

Strategic Leadership Analysis of School Principal to Improve Learning Quality

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Abstract: To create a good quality of generation, education must be carried out from an early age, in this case through Early Childhood Education (PAUD), namely education aimed at children from birth to the age of six. Quality education is not only seen from the quality of its graduates, but also includes how schools are able to meet customer needs in accordance with applicable quality standards. Principals are required to have the right leadership and strategy to increase the professionalism of teaching staff in their schools, so they are able to create a conducive school climate, provide advice to school members, provide encouragement to all teaching staff and implement an interesting learning model. In addition to carrying out its functions, the principal has the task of developing a strategy and mission so that he knows which way to go and knows how to get there in order to achieve the operational goals of an educational institution. In improving the quality of education the principal must improve the quality of a teacher in order to achieve a better quality of education. Make a program in one academic year, in the form of an annual program and a semester program. Adding infrastructure so that the teaching and learning process can run well.

Keywords: *Early Childhood Education, School, Leadership, Principal.*

Abstrak: Untuk menciptakan generasi yang berkualitas, pendidikan harus dilakukan sejak usia dini dalam hal ini melalui Pendidikan Anak Usia Dini (PAUD), yaitu pendidikan yang ditujukan bagi anak sejak lahir hingga usia enam tahun. Pendidikan yang bermutu tidak hanya dilihat dari kualitas lulusannya, tetapi juga mencakup bagaimana sekolah mampu memenuhi kebutuhan pelanggan sesuai dengan standar mutu yang berlaku. Kepala sekolah diharuskan memiliki kepemimpinan dan strategi yang tepat untuk meningkatkan profesionalisme tenaga pendidik di sekolahnya, agar mampu menciptakan iklim sekolah yang kondusif, memberikan nasihat kepada warga sekolah, memberikan dorongan kepada seluruh tenaga pendidik serta melaksanakan model pembelajaran yang menarik. Selain menjalankan fungsinya, kepala sekolah mempunyai tugas untuk menyusun strategi dan misi sehingga tahu kearah mana harus melangkah dan tahu bagaimana sampai ketujuan agar dapat mencapai sasaran operasional suatu lembaga pendidikan. Dalam meningkatkan mutu pendidikan kepala sekolah harus meningkatkan mutu dari seorang pengajar demi tercapai mutu pendidikan yang lebih baik. Membuat program dalam satau tahun ajaran, berupa program tahunan dan program semester. Menambah sarana prasarana agar proses belajar mengajar dapat berjalan dengan baik.

Kata kunci: *Pendidikan Anak Usia Dini, Sekolah, Kepemimpinan, Kepala Sekolah.*

INTRODUCTION

The policies of a leader in educational institutions are often the point of attention of experts, both in the field of science itself and in other disciplines. In this case, especially those related to the management of early childhood education (PAUD) (Susanto, 2011).

In essence, learning must last a lifetime. To create a quality generation, education must be carried out from an early age, in this case through Early Childhood Education (PAUD), namely education aimed at children from birth to the age of six (Qaimi, 2003). Since the publication of the latest research results in the fields of neuroscience and psychology, the phenomenon of the importance of PAUD is a necessity (Syaodih & Agustin, 2011). PAUD is very important considering the potential for intelligence and the basics of a person's behavior are formed in this age range (Pamadhi & Sukardi, 2010). This period is so important that early childhood is often called the golden age.

In the effort to foster these PAUD units, it is necessary to have management that applies nationally. Therefore, good education management will be able to create quality human resources (HR), so that in turn they are able to maintain the existence of their nation and state in the international world arena (Hasnida, 2014).

Responding to early childhood development, it is necessary to have an educational program that is designed according to the level of child development. We need to turn the classroom back into an arena for playing, singing, moving freely, we make the classroom a creative place for children and make them feel at home and psychologically comfortable (Zusnani, 2013). Observing child development and the need for learning in early childhood, it appears that there are two things that need to be considered in early childhood education, namely: 1) educational materials, and 2) educational methods used. In short, it can be said that the educational materials and methodologies used in the framework of early childhood education must really pay attention to their level of development (Firdani, 2011). Paying attention to the level of development means also considering their developmental tasks, because each period of development also carries certain developmental tasks, this kind of thing must be developed through educational management (Mansur, 2005).

Based on the pre-survey of researchers at the school which is a pretty good school with many achievements achieved by its students such as: drumband, dance and coloring. In addition to achievements, the facilities and infrastructure that are owned are quite

adequate and this school has been accredited A based on the standards set by the National Accreditation Board for Non-Formal Education (BAN-PNF), namely: Standards for the level of achievement of development, Standards for content, Standards for processes, Standards for education and educational staff, advice and infrastructure standards, management standards, financing standards, educational assessment standards.

Quality education is not only seen from the quality of its graduates, but also includes how schools are able to meet customer needs in accordance with applicable quality standards. Customers in this case are internal customers (educational staff) and external customers (students, parents, community and graduate users) (Patton, 2006).

In the context of change and transformation, a leader who has a strong and prime mentality is needed, is able to overcome problems and challenges, has a vision, and has the courage to try innovation. Leadership is the most basic resource in the organization as an effort to achieve organizational goals (Habibi, 2012). So it is said whether or not a school is running smoothly and the level of school quality is not only determined by the number of teachers and their skills, but is determined more by the way the principal carries out his leadership (Mulyasa, 2014).

Principals are required to have the right strategy to increase the professionalism of teaching staff in their schools, so that they are able to create a conducive school climate, provide advice to school members, provide encouragement to all teaching staff and implement interesting learning models (Zubaedah, 2018). In addition to carrying out its functions, the principal has the task of developing a strategy and mission so that he knows which way to go and knows how to get there in order to achieve the operational goals of an educational institution. The success of the strategy depends heavily on the ability in leadership to build commitment, connect the right strategy and vision, organize the resources that support the implementation of the strategy (Sulistiyorini, 2009).

In order to improve the quality of education, it is necessary to have qualified teachers in order to produce quality students, so the principal makes a policy for accepting new teachers with several processes such as micro teaching, TOEFL tests, interviews, and teaching with English literature. However, in reality, in accepting new teachers, there is a problem because the principal does not matter whether the teacher's background comes from the world of education or not, as long as the teacher is fluent in English, he will be

accepted as a teacher at the school. If something like this happens, it will become a new problem in the world of education (Suyadi, 2015).

Therefore the principal must be observant in reading the opportunities and threats that will come, if the principal does not pay attention to the acceptance of new teachers then the teaching process will have a psychological impact on students (Suyadi, 2014). Improving the quality of education is not solely seen from how the school principal leads, but the need to pay attention to all supporting elements to achieve the vision, mission and goals proclaimed by the school (Syamsu, 2009). Based on the formulation of the problem above, the purpose of this research is to find out the principal's strategy in improving school quality and to find out the constraints of school principals in improving school quality.

METHOD

This research is a research that uses an approach through a qualitative approach. This research was carried out at PAUD Dellia Creative School, in the 2021/2022 academic year. The subject here can mean people or anything that is the source of research. In this study, the sources of data included school principals and teachers, so that the total number of research informants was seven informants. After the data is collected from the results of data collection, observation, interviews and documentation begin, then the next step is data analysis. The purpose of data analysis is to narrow and limit findings so that they become data that is organized and structured and more meaningful.

Checking data validity or data validity is the formation that what has been observed by researchers is in accordance with what actually exists in the real world. To determine the validity of the data, the techniques used are triangulation, reference and member check. Triangulation is a data validity checking technique that utilizes something other than the data and the need to check or as a comparison of the data. What is meant by reference material here is that there are supports to prove the data that has been found by researchers such as recordings of interviews, photos, and documents. Member Check is the process of checking data obtained by researchers to data providers. The purpose of member checking is to find out how far the data obtained is in accordance with what is provided by the data provider.

As for the data analysis technique in this study, the researcher used a qualitative descriptive analysis technique. Qualitative research is a type of qualitative research. The

data obtained is analyzed in the following steps: analyzing the collected data or newly obtained data, compiling the data. data. Because in this study the researcher used a qualitative research approach, the data analysis was carried out during the research activities and was carried out after the data collection was complete. Where the data is analyzed carefully and thoroughly before being presented in the form of a complete and perfect report.

RESULT AND DISCUSSION

Result

The leadership carried out by the principal belongs to the democratic leadership type. The principal leads in a cooperative and non-dictatorial manner. He always stimulates his group members to work together in achieving goals. The principal has carried out his function well, which is reflected in the creation of a pleasant and not boring work climate, the principal does not place boundaries between the principal and the teachers, they all blend into one unit. In carrying out his leadership the school principal carries out his obligations and roles to the maximum extent possible so that the improvement of the quality of education in schools is achieved according to the objectives. Based on the results of interviews with the Principal, the author can understand that procedurally the Principal already knows functionally his duties and functions as the Principal, even though the implementation has not been fully carried out as a whole, but at least he has gradually understood the duties and functions of leadership as the Principal. Based on the results of observations and interviews with school principals, it can be understood that in improving the quality of schools, several strategies and policies must be implemented so that the goals and vision and mission of the school or institution can run well and are in accordance with the desired expectations.

Based on the informants' statements, it is known that by means of strategies and examples of managing teachers, motivation, including basic training, seminars, and additional knowledge, school principals can create PAUD program units that are conducive and innovative for early childhood learning. The results of the interviews above are in line with the theory put forward by Suyadi who explains that the efforts that need to be made by school principals to improve quality are as follows: 1) Demonstrate clarity of long-term quality management; 2) Establish inter-divisional quality teams; 3) Identifying current or potential problems; 4) Review the costs required for quality and

explain how it is used as a management tool; 5) Increase the awareness and personal commitment of all work regarding quality; 6) Take action quickly to fix identified problems; 7) Implement the program effectively and efficiently; 8) Train supervisors (principals) to carry out their responsibilities in the quality program; 9) Utilize as much time as possible in carrying out work without delay; 10) Equate the vision, mission to achieve goals in quality improvement; 11) Establish good communication with the management team so that they don't hesitate to convey the obstacles they face in order to achieve quality objectives.

Evaluation and assessment is a final stage of the process after the implementation of activities is carried out with the aim of seeing and measuring the extent to which the program or implementation of activities is carried out. Every activity or activity carried out by PAUD residents is an encouragement to achieve goals. The goal achieved by the school is to achieve a good quality of education. This is capable of bringing good accredited schools. Every school that focuses on goals, all school members will be motivated and do their best in guiding and directing all school members to achieve goals. The principal as the school leader. The school principal has an important role in carrying out efforts to improve quality both in terms of input, process and output in education. Professional leaders trigger their subordinates to be more active and diligent in achieving goals. This is also manifested in the principal who has become a professional leader at work. The principal participates in carrying out school activities and conducts direct monitoring of his subordinates so that the performance of teachers and employees can be evaluated directly.

Teachers and education staff in schools are very important because teachers and education staff are an educational institution that will produce students with quality and character in accordance with the goals of the school. School teachers are teachers who are professionals in their field. Most of the teachers are graduates of PGTK which correspond to PAUD schools. Teachers who have noble character, are intelligent, skilled and creative are the criteria for teachers in this school. Based on the skills and professionalism of teachers in educating students, school graduates are able to compete in top schools. From the results of the interviews above, it can be concluded that the inhibiting factor in the process of improving the quality of education is the presence of students who have special disabilities so that teachers are more extreme in teaching because students who have such

retardation are a challenge for a teacher in educating their students, and there are also children who have not focused on teaching and learning process takes place. So it needs more attention to children like that so that the improvement of the quality of education in schools can be achieved.

Discussion

As it is known that the principal is a teacher who is given the additional task of leading a school where the teaching-learning process is held or where there is interaction between the teacher who gives the lesson and the students who receive the lesson. Leadership is translated into terms in the form of traits, personal behavior, influence on others, patterns of interaction, cooperative relationships between roles, the position of an administrative position, and perceptions from others about the legitimacy of influence. Leadership can be interpreted as an activity to influence people directed towards achieving organizational goals. A leader is essentially someone who has the ability to influence the behavior of others in their work by using power.

From the description of field data related to the first research focus above, it can be found that in general the head of PAUD in improving the quality of education has a strategic plan to improve the quality of education, the strategic plan for the head of PAUD is the head of PAUD in improving the discipline of teachers and students first which is carried out is to improve oneself to become more disciplined so that in improving teacher discipline not only verbally but also through actions, in improving the quality of education the principal must improve the quality of a teacher in order to achieve a better quality of education. The teacher also approaches and gives questions to students to motivate students to be more active. The teacher evaluates students by writing reports to find out the results of learning or student grades. In addition, the teacher also uses the method of instilling character in students. Make a program in one academic year, in the form of an annual program and a semester program. Adding infrastructure so that the teaching and learning process can run well. Develop other programs concerned with improving the quality of education. Establish communication and cooperation with parents of students.

Providing efforts to stimulate, guide, nurture, and provide learning activities that will produce abilities and skills in children, a form of organization that focuses on laying the foundation towards physical growth and development (fine and gross motor coordination), intelligence (thinking, creative, emotional and spiritual), socio-emotional

(behavioral and religious attitudes, language and communication, and in accordance with the uniqueness and growth of early childhood education adapted to the developmental stages passed by early childhood. The quality of education is the basis of a school's success in producing quality students. Parents are very interested in schools that are able to provide quality to their children. This is what encourages the school to improve the quality or quality of education. Schools will be of higher quality or quality if they have trained teachers or educators. Trained teachers can understand and solve the problems faced regarding the problems of students who are usually under 6 years of age improving the quality of education can be achieved through improving the quality of educators and other education personnel, trainers and education, or by providing opportunities to solve learning and non-learning problems professional learning through action research in a controlled manner.

Therefore it is in accordance with the theory which states that strategies in improving the quality of education in principle must be carried out in a comprehensive manner which includes the development of the Indonesian human dimension as a whole starting from the aspects of morals, character, character, knowledge, skills, arts, sports and behavior. To achieve continuous improvement in the quality of education, what is needed is a leader who is not only successful, but also effective. Effective leaders in educational organizations are those who exert influence and others move towards goals voluntarily and happily without feeling forced. This influence is sustainable to realize the quality of education so that school performance can be felt by education customers from quality graduates.

CONCLUSION

The Head of PAUD in improving the discipline of teachers and students first is to improve oneself to become even more disciplined so that in increasing the discipline of Mr/Mrs teachers not only through speech but also through actions. In improving the quality of education the principal must improve the quality of a teacher in order to achieve a better quality of education. Make a program in one academic year, in the form of an annual program and a semester program. Adding infrastructure so that the teaching and learning process can run well. Develop other programs concerned with improving the quality of education. Establish communication and cooperation with parents of students.

The first factor that hinders improving the quality of education is cost, because it

relies on assistance from School Operational Assistance, these madrasahs are still private, so the weakness of private schools is that it is mainly in costs, apart from school fees they also receive allowances from cooperatives and libraries, as well as participation from parents of students in improving the quality of adequate education.

Another factor that hinders improving the quality of education is in terms of student selection. Selection plays a role in improving the quality of education because when students do not support students become obstacles in efforts to improve the quality of education. Suggestions for school principals to focus more on evaluating school organizational units. In addition, it pays more attention to the welfare of teachers and employees and always prioritizes togetherness in teamwork and school work units.

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