

THE ROLE OF THE SCHOOL PRINCIPAL AND THE QUALITY OF LEARNING ON SCHOOL QUALITY IN SMPN BANDAR LAMPUNG CITY

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ABSTRACT

This research aims to determine the role of the principal and the quality of learning on school quality at SMPN Bandar Lampung City (SMPN 2, SMPN 16 and SMPN 43 Bandar Lampung). This type of research uses descriptive qualitative with a case study research design that focuses on the role of the school principal and the quality of learning on school quality. Research subjects included school principals and class teachers at UPT SMPN 2, SMPN 16 and SMPN 43 Bandar Lampung. Data collection is mainly carried out through interviews, observation and documentation. The data analysis procedure is data reduction, data presentation and drawing conclusions. The role of the school principal as leader in improving the quality of education at SMPN 2 Bandar Lampung, SMPN 16 Bandar Lampung and SMPN 43 Bandar Lampung it has gone well, this can be seen from several efforts that have been made by the principal, namely, guiding teaching staff to carry out interesting learning through training activities-training and providing direction in using available technological media, the principal also tries to communicate with the school community starting by greeting teachers and school employees when they meet anywhere, the principal always listen directly to input from teachers and school employees regarding the problems they are facing.

Keywords: Role, Principal, Quality of Learning, School Quality

INTRODUCTION

The school principal has a very important role in driving the development and progress of the school. As a leader, the principal is responsible for increasing accountability for student learning success and the educational programs within it. To achieve this goal, the school principal must be supported by effective leadership, so that he can play his role well and be responsible for his duties and authority (Kurniawati et. al., 2020).

The principal is a teacher who is given the task of leading learning and managing educational units which include kindergartens, special kindergartens, elementary schools, special elementary schools, middle schools, special middle schools, high schools, vocational high schools, special high schools, or Indonesian Schools Abroad. To be assigned as a school principal, a teacher must fulfill the specified requirements as regulated in the Minister of Education, Culture, Research and Technology Regulation

Number 40 of 2021 concerning the Assignment of Teachers as School Principals which replaces the Minister of Education, Culture, Research and Technology Regulation Number 6 of 2018 concerning the Assignment of Teachers as School Principals. The requirements that must be met by teachers are having an educational certificate, having the lowest rank of junior administrator level I, class III/b for teachers who have civil servant status, and having the lowest position level. First expert teacher for government employee teachers with a work agreement, except for Teachers who are assigned as Principals in educational units run by the community.

As a leader, the principal must have good skills in leading a team, giving tasks and authority to his subordinates. To meet these demands, the principal must have a strong personality and an effective leadership style to encourage his teachers to work optimally in educating students, have a clear vision for school progress, be consistent in achieving his vision, but still listen to the views of the staff. Apart from that, school principals must also have high expectations for their students and provide reinforcement to students' basic skills so that they can develop well in their professional lives. Lastly, the school principal must create a conducive environment for teachers and employees as well as a comfortable atmosphere for students (Kharismawati, 2019).

School principals play an important role in achieving national education goals, especially for those who have dual roles as educators, managers, administrators, supervisors, leaders, innovators and motivators (Musnaeni et. al., 2022). Mulyasa's opinion can be grouped into three main roles of school principals, namely as manager, leader and innovator.

As a *manager*, the principal must be able to manage human resources, finances and school infrastructure effectively and efficiently. School principals are also responsible for making the right decisions and developing effective strategies to improve school performance and quality.

As a *leader*, the principal must be able to lead and inspire staff and students to achieve common goals. The principal must have good communication skills, build positive relationships with staff and students, and provide the direction and support needed to achieve common goals.

As an *innovator*, the principal must be able to develop new and innovative ideas to improve the quality of education in schools. School principals must actively seek new solutions and introduce best practices in teaching and learning, so as to improve student academic achievement and the quality of education in the school as a whole.

School quality is important in ensuring the quality of education provided to students. According to research conducted by (Timor et. al., 2018), school quality can be measured through various indicators such as teacher quality, curriculum, facilities and infrastructure, and extracurricular activities. The results of this research show that good school quality can improve student learning achievement and help ensure educational equality in Indonesia. Other research conducted by Fadhli (2017) found that school quality can also be influenced by internal factors such as school management and teacher performance, as well as external factors such as community and government support.

However, there are still challenges in improving the quality of schools in Indonesia. According to research conducted by Hayudiyani et. al. (2020), several obstacles faced by schools in

Indonesia include limited human and financial resources, lack of support from the government, and complex administrative problems. Therefore, appropriate efforts and strategies are needed to improve school quality. One of the strategies suggested by research conducted by Kharismawati (2019) is to improve teacher quality through training and competency development as well as providing adequate incentives to increase teacher motivation and performance in teaching.

The quality of learning is very important in ensuring that students can acquire relevant and useful knowledge and skills. According to research conducted by Muliani et. al. (2022) the quality of learning can be seen from several aspects such as teacher quality, learning methods, curriculum and a conducive learning environment. The results of this research show that good quality learning can increase student motivation and learning achievement and provide a positive learning experience. Other research conducted by Mariana (2021) found that the quality of learning is also influenced by internal factors such as the teacher's ability to teach and external factors such as support from parents and the community.

The Program for International Student Assessment (PISA) study which tested the abilities of 15 year old students in the fields of language, mathematics and science, Indonesia was ranked 39th out of 41 countries in 2000, and 69th out of 76 countries in 2015 (OECD: 2016). According to PISA, less than 1 percent of Indonesian students are able to use knowledge to apply it in everyday life. Indonesian students' cognitive abilities are very low in observing problems, and even using logic to analyze and solve problems.

Other problems that emerged later and became the focus of society were:

1. Free schools do exist, students can carry out learning activities without thinking about costs, but unfortunately these schools are in remote areas.
2. The facilities at the school are incomplete or inadequate, this could be because the school components are not very familiar with current developments or it could also be because the government funds are insufficient.
3. The teaching staff lacks competence, this is because the teachers are honorary staff. Because of this honorarium, teachers prefer schools that can provide more security for their livelihood compared to teaching at schools that have less security for their livelihood.
4. Curriculum that changes easily. Teachers feel overwhelmed by the unstable curriculum, so efforts are needed to adjust approaches, processes, strategies, methods and limited capacity to provide facilities.
5. The administrative system and bureaucracy seem complicated. It is said to be complicated due to lack of experience in carrying out educational administration and bureaucracy in schools.

The results of an intensive study conducted by the Directorate of Education and Culture, Directorate General of Mandikdasmen, Department of National Education in 2006 and 2007 regarding learning patterns and understanding of students at various levels of education concluded that learning in schools tends to be *text book oriented*, and not related to everyday life. Students have difficulty understanding academic concepts as taught so far, namely using something abstract using the lecture method. As a developing generation, students have a need to understand concepts related to the world of work and social conditions in the

community where they will live and work.

However, there are still challenges in improving the quality of learning in Indonesia. According to research conducted by Yasin (2022), several obstacles faced by teachers in improving the quality of learning include lack of time for preparation, limited resources, and the inability to motivate students who are less interested in learning. Therefore, appropriate efforts and strategies are needed to improve the quality of learning. One of the strategies suggested by research conducted by Rahayu et. al. (2021), is to adopt information and communication technology in learning, which can increase the effectiveness and efficiency of the learning process and enable students to learn independently and sustainably.

School principals have an important role in improving the quality of learning in schools. According to research conducted by Musnaeni et. al. (2022), school principals have a significant influence on teacher performance and student learning. School principals can also improve the quality of learning by providing motivation and support to teachers to improve the quality of their teaching (Mariana, 2021).

Apart from that, school principals also play a role in providing training to teachers in their schools so they can improve the quality of their teaching. This is supported by research conducted by Nurhasanah and Mar'atuz et. al. (2018) which states that training for teachers can help improve the quality of learning and teacher performance.

Apart from the role of the school principal and the quality of learning, there are several other factors that influence school quality. Research conducted by Kurnianingsih (2017) shows that other factors that influence school quality include: Availability of

adequate resources, such as textbooks and laboratories as well as infrastructure conditions and a comfortable school environment. Apart from that, social factors such as support from parents and the surrounding community also play an important role in improving school quality (Saifullah, 2020).

Based on the description above, it can be concluded that there are several factors that play a role in improving school quality, namely the role of the school principal, quality of learning, availability of resources, condition of school infrastructure and environment, as well as support from parents and the surrounding community. Therefore, research regarding the role of the principal and the quality of learning on school quality at SMPN Bandar Lampung City needs to be carried out to obtain more specific and detailed information regarding these factors.

The quality of learning here is a description of the quality found in the school with learning outcomes that are in line with what is expected. In the quality component at SMPN Bandar Lampung City, it already has "A" Accreditation. Quality of learning is a picture of the overall quality of learning from the learning process and results as expected. One of the schools that welcomes the government's policy to implement quality management is SMPN Bandar Lampung City which seeks to improve performance through implementing quality management under the leadership of a school principal who has a high commitment to improving the quality of education.

The Relationship Between the Principal's Role and Learning Quality and School Quality, several studies have shown that the principal's role and learning quality have a positive effect on school quality. According to Marceet et. al. (2020), school principals who are able to lead well and manage human and

financial resources efficiently can improve the quality of education in schools. Apart from that, quality learning can also improve the quality of schools because it encourages students to learn better and improves students' academic results (Tanjung et. al., 2021)

From several studies that have been conducted in various countries, it can be concluded that school principals have an important role in improving the quality of learning in schools. An effective school principal must be able to motivate teachers, develop a positive work culture, and have good managerial and leadership competencies.

METHOD

Study research design case that focuses on the role of the principal and the quality of learning on school quality. Research subjects included school principals and class teachers at UPT SMPN 2, SMPN 16 and SMPN 43 Bandar Lampung. Collection data mainly done through interview, observation and documentation. The data analysis procedure is data reduction, data presentation and interest conclusion.

RESULTS AND DISCUSSION

The following is a discussion of the role of school principals in improving the quality of education as follows.

1. The principal plays the role of *Educator*

The principal who plays the role of *educator* here is the principal who pays attention to the competencies possessed by the teacher. The competencies possessed by teachers in the learning process can be used during the learning process carried out in the classroom. From this explanation, the principal's role is to improve teacher competence, for

example guiding teachers. The school principal as *an educator* also plays a role in guiding educational staff.

The role of the principal as *an educator* means that the principal must also have extensive knowledge so that the principal can become a teacher guide if there is a part of the learning carried out by the teacher that must be improved. Ways that school principals can increase their knowledge are, for example, by reading. Then the school principal who guides the work of the educational staff is also like that. The principal must have knowledge so that when educational staff ask questions, the principal can answer them. School principals who have carried out their duties well or very well as *educators* will be able to improve the quality of education in the educational institutions they lead

2. The principal plays the role of *Manager*

In this aspect, the school principal carries out his management function. The management functions in question are planning, organizing, implementing, monitoring and evaluating. The principal who carries out the management function will ensure that the management he carries out will support the success of the school he leads. For example, a school principal makes a plan, namely to develop his school to get an A accreditation score, so the school principal makes a good or very good plan. After that, the principal held a meeting to organize. In this aspect, the principal gives work to educational staff and teachers to work on the plans he has made. By giving work to educational staff and teachers, the plans that have been made are already at the organizing stage.

When giving work, the principal also explains how to do the work that has been given so that when it is given, the person who gets the job can work to carry out the work that has been given. After that, the school principal supervises the performance of the education staff and teachers who have been given this job. After supervision has been carried out, an evaluation is carried out to determine the level of success of the work carried out by education staff and teachers. A school principal who has carried out his duties well or very well as a manager will be able to improve the quality of education in the educational institution he leads.

3. The principal plays the role of Administrator

The role of the school principal as an educational *administrator* originates from the essence of educational administration as the utilization of various resources such as people, facilities and infrastructure as well as various other learning media optimally, precisely, effectively and also efficiently to support the achievement of educational goals. By achieving educational goals, quality graduates will be achieved. In this aspect, the school principal must utilize various sources to achieve the educational goals that have been set. If the educational goals that have been set are achieved, for example, each student has good or very good knowledge and character, then when they graduate, when they are employed, the party that employs them will also receive the work results that have been demonstrated from their work. If these aspects can be achieved then this means that the graduates from the school are of

high quality. A school principal who has carried out his duties well or very well as an *administrator* will be able to improve the quality of education in the educational institution he leads.

4. The principal plays the role of Supervisor

The principal's role as *supervisor* means that the principal has the responsibility to monitor, develop and improve the learning process in the classroom which must be improved. In this aspect, it means that the school principal supervises teachers. This is intended to monitor teacher performance. When the teacher's performance has been monitored, the principal will receive information regarding the teacher's performance.

When the principal already knows the teacher's performance, the principal provides guidance to the teacher by calling the teacher for guidance so that there are benefits to the monitoring aspect that has been carried out by the principal. After the coaching has been carried out, the school principal will again carry out monitoring to obtain information regarding the development of teacher performance after the coaching has been carried out. If there has been progress then this shows that the teacher has improved aspects of the learning process carried out in the classroom. Of course, if there are good or very good aspects of the learning process that have been carried out by the teacher, they must be maintained. A school principal who has carried out his duties well or very well as a supervisor will be able to improve the quality of education in the educational institution he leads.

5. The school principal acts as an entrepreneur

The principal's role as an entrepreneur means that the principal applies entrepreneurial values in managing educational institutions. For this aspect, the school principal carries out activities, for example:

- a. Carrying out innovations for school development, to implement innovations for school development, the principal must innovate for school development, for example improving the teacher's room if it needs to be repaired. Repair school facilities that need to be repaired so that school facilities can be used again to support school development.
- b. Working to achieve the school as an effective learning organization, every Tuesday each student is required to read a book for about 15 minutes in the school hall to cultivate reading as a character so that it can increase the knowledge possessed by each student. If students' knowledge can increase then this will also be beneficial for students now and in the future. The knowledge possessed by students will also be useful for making students' attitudes or character good or the best.

School principals who have carried out their duties well or very well as entrepreneurs will be able to improve the quality of education in the educational institutions they lead. Therefore, school principals can study aspects of work in the field of entrepreneurship so that in their role as entrepreneurs they can develop and improve the quality of education in their schools through aspects of entrepreneurship.

CONCLUSION

1. The role of principal as *leader* in increasing quality education at

SMPN 2 Bandar Lampung, SMPN 16 Bandar Lampung and SMPN 43 Bandar Lampung has gone well, it can be seen from several efforts that have been made by the school principal, namely, has guided teaching staff to carry out learning which is interesting through activity trainings as well as giving direction in utilizing available technological media, principal also tries to communicate with the school community started by greeting the teachers and school employees when he meet anywhere, principal always hear direct input from teachers and school employees regarding problems which is currently they facing. So, in taking decision principal apply system democratic and open based on discussion and agreement together. For knowing the condition of the teaching staff and the school principal's educational staff meeting so that they can know in a way direct complained sigh which experienced by teachers and school employees. Then the principal also provides a good role model through diligent and discipline behavior in work and dress neatly. As for monitoring achievement program in process learning, principal do supervision and evaluation in a way periodically to learning process and also supervision of learning tools and utilize the results of supervision to further improve activities learning through providing coaching and direction from the principal. However, on the other side, there is a number of aspect which is not yet successfully carried out by the principal, namely, in the disciplinary aspect seen from facet supervision leader apparently still not enough give penalty firm to teacher and participant educate which violate

rule so that there is not flavor deterrent and tend repeat error which the same like lateness in attendance, not doing assignments and leaving class before the time. Teacher sometimes leave class and only give assignments to students, as well as students who sometimes don't do the job. Then, the principal's efforts help teacher and participant educate in complete means on process learning is still not optimal, because there are several classes not yet own project or so that must alternate with other class.

2. The role leadership of principal as manager in increasing quality education in SMPN 2 Bandar Lampung, SMPN 16 Bandar Lampung and SMPN 43 Bandar Lampung has realized with good. However there is a number of aspect which is not yet succeed. These efforts include starting school management from planning program work school, which is done on moment beginning year teachings through activity meeting work

(RAKER) with involve stakeholders school related, then power educator and power education included in activity MGMP (Discussion Subject Teachers), training, seminars and various workshops as means enhancement competence. Principal also do periodic maintenance of facilities and infrastructure, namely every one month. However in its implementation, there is a number of aspect which has not been implemented optimally, namely, the efforts of the school principal in maintenance and fulfillment means and infrastructure school not yet accomplished with good because power education and education as well participant educate his needs not yet fulfilled so that on process learning and extracurricular activities are often hampered. Besides that, on activity training only part percent teacher which capable apply the result on learning process.

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