be used maximally for achieve the goals that have been set (Rachmawati, 2013).

In this sense, then play a role important to what they lead. As with the principal, the down payment or the decline in the quality of schools depends who is leading. In this case, Leaders must have soul good leadership. So principal's leadership consistency will affect quality the school itself. Because, every head school will be presented with demanding problem will improve the quality of schools. That way the principal will be able to finish quickly and decisively. There are several factors that hinder achieve leadership qualities a principal, which is because a process not transparent, the low mentality of the principal with characterized by a lack of motivation and

enthusiasm and discipline so often late, and also the principal's insight is still narrow (Suparman, 2019).

In carrying out the tasks that have been given, then the principal must be able to manage and develop all components of schools through administration, management, and leadership (Fitrah, 2017). The principal can do things outside of activities, such as tutoring and participating in education, and develop creativity or ideas that have been given by the teacher as well as students. In addition, aware of his leadership, then the principal can also help build teacher performance and provide motivation for teachers and students to cultivate a high social spirit. Like gotongroyong, helping each other each other, and other things (Yahdiyani et al., 2020).

The role of instructional leadership in improving teacher professionalism is an important factor in school organization, especially with regard to responsibility for improving the quality of learning in schools (Gorton, 1976; Hallinger, 1994). Leadership is one of the managerial aspects in organizational life which is a key position. A school principal must have a high responsibility for their strength, have a strong mentality and higher education and work experience. So is leadership principals about the effectiveness of driving schools are expected to understand the process learn and be able to develop teachers. Principal at driving school In addition to managing school operations, they must understand the learning process students and become a facilitator for teachers in schools (Permendikbud No.6 Tahun 2018 Tentang Penugasan Guru Sebagai Kepala Sekolah, 2018).

Able to carry out collaborative and competent school management in their field and in harmony with education at home and in the family. Learning process, students are not treated as recipients of knowledge only, but are student-oriented. Learning does not emphasize the face-to-face process but emphasizes digitalization learning and various uses of technology. And teach based on ability that each student has is not based on the age factor. On the curriculum created competency-based and focus on developing the character of students. Through driving school, the principal can change the old order to new paradigm in education. Who can bring school to work? in a more advanced direction and can improve the competence of teachers and principals (Mariana, 2021).

Even though the principal has such a complex responsibility, but efforts to improve teacher performance must continue to be done. The principal should be more focused and do various leadership efforts in teaching. This condition is caused by the head of school as a teaching leader is as a model, trainer, facilitator, and supervisor, not guardian or administrator in teaching (Bredeson, P. V. & Johansson, 2000). That is, when the principal comes supervising teacher teaching at class, the principal cannot play a role as judge or judge. However, when the principal supervises then must apply five important principles, namely (1) consultative relationship, collegial and not hierarchical, (2) implemented democratically, (3) teacher-centered, (4) based on needs, and (5) the existence of assistance professional (Mulyasa, 2005). The principal must have a high commitment to school improvement, focus on curriculum development, facilitating and supporting teachers in development competence (Hermino, 2016).

In the context of education, the head of school is a key figure for school success (Suhardiman, 2012; Wiyono, 2017). Progress or regress the quality of learning in schools is affected by the quality of the roles performed by the head of school. More adequate understanding the principal in carrying out his role as principals, teacher performance and the quality of learning also tends to improve. Apart from being a catalyst and mediator who translates policies central government, school principals

should also be able to convey the aspirations of the school community or stakeholders to the government. This with the aim of ensuring policy compliance with the reality on the ground. Without appropriate action of the principal to this bridge, school condition will tend to be static or not experience progress (Gaol&Siburian, 2018).

The Effectiveness of "Sekolah Penggerak" in Improving the Quality of Education

The "sekolah penggerak" is a school focused on development student learning outcomes holistically by realizing the student profile pancasila which includes competence and character starting with SDM superior (principals and teachers) (Kemendikbud RI, 2021). "Sekolah penggerak" in TK Janeta Weleri and TK Muslimat NU 06 Lanji is a new policy launched by the Ministry of Education and Culture. Change schools need to be done to improve the quality of education. The change can begin from a school that becomes a "sekolah penggerak" in TK Janeta Weleri and TK Muslimat NU 06 Lanji which can later become an example for other schools. "Sekolah penggerak" in TK Janeta Weleri and TK Muslimat NU 06 Lanji can be an inspiration for principals and other teachers who want quality schools and become role models and become a place of training for "sekolah penggerak" in TK Janeta Weleri and TK Muslimat NU 06 Lanji. The educators in the driving schools can provide fun learning for students in one direction but a variety of activities that exhilarating.

Implementation of the "sekolah penggerak" in TK Janeta Weleri and TK Muslimat NU 06 Lanji curriculum is not completely applied to all units education, both at the basic level as well as medium in Indonesia. However, the application of "sekolah penggerak" in TK Janeta Weleri and TK Muslimat NU 06 Lanji curriculum on schools that have implemented it, used as a complement the curricula that previously applied (Javanisa et al., 2021). The appraisal is known as holistic assessment or assessment that done before a process learning starts so focus curriculum assessment "sekolah penggerak" in TK Janeta Weleri and TK Muslimat NU 06 Lanji this is to the participants' learning outcomes educate itself. Student learning outcomes in the "sekolah penggerak" in TK Janeta Weleri and TK Muslimat NU 06 Lanji curriculum is based on the abilities, developments and needs of these students so that students able to study various sources learn regardless of use at a certain grade level. By because of that, it went wrong one reason to apply competency-based learning on "sekolah penggerak" curriculum.

Requires a big role from a school principal who becomes the tip spearhead in realizing the curriculum drivers in each school. A school principal has obligation to bring about change to the curriculum to uphold Pancasila is high, so the role of the principal does not only follow existing curriculum but required to be able to bring about change and balance with developments in the modern era by giving emphasis Pancasila character education in students themselves and are required to have a critical attitude in face whatever is going on occur (Sihotang et al., 2021). The following is the role of the principal in implementing the "sekolah penggerak" in TK Janeta Weleri and TK Muslimat NU 06 Lanji curriculum according to (Sutikno, 2007; Manizar, 2015):

- The principal must have ability to move the community of all existing fellow teachers in the school and its area, and are able to bring good change especially in terms of increasing the quality of student learning in accordance with the values of Pancasila.
- The principal has a role in design and manage for learning becomes more interesting so that students are not bored and become more motivated to improve performance.

- The principal must be able to moving agent in the field of improve the quality of leadership in school.
- The principal is obliged to create a discussion space or a container that can be used as a forum for collaboration between teachers and stakeholders with aims to improve quality, quality and capacity in carry on learning.
- The principal must also be able to provide a learning atmosphere conducive, peaceful, and comfortable so as to encourage participants learn in developing the potential to be more creative, critical and have an attitude of tolerance tall.
- The principal has a role to always develop the potential is in him to continue develop according to development of the times and have high innovation.
- The principal is able to be motivator and role model for all residents who are in school and can afford make students more character and change their behaviour get even better so able to give birth to the next generation a quality nation and have high spirit of nationalism.

The Motivating School Program will optimize the use of digital technology to facilitate the performance of principals and teachers. Self-evaluation and evidence-based planning. The Motivating School Program provides data on student learning outcomes, as well as assistance in interpreting and using this data to plan programs and budgets. Partnership between central and local governments through consultative and asymmetric assistance. In the regional scope, the Motivating School Program will also increase the competence of supervisors to be able to assist school principals and teachers in school management to improve student learning outcomes (Zamjani, I., Rakhmah, D. N., Pratiwi, I., &Azizah, 2020). The difference between this study and previous research is that this study examines the principal.

CONCLUSION

Appointment of Nadiem Makarim as Minister of Education and Culture provide a new color in the world of education and issue new policies for improve the quality of education in Indonesia. The quality of education in Indonesia is considered very less than other countries that have developed rapidly. Mr. Nadiem's appreciation in school the driving force is in order to make changes in schools to realize Indonesia progress that is sovereign, independent, and personable through the creation of Pancasila students who are think critically, creatively, independently, have faith, fear God Almighty, and have noble character, mutual cooperation and global diversity. The driving school principal is able to drive school operations and become a teacher teacher facilitator at school. Student-centered learning is carried out by microlearning approach and adapted to the abilities, talents and interests of students. Learning is planned according to students' abilities and various activities are expected can make students comfortable and happy when learning at school. Principal at Janeta Weleri Kindergarten and Muslimat NU 06 Lanji Kindergarten as Leaders in schools are able to become the locomotive of change in schools.

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