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The Managerial Role of The Principal in Improving School Quality at State Junior High School 03 Colomadu

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Abstract: According to government regulations explaining that the Principal's work responsibilities in carrying out the main tasks include managerial tasks, entrepreneurship development tasks, and supervisory tasks for teachers and education personnel. As a leader who has managerial responsibilities, the principal plays a role as the vanguard for various efforts to improve the quality of learning in a school. The researcher will analyze the principal's managerial role on the school's quality at SMP Negeri 03 Colomadu, so this study aims to analyze the principal's role in improving the school's quality. The method in this study uses a qualitative method with a case study approach. This study concludes that the Principal has carried out managerial tasks well and professionally because he is able to translate the school's vision and mission into real policies and practices. The vision and mission of the school are to form students who are noble, high-achieving, skilled, and environmentally aware.

Keywords: Principal, Managerial, School Quality

INTRODUCTION

The ability to influence someone is usually possessed by every leader, both in small and large scopes such as institutions, agencies, or organizations. Someone who can influence, control, and can determine the goals of an organization is called a leader, this explanation is the definition of a leader according to Robbert D Stuart. To become a leader, of course, you must understand what tasks must be done so that activities in an organization can run in a directed manner and the goals of the organization can be achieved properly (Utari & Hadi, 2020).

In a school institution, the principal becomes the main leader as the school manager. The principal is a teacher who is given the responsibility to lead the learning process and manage educational units from kindergarten to high school. (Menteri Pendidikan Dan Kebudayaan, 2021). The principal's duties mentioned in the regulation are managerial, entrepreneurial development and supervision duties (Menteri Pendidikan Dan Kebudayaan, 2021). As a leader who has great responsibility, the principal must be able to carry out his duties efficiently and professionally to obtain appropriate results. Therefore, both the internal and external environments of the school are expected to play a role in supervising and supporting the principal's performance so that his duties are carried out optimally.

The principal has a major role in ensuring the achievement of quality, superior education goals, and can collaborate with various parties in order to face the challenges of the times. As a step to improve or improve the quality of a school, the principal must be fully committed to mobilizing all stakeholders (Ali & Istanto, 2018). Therefore, the principal is one of the fundamental elements in steps to improve the quality of the school (Mukholidin, 2022).

According to government regulations explaining the duties of the principal, one of the principal's main duties is to carry out managerial duties. This role includes planning, organizing, empowering, and controlling to ensure the achievement of a well-formulated vision (Ali & Istanto, 2018). As a leader with managerial responsibilities, the principal plays a vanguard role in coordinating various efforts to improve the quality of learning in the school he leads (Hendarman & Rohanim, 2018). The realization of the vision or goals formulated by the school is closely related to the principal's ability to carry out management functions, including planning, organizing, implementing, and supervising. The principal has the main responsibility in decision making and developing the school's vision and mission (Saputri & Azani, 2023). The ability that plays a role in organizing and moving all components in the school is the managerial ability that a principal must have in carrying out his duties (Haris, 2020).

Based on existing research, there are indeed many variables that determine whether a school is successful in achieving its goals, but the principal has a big influence on this success. (Susanti et al., 2023). In the book *Principal as Manager* by Hendarman and Rohanim, it is stated that the Coleman Report revealed that the quality of school management contributed 32% to student achievement in research related to school effectiveness. The results of this research indicate that the role of the principal in controlling the school properly and professionally will have a direct impact on the academic achievement of students in that environment (Hendarman & Rohanim, 2018). Another view says that leadership is very influential in the development of a school, and the right leadership will support the success of a school (Kusuma & Azani, 2023).

According to Mulyasa, the main factor in efforts to improve quality in schools lies in the role of the principal in carrying out his duties as a manager. He plays an important role in the implementation of learning, school administration, teacher professional development, and carrying out supervisory functions in the schools he leads. Every school has goals to be achieved, and to realize them, the principal must carry out managerial functions effectively. A competent principal will encourage teachers to carry out learning well. If teaching and learning activities are carried out optimally, the results will be seen in increased student achievement and improved teacher quality (Mulyasa, 2017).

According to Arifudin, good school management will affect various aspects of it, such as teaching and learning activities (KBM), educational human resources, and its management, so as to produce quality students. On the other hand, if school management is not carried out properly, it can affect the quality of education and produce graduates who do not meet the school's goals. The role of the principal is considered very crucial, this is because the principal is considered a central force that drives and determines the direction of school progress (Mulyasa, 2017).

In this study, the researcher will analyze the managerial role of the principal on the quality of a school at the junior high school level, the school is SMP Negeri 03 Colomadu. The researcher determined the school as the place of research because only this school was designated as a driving school in Colomadu District. Becoming a driving school certainly has its advantages compared to schools that do not yet have the title, and the role of the principal has the potential to play an active role in improving the quality of education in a school. For this reason, this researcher wants to analyze how the managerial role of the principal at SMP Negeri 03 Colomadu in improving school quality.

METHOD

The type of research applied in this study is qualitative research, so this study is descriptive and prioritizes analysis (Fiantika, 2022). In addition, this study uses a case study approach by analyzing the managerial role of the principal on school quality. The case study approach is one method for researching to explore an event in detail by collecting various types of information from various sources (Raco, J, 2010). The data source for this study was taken from a resource person, a principal at SMP Negeri 03 Colomadu named Heru Nugroho, through interviews and observations at SMP N 03 Colomadu as well as additional data taken from several teachers. For data collection, researchers used the interview method to obtain data through two-way dialogue with related parties. In addition, the document study method was also used in this study

RESULTS AND DISCUSSION

School Profile

The place of this research was conducted in one of the junior high schools in the Colomadu area, Karanganyar. This school is SMP Negeri 03 Colomadu, which is located on Jalan Adi Sumarmo, Malangjiwan Village, Colomadu District, Karanganyar Regency, Central Java. This school was established on February 17, 1979, of course it was not a short time, this school has been established for decades with good evolution. Currently, this school has been accredited A, this school has also implemented the latest Curriculum, namely the Merdeka Curriculum. The personnel of SMP Negeri 03 Colomadu are led by a Principal named Heru Nugroho, who is also a key informant in this study. Each school certainly has its vision and mission to advance the school and make the school even better. Including SMP Negeri 03 Colomadu which has the following vision and mission:

Table 1. Vision and Mission of SMP Negeri 03 Colomadu

Vision	Noble, Achievement, Skilled, and Environmentally Aware
Mission	<ol style="list-style-type: none">1. Instilling faith and devotion through the practice of religious teachings.2. Optimizing the learning and guidance process effectively so that the National Examination (UN) scores increase every year.3. Optimizing school potential in academic and non-academic fields.4. Developing the fields of science and technology, interests, talents, and potential of students.5. Developing a love for nature and environmental conservation.

Source: School Data

School Managerial Concept

According to Follen and Stoner, management is a form of cooperation that aims to establish, interpret, and realize the vision of a group by implementing various functions, including planning, organizing, staffing, leadership and direction, and supervision (Anif, 2019). Meanwhile, GR Terry stated that management is a process that involves a series of stages, namely planning, organizing, motivating, and controlling, which are carried out to achieve goals by utilizing human resources and other resources (Kusyudiyanto, 2023). On the other hand, Udaya defines management as the process of achieving organizational goals through the implementation of four main functions, namely planning, organizing, leading, and controlling (Purba et al., 2024).

From an Islamic perspective, the meaning of management can be emphasized on the aspects of responsibility, division of tasks, and optimization, so that this concept is in line with several meanings contained in several verses of the Quran, these verses include:

1. Surah Al-Zalzalah verses 7-8. This letter emphasizes how urgent it is for individuals to carry out the mandate for the results of their work. This verse teaches that every action, small or large, positive or negative will receive consequences. The meaning of the verse is as follows (Mulyono, 2017).
"Whoever does good deeds as heavy as zarrah, surely he will see (the reward). And whoever commits a crime as heavy as a particle, he will see (the reward)" (QS. Al-Zalzalah: 7-8).
2. Surah Al-An'am verse 165, this verse emphasizes the importance of task distribution among members in an organization. This verse teaches that Allah has given roles to humans as caliphs on earth with different positions to test their responsibilities. This reflects the principle of division of labor in an organization, where each individual has a certain role and responsibility to achieve common goals. (Mulyono, 2017a)
"He has raised some of you in degrees above others, that He may test you in what He has given you" (QS. Al-An'am: 165)

In Islam, there are principles, rules, and management techniques that are based on religious teachings. The first principle is *amar ma'ruf nahi mungkar*, as stated in QS. Ali Imran verse 104, emphasizes that every individual must uphold goodness and avoid evil. The second principle is the obligation to uphold the truth, which is based on QS. Al-Isra verse 18 and QS. Ali Imran verse 60. Good management is part of an effort to implement this principle, namely by managing anything correctly and avoiding mistakes (Mulyono, 2017).

In carrying out his duties as a manager, the principal needs to have various competencies that support his role. Some of these competencies include: 1) Being able to design and develop school planning systematically; 2) Being able to coordinate all elements in the school system so that they can function in an integrated manner, forming the school as an effective learning organization; 3) Being able to mobilize all educators and school staff so that teamwork can run more focused and efficiently; 4) Being able to foster and improve teacher professionalism to improve the quality of teaching; and 5) Being able to monitor and evaluate all aspects of the school system (Hendarman & Rohanim, 2018). In addition, the principal's managerial role is in designing planning and compiling various school programs, both long-term and short-term (Inayati, 2014).

As a manager, the principal has various tasks to carry out. These tasks include the preparation of school programs, management of national education standards, supervision and evaluation processes, and management of school management information systems. The role of the principal is as a manager in the school who is responsible for the management of human resources and school finances. As a manager, the principal needs to be able to manage the school's human resources well, including overcoming less than optimal teacher performance (Darmawan & Azani, 2024). More specifically, these tasks include the overall management of the eight national education standards. Another view of the principal with managerial duties means that the principal can plan work programs in the school, design an effective workforce management structure to encourage employees to improve their work ethic, and manage all resources available in the school optimally (Priansa & Somad, 2014).

Quality of Education

The quality of education is related to three main aspects: input, process, and output. Educational input includes all aspects needed to ensure the learning process can run smoothly, such as resources, software, and expectations that serve as guidelines during the process. The educational process itself refers to changes that occur during educational activities. A structured process carried out continuously so that the quality of teaching and learning activities increases is the meaning of improving quality in a school. This process aims to achieve a more effective and efficient method or result. School quality prioritizes the quality of graduates to be produced,

and to produce quality graduates, the educational process implemented must also be of quality (Priansa & Somad, 2014).

The rules and scope of the national education system have been stated in Law No. 20 of 2003 which if implemented properly will affect the quality of education, this has been explained by the government. One aspect outlined in the law is the national education standard (Barnawi & Arifin, 2017). This standard can be considered as a minimum criterion that covers various important aspects in the implementation of the national education system. National education standards serve as a basic basis for planning, implementing, and supervising education, as an effort to ensure optimal quality of education (Priansa & Somad, 2014). In addition, a good education system is how all components of education can be managed optimally to produce quality learning so that students can develop (Izzaty & Jinan, 2024).

The Role of the Principal in Improving the Quality of Education in Schools

In the book *Management and Leadership of the Principal* by Mulyasa, One of the crucial aspects that significantly influences the quality of education is the role of the principal as a leader in the world of education. The principal has the responsibility to influence and guide all elements that contribute to the educational process in schools, so that they can work together to realize (Mulyono, 2017b) the school's vision and encourage the involvement of all elements that contribute to the implementation of education in schools, as a step to realize the ideals of the school (Mulyono, 2017a).

The ability to lead, organize, and manage the implementation of teaching and learning programs is a skill that must be mastered by a principal. The principal must also have a role as a supervisor for all stakeholders in the school to create comfortable learning for students. The goal is to optimize learning so that it will eventually lead to an increase in the quality of education (Mulyono, 2017a). In addition, the quality of the school is closely related to the supervision carried out by the principal in guiding teachers in the school environment (Priansa & Somad, 2014). According to Sudarwan Danim as quoted by Donni Juni in his book *Management of Supervision and School Leadership*, improving school quality can be achieved by involving five dominant factors. The role of school leadership is the main factor mentioned in improving school quality. It is explained that the principal must have a clear understanding of the work vision, work diligently and steadfastly, provide optimal service, and have strong discipline.

Based on existing government regulations, the principal is a teacher who is given the mandate to lead the learning process and manage educational units, in the context of this discussion the educational unit is a Junior High School. The regulation also explains that the duties of the principal include managerial aspects, entrepreneurial development, and supervision of teachers and education personnel. All three must be carried out professionally by a principal. The principal of SMP Negeri 03 Colomadu explained that all the duties of the principal are important, but the principal's duties as a manager are the main duties of a principal in managing his school.

Carrying out the principal's duties as a manager means ensuring that all school residents, both educators and education personnel, carry out all their respective duties, main points, and functions well and professionally to achieve school goals. This is the general understanding of the Principal of SMP Negeri 03 Colomadu, namely Mr. Heru Nugroho, regarding the meaning of the principal as a manager. This is in line with the meaning of QS. Al-An'am verse 165 which means that each individual has a certain role and responsibility to achieve common goals.

There are many views regarding the principal's duties in carrying out a managerial role. Some education experts emphasize that the principal is required to be a forward-looking leader, while others argue that the principal's main managerial focus is on the effectiveness of administration and management. However, regardless of these perspectives, it can be concluded that the principal's duties as a manager include planning, organizing, directing, and controlling

all aspects of school operations. The principal as a manager is responsible for formulating strategies to improve the quality of education, managing teaching and education personnel, optimizing facilities and infrastructure, and realizing and creating a comfortable school climate for all students.

The principal of SMP Negeri 03 Colomadu carries out his managerial duties professionally. Various strategies are carried out to improve the quality of the school. One of the strategies implemented by the principal is to form a school development team. This team is formed by the principal himself, consisting of each of the 8 national education standards, as it is known that the 8 national education standards (SNP) include graduate competency standards, content standards, process standards, educator standards, facility and infrastructure standards, management standards, financing standards, and assessment standards. The principal is of course responsible for this team, but this team still has a structure such as a general coordinator, general secretary and coordinator for each standard. Each standard also has its members under the coordination of the standard coordinator. The existence of a school development team is a strategy to improve the quality of the school by planning and compiling school programs as well as designing the budget for the program properly and systematically.

Good coordination is one of the keys to aligning the goals to be achieved so that coordination between the principal and all elements of the school including the development team must be carried out properly. Therefore, the Principal of SMP Negeri 03 Colomadu always coordinates in a directed manner with the school development team to ensure that the relevant parties work in harmony, efficiently, and effectively to achieve the goals that have been set. The manifestation of directed coordination is that the principal routinely holds meetings either only with the school development team or as a whole with teachers and other staff. One of the meetings held by the development team is a meeting for the preparation of school programs.

According to Heru Nugroho, the process of planning and compiling school programs refers to the education report card. Quoting from the website of the Ministry of Education, Culture, Research and Technology, the education report card is a collection of certain indicators in the Education Profile that reflect the priorities of the Ministry of Education, Culture, Research and Technology and function as an evaluation tool for regional and educational unit performance. The assessment in the Education Report Card is based on a comparison of indicator values from year to year. In the education report card, there are 14 priority indicators that can provide a picture of the quality of education services as a whole according to each educational unit. In addition, there is a color description for each indicator, namely red which means less, yellow means moderate, and green means good.

One of the evidences of the principal's managerial role can be said to be good is that the principal is competent in compiling school planning and development systematically. The principal of SMP Negeri 03 Colomadu together with the development team he formed can compile program planning to develop the school systematically, through meetings to compile school programs that refer to the education report card, the principal can determine the priority scale to determine what programs need to be implemented and improved. Although referring to the education report card, the principal explained that it does not rule out the possibility of innovating the school program. As an example that has been given is the school receiving opinions from outside parties, namely the community. The community comes from external organizations and also parents of students who he calls 'paguyuban', they once gave suggestions to conduct socialization with the topic of stopping bullying, because it is considered positive input and can provide benefits for students, so the school accepts and realizes the activities well.

In relation to the principal's supervision management which is also essentially related to the quality of the school, the principal of SMP Negeri 03 Colomadu also carries out this role very well, assisted by the technology provided by the government, namely the Merdeka Teaching platform, the principal guides, supervises, and provides assessments integrated with the Merdeka Teaching platform. As an example given by the principal, teachers make

independent teaching and learning activity plans which will then be monitored and evaluated by the principal which will then produce an e-performance assessment in each semester. Principal Heru Nugroho said that in addition to the Merdeka Teaching platform, he continues to monitor activities at school every morning, afternoon, and evening.

Overall, all activities programmed by the school development team can run according to plan. The principal said that the formation of the school development team was used when he was assigned as the principal at SMP Negeri 03 Colomadu. When he first arrived at the school, he said that there was already a team to plan school programs but it had not been running optimally. So, with the leadership of the new principal of SMP 3 Colomadu, he tried to function optimally from the school development team. Of course, it is not easy to revive the function of the school development team, many obstacles are encountered by the principal, but with determination and assisted by all fellow teachers, the principal can revive the school development team well.

A principal who becomes a professional manager will certainly affect the quality of a school. Principal Heru Nugroho proved this, he explained that there were changes for the better during his leadership, such as all school activities including extracurricular activities can be budgeted well because the program planning is carried out well and systematically. In addition, the SMP 03 Colomadu education report card has been indicated as good overall (all green indicators), so that the school also received a budget that not all schools get, only given to schools labeled as driving schools, the budget is called the BOS Performance fund. Although all activities have been well accommodated, he said that there are still some shortcomings such as in the maintenance of facilities and infrastructure in the context of major maintenance, for minor maintenance it can still be accommodated with the funds owned by the school.

CONCLUSION

According to government regulations explaining the duties of the principal, one of the duties of the principal is as a manager. Many views have developed regarding the duties of the principal in carrying out the managerial role, but it can be concluded that the duties of the principal as a manager include planning, organizing, directing, and controlling all aspects of school operations. The principal as a manager is responsible for formulating strategies to improve the quality of education, managing teaching and education personnel, optimizing facilities and infrastructure, and realizing and creating a comfortable school climate for students.

Based on the results of the analysis between theory and discussion, the principal has carried out managerial duties well and professionally because he is able to translate the school's vision and mission into real policies and practices. The school's vision and mission are to form students who are noble, high-achieving, skilled, and environmentally aware. In addition, the principal has formed a school development team and functioned well to design programs well so that it has an impact on the quality of the school which is getting better. Proven by the implementation of all school activities including extracurricular activities that are well budgeted because they carry out program planning well and systematically and educational report cards that are indicated as good overall in accordance with the vision and the school.

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