

The Role of Principal through Involving School Components in the Management Team at Senior High School 1 Bangkunat Belimbing Lampung Indonesia

Waspodo Ari Wibowo, Sudjarwo, Supomo Kandar

Education Management Lampung University

Abstract: *The implementation of principal was revealed in term of empowerment involvement, motivating and participating of school components in the relation to the implementation of School-Based management at Senior High School 1 Bangkanat Belimbing. In running the role of leader principal involved all the school components in the management team. To succeed in managing the school three factors to support are (1) motivated teachers and staff to dedicate and study, (2) availability of Standard Operating Procedure (SOP), and teachers' and staff ability in operating Information Technology (IT). Besides, it needed to bear in mind to manage are the obstacle factors: (1) the shortage of the number of the teachers, (2) the shortage of school supporting facilitation, and (3) the shortage of parent and community involvement.*

Keywords: *Leadership, Management Team, Principal, School-Based Management.*

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I. Introduction

In broad meaning, education is the responsibility of all stakeholders: parent, community, and government. The effort will result in the good outcome effectively and efficiently if there is synchronization of those components. Education is regarded as the strategic way to overcome the left behind and to educate the nation. According to Indonesian Law No. 20 Year 2003 chapter 1, it states, "Education is an awareness of effort and planned to create learning circumstances and student learning process in order student take part actively to develop self-potential to have spiritual strength, self-control, character, intelligent, moral, and skill which is need by himself, society, nation, and state".

In the Educational National Standard (ENS) in chapter 4 states that ENS aims to assure the national educational quality in term of educating the lives of the nation and to formulate character and the value of civilization. In the government decree, No. 19 the year 2005 chapter 2 verse 1 states that ENS covers Content Standard (CS), Process Standard (PS), Facility Standard (FS), Management Standard (MS) Budget Standard (BS) and Assessment Standard (AS). According to Suhartoyo (2005:2), educational quality is influenced by many factors. They are the student, the school management (principal, staff, and school committee), environment (parent, community, and school), teaching-learning quality, curriculum, and so forth. All the factors are gathered in the school management to raise educational quality.

Management of school improvement quality is the application of the number of basic techniques on the data availability and empowerment of school balance and the continuity to improve the capacity and school organization to fulfill student and community demand (Djailani, 2014:15). Sagala (2011:170) said that educational quality is picture and character thoroughly on educational services internally and externally which has the ability to satisfy the needs hoped consist of input, process, and output of education.

Education contributes to the nation development and the effective mode to build character nation. Education has a strategic role to develop human resources. Education as scientific activities has objectives to gain, ability to develop knowledge. Education plants awareness of human value (Suryawati, 2005:127-128). Education should be seriously managed. Therefore educational system should be able to assure the equal access to the qualified education, quality development, and educational management efficiency in order to face the change need in the scale of local, national, and global to the renewal of planned, directed, and sustainable education (Law No. 20 the Year 2003).

To make them come true, the school needs management model to run: School-Based Management (SBM). SBM is a model of decentralization in education to support the independent in managing school, to drive in making school policy by involving school stakeholders in where local government (district and province) make the regulation.

School-Based management constitutes new educational paradigm where school stakeholders may manage to meet real school needs based on the priority that stakeholders decide (Djailani & Ibrahim, 2015:15). One of the efforts of managing school is through driving school leadership.

II. Leadership

Leadership is the ability to help people achieve things they don't think are possible. Leaders are coaches with a passion for developing people, not players; they get satisfaction from achieving objects through others. Leaders inspire people through a shared vision and create an environment where people feel valued and fulfilled (Randy Stocklin). The role of a leader is not only watching the followers work correctly and properly but also he should run as a coach, a guide, and the most important is that he/she should inspire the followers.

A leader is someone who builds their team, mentors them and then advocates for them. A leader develops the talent around them to be more successful than he or she is — or to borrow from a mentor of mine, 'a leader trains his or her assassins (Tarcher, 2017). The leader also has a function as a mentor to develop the followers with the differences of talent, and leader should be able to find his/her follower specific or unique talent to develop.

Nurkholis (2003) stated at least there four reasons of the importance of a leader (1) more people need leader figure, (2) as a representative of his group, (3) turning focus of problem (sustainer) or risk of his group, and (4) as a place to put the authority. Through good leaders support and appropriate, the employee will do efforts to develop the individual capacity to meet the present need and the future needs and that capacity influenced and form of leader feedback (Kiswanto, 2010:1429).

III. Principal

School leader or principal is one of the educational components that most important role in improving educational quality. Based on the government decree No 19 the Year 2017 chapter 54 stated that main task of the principal is to do the managerial task, do entrepreneurship development, and do supervision to teachers and staff.

Through managerial function principal run the following function: (a) empowerment of teacher in doing teaching-learning process smoothly and productively; (b) finish the task on the schedule; (c) make harmonious relationship to the community to achieve school goals; (d) implement the principles of effectivity, efficiency, fair, responsible, and accountable; and (e) work together with management team and involve all school components includes student (Ekosiswoyo, 2016:81).

Principal role and management of human resources practice in school-based management are done refer to all the activities based on the educational characteristic, need, and school condition (Vally & Daud, 2015:696). Implementation of school-based management is complex, so the function of principal should be able to (1) plan, principal do planning what should be achieved in macro, (2) organize, organizing or staffing the organization structure and the people to do varieties of task, (3) actuate, actuating or implementing based on the formulation and agreement to varieties of norms for each person in the actuating task, (4) check, supervising and evaluating on varieties of activities form all organization system. Therefore, the school success is part of the quality of the leader and the leadership of principal (Wijaya, 2008:3).

Leadership in School-Based Management

Principal leadership is hoped the effective leadership which has an orientation to school-based management. Through the formulation of the management team, it is hoped that the performance can be synergized to one another. So, the educational institution will have power to the new creativity and innovation, and accomplishment of qualified teaching and learning process. The presence of teamwork, unconsciously every single individual would develop his capacity.

The development of information technology insists the importance of teamwork in the organization to utilize the tools, like smartphone and internet where there are many applications available. Educational institution will be isolated if the personnel are able to capitalize such kinds of media to build compact teamwork to win the rivalry. In the future, the educational institution will work better if it has a teamwork which is able to work quickly and accurately.

We can see how important the school institution runs school-based management and how big the impact of principal roles in running educational system, based on that point of view the research was done.

IV. Method

The descriptive qualitative approach is chosen to run the research. The research was done in the Senior High School Bangkumat Belimbing involved a principal, ... teachers, and ... school staff.

To gather the data needed, the writer did interview, observation, and checked the documents in order to run triangulation analysis. Analysis data techniques are data reduction, data display, and conclusion making interactively among of the three.

V. Result

School-Based Management Implementation

Senior High School 1 Bangkumat Belimbing applies seven school-based management components including management of curriculum, teacher and staff, student, facilities, budgeting, community relation, and school environment culture. Besides, the school-based management principles are applied covers (1) autonomy school management to all single school components through School Evaluation Form and information from parents through questionnaire, (2) school can find the quality assurance of problems and solve them, (3) self management refers to Standard Operating Procedures (SOP), (4) principal involves parents and/or community school activities, (5) human relation and participation of variety of stakeholders.

Principal Leadership Role in School-Based Management

In running the leader role, principal involve school components, namely: (1) involving teacher, staff, school committee, and parent representative in making school vision, mission, goals, (2) bringing to reality the school vision, mission, and goal, principal created school structure by paying attention to the teacher, staff potential analysis, (3) making short, middle, and long term program together with the related stakeholders, (4) making decision together with school committee involving school supervisor, and (5) principal has good characteristic: firm in making decision, communicative, resonsive, welcoming criticism, tough in making to external relation. It can be concluded that principal is able to implement his roles as the leader of Senio High School 1 Bangkumat Belimbing.

Supporting and Blocking Factors

Supporting factors in running team management are (1) school teacher and staff motivation to work and learn, (2) clear Standard Operating Procedure, (3) school teacher and staff ability in operating information technology. Blocking factors are (1) the shortage of teachers, (2) the shortage of facilities, and (3) the shortage of community and parent participation.

VI. Discussion

The implementation of SBM has a positive impact on the development of the school. It is in line to Nurkolis (2003:6) statement that SBM function is to develop community participation, even distribution, efficiency, school management focus. However, community participation was no so well. It can be seen on some school agendas participation of community and committee members, and parents were low, like in a graduation and teacher farewell. They did not involve either in committee, presence, or funding.

Theoretically, there are four principles to run SBM. They are equifinality, decentralization, self-management, and human resources initiation. Those principles go in as unity although they work to accomplish different sector. Nurkolis (2003:52-53) said that SBM is based on flexibility, so school member can go according to their own needs real in the field and accordance with self-school evaluation. The self-school evaluation may inform the strength and the weakness of school condition.

The principal is able to as a leader well. It goes to Mulyasa (2011:115) statement that principals should be able to direct and supervise, develop human resources desires, open multi-direction communication, and delegate the task. One of the principal task as a leader is the ability to make vision, mission, and goals by involving all stakeholders of the school. Principal created school board to pursue the vision, mission, and goals. Based on the vision, mission, and goal created, principal and all the stakeholders make short, middle, and long-term programs refer to following standards: curriculum, students, facilities, workforces, and public relation.

The success of principal's school components involvement in the school management team and the implementation of school-based management were supported by internal and external factors. Supporting factors, internally, are potential human resources, dedicated teacher, and staff, availability of clear SOP, information technology mastering, and family feeling and relation. The external supporting factors are students and community in term of sincere willingness to work and openness in all aspects. The blocking factors are students' parents economy problems (low income). The solution for the problems, the principal builds and develops a good relationship with the community. It is hoped that the principal to have a good relation to the

government in order to get more teachers. It is hoped, too, that principal to monitor the sufficiency the facilities routinely in order the educational activities fluence.

VII. Conclusion and Suggestion

Conclusion

Senior High School of Bangkunat Belimbing applied seven pillars of School-Based Management, namely curriculum, teacher and staff, student, facilities, funding, human relation, school environment, and culture. To run SBM four principles are applied: equifinality, decentralization, self-management system, and human resources initiation. As the leader, the principal makes vision, mission, and goal by involving teachers, school staff, the school committee, and the representatives of students' parents. The principal makes school board, put people on the school board and assign people based on their capability through analysis as a preliminary. The principal makes short, middle, and long-term program together with the team: curriculum team, student service team, facility service team, funding team, and human relation team. The supporting factors cover potential human resources, teachers and staff motivation to dedicate, clear sop, skillful teacher and staff in information technology. Blocking factors are lack of teachers, the parent with low income.

Suggestion

In accordance with, the writer can propose five suggestions as follows; first, it is hoped that principal more active both in and out of the school. Second, the principal is more intensive in identifying the school strength and weakness by involving al school components and society. Third, principal evaluate the team after the team completed the task. Forth, teachers and staff are more active in developing the potential and professionalism.

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