
Analysis of School Principal Leadership in Developing Effective Schools (Case Study at SMA Negeri 1 Koto XI Tarusan Pesisir Selatan Regency, Indonesia)

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Abstract

The purpose of this study was to examine the effectiveness of the principal's role as a leader in managing resources in schools that have a positive impact on the creation of effective school climate in SMA Negeri 1 Koto XI Tarusan. The research used is qualitative research where the data sources or respondents are all school residents including the principal, educators and education staff, students and committees as representatives of parents in the school. Data collection techniques are observation, interviews and documentation studies of school program documents such as RKJM, RKT, and RKAS as well as documentation studies of the education unit level curriculum which contains a program of activities carried out by schools within the next one year. Data analysis used interactive models, data validity using data triangulation. The results of research conclusions The principal as a school manager is able to determine achievement targets and milestones of success in implementing the RKS which is prepared based on the education quality report card and involves various parties, both in the 4-year Medium-Term Work Plan (RKJM) and the 1-year Annual Work Plan (RKT) so that implementation of program planning is more operational and its achievements are measurable. The principal's leadership in implementing school programs must refer to programs that have been previously designed by involving school members according to their respective main tasks and functions.

Keywords: Leadership, Effective Schools

INTRODUCTION

Schools are places where the teaching and learning process needs to be managed properly and correctly. The success of a school in achieving the expected goals is very dependent on how the model of management is carried out by the principal of all the resources owned by the school. Adequate school resources are not a guarantee of the realization of school goals that have been formulated by all school members if the principal as a leader is not able to carry out his main duties and functions as school leaders properly. The school principal is given the responsibility to manage the education unit. This is stated in the Regulation of the Minister of Education, Culture, Research and Technology (Permendikbud Ristek) Number 40 of 2021 concerning Assignment of Teachers as Principals, stating that what is meant by principals are teachers who are given the task of leading learning and managing Education Units which include Kindergartens. - Kindergarten, Special Kindergarten, Elementary School, Special Elementary School, Junior High School, Extraordinary Junior High School, Senior High School, Vocational High School, Extraordinary High School, or Indonesian School Abroad.

Principals are teachers who are assigned additional tasks to lead and manage schools in an effort to improve the quality of education. As a teacher, the principal is actually an educator who must be able to foster teachers in his school to become creative teachers and always innovate in learning. With this additional task, the principal is not only required to foster teachers, but more than that, he is also required to foster and manage all other school components such as administration staff, library staff, laboratory staff and so on. These

demands are new tasks for a teacher who is entrusted with the additional duties of the principal. On the other hand, the main goal of schools in the form of improving the quality of education can only be achieved if all school components can carry out their respective main tasks and functions through the guidance and management of a professional.

The effectiveness of a school as an educational unit can be seen from the management of school resources by the principal. Principals with leadership competencies are expected to maximize the management of existing resources which in turn will have a positive impact on the creation of an effective school climate. The ability of school principals to lead and manage existing resources is considered capable of bringing major changes to schools as educational organizations, especially in improving the quality of educators (Kuswana, 2020). In addition, the effectiveness of an educational process carried out in schools can be seen from the aspects of leadership, partnership programs, school programs, facilities and infrastructure, the quality of educators and education staff, and school output (Fadila et al., 2020). Therefore, to realize the optimization of school resource management, the leadership ability of the principal is needed. Another opinion says that effective schools also contain a description of the educational process carried out in an effort to meet the learning needs of students by utilizing all available resources to produce quality and competitive graduates (Burušić et al., 2016). Several studies that have been conducted by experts state that the main indicators of a school can be called effective if it is able to meet the learning needs between students and teachers, creates open communication for all stakeholders, democratic decision making, and there is a good relationship between the school and the community.

The problem encountered in the field is that school management is still not optimal by school principals, especially in Pesisir Selatan Regency. This can be seen from the results of the Principal Performance Assessment (PKKS) conducted by the Performance Assessment Team. The results of the Principal Performance Assessment for the Pesisir Selatan Regency in 2021 it is known that out of the existing 25 schools, only 5 schools got an "Excellent" performance score with predicate "A" schools that received an assessment of very good school management. For other schools, the performance assessment obtained was. "B" or "Good" with a score range of 79.62 - 86-96 and some even received an assessment below 70, namely 67.17 From the results of the assessment, the author conducted an interview with one of the principal performance appraisal teams in Pesisir Selatan Regency where he said that the physical evidence documents as evidence of the results of the principal's performance that were required to be in PKKS were generally not fully owned, and some were the program has been implemented but the evidence of implementation has not been well documented, some even do not have any documents as physical evidence that is measured in the performance of school principals with the PKKS instrument.

Based on the problems mentioned above, the authors are interested in seeing the school management carried out by one of the principals who got the PKKS score with predicate, namely SMA Negeri 1 Koto XI Tarusan with a PKKS score of 86.37. SMAN 1 Koto XI Tarusan was founded in 1981, located on Sabai Nan Aluih Kapuh, Koto XI Tarusan District, Pesisir Selatan Regency, West Sumatra. In its work in the world of education so far, from its establishment until now, SMAN 1 Koto XI Tarusan has succeeded in carving out many achievements, especially at the sub-district and district levels, both academic and non-academic achievements. SMA Negeri 1 Koto XI Tarusan has a large number of teachers and education personnel. There are 54 PNS teachers and employees, while the number of Non-Permanent Teachers (GTT) and Non-Permanent Employees (PTT) is 48 people. SMAN 1 Koto XI Tarusan is also a school located on the beach with some of the students' parents working as fishermen.

From temporary observations, SMAN 1 Koto XI Tarusan faces several challenges. Among them is the low academic quality of new students who enter every year. Given the position of SMAN 1 Koto XI Tarusan which is the only school choice in many villages or Nagari, the school is responsible for providing a good education as part of the national education goals. Besides these problems, another obstacle is the weak participation of parents in advancing school education. This can be seen from the small percentage of parents who come to the parent-school meeting. The number of students is large compared to other schools in the nearest sub-district, namely 1037 people and this is a special strength for SMAN 1 Koto XI Tarusan. The number of study groups at SMAN 1 Koto XI in the 2021/2022 academic year is 30, where the average number of each group is 34 people.

Based on the problem of the low value of PKKS and the weaknesses and strengths of SMA Negeri 1 Koto XI Tarusan, the author focuses on examining how efforts are being made to manage existing educational resources. The focus of the study is the principal's leadership in formulating school programs, the principal's leadership in carrying out school programs and monitoring and evaluation programs carried out by school principals on the program and implementation of school programs. The point of view of school success is known as effective and efficient schools which refers to the extent to which schools can achieve educational goals and targets that have been set in the form of school programs. Schools can also be said to be effective if the school implements all programs and achieves results according to what has been planned and this can be known after monitoring and evaluation. The general understanding of effective schools is also related to the formulation of what must be done with what has been achieved. So that a school will be called effective if there is a strong relationship between what has been formulated to be done with the results achieved by the school, on the other hand the school is said to be ineffective if the relationship is low (Getzel, 1969).

RESEARCH METHODS

This research is a case study that uses qualitative research with data sources of educators and education staff of SMA Negeri 1 Koto XI Tarusan. Determination of subjects in the study using purposive sampling and snowball sampling, namely principals, vice principals, educators, education staff, students, committee administrators and parties related to the principal's leadership strategy in creating effective schools at SMA Negeri 1 Koto XI Tarusan. Data collection techniques used document review, observation and in-depth interviews. The validity of the data was done by data triangulation and data analysis techniques using interactive analysis.

RESULTS AND DISCUSSION

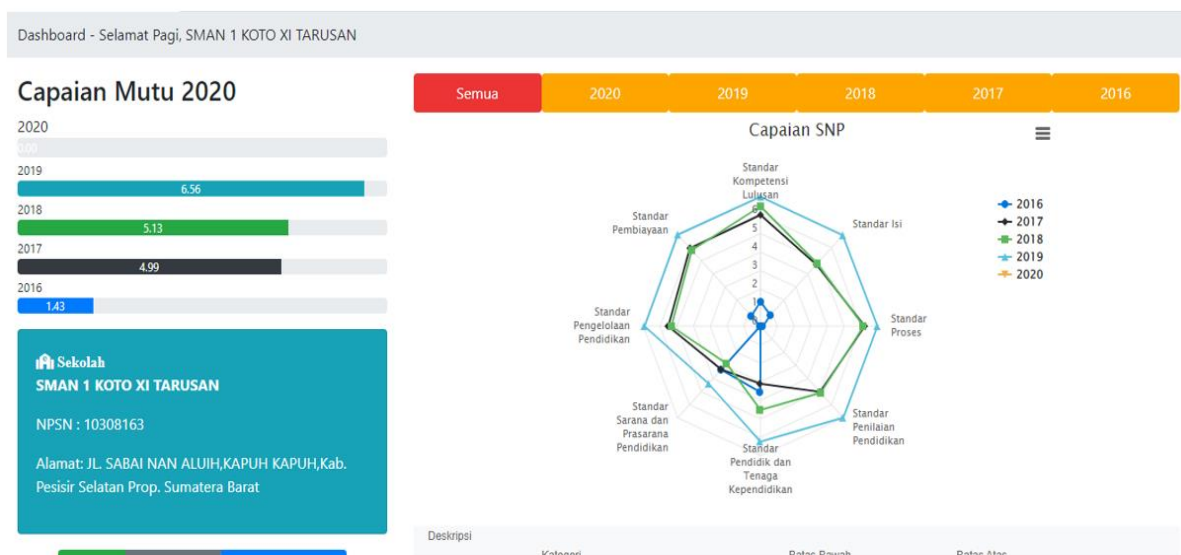
The results of the study are presented in accordance with the focus of the study which includes three aspects, namely 1) the leadership of the principal in formulating school programs, 2) the implementation of learning, 3) monitoring and evaluation programs, 4) the relationship between schools and the community, and 5) efforts to present conducive environment

A. Principal leadership in formulating school programs

programs in this case the School Work Plan (RKS) is the first and important step in determining the success of an educational unit. The preparation of the work program or RKS as the initial stage of all school management activities, which is preceded by the establishment of the school's vision, mission, and goals. The regulation also mandates the conduct of a School

Self Evaluation (EDS) as one of the basis for program preparation. The preparation of the school program begins with the implementation of the School Self Evaluation (EDS). The implementation of EDS uses an instrument derived from the regulation on National Education Standards (SNP). The EDS produces a school quality map that describes the condition of the school which is the school's SNP achievement. The principal as a school manager is able to determine achievement targets and success milestones in implementing the RKS, both in the 4-year Medium-Term Work Plan (RKJM) and the 1-year Annual Work Plan (RKT) so that the implementation of program planning is more operational and its achievements are measurable. Concretely, the principal determines goals or targets for the next 1 year and 4 years in the RKJM and RKAS programs, as well as formulating success milestones and outputs that will be produced, both quantitative and qualitative and their achievement strategies

From observations at SMA Negeri 1 Koto XI Tarusan formulating school programs has not used the quality report card as a basis for determining the activities that will be prioritized in the school program. From the results of the documentation study, the quality report cards of SMA Negeri 1 Koto XI Tarusan were obtained, namely



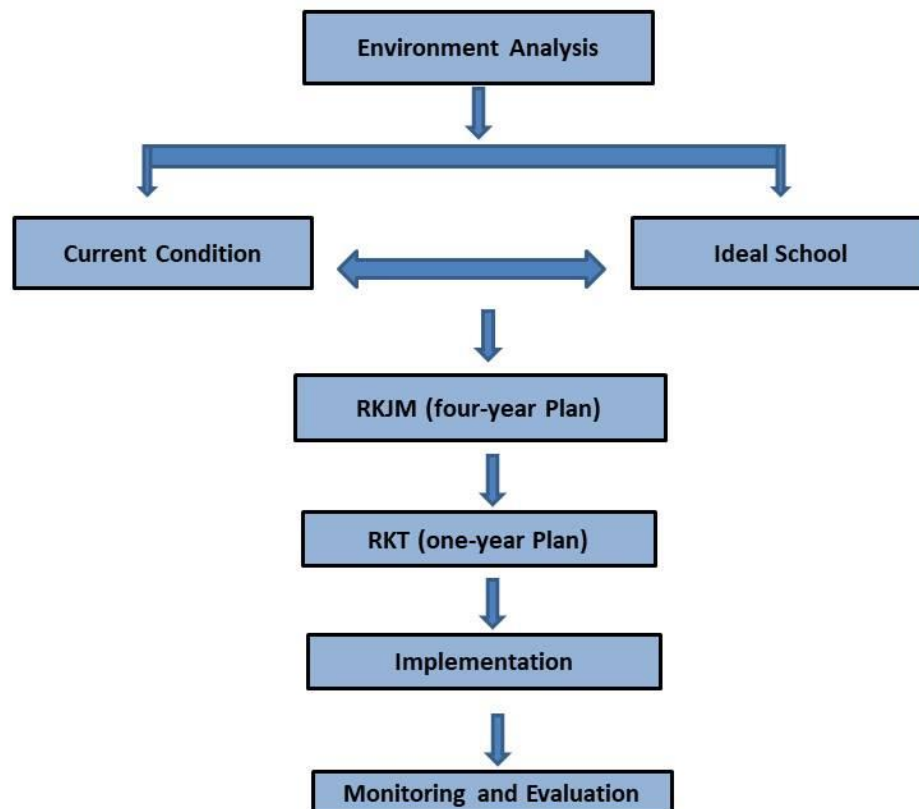
Schools in this case should be SMA Negeri 1 Koto XI Tarusan in compiling school programs based on the three standard points which are still low. However, from the school budget work plan (RKAS) that is seen, the educational standards that are the focus of the school program are the Process Standards and Standards for Educators and Education Personnel (PTK), and Graduate Competency Standards.

Regulation of the Minister of National Education Number 19 of 2007 mandates that the School Self Evaluation (EDS) be carried out as one of the basis for program preparation. In addition to regulations on Management Standards, the government also issued Regulation of the Minister of Education and Culture (Permendikbud) Number 28 of 2016 concerning the Education Quality Assurance System (SPMP) which contains the preparation of RKS associated with improving and guaranteeing school quality.

Permendikbud Number 28 of 2016 states that the duties of the education unit are:

1. Making quality plans as outlined in the RKS.
2. Carry out the fulfillment of quality, both in the management of education units and the learning process.
3. Establish a quality assurance team in the education unit.
4. Manage data on the quality of education units.

Based on the procedures for preparing the school program above, it can be seen that the basis for preparing a school program called the School Work Plan (RKS) needs to pay attention to the education quality report card which can be seen in the Basic Education Data (DAPODIK) which in this case is the DAPODIK SMA Negeri 1 Koto XI Tarusan. Furthermore, the Permendikbud above also explains the procedure for preparing the RKS, which can be seen in the following chart;



Picture.1 Process of Developing School Plan

Based on the picture above, it is known that the sequence of preparing school work plans starts from environmental analysis which in educational institutions is called School Self Evaluation (EDS). From the picture, it can be explained that the procedures for preparing school programs are as follows:

1. The preparation of the RKS begins with the implementation of the School Self Evaluation (EDS). The implementation of EDS uses an instrument derived from the regulation on National Education Standards (SNP). The EDS produces a school quality map that describes the condition of the school which is the school's SNP achievement. The school quality map can also be seen from the school quality report card. What needs to be observed with the use of school quality report cards is the process of filling out the instrument and the entry process for the Education Quality Mapping (PMP) instrument in the education unit. If the filling process is carried out properly, the quality report card can describe the condition of the school when the instrument is filled out and entered into the PMP application. If there is any doubt about the school's quality report card, it is necessary to validate the data contained in the school's quality report card. School quality reports can

- be downloaded at <http://pmp.dikdasmen.kemdikbud.go.id/raporNG/index.php> or the website address in accordance with the policy of the Directorate General of Primary and Secondary Education of the Ministry of National Education. The school quality map is the initial data that becomes one of the important considerations in the preparation of the RKS.
2. From the results of the EDS, it is possible to obtain various deficiencies or problems in each standard. From deficiencies or problems, recommendations for improvement will be made. Given the limited resources, a large number of recommendations were then selected using a priority scale. Quality report cards or EDS results are findings or problems in the Competency Graduate Weaknesses or problems in the SKL must be analyzed to find the root of the problem, and there is a possibility that it coincides with problems in other standards. Thus, work programs and activities that are compiled and included in the RKS are important things that have a significant impact on improving the quality of schools.
 3. In the context of quality assurance, during the process of implementing programs and activities internal monitoring is carried out by the education unit. In addition, at the end of the period an evaluation of activities is carried out and a report is made as a form of accountability for school management. The results of the activity evaluation are used as the next school quality map, and these results are used as the basis for determining performance standards, and then used as the basis for preparing the next work plan.

B. Principal leadership in implementing school programs School

activities are carried out in accordance with program plans that have been made previously by school principals, teachers, staff and school stakeholders. When a school principal has made a mistake in preparing a school work plan, the implementation that will be carried out by the school will also not be in accordance with the goals and needs of the school itself. This shows a close relationship between the school work plan (RKS) and the implementation of school activities. In his leadership period, the principal must have strategies that can be applied in the implementation of school activity programs, especially in terms of school development. The principal in leading a school is expected to have a varied leadership style according to the conditions and situations in the school he leads. The leadership that is expected to be possessed by a school principal is a democratic leadership style where the principal provides opportunities for all school components to participate in the implementation of the school.

From the results of observations in the field, information was obtained that in implementing school programs it was only the responsibility of a few people who had a close emotional relationship with the principal. Teachers in this case as part of the school community in general have the task of implementing learning. Some personnel at the school have also not been maximal in carrying out their duties and functions, such as being found by the Head of Administration who does not work in accordance with their main duties and responsibilities. The principal in this case should have a strategy to optimize the main tasks and functions of each personnel in the school. In addition, in the implementation of the school program the principal has not fully involved other school members to the fullest. This may be due to a lack of trust from the principal in the ability of the human resources in the school.

To realize an effective school, a principal is expected to carry out school programs based on the school's vision that is prepared to involve school residents in establishing a vision and supporting programs, communicating the vision in various effective ways to reach school residents, gathering support from all school members and the community, and encouraging school residents to try new approaches that realize the school's vision. There are several factors to achieve this vision, namely:

1. Professional leadership of school principals

2. and professional teachers
3. Have clear philosophical achievement goals
4. environment that is conducive to learning
5. Good organizational network
6. Clear Curriculum
7. Parent of learning
8. evaluation participation who are active in school activities

C. Monitoring and evaluation strategy in creating effective

Schools the principal as a manager is fully responsible for carrying out the main managerial, entrepreneurship development and supervision of teachers and education personnel. One part of the managerial function is control or control. This function is often called Monitoring and Evaluation or monitoring and Evaluation or often abbreviated as Monev. Monitoring and evaluation of school activity programs is very important for the smooth process of education and learning in schools, as well as efforts to improve the quality of school performance. Without Monev, a well-planned school activity program will run erratically so that the process may deviate and its objectives will not be achieved. In order to be able to carry out M&E properly, the principal must understand the concepts, stages, and functions of each M&E stage.

Based on the results of the performance of the principal of SMA Negeri 1 Koto XI Tarusan, it can be seen that one of the causes of the low performance the principal is the lack of monitoring and evaluation programs in the school and even some programs that do not have a monitoring program and also no monitoring and evaluation results are found. which has been done. Of the eight existing National Education Standards (SNP), only some indicators are monitored and evaluated in the form of supervision. The implementation of other national standards has not yet received a portion of monitoring and evaluation activities.

Monitoring is an activity to find out whether the program that has been made is running well as planned, whether there are obstacles that occur and how the program implementers overcome these obstacles. Monitoring the results of the planning being implemented is a good control tool for the entire implementation process. "Monitoring places more emphasis on monitoring the implementation process" (Ministry of National Education: 2001). Evaluation is a stage that is closely related to monitoring activities, because evaluation activities can use data provided through monitoring activities. Evaluation is directed to control and control the achievement of goals. Evaluation relates to the results of information about the value and provides an overview of the benefits of a policy. The term evaluation is close to interpretation, scoring and scoring. Evaluation can answer the question "What difference does it make?" (William N Dunn: 2000). Without monitoring, evaluation cannot be carried out because there is no basic data available to carry out the analysis, and it is feared that this will lead to speculation. Therefore, Monitoring and Evaluation must go hand in hand.

Based on the explanation above, it can be concluded that monitoring and evaluation activities (monev) are very important to see whether the program and the implementation of all activities carried out in a school have been running effectively or not. The effectiveness of a school can be seen from the effectiveness of the school program or school work plan (RKS) which is prepared followed by the implementation of the school work plan carried out by the school as well as monitoring and evaluation activities carried out whether the school program and the implementation of the program have been running effectively. The school, in this case SMA Negeri 1 Koto XI Tarusan, is expected to be able to prepare a school work plan that is designed based on the education quality report card so that its implementation is right on target. The essence of effective school implementation is an effective school work plan that gives

birth to an effective school program so that its implementation is in accordance with the needs of the school.

CONCLUSION

The preparation of the school program begins with the implementation of the School Self Evaluation (EDS). The implementation of EDS uses an instrument derived from the regulation on National Education Standards (SNP). The EDS produces a school quality map that describes the condition of the school which is the school's SNP achievement. The principal as a school manager is able to determine achievement targets and success milestones in implementing the RKS, both in the 4-year Medium-Term Work Plan (RKJM) and the 1-year Annual Work Plan (RKT) so that the implementation of program planning is more operational and its achievements are measurable. Concretely, the principal determines the goals or targets for the next 1 year and 4 years in the RKJM and RKAS programs, as well as formulating success milestones and outputs that will be produced, both quantitative and qualitative and strategies for achieving them. Principals are expected to carry out school programs based on the school's vision that is prepared to involve school residents in establishing a vision and supporting programs, communicating the vision in various ways that are effective in reaching school residents, gathering support from all school members and the community, and encouraging school residents to try different approaches. a new approach that embodies the school's vision.

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