

The Role of the School Principle in Improving the Quality of Schools Through Human Resources Management at SMPIT Al Islam Kudus

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Abstract: The purpose of this study is to describe, find and analyze the role of the principal in improving school quality through human resource management at SMPIT Al Islam Kudus. This research is a type of qualitative case study research. Data collection techniques were carried out using interview techniques, observation and documentation studies both carried out by researchers directly or through the assistance of other parties. Data analysis in this study uses the Miles and Huberman model, where the analysis is carried out at the time the data collection takes place, and after the data collection is completed within a certain period. The results of this study indicate that the head of SMPIT Al Islam Kudus has carried out his role in improving school quality through human resource management. This management was developed by holding a spiritual development program that focuses on personality and character. Recruitment of educators and education staff was also carried out without any intervention from the foundation. In addition, appreciation and support from school principals and foundations for the intense self-development of teachers and employees and students makes it a special attraction for human resources to be loyal to the institution.

Keywords: Principal's Role, School Quality, Human Resource Management.

1. Introduction

National education aims to develop the potential of students to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic citizens, and are responsible in order to educate the nation's life (Sugiyono, 2019). Based on this statement the school is one of the formal education that helps realize the goals of national education. In its management, the school is led by a school principal, there are educators, educational staff and students in the institution. According to Mulyasa (2007) the principal acts as an educator, manager, administrator, supervisor, leader, innovator and also a motivator (EMASLIM). Therefore a school principal as a leader in an education unit must be able to carry out his duties and role as a manager; starting from planning, managing, creating change (innovation) and inviting all stakeholders in the school to jointly realize the progress and success of the school so that it can produce quality output and outcomes both in academic and non-academic. SMPIT Al Islam Kudus is one of the private junior high schools that has experienced a significant increase in school quality. The progress of the development of the school that has been obtained has accelerated. This cannot be separated from the role of the principal who is able to place himself according to his role. One of the roles that emerged was as a manager. Principals must be able to manage schools well, especially in managing their human resources which include educators, education staff and students

2. Conceptual Frameworks

The principal has a very important role in moving the school to achieve the goals of educators as expected by the government. There are two things that need to be considered in the role of the school principal, as stated by Admodiwirio quoted by Rusmaati (2013), namely: (a) the school principal acts as a social force that is the driving force of life in school and (b) the principal must also understand the task and its function as a teacher who cares for his students for the success of the school/madrasah. Based on the opinions of some of the experts mentioned above, it can be concluded that the principal is a functional teacher who is given the task and responsibility of being a leader who has a role in planning, organizing and controlling all activities that take place in schools. The school principal also has responsibility for all

matters related to the educational process, improving the quality of human resources, managing school management, increasing academic and non-academic achievements and everything related to schools. The development of school quality both in terms of academic and non-academic achievements and the large number of interested applicants at the school reflect that the role of the school principal has been going well or not. Especially when there are other parties who want to collaborate with the school. The role of the principal in implementing, planning, being an expert, overseeing the relationship between its members, representing the group, acting as a rewarder, acting as an arbiter, holding responsibility, as a creator, and as a father who is able to deliver improvements in school quality. The quality of education is the ability of educational institutions to utilize educational resources to improve learning abilities as optimally as possible. This conceptual analysis places more emphasis on institutional performance, namely the tendency to be more effective in utilizing educational resources and the better the results achieved, it can be said that the education has good quality. According to Mulyasa (2012) schools that have quality education start from a good planning system with good material and management systems and delivered by good educators with quality education components. In addition, a school principal has a very important role in creating a quality school. A quality school is a school that complies with national education standards, has a school development plan, education staff, students, curriculum, learning, finance and financing, awards and incentives and involvement of parents and the community. To improve the quality of schools, it is necessary to support the role of the principal and effective school management to support the main activities of the school, namely the teaching and learning process in the classroom. As well as the existence of an element of satisfaction with the needs expected by the community for the school. Human resources have a big role in the implementation of education. Education which is a process cannot be separated from the role of human resources itself (Sukawati et al., 2020). In addition, humans are the main actors as executors in an organization. Among them as planners, actors, and determinants of the realization of organizational goals. Goals will not be realized without the active role of humans in it, even though the tools and technological advances are increasingly sophisticated. Especially in the world of education, because specifically the teaching and learning process played by educators cannot be replaced by technology. This has been proven during a pandemic. The existence of educators is still needed even though it has been assisted by technology. To make human resources function properly, good management is needed, starting from planning to the final stage in the educational function. According to Purnama (2016), human resource management is closely related to the management of individuals in the organization, so that each individual has a contribution to achieving organizational goals. This of course applies to schools as an organization that has specific goals and is reflected in the vision, mission and goals of the school. In managing human resources in schools, it must still be carried out through processes that exist in management functions in general, namely planning, organizing, directing, and supervising. Added again by Purnama (2016) to increase the professionalism of teachers and administrative staff can be done through: 1) participating in training both carried out at school (in house training) and outside the school and after training must have an impact on other teachers/administrative staff, 2) schools provide adequate books or references for teachers/administrative staff, and 3) encourage and facilitate teachers/administrative staff to conduct peer tutoring through MGMP or MGBK activities both at the school or district/city level. This study refers to the theory put forward by (Nurullita et al., 2022) management / management of human resources or commonly referred to as personnel management is the entire structuring process related to the problem of obtaining and using labour efficiently in order to achieve the goals that have been set. predetermined. The arrangement process in question is all processes which include: 1) employee planning, 2) how to obtain the right workforce, 3) how to place and assign, 4) how to maintain, 5) how to coach, 6) how to evaluate, 7) how to terminate work relationship.

This research is based on existing problems, what is the role of the principal in improving school quality at SMPIT AL Islam Kudus, then how to describe, find and analyse ways to manage human resources, both educators, education staff and students so that SMPIT Al Islam becomes the school which developed rapidly within 4 years was able to realize it as the first integrated Islamic school in Kudus at the junior high school level. The benefits of this research are expected to be a reference material for school principals in improving school quality through human resource management.

3. Methodology

This research was conducted using a qualitative method approach with a positive case study approach. Paying attention to the object of this research, it can be said that this research is a field research that is qualitative analysis. In this qualitative research, data collection was carried out in natural settings (natural conditions), primary data sources, and data collection techniques involved participant observation, in-depth interviews and supporting documentation. Document study is a complement to the use of observation and interview methods. In this study, researchers used overt and covert observations, according to the conditions of the data needed. There is data that is taken by direct observation from start to finish and there is also data that is observed in a subtle way in order to obtain more accurate data. Where the data that will be obtained later can be developed in the field. The interview technique used was unstructured interviews. Researchers will conduct interviews related to the role of school principals in improving the quality of schools through the management of human resources. The objects interviewed were school principals, teachers and the foundation. The documents that the researchers chose in this study were documents related to the implementation of learning such as: school profiles, teacher and student data, student and teacher achievement data and other documents that can be used as

a source of reference and study in SMPIT Al Islam Kudus. In this study, researchers used "technique" triangulation of data collection and "source" triangulation of data collection and "time" triangulation when obtaining data.

4. Findings and Discussion

Based on the results obtained in the field by triangulation of observation techniques, interviews and supporting documentation, triangulation of sources from three different informants (principals, foundations, teachers) shows that the principal at SMPIT Al Islam always plays a role in managing academic planning. The role given is in the form of mentoring and supervision in designing academic programs and evaluating academic programs that have been running for the previous year. Based on interviews with teacher informants, it was shown that the principal was directly involved in managing academic planning starting from the vision, mission and goals of the school and was derived in the form of a work program for all sections implemented. In addition to managing the academic program, the principal also plays a role in staffing management with coaching which is carried out once a week which is called a teacher assembly and is held every week on Saturdays. In addition, the principal also provides rewards and punishments to both teachers and education staff/employees. For the development of human resources, the foundation also supports the program. Apart from the Saturday majlis, there are other trainings held by foundations, the education office and JSIT (Integrated Islamic School Network). The principal also has a role in managing students. Among them is giving appreciation for the achievements achieved by students. The Principal always provides coaching before the competition, motivates him and sets the target of winning in each competition. In addition, the principal will also give awards after competing as encouragement and appreciation for the school. In preparing school rules, the acceptance of new students, the principal also plays a direct role in these activities. In addition, the principal also pays attention and cares for students who are less fortunate or are having a disaster. The school will hold a fundraiser and also the school will provide assistance both morally and financially. SMPIT Al Islam Kudus is a private school that implements school-based management independently and as a whole. This means that the role of the school principal really goes according to the implementation of SBM (school-based management). Here there is no intervention from any party. The foundation only cooperates with the school and the school remains the day-to-day executor. For the recruitment of teachers and employees, foundations cannot put pressure on schools. School recruitment is carried out based on joint selection according to the required qualifications. This is what the researchers found that was different from the conditions compared to other schools. Most private schools get more intervention from foundations or other outside parties. For coaching students, it is mapped according to their interests and talents by considering input as well as recommendations from parents, subject teachers, and education staff. This guidance on human resources which includes elements of teachers, educational staff or employees and students at SMPIT Al Islam prioritizes their spirituality. How to implement proper manners and worship, not just theory but daily practice and its regularity are considered. This coaching prioritizes personality and character. If teachers and employees go through the teacher's assembly every week, then students get coaching during personal development lessons (BPI) every week as well. And coaching activities are a new finding in this research. Consistency in spiritual development activities is one of the human resource management programs at SMPIT Al Islam apart from increasing other achievements. The principal believes that coaching is a means of reminding humans as creatures who are forgetful to "fix" their character and personality. What is sharpened is the spirit because it will become a strength for others. If the heart is healthy then the spirit will be good.

5. Findings and Discussion

Based on the results of the study it can be concluded that the role of the principal at SMPIT Al Islam Kudus in carrying out duties and responsibilities as a school principal in the field of administration includes teaching management, staffing management, studentship management, building and yard management, financial management, school relations management and community, has been implemented properly. The head of SMPIT Al Islam Kudus has carried out his role as an educator where the principal plays a direct role in coaching and self- development for teachers and employees as well as students, education managers, administrators, teacher coaches, teacher leaders, carriers of change and motivator. The head of SMPIT Al Islam Kudus manages human resources by providing coaching for teachers, employees and students who focus on the personality and character of their human resources in addition to their academic aspects. In addition to coaching school principals and foundations, they also provide great support for the self-development of teachers and employees to take part in training wherever and whenever. Self-development in students is mapped according to their interests and talents and based on input from parents and teachers. The limited ability of school principals to manage existing resources is sometimes an obstacle. As for other inhibiting factors, among others, lack of cohesion in teamwork at school, unfavorable working relations, management of resources based on deficits (lack), lack of teacher ability to manage learning, assignment of teachers in the knowledge taught is related to educational qualifications that are not linear, education staff in providing services is less than optimal. Therefore, the role of school principals is needed who are truly able to carry out their roles properly which can help reduce these inhibiting factors in improving school quality. A school principal is needed who can carry out his role well, not just as a position. The role of the school principal as the manager of an educational institution has been well implemented by the head of SMPIT Al Islam Kudus as the spearhead of the success of the school's sustainability.

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Conflict of Interest

The authors declare no conflicts of interest.

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