

Artikel 5

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School Principal Strategy in Improving the School Based Management Through the Quality of Education

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ABSTRACT

This study focuses on how the principal's approach to improving the quality of education by School based management can be prepared, implemented, and evaluated. This analysis is a descriptive method of qualitative phenomenology. Collecting information using methods of observation, interview and recording. Based on the findings of the study that has been carried out, it can be concluded that the Head of SMP Negeri 12 Palembang carried out an internal review in compiling a strategic plan in order to recognize the strengths and weaknesses that exist. External research, meanwhile, is to define the openings and constraints that exist. In implementing the strategy of the principal in the management of the organizational structure and committees of the school, increasing the competence of educators and instructional staff, Improving infrastructure, creating networks, having virtual schools and improving community ties. Then do periodic monitoring and assessment.

Keywords: Principal strategy, education quality, School Based Management

1. INTRODUCTION

Initially, this study was based on researchers' experience so far in the field to become one of the 12 Palembang State Junior High School educators. Who noticed That SMPN 12 Palembang was one of the A-accredited schools, became an independent Adiwiyata national Adiwiyata school, and became a safe school. Although SMPN 12 Palembang is a less strategic school, the location is on the outskirts of Palembang City, and is in a community setting where most of the population has a low level of education and a medium to lower economy.

School is an institution in which education is kept the expectation of the society. We all know that education has an important role to play in the nation's development in this nation. For this purpose, reform and enhancement of the standard of education through the management sector is important. In Law No 20 of 2003, which states that education is a conscious education system, the national education system is controlled. Designed and planned attempts to build a learning and learning environment so that students can successfully grow their ability with spiritual strength of faith, self-control, personality, intellect, noble character. As well as qualifications for himself, society, country, and nation.

Systematically, schooling has an essential sense that is realized from the above interpretation.

School is an institution in which all the aspirations of the community for a brighter future existence are educated. Education is one of the initiatives schools should make as an institution where individual people strive for a better life in the future. Science and technology advancement affects the social life of the society, and further raises the need for the needs of the community's social life. The assurance of education is hope, because the community believes that education will face the different inequalities that arise and reseed themselves [1]. The principal's leadership plays an important role in overseeing the operation of education to efficiently and effectively meet school goals. As a chief, the head of the school must have the correct plan as a basis for decision-making to achieve objectives. In each company or agency, this is inseparable from the establishment of a plan. The difference is if, in its implementation, the part of this commitment all the elements correctly, effectively and efficiently.

A principal, as a leader who can handle the school well, influences the performance of a school. Good organisational skills and high job stimulation from the principal are principals who can provide encouragement and concentration was

increased in educators to explore new opportunities well [2]. Initiatives to strengthen the quality of education are therefore a joint responsibility, especially as the principal is the highest leader in the school. In schools, a competent principal with thorough understanding of school management is needed to achieve successful accomplishments and results [3]. The priorities and outcomes that will be accomplished in enhancing the standard of the school are responsible for developing and executing and execution based on the vision, impact on project success that have been decided within a certain period of time Events to accomplish school goals are carried out on the basis of vision, purpose and educational objectives, initiatives and activities using all the skills of the school and the society around the school [4].

There are many factors, including school-based management, that can improve the level of education [5]. Based on the research of Seryanti et al [6], key leadership has a relevant and concrete effect on school-based management in **improving efficiency. The principal's leadership plays an important role in overseeing the administration of education to efficiently and effectively meet school goals.** Through changes and improvements in school education management management, educational advancement can be made [7].

School Management Students and the instructor in management as a modern substitute that prioritizes innovation and freedom from school. The successful theory of school that introduces this idea, Creation of higher schools and favourite schools focused on education system reform. According to Permadi [8], several indicators display the characteristics of the basic characteristics of this management, namely: (1) a healthy and orderly school setting; (2) the quality targets and goals to be accomplished; (3) the school's strong leadership; (4) the school community's (principals, educators, instructional personnel, and students) high desire to succeed; (5) continuous development of science and technology by school education staff; (6) there is a quality improvement in terms of academic, administrative and usage through continuous evaluation, and (7) specimen management and the relevant information system with in-depth contact and parental assistance.

Schools in the town of Palembang continue to aspire to be better schools, one of which is SMPN 12 Palembang, a public school in the district of Kertapati that retains its existence in competition with public and private schools in Palembang. As a pioneer in enhancing the standard of education by schoolbased management, the effectiveness of all of this can not be isolated from the principal's strategy. Based on the above explanation, **3** demonstrates that the approach of the principal in

the implementation of school based management has Improving the standard of education plays an important role. The researcher therefore needs to further explore it scientifically. What is the principal's approach to improving the standard of education at SMP Negeri 12 Palembang by school-based management?

1) The Policy Head of School

Without the right program, goals will not be realized, no matter how skilled a leader is. Each leader must own an organizational strategies by not just relying on his ability. Strategy is the achievement of a goal, according to Rochaeaty [9], through a comprehensive and integrated organizational strategy that is necessary. According to David [10], strategy is an instrument for achieving longtermobjectives and in the context of future actions involving the help of top level Management policy and the resources of large-scale organisations,organizations or businesses. The words "head" and "school" start with the principal. A leader of an association or entity is the concept of a head. And school is an institution that must be a place for educators to receive and offer students lessons. According to Daryanto [11], the principal was directly determined by ap in the process of becoming a chief.the principal was directly determined by ap in the process of becoming a chief.

According to Asmani [12], the professionalism of the principal's leadership is the dedication of members of a profession who always strengthen and grow their effectiveness, with the purpose of their professionalism to handle and run all the resources available in schools so **th8 they can work together to achieve objectives to improve the quality of education A school principal's team will be accountable for all extracurric A leader is not only seen from his physical presence, such as a large body form, but also from his subordinates' understanding of leadership and power. The leader's performance by his own efficiency is highly affected by the components, including ular activities. Independence, competitive advantage, qualifications for education, interest, motivation, enthusiasm, age, discipline, gender, intellect, emotion, infrastructure, situation, economy, country, and others. A school principal should have the wisdom to inspire his subordinates to cooperate in achieving school objectives, in line with the above opinion. The duties which must be performed by subordinates depend on the position of the principal. Activities to meet school goals can be done according to schedule if the principal is willing to inspire his subordinates.**

It is the principal's responsibility for the smooth functioning of classroom management, such as environmental conditions and community relations,

technically, academically and non-academically. In a book entitled *Management and Principal Leadership*, Mulyasa [13] says a leader's responsibility must be demonstrated that when there is an order from higher up, one must remain alert at all time he must be qualified to achieve a mission. For this reason, he must be able to position himself as a hard worker, committed (dedicated employer), and merchant (including a thousand minds), and be able to encourage and positively influence others."As the leader of the school, the success of school education is the responsibility of the principal [14]. The principal has the responsibilities and roles of a chief when carrying out his duties. In order to determine a quality school, the principal's roles and responsibilities as a leader are very complex. The specifics of the tasks, according to Mulyasa [13], 1) growing the professionalism of educators and education workers as educators, establishing a supportive environment, promoting and empowering all school participants, coordinating strategies, developed a strong interest, and running accelerated programs for students with above limited talent as educators; 2) use teamwork to enable current intellectual resources as management; facilitate educators and instructional personnel to increase their knowledge according to their fields, and inspire school members to participate and play an active role; 3) As an administrator, applied in accordance with the developed curriculum, governance, student program, administration, financial accounting and facilities; 4) as a supervisor, professional assistance and as appropriate is based on values, advisory experiences, relationships with peers, not abnormal democratic, staff-centered and educational; 5) provides guidance and monitoring as a leader, develops HR competence, builds open contact, and distributes primary tasks and functions; 6) use the correct strategy as an innovator to requirement is met, discovering fresh concepts, create customized solutions, become role models for school members, and create innovative learning, and 7) have a plan as a motivator that motivates school participants to carry out their assignments. The principal is able to increase his imagination in the performance of the school on the basis of the seven tasks and functions above, so that he can become an example that can be followed and can understand the expected standard of knowledge by cooperating and inspiring subordinates.

2) Quality of Education

In the book *Development of School Management*, Triana [15] explains the quality of education there are two points of view, namely absolute quality and relative quality. If it meets the highest standards and can not be exceeded, the absolute quality of something is called quality, so

that quality is viewed as something acceptable that can not be diminished, such as goodness, perfection, truth, while relative quality sees quality not as an aspect of a product or service, but as something that is perceived to come from a product or service. In education, success encompasses the input, process, and output of education [16]. Educational feedback seems to be something that needs to be open because the process needs to be conducted.

The definitions of quality in Dirjen Pendis [17] are: (a) having the potential to function educational institutions professionally, based on accountability, transparency and performance, in the form of investment and software; (b) having a visionary development plan; (c) have appropriate instructional facilities, such as libraries, workshops, etc.; (d) have experienced and professional educators and educational staff; (e) use the standard PAIKEMI curriculum and learning methods (practical, active, inventive, creative, effective, fun, Islamic); (f) advancement in the fields of religion and science; (g) encourage intercultural competence, and (h) have technological expertise guide.

Danim [18] says that if an institution wants to improve the quality of its education, it must involve at least five dominant factors, namely: Leadership of school principals, educators, students, curriculum and cooperation networks. Indicators of performance in improving the quality of education will have an impact on various aspects, namely: (1) the efficacy of the learning process is not just a transfer of information or reminders, but emphasizes the internalization of the growth and freedom of cognitive, affective and psychomotor aspects; (2) the principal's leadership will foster the realization of the vision, gradual, creativity, innovation, productive, managerial skills; (3) effective management of education workers; (4) quality culture in schools; (5) compact intelligent and competitive teamwork in schools. Since educational performance is a collective outcome, not individual outcomes to achieve competitive efficiency; (6) schools have freedom, that is to say, the capacity to operate optimally without relying on superior guidance and having potential human capital; (7) presence of the school and the community. Linkages and engagement in schools must be strong based on a sense of duty as stakeholders through loyalty and commitment; (8) schools have accountability; (9) schools are willing to improve (management change). Shift is a substantial positive increase in order to help enhance the standard of education; (10) the school assesses continuous improvement and is a method of improvement in enhancing overall efficiency, including structure, roles, processes and human resources; (11) the school is responsible for the

progress of the school program that has been implemented; (12) the focus of school performance is on independent graduates who fulfill job requirements [19].

The performance of education is dictated not only by the school as a teaching institution, but also by the community's views and aspirations, which always tend to change with the times. According to Sagala [19], factors in promoting the development of school education are: the formulation of vision, mission and school goals; school assessment; principal's role; educational quality improvement. Important aspects for improving the quality of education. In order to increase the effectiveness of education in schools, Panim [18] argues that if an employee intends to improve the quality of education, at least five important elements must always be involved, namely: 1) principal leadership; The principal must have and recognize a clear vision for work, be able and willing to work hard, have a high motivation for work, be attentive and resilient at work, provide optimal service, and have a better management for work; 2) educators; Provides guidelines of educators in seminars, workshops and training, by enhancing the competence and work profession of educators so that these activities are applied in schools; 3) students; "the child as the center" is the approach that needs to be accomplished so that students' talents and abilities can be discussed so that schools can inventory students' core competences; 4) the presence of a reliable, dynamic and integrated curriculum will allow the expected quality levels to be allowed and promoted so that the objectives can be maximally achieved, and 5) cooperation Network; Cooperation networks are not only limited to the school and community environment (parents and communities) but rather to other organisations, such as corporations or government agencies, in addition to removing the performance of schools in the workplace.

3) Centered Management of Education

School Based Management is a method for the creation of an efficient and effective school. The view of school-based management must be well understood by all stakeholders involved in the implementation of education, in inclusive classrooms, as the introduction of school-based management transitions to improvements in the academic intensity of schools and school management arrangements, as well as changes in policy models and adjustments to the application protocol of individuals. In School, parents and neighborhoods School management [20]. School-based administration According to Fatah [21] are school-based management is a political tactic aimed at redesigning school management by empowering school principals and increasing their authority. "Basically School Based

Management is the implementation of education management which is carried out based on the principles of good school governance, namely participation, transparency, and accountability" [2]. School based management is therefore a technique for advancing education by moving significant decisions from the state and local government to individual school implementers to give authority.

Syaifuddin et al [22] SBM has eight characters, namely: 1) schools have a mission or ambitions to run a school that reflects a community of common hopes, beliefs and values of the school, guides school participants in the process of education and provides guidance for work; 2) instructional programs are undertaken on the basis of the characteristics of the school's needs and circumstances; 3) the mechanisms of transition that arise are management methods relevant to human existence, school organization, how to gather choices, leadership tactics, use of power, management control; 4) the resolution of educational problems resulting from training workers, finance, etc., constitutes independence and authority to use resources efficiently in order to achieve educational objectives; 5) schools, school administration staff, administrators, parents, and parties interested in school education are actively involved; 6) always maintain an effective transition and dedicated to benefits and teamwork; 7) as an administrator, consistency plays a very important role in the SBM system, and 8) evaluation on the basis of multilevel and multi-faceted metrics of all school activities.

There are several factors affecting it in school-based management, apart from features, including: 1) school responsibilities; (2) government policies and goals; (3) parental and community engagement; (4) administrative, professional responsibility and professional development escalation. The performance of education is dictated not only by the school as a teaching institution, but also by the community's views and perceptions, which always tend to keep up with technology. Fatah [21] propose that school-based organizational culture offers opportunities to be more successful for principals and teachers due to their high engagement and sense of ownership and interaction in decision-making.

In their implementation, schools must be capable of comprehending the features of school-based management. So, if schools are to be able to accurately incorporate SBM, it is important to have a number of SBM characteristics. "According to Rohiat [20], "SBM characteristics can not be differentiated in prestigious teachers. The characteristics of SBM therefore position the overall elements of an efficient. A summary of the three (input, phase, output) starting with output is

given by Rohiat [20], considering that output is of paramount importance. Academic performance is a process of learning and management in schools that results in student achievement [20]. The output could therefore be classified into two parts, namely: output in the form of academic performance) and output in the form of non-academic performance. The procedure requires learning exercises, effective leadership, a secure and orderly atmosphere, efficient management of workers in education, a culture of quality, good cooperation, freedom, effective communication, openness in management, and accountability. Meanwhile, feedback can be seen from appropriate income, qualified professionals, a passion for performance, customer prioritization, and adequate management.

Rohiat [20] explains that the object of school-based management is "to improve school performance through granting greater authority and responsibility to schools which is carried out based on the principles of good management, namely transparency and accountability participation." The phases to be taken in implementing SBM are as follows: (a) undertaking SBM socialization, the first step that schools must take is to socialize the interpretation of MBS to every aspect of the school (teachers, students, deputy directors, BK teachers, staff, parents, supervisors, etc.) through various mechanisms, such as seminars, workshops, discussions, work meetings, panel discussions, science forums and mass media; (b) in order to increase the number of school partners, the school must increase the number of partners, both within and outside the school, so that the effectiveness of the SBM is achieved. In colleges, collaborations include: principal and teacher, teacher and student, student and student, etc. School relationships with outside colleges, students' teachers and parents, principals and district/city heads education office etc.; (c) reformulating the laws in colleges. School laws, including autonomy, versatility and engagement, need to be reformulated to meet SBM's requirements. In accordance with the demands of MBS, namely school democratization, the position of each school component needs to be checked. This suggests that it is important to alter historically authoritarian positions to become democratic; (d) applying the principles of good SBM. The principles of good SBM are fundamentally based on the principles of good governance, including engagement, openness, accountability, accountability, forward thinking, law enforcement, fairness, democracy, prediction, empathy, professionalism, efficiency and effectiveness, and legal guarantee; (e) it is also important to explain the roles and aspects of education management (schools), management functions and aspects of education (education management) jointly between the school and the education office by means of a meeting to establish

the distribution of functions relating to functions-management functions and aspects of education falling under the jurisdiction and responsibility of the school and the education office of the school and the education office, including the school committee and the education council; (f) increasing school capacity, capacity building (capacity and capacity building) for school education implementers needs to be carried out through a variety of efforts, such as providing guidance on the definition, implementation and assessment of SBM; (g) the soul is the redistributing authority and responsibility for SBM democracy, so authority and responsibility are no longer based exclusively on the principal, but are dispersed / distributed to implementers of interests in school education, and (h) schedule, log, and review school development plans (RPS).

2. METHODS

A phenomenological form of qualitative research method was used in the method used in this analysis. Qualitative research, according to Sugiyono [23], is a method of research that has a fundamental postpositivism or interpretative theory used to investigate the state of natural objects and The researcher is a key tool, triangulation (a mixture of observation, interviews, documentation) is the data collection technique, the data collected appears to be qualitative, data analysis is qualitative inductive, and the study results are to explain the meaning. Understand individuality, construct phenomena and discover assumptions. In this research, the informants consisted of SMP Negeri 12 Palembang principal, educators and employees of the school administration. Observation, interviews and recording were the data collection methods that researchers used in this study. Researchers performed data analysis at SMP Negeri 12 Palembang in this study, beginning before going to the site, the researcher made initial observations. Analyzing the information collected of researchers using Miles, Huberman, and Saldana's interactive model. Namely, the collection of data. (Reduction of condensation, presentation of data and drawing of conclusion.

a. Observation

"observation or recording phenomena of the things being investigated" is the approach of observation. The finding of Arikunto [24] is a deliberate attempt to collect data that is taken systematically in a standard procedure. This observation was carried out by researchers in order to understand the atmosphere of SMPN 12 Palembang, the principal's activities and the state of the meningococcal meningitis.

b. Documentation

Documents are reports of events which have occurred, according to Sugiyono [23]. Documents of an individual in the form of texts, photographs, or monumental works. Documentation is necessary to access and potential to revolutionize the way archives, the vision and mission of the school, school profiles, educational systems, school events and programs are important in this research, and so on.

c. Interviews

Interviews are used as a data collection instrument, according to Sugiyono [23], if the researcher wants to perform a preliminary experiment to understand the problems to be examined, and if the researcher also wants to know the stuff of the more in-depth respondents and the number of respondents is limited. To gather information from all participants involved in educational activities at SMPN 12 Palembang.

In this report, technical data analysis, researchers conducted data analysis at SMP Negeri 12 Palembang, the researchers made preliminary observations before going to the site, The research data was analyzed using the Miles, Huberman, and Saldana interactive model. Reduction of condensation, show of data and drawing a conclusion. When analyzing or testing the validity of the data in qualitative analysis, the measure is accurate, reliable and objective against the research data. Data validity tests in qualitative analysis, according to Sugiyono [23], include internal validity, external validity, reliability and objectivity tests. According to Sugiyono [23], the concept is somewhat different from the quantitative approach for checking the validity of data using qualitative analysis methods. The data validity test was performed in two forms in this analysis, namely Triangulation and Member Check.

3. RESULTS AND DISCUSSION

After making observations, interviews and recording items that are deemed important. In an attempt to enhance the standard of education by school management at SMP Negeri 12 Palembang, the researcher noted the strategy of the head of SMP Negeri 12 Palembang as follows:

1) Principal's Strategic Planning at SMP Negeri 12 Palembang to Improve student Performance by School-based Management, including one with a) internal analysis and b) external analysis. Supporting aspects are considered in the internal environment, namely, 1. The leadership of the principal is there. In his leadership, as the principal administrator, the principal creates an annual plan at the beginning of the school that involves teaching programs, such as enhancing organisational frameworks, creating SK for teaching activities, providing supporting books, and

in the field of student affairs, such as that of the arrangements for new student admissions Distribution class and performs regular job management and supervision as the principal supervisor for each semester. Supervision of daily work, namely by assessing the activities undertaken by teachers, namely as follows; discipline; obedience; health; performance; process of teaching and learning; and interaction between students and between students guardians 2. There is the role of educators and educational workers, 3. Adequate facilities and infrastructure are available. Principals, students, educational personnel And the factors that were already inhibiting, namely: 1) indeed the lack of student discipline, and 2) since many are entering the retirement age, there is still a shortage of educators. There is no head of administrative staff at the school, though parents/guardians of students, the community, government, and other institutions should be included in the external environment. The external study is controlled by environmental variables consisting of environmental factors: atmosphere of school, the presence of students' parents, and the involvement of the school committee.

2) The implementation by SBM at SMP Negeri 12 Palembang of the Principal's Plan to Enhance the Quality of Education focuses on a variety of things: a) The creation of the School Organizational Structure, the Structure of SMP Negeri 12 Palembang uses established human capital and this structure is first developed by meetings of all school representatives. The school organizational structure and organizational structure for other areas such as UKS, Science Laboratory, and Libraries are established to fulfill their respective duties and roles based on the outcomes of the meeting of the school principals; b) Enhancement of the competence of educators and education. The principal made absolute criteria for S1 graduates as competencies possessed by educators in order to improve the competence of educators and teaching staff at SMP Negeri 12 Palembang. And to promote and open up the largest possible room through the realization and provision of resources for teachers and instructional personnel, through education and training, workshops and seminars, to engage in competency activities; c) The curriculum introduced by SMP Negeri 12 Palembang in an attempt to boost student achievement is self development through coaching and the addition of extracurricular activities to improve student achievement. There have been many successes by students from all this; d) renewal of the administration of the School Committee, the principal updates the school committee by also asking for feedback and views from students' parents / guardians. Student feedback and views from parents/guardians, including the leadership of the

school committee, should be individuals who have plenty of time to be able to actually fulfill their roles as a committee well and also add committee members on the basis that the number of students continues to grow; e) The principal has sought to develop an independent school curriculum with the community in the school setting, but the lack of good management has resulted in outcomes that have not been able to meet school needs. For this reason, the principal is always making fresh inventions to make other companies; f) building a network, SMP Principal Negeri 12 Palembang creates a profitable network of cooperatives. Cooperation with the business world and the manufacturing world, for example, such as Pertamina in adding student toilets, PLN library renovation assistance and Bukit Asam, which will only be introduced, namely the renovation of the ceremony area through their CSR program, and g) harmonization of community ties, SMP Principal Negeri 12 Palembang has a strong partnership in the school setting with the school community and the community. The principal is always seeking to cultivate and maintain a good relationship with all students' educators, education workers, students and parents/guardians. Still consider new material, then. And accept criticism of school-building suggestions. They are still actively interested in social events in the city, such as supporting victims of fire catastrophes.

3) In the form of observation, interviews, data exposure and data analysis, based on the results of research that has been done. It can be inferred that the Head of SMP Negeri 12 Palembang, in compiling his strategic plan, carried out an internal review in order to understand the strengths and weaknesses that exist. External analysis, meanwhile, is to define the openings and constraints that exist. The principal of SMP Negeri 12 Palembang regulates the school organizational structure and committees in the execution of the policy, increases the competence of educators and education workers, develops facilities, establishes networks, creates independent schools and improves community relationships. And the assessment of the principal's initiatives to enhance the standard of education by school-based management at the Negeri 12 Palembang SMP. By directly supervising the implementation of operations and by reviewing routine meetings.

4. CONCLUSION

In the shape of observation, interviews, data exposure and data analysis, based on the results of research that has been done. It can be inferred that the Head of SMP Negeri 12 Palembang, in compiling his strategic plan, carried out an internal review in order to understand the strengths and weaknesses that exist. External research, meanwhile, is to define the openings and

constraints that exist. Implementing the principal's plan for managing the organizational structure and committees of the school, enhancing the skills of educators and teaching staff, improving facilities, building networks, establishing independent schools and improving community relations. By doing periodic monitoring and assessment.

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