

Principal Role in Improve Outcomes for School Values AT-Taqwa SDI Kramat Jegu

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ABSTRAK: This study aims to determine the role principals to improve school grades results in SDI AT-Taqwa Park. Technique of collecting data is done by interview, observation, and documentation. The data analysis is done with four stages of data collection, data reduction, data presentation, and conclusion. Results from this study is the role of kepala schools in improving school through the implementation of the results of the real duties of the principal as educator, manager, administrator, supervisor, leader, innovator, motivator (EMASLIM). Principal as an individual who is responsible in the school is obliged to try to make all the potential that exist in the institution can be utilized as well as possible in order to reach the expected goal. Asdenganimprove teacher quality of supervising the preparation prior to teaching, learning processes, to assess learning outcomes, and provide specialized training to develop skills in rampilan teachers, to build cooperation conducive to the guardians of the vision and mission of the school, building facilities and infrastructure to support effective learning. Running rules and regulations on the SOP to discipline all the activities that have been planned.

KATA KUNCI: *role principal, quality of education*

PRELIMINARY

In every organization the position and role of the leader is always very central. The advancement and withdrawal of the organization depends largely on the extent to which the leader is able to imagine to advance his organization. Similarly, in the context of the school as an organization, then the position of the head of the school is also very important in promoting the institution he leads. If the results of school grades will be improved, then the key is on strong leadership.

As umarshinimproving the results of the school to comply with mandated in Law No.20 of 2003 on National Education System (Education), as the substance of the National Education Act evident from his vision, namely the realization of the education system as a social institution strong and authoritative to empower all citizens of Indonesia develop into quality human so as to proactively respond to the challenges of the times.

Therefore, pEducation in Indonesia is now being developed, especially since the reformation in 1998. This marked the birth of the Act (Act) No. 22 of 1999, which was later revised by Law No. 32 of 2004, and now revised again Act No. 23 of 2014. And, one of its reform agenda is the delegation of education management authority to local government.

However, the authority of local government is limited to financing aspect, human resources and infrastructures. As for the aspects concerned curriculum, learning, evaluation and measurement, learning tools and tools, learning methods and time, textbooks and budget allocations and budget usage all become the authority of the school. In this regard, the role of the school principal charged with the responsibility of the quality of the process and learning outcomes in order to improve the quality of education nationwide.

So the most important thing at once into his early pressis that in the end product of his student achievement, ready to be tested, according to the competency standards set by the government over the proposed community. Therefore, if the declining student achievement, then the public can not be faulted

kantor education service district or city. Instead, they can ask the principal / madrasah and his teachers, because the curriculum and learning are entirely the full authority of the school. In this context, the principal is required to showcase his ability to foster cooperation with all personnel in a partnership open working climate, as well as to increase the active participation of parents. Thus, the principal can get the full support of each program.

1. Focused Issues

Based on the description of the background of the problem above, the scope of this scientific writing is how the principal's role in improving the quality of education in SDI AT-Taqwa.

2. Research purposes

- a. To increase the yield value of school in SDI AT-TAQWA
- b. To meningkatkan end product results students excel in SDI AT-Taqwa
- c. Want to motivate principals to become a leader who always has kemampuan adjust to situasi and conditions are always evolving

3. Benefits of research

- a. To increase knowledge about the main tasks of principals in improving the results of the school in SDI AT-Taqwa
- b. To increase knowledge about the main tasks of principals improve end product results students excel in SDI AT-Taqwa
- c. To motivate principals to become a leader who always has kemampuan adjust to situasi and conditions are always evolving

STUDY THEORY

The Principal's Role

Referring to article 12 paragraph 1 PP 28 of 1990 that the functions and duties of school heads are responsible for the implementation of educational activities, school administration, coaching staff, the other, and efficient utilization and pemeliharaan facilities (Mulyasa, 2007).

School parties in achieving the vision and mission of education should be supported by the ability of the principal in running the wheel of leadership.

Department of Education (formerly: Depdikbud) has determined that the principal should be able to carry out his work as: educators, managers, administrators, and supervisors (EMAS).

While in previous research, Hoer Appandi (Principal Role in Improving the Quality of Islamic Education Through School-Based Management) concludes that school leadership is as a leader, supervisor, educator, innovator and motivator.

The principal as the individual responsible at the school is obliged to try to have all the potential that exists in institutions can be best utilized to achieve the desired objectives.

With Indonesia Economic subsequently, in accordance with the needs of society and the development of the times, the principal must also be able to act as a leader, innovator and motivator school. Thus in the new paradigm of education management, the principal must at least be able to function as an educator, manager, administrator, supervisor, leader, innovator, motivator (EMASLIM).

All that must be understood by the principal, and more important is how the principal is able to practice and make it in the form of real action in school. The execution of roles, functions and tasks can not be separated from each other, because they are interrelated and mutually influential, and united in professional headmaster's personal. Such a principal will be able to push the vision into action in a new paradigm of education management [i].

Education Quality.

The quality of education is the level of intelligence of the nation's life that can be achieved from the implementation of the national education system [ii]. In the context of quality understanding education, refers to the educational process and educational outcomes. In a quality "educational process" looks various inputs, such as; teaching materials (cognitive, affective and psychomotor), methodology (varies according to the

capacity of educators), school facilities, administrative support and other infrastructure and resources and the creation of conducive suggestions. Quality in the context of "educational outcomes" refers to the achievements achieved by schools at any given timeframe (whether each end of year, end of year, 2 years or 5 years, even 10 years)[iii].

In the school quality improvement management school is expected to work in certain corridors, among others, as follows:

Resources, School must have some flexibility in managing all resources in accordance with local requirements. Government assessment No. 20 of 2003 on the Implementation of the National Education System Article 1 paragraph 23 PP that, "Educational resources are segala sesuatu that is used in the implementation of education which includes educational staff, community, funds, facilities and infrastructure.[iv]

Responsibility (accountability); This accountability aims to ensure that public funds are used in accordance with established policies in order to improve the quality of education and where possible to present information on what has been done. To that end, each school must provide accountability reports and provide communication to parents and community and government, and conduct a comprehensive review of the implementation of priority school programs in the process of quality improvement[v].

Curriculum; based on a nationally defined curriculum standard, the school is responsible for developing a curriculum from both the content standard and its delivery process. Government assessment No. 20 of 2003 on the Implementation of the National Education System article 1 verse 19, "the curriculum is a set of plans and arrangements concerning the objectives, content and instructional materials and the means used as guidelines for the implementation of learning activities to achieve certain educational goals "[vi].

School personnel; schools are responsible and involved in the recruitment process (in terms of determining the type of teacher required) and structural guidance of school staff (principals, vice principals, teachers and other staff). Government assessment No. 20 of 2003 on Implementation of the National Education System article 1, paragraph 6, "Educators are qualified personnel as educators, lecturers, counselors, tutors, facilitators, tutors, instructors, facilitators, and other designations in accordance with the specificity, as well as participate in conducting education "[vii].

Principal Role in Improving School Value Results

The principal's role in increasing the value of school education as follows:

- 1) The principal uses a "system approach" as a basis for how to think, how to manage, and how to analyze school life. Therefore, principals should think of systems (not unsystems), ie thinking right and whole, thinking coherently (not jumping), thinking holistically (not partial), thinking multi-inter-cross discipline (not parocial) , entropic thinking (what is changed on a particular component will affect other components); think "cause and effect" (remember His creation is always in pairs); think interdependensi and integration, think eclectic (quantitative and qualitative), and thought syncretism.
- 2) The principal has a complete and clear management input, which is indicated by the completeness and clarity in the task (what must be done, accompanied by the functions, authority, responsibility, obligations, and rights), the plan (the description of the product to be produced), the program (resource allocation power to realize the plan), provisions / limitations (legislation, qualifications, specifications, work methods, work procedures, etc.), controls (action on hand), and gives a good impression to his subordinates.
- 3) The principal understands, realizes, and performs his / her role as manager (coordinates and synchronizes resources to achieve goals), leader (mobilizes and empowers human resources), educators (invites the favor to change), entrepreneurs (makes things happen), supervisors (directs, guiding and modeling), creator of the work climate (creating a favorable work life situation), administrator (mengadminitiasi), reformer (adding value), the regulator (making the school rules) and motivational (energize)[viii].

RESEARCH METHODS

This research is a field research (field work research), the research will delve into the task principals to improve school grades results in SDI AT-Taqwa. This type of research is qualitative research with descriptive approach, because researchers directly dig the data in the field.

With the KNIK data collection is done by observation, interviews, and documentation, namely:

Observation, researchers observe course of learning process undertaken by all teachers through supervision. Interviews, here the researchers conducted interviews to parents of students who have graduated to find out opinions about the experience to send their children in SDI AT-Taqwa as well as criticism and suggestions for SDI AT-Taqwa in order to be a good quality school. Documentation, researchers in this documentation duties need the data, the results of the 6th grade values, the results of the supervision of teachers and school inventory data

The data analysis was performed by four stages of data collection, data reduction, data presentation, and conclusion, namely:

Collecting data needed in the research, then reducing the data that is focusing data related to the problem, then promising the data into a form of narration, and the last is to draw a conclusion that resulted in new discoveries that have not existed before.

RESEARCH RESULT

SDI AT-TAQWA is a growing school in a rural community that competes with state primary schools and madrasah schools in the country. Therefore it is necessary to prove to the public that AT-TAQWA schools can also produce qualified students. In order for more and more people around to entrust their children to study in SDI AT-TAQWA, it is necessary to develop and improve the quality of education that appears.

The quality improvement is highly influenced by the role of the principal in managing school. Me-AT-Taqwa be like what is on the vision and mission of the school. Peran principals can be said to be good if there are indicators as follows:

1. Educatorie principal as per the rules and apply the rule that are already listed on the SOP consistent and consequent absence of discrimination against certain teachers.
2. The headmaster as Administratoristo renovate the bathroom, add a classroom building space, adding to the parking area.
3. The school principal as Supervisor namely to carry out supervision or supervision to the teacher of the learning process of setting up your device, during the learning process, and assessment of learning outcomes.
4. The school principal as a Leader by referring cooperate to the whole school community in the vision and mission of the school.
5. The school principal as a manager to give permission to the teacher to follow KKG, workshops, and seminars.
6. The principal as Innovatorie by 3 months regular meetings between teachers and guardians to cooperate in the development of the school.
7. The school principal as a motivator is the provision of reward and punishment to the teachers according to their work and their mistakes.

With the development tasks basic principal over the quality of education has been an increase SDI AT - TAQWA which can be seen from the difference in the results of the previous year and the end product next year. Namely SDI AT TAQWA Park into quality-based school with a percentage of 100% graduation year. With the average value of the UN received a rating of 8 se-Kecamatan Park.

No	Name	VALUE			Amount
		BIN	MAT	IPA	
1	Yogi	76.0	87.5	80.0	243.5
2	Titan	86.0	90.0	87.5	263.5
3	Fatimah	86.0	97.5	87.5	271.0

4	Indra	80.0	87.5	87.5	255.0
5	Fahmi	84.0	85.0	87.5	256.5
6	inspiration	82.0	97.5	87.5	267.0
7	Khaibar	92.0	85.0	90.0	267.0
8	Nabila	74.0	85.0	80.0	239.0
9	Laili	56.0	55.0	85.0	196.0
10	Barrel	76.0	76.0	90.0	258.5
11	Lisya	88.0	90.0	87.5	265.5
12	Irfan	82.0	80.0	82.5	244.5
13	Rania	86.0	97.5	87.5	271.0
14	Rijal	84.0	92.5	85.0	261.5
15	Rizki	84.0	77.5	82.5	244.0
16	Choffifah	86.0	92.5	82.5	261.0
17	Viki	78.0	90.0	87.5	255.5
18	Virna	80.0	82.5	70.0	232.5
Average		81.1	86.0	84.8	252.9

From the second sample table above it can be concluded that there has been an increase in end product results-achieving students SDI AT-Taqwa

Rajah 4.11 Penggunaan tahap kesantunan berbahasa berdasarkan ungkapan menyatakan rasa empati.

Dapatan mendapati penggunaan ungkapan menyatakan rasa empati ialah sebanyak 91 kali (3.262%) dalam dokumen pengurusan yang dikaji. Daripada jumlah ini 83 kali (91.20%) adalah bertaraf HTT dan hanya 8 kali (8.79%) sahaja berada dalam kelompok HS. Kesudian penulis menggunakan ungkapan ini dalam dokumen yang dikaji berupaya meningkatkan tahap kesantunan berbahasa beliau kepada kesantunan HTT. Berikut adalah contoh ungkapan menyatakan rasa empati tahap HTT:

Sukacita dimaklumkan bahawa satu perjumpaan Pengarah Kebajikan Masyarakat Negeri Kedah bersama kakitangan ibu pejabat Jabatan Kebajikan Masyarakat Negeri (JKMN) XXX akan diadakan seperti berikut: (27: KDHKMM1_si)

Sebagai usaha kita memperindahkan kawasan, sayugia diingatkan bahawa tempat larangan staf untuk meletak kenderaan adalah seperti berikut: (98: JHRPMS2_si)

Sukacita dimaklumkan bahawa Kad Pengenalan Kanak-Kanak telah siap. (155: KLNPN4_siv)

Sukacita dimaklumkan, pihak Kementerian Penerangan Malaysia menerusi Jawatankuasa Pemandu Penyelidikan telah mengarahkan agar semua jabatan dan agensi di bawah Kementerian melaksanakan Kajian Kepuasan Pekerja Di Kalangan Anggota Jabatan.

Sukacita dimaklumkan bahawa Kementerian Pelajaran Malaysia akan menganjurkan KURSUS DALAM PERKHIDMATAN PROGRAM KHAS PENSISWAZAHAN GURU BESAR (PKPGB) bagi sesi akademik XXX untuk Pegawai-Pegawai Perkhidmatan Pendidikan Bukan

CONCLUSION

From the above it can be concluded bahwa duties of the principal as EMASLIM can increase theyield value ofthe Islamic primary schoolAT-Taqwa Park.Increasing thevalue of school resultscan be seen from the increase in end product results-achieving students.So that it can motivate principals to continue to develop its ability to adapt to situations and Condcontents are also always evolving for the development of the institution which he leads.

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