

EFEKTIVITAS KEPEMIMPINAN KEPALASEKOLAH MENGELOLA PENDIDIKAN (STUDI DI SMP PAB 3 SAENTIS KABUPATEN DELI SERDANG)

Ari Anggara¹, Elfrianto², Amiruddin³

Universitas Muhammadiyah Sumatera Utara Medan, Indonesia

Email : ari.anggara.ag123@gmail.com, elfrianto@umsu.ac.id, amiruddin.spdi@umsu.ac.id

Abstrak

Setiap satuan pendidikan dalam sistem pendidikan nasional memerlukan Standar Manajemen. Standar Manajemen memuat sepuluh komponen yaitu Visi, Misi dan Tujuan, Rencana Kerja Jangka Menengah, Rencana Kerja Tahunan, Kepemimpinan, Budaya, Implementasi, Pengembangan Kurikulum dan Penjaminan Mutu Internal, Pengawasan, Akuntabilitas dan Sistem Informasi Manajemen. Dengan terpenuhinya Standar Manajemen ini diharapkan kita mampu menyelenggarakan pendidikan dan pembelajaran yang bermutu guna mempersiapkan lulusan yang berkualitas sesuai dengan tujuan yang telah ditetapkan. Berdasarkan hal tersebut maka rumusan masalah penelitian ini adalah 1) Bagaimana Efektifitas Kepala Sekolah di SMP PAB 3 Saentis? 2) Bagaimana Kemampuan Kepemimpinan Kepala Sekolah dalam Mengelola Pendidikan di SMP PAB 3 Saentis? 3) Apakah Kepemimpinan Kepala Sekolah Efektif dalam Mengelola Pendidikan di SMP PAB 3 Saentis. Penelitian ini merupakan penelitian kualitatif dengan pendekatan studi kasus.

Kata kunci: Efektivitas, Kepemimpinan, Kepala Sekolah, Manajemen

The Effectiveness Of Principal Leadership Managing Education (Study At Smp Pab 3 Saentis Deli Serdang District)

Abstract

Every educational unit in the national education system requires Management Standards. Management Standards contain ten components, namely Vision, Mission and Goals, Medium Term Work Plan, Annual Work Plan, Leadership, Culture, Implementation, Curriculum Development and Internal Quality Assurance, Supervision, Accountability and Management Information Systems. By fulfilling these Management Standards, it is hoped that we will be able to provide quality education and learning in order to prepare quality graduates in accordance with the objectives that have been set. Based on this, the problem formulation of this research is 1) How is the Effectiveness of the Principal at PAB 3 Saentis Middle School? 2) What are the Principal's Leadership Capabilities in Managing Education at PAB 3 Saentis Middle School? 3) Is the Principal's Leadership Effective in Managing Education at PAB 3 Saentis Middle School. This research is qualitative research with a case study approach.

Keywords: Effectiveness, Leadership, Principal, Management

1. INTRODUCTION

Schools are educational institutions that manage people as a result of the implementation of governance in the educational process, in other words educational institutions are humanist organizations. Human management carries with it sensitive humanitarian components and impacts outcomes that are impossible to eliminate or recreate. If the production of educational institutions, in this case students, becomes an output that cannot be accepted by companies, offices, etc., it will have fatal consequences for the survival of the students themselves, resulting in the level of prosperity and progress of a country (Mukhtar Latif & Suryawahyuni Latief, 2018:13).

The principal as a top leader has the authority and power, as well as the competence to manage and develop his subordinates professionally. Thus the principal must have professional competence, namely: (1) the principal as a leader, (2) the principal as a manager, (3) the principal as an educator, (4) the principal as an

administrator, (5) the principal as an entrepreneur, (6) the principal as the creator of the work climate, and (7) the principal as the supervisor.

The success of an educational institution depends greatly on the leadership of the school principal. Because he is a leader in his institution. So he must bring his institution towards achieving the goals that have been set, he must be able to see changes and be able to see changes and be able to see a better future in global life. The school/Madrasah principal must be responsible for the smoothness and success of all matters regarding the organization and management of the school, formally to his superiors or informally to the community who have entrusted their students. The principal as an educator, administrator, leader and supervisor, is expected to be able to manage educational institutions towards better development and a promising future.

The principal must act as an effective manager and leader. As a manager he must be able to manage all the school's potential with good competence.

When researchers conducted an initial survey at PAB 3 SAENTIS Middle School, Deli Serdang Regency, it was seen that the school principal was very extra-managing by doing everything possible for efficiency in advancing the school. Gradually, more and more private and state schools are being established, so the principal has to be extra careful in managing the school so that PAB 3 Saentis Middle School continues to exist among the community. And the researcher saw that the structure of facilities and infrastructure still needed to be improved and needed a lot of repairs because they saw a lot of damage, the management of the principal in managing the school at SMP PAB 3 SAENTIS needed improvement in managing the school. The researcher observed because of the joining of several educational units that where the principal finds it difficult to manage both students, teachers and infrastructure.

So this research focuses on the Effectiveness of Principal Leadership in Managing Education: A Study at SMP PAB 3 SAENTIS. with a behavioral approach.

2. RESEARCH METHOD/MATERIAL AND METHOD/LETERATURE REVIEW

According to Sugiyono (2018, 213), the qualitative research method is a research method based on the philosophy of postpositivism, which is used to research scientific conditions where the researcher himself is the instrument, data collection techniques and qualitative analysis place more emphasis on meaning.

Creswell & Guetterman (2018, 46) also explain that qualitative research is a type of research that makes the researcher very dependent on information from objects or participants in a broad scope, questions that are general in nature, collecting data mostly from text or participants' words, and explaining and analyzing the collected texts subjectively. The method strategy in this qualitative research is case study research.

This research is in the form of a case study, so the data needed must be in the form of words, notes/writing, recordings, pictures, and so on. Apart from that, in this research there is also a process of observing and interpreting phenomena that occur in the field. Therefore, data collection in this research was carried out in three ways, namely, interviews to collect information in the form of verbal words, observations to understand the attitudes/actions that occurred, and documentation which could be in the form of writing, pictures, recording, and so on.

1. Interview (interview)

No	Statement	Indicator
1	Constructing about people, events, organizations, feelings, motivations, demands, concerns, etc. wholeness	reconstructing such roundness as experienced by the situation

	reconstructing such wholeness as experienced by the situation	
2	projecting the future;	Receive information obtained from people
3	verifying, changing, and expanding information obtained from other people (triangulation);	verify, modify and expand constructs developed by researchers as member checks

2. Observation (observation)

Observation is a technique or way to collect data by observing ongoing activities (Sukmadinata, 2011: 220). This method is used as a first step by looking directly at the research object to obtain the required data. Observations were carried out to obtain a comprehensive picture of School-Based Management, the leadership of school principals in improving teacher performance. This data includes, among other things, data about school conditions, focused on a description of school-based management, school principal leadership, and improving teacher performance.

3. Documentation

Documents are records of events that have already occurred. The documents referred to in this research are learning tools. Documentation Observation is used to strengthen observation and interview data as objective research. The tools used for documentation data are cameras and notes as a tool to strengthen documentation data.

3. RESULTS AND DISCUSSION

A. RESULTS

Based on the results of interviews that have been conducted, it can be seen that the effectiveness of the Principal in managing PAB 3 Saentis Middle School is considered good enough to manage. The Principal of Saentis PAB 3 Middle School is able to carry out his duties in managing the school according to school management standards. The principal also prioritizes good management so that it continues to develop at the level of high school competition. Effective Principal Leadership in Managing Education looks quite effective because this cannot be separated from the role of the principal who can manage the school well

B. DISCUSSION

1. Effectiveness of school principals in Educational Management

The principal as the leader here has an obligation to be able to manage the school well, in this case he must be able to plan good management at the same time so that it becomes the basis for improving the quality and quality of the school. As the Principal of PAB 3 Saentis Middle School, you must be able to manage your school well. . The school principal must also be a leader who is sensitive to new thinking, and can initiate the process of interaction within the school environment. This can be realized by the changes that occur in the school environment. Principals as leaders are basically required to be able to understand and have a full understanding of effective management and leadership.

As a principal leader of PAB 3 Saentis Middle School, he has implemented 9 aspects of effective management which include: (1) Curriculum used, (2) adequate facilities and infrastructure (3) organizational structure, (4) division of teacher duties, (5) division of duties of educational staff, (6) academic regulations, (7) rules of conduct, (8) code of ethics, and (9) financing. If you look at these nine aspects, it is considered that they still need to be improved so that everything can be carried out well. The principal must be

extra careful in managing the school and provide excellent management so that class decline does not occur.

The principal is a person who really ensures that the school organization's activities run according to the expected track, his position and responsibilities are very heavy, for this reason education is needed with stakeholders who participate in the world of learning, in order to achieve the expected learning goals. In his job as a school leader, it is best for the school principal to have a vision and mission as a guide and direction in which to stand. In supporting learning progress in terms of facilities and infrastructure, the government delegates or disburses funds to various schools to be managed by schools and school committees, as a result of this there is a tendency for school principals to think more about projects than their main duties as people who carry out the successful implementation of learning.

As a learning leader in a school, the principal has a legal responsibility to improve the staff, curriculum and implementation of learning in his school. Here, the effectiveness of school principal leadership depends on their skills in collaborating with teachers and staff, and their ability to manage budget management, staff development, scheduling, curriculum development, pedagogy and assessment. Providing school principals with this set of skills is considered very meaningful. Apart from that, to realize good school management, it is necessary to have a school principal who has the expertise to match the demands of his duties. In a learning organization, the leader of learning is the school principal. As a learning leader, the principal has several quite heavy duties and responsibilities. To be able to carry out its benefits optimally, school principals need to practice the right leadership style.

2. The success of the principal's leadership in managing education at PAB 3 Saentis Middle School.

School as an education has three main aspects that are closely related to school quality, namely the teaching and learning process, school leadership and management, and school culture. Teachers who have additional duties to control the process of establishing working conditions for community service in the field of education at school are called school principals. The school principal is tasked with designing, planning, running, supervising, organizing and evaluating all matters relating to the processing of facilities, infrastructure, personnel, students and the school environment to then be used as a basis or capital in an effort to achieve the goal of improving the quality of the school he leads. As the Principal of PAB 3 Saentis Middle School, the leadership function of a school principal must be maximized in order to carry out a series of tasks under his/her auspices. who, apart from having school management responsibilities, must also be equipped with adequate leadership skills. Because whether a school is good or bad is largely determined by the principal's ability to manage every potential that exists in the school environment. These potentials will become something good if the school principal carries out his leadership function proportionally and professionally.

According to Nova Lega Hati Siregar (Akrim, Indra Prasetya 2022: Vol 5) the success of a school can be seen from schools that have effective leaders. School leaders are those described as having high expectations of their staff and students. School leaders are those who know a lot about their tasks and who determine the school environment for them. To discipline teachers at school, a good leader (principal) is needed. School principals are not only required to master their field (professional knowledge) but what is more important is that they need to have superior characters. A superior character (caretaker) is an embodiment of harmony between thought (thought),

words (words) and deeds (Julaiha, 2019). For this reason, a good school principal does not only rely on concrete actions regarding everything that is thought and said. Apart from that, the principal must be good at communicating what he wants his members to do. Because clarity in what the principal wants requires support from all members of the organization, in this case the teachers.

3. Effective Principal Leadership in Managing Education at PAB 3 Saentis Middle School.

An institution or school is a supporting solution in improving the quality of education. Schools that have quality are believed to be able to significantly improve the quality of education. because quality schools can produce quality graduates who automatically synergize with improving human quality. Superior people will be able to improve their welfare so that they are able to compete both at home and abroad.

Leadership in other institutions in education, namely school principals, has an obligation to be able to create schools that achieve goals. Yanti Erna Siahaan (Elfrianto 2019: 14) states the importance of school leadership in influencing the results of school management through two main paths. The first path involves leadership practices that directly influence school management, for example, through supporting the development of School Citizens. The second includes activities that indirectly influence practice by creating organizational conditions.

Schools that are conducive to positive change. Each pathway has been linked to student achievement outcomes. As the Principal of PAB 3 Saentis Middle School, he is required to have various things such as leadership characteristics in achieving success in becoming a leader according to Murniati (2018: 123), namely: having faith and piety in God Almighty, having a strong imagination, having stable emotions, Able to live in the face of failure, Open-minded, Humble (does not mean low self-esteem), Have patient and diligent thinking, Discipline, Take into account effectiveness and efficiency, Have a sense of humor and have an artistic spirit.

4. CONCLUSION

Based on the results of data collection, interview results and data analysis carried out by the author, the conclusions in this research are as follows:

1. Based on the results of interviews that have been conducted, it can be seen that the effectiveness of the Principal in managing PAB 3 Saentis Middle School is considered good enough to manage. The Principal of Saentis PAB 3 Middle School is able to carry out his duties in managing the school according to school management standards.
2. The principal's success in managing the school is considered quite successful. The principal also prioritizes good management so that it continues to develop at the level of high school competition.
3. Effective Principal Leadership in Managing Education looks quite effective because this cannot be separated from the role of the principal who can manage the school well

ACKNOWLEDGEMENTS

Many thanks to SMP PAB 3 SAENTIS for allowing me to do research. so that my thesis can be completed. and thank you to my supervisor who has guided me sincerely

REFERENCES

- Firmansyah, Anang dan Mahardhika, Budi W. (2018). Pengantar manajemen. Yogyakarta: Penerbit Deepublish.
- Krisnandi H., Efendi S., Sugiono E. (2019). Pengantar manajemen. Jakarta: LPU-UNAS.
- Mulyadi, D. (2018). Perilaku organisasi dan kepemimpinan pelayanan, konsep, dan aplikasi administrasi, manajemen dan organisasi modern. Bandung: Alfabeta.
- Sadikin, A., Misra, I., Hudin, M.S. (2020). Pengantar manajemen dan bisnis. Yogyakarta: K-Media
- Creswell, John & Guetterman, Timothy. (2018). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 6th Edition*. New York: Pearson.
- Creswell, John W. (2016). *Research Design : Pendekatan Kualitatif, Kuantitatif, dan Mixed Edisi Keempat*. Yogyakarta: Pustaka Pelajar.
- Moleong, Lexy J. (2017). *Metode Penelitian Kualitatif, cetakan ke-36*. Bandung : PT. Remaja Rosdakarya Offset.
- Raco, J.R. (2018). *Metode Penelitian Kualitatif Jenis Karakteristik dan Keunggulannya*. Jakarta: Grasindo.
- Elfrianto dan Bahdin,. 2022. Pemanfaatan Learning On Line Course di Perspektif Manajemen Pendidikan. *Jurnal Internasional Studi Sosial Dan Manajemen (IJOSMAS)*. Vol. 3 No. 6
- Elfrianto dan Tanjung,. 2022. Pemanfaatan Learning On Line Course di Perspektif Manajemen Pendidikan. *Jurnal Internasional Studi Sosial Dan Manajemen (IJOSMAS)*. Vol. 3. No. 6
- Bernardine R. Wirjana, M.S.W. & Prof. Dr. Susilo Supardo, M.Hum. 2002, Kepemimpinan, (Dasar-dasar dan Pengembangannya) ANDI, Yogyakarta.
- Hadari Nawawi dan M. Martini Hadari, 1995, Kepemimpinan Yang Efektif, UGM. Cet. II, Yogyakarta.
- Heijrachman R & Suad Husnan.(1997). Manajemen Personalia.Yogyakarta.
- I. G. Wursanto. (1989). Manajemen Kepegawaian, Yogyakarta, Kanisius
- Kamus Besar Bahasa Indonesia, Jakarta; Balai Pustaka,1988.
- Madhi, Jamal, Menjadi Pemimpin Yang Efektif dan Berpengaruh, Bandung; Syaamil Cipta Media, 2001
- Siagian, Sondang P., Teori dan Praktek Kepemimpinan, Jakarta; Rineka Cipta, 1991.
- Sujak, Agi, Kepemimpinan Manajer; Eksistensinya Dalam Prilaku Organisasi, Jakarta; Rajawali 1990.
- Tim Dosen Administrasi Pendidikan Universitas Pendidikan Indonesia. 2009. Manajemen Pendidikan. Bandung: Alfabeta
- Sukiman.2005.*Pengembangan Kurikulum Perguruan Tinggi*.Bandung: Remaja Rosdakarya.
- Oemar Hamalik.2007. *Dasar-dasar Pengembangan Kurikulum*.Bandung: Remaja Rosdakarya.

- Masnur Muslich, *KTSP Dasar Pemahaman dan Pengembangan* (Jakarta: PT. Bumi Aksara, 2007).
- Mulyasa. 2013. *Pengembangan dan Implementasi Kurikulum 2013*. Bandung: Remaja Rosdakarya.
- Syaodih Nana, 2002. *Pengembangan Kurikulum Teori dan Praktek*. Bandung: PT Remaja Rosdakarya.
- <http://aridlowi.blogspot.co.id/2009/12/pengelolaan-kurikulum.html> (ONLINE Senin 29 Februari 2023 Pukul 17.41 WIB)
- <http://www.pls-unnes.com/?pilih=news&mod=yes&aksi=lihat&id=33> (ONLINE Senin 29 Februari 2023 Pukul 17.43 WIB)
- <http://dh3anggraeni.blogspot.co.id/2012/01/pengelolaankurikulum.html> (ONLINE Senin 29 Februari 2023 Pukul 17.46 WIB)
- <https://revyareza.wordpress.com/2013/11/01/perbedaan-kurikulum-2013-danktsp-2006/> ONLINE Selasa 1 Maret 2023 pukul 20.48
- Sagala, Dr. Syaiful, M.Pd. 2006. *Manajemen Berbasis Sekolah dan Masyarakat*. Jakarta: Nimas Multima.
- Siti Aminarti. 2011. *Manajemen Sekolah Pengelola Pendidikan Secara Mandiri*. Jogjakarta: AR-MZ Media
- Suharsimi Arikunto. 1993. *Organisasi dan Administrasi Pendidikan*. Jakarta: PT. Raja Grafindo Persada