EVALUATION OF THE ROLE OF THE SCHOOL PRINCIPLE AS MANAGERIAL IN IMPROVING THE QUALITY OF SCHOOLS

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ABSTRACT

The managerial ability of the principal is one of the important factors in order to advance and improve the quality of the school he leads. With this managerial competence, it is hoped that the principal's school will be better because the principal's managerial competence has a strong role in planning, organizing, briefing and controlling. This research uses descriptive qualitative method. Sources of data from this study were the principal (as key informant), vice principal, administration, teachers, students, parents, and alumni. Data collection techniques were carried out through data triangulation as follows: observation, interviews, and documentation. Analysis of research data was carried out through the following steps: 1) collecting data, 2) reducing data, 3)presenting data, and 4) drawing conclusions. The results of this evaluation study are as follows: 1) Principal's managerial ability in planning to improve school quality is not in accordance with the criteria, 2) Principal's managerial ability in organizing quality improvement is not in accordance with procedures, 3) Principal's managerial ability in directing school quality improvement as well not going well, 4) managerial ability in controlling or supervising the principal in improving the quality by monitoring and evaluating is still not satisfactory. From the overall managerial level of the Principal, it can be stated that the Principal of MTs Nurul Qur'an Cengkareng, West Jakarta, in terms of improving the quality of schools has not gone well based on indicators that refer to the components of context, input, process, product.

Keywords: Managerial; School; Quality.

INTRODUCTION

In an effort to realize quality education, continuous efforts are needed and continue to improve the quality of education. These efforts cannot be separated from efforts to improve the quality of learning (instructional quality) because various educational programs always lead to quality learning. Therefore, improving the quality of education will be achieved together with improving the quality of human resources (HR) which will continue to the success of a school. The success of a school is always related to the leadership of the principal. Principal leadership is considered to have an important role in school effectiveness and improvement. The education process in schools depends on the main actors, namely the principal and teachers. The principal in particular plays an important role in the success of

education because the teacher's guidance in carrying out the process of learning and teaching activities depends on the policies and actions of the principal. Therefore, the need for managerial skills of school principals to improve the quality of school education.

However, the process is not easy. Various efforts have been made to achieve optimal results. MTs Nurul Qur'an Cengkareng, West Jakarta, the principal faces various problems including, there are educators and teaching staff who lack discipline; lack of principal communication between educators and teaching staff; besides that the problem of facilities and infrastructure that is faced so that the teaching and learning process becomes less effective; as well as other problems. In addition, due to the lack of utilization of human resources (HR) at MTs Nurul Qur'an Cengkareng, West Jakarta, concrete problems have arisen which can be described as follows: low quality of physical facilities; low quality of teachers and education personnel; low welfare of teachers and educational staff; low student achievement; Apart from this, one of the problems at MTs Nurul Qur'an Cengkareng, West Jakarta, which until now has not been resolved, is the management condition which is quite apprehensive, both in terms of quality and performance; management and administration system; principal leadership; staff performance and so on, in this case education is a complex and long-term process that includes several aspects that are closely related to one another. Therefore, the authors are encouraged to conduct in-depth research on human resource management for improving school quality at MTs Nurul Qur'an Cengkareng, West Jakarta in order to achieve the success of an educational institution which can be seen by the abilities possessed by educators and education staff and produce graduates or alumni with competency standards.

The process of fulfilling the research needs to be evaluated. Evaluation is an activity to collect information about the process of an activity, then this information is used to determine other appropriate alternatives in making decisions (Arikunto and Jabar, 2009). This evaluation method in the process the author applies the CIPP method. The CIPP evaluation model can be applied in various fields, such as education, management, companies and at various levels, be it projects, programs or institutions (Madaus, Scriven, Stuffebeam, 2003). In the field of education, (Stufflebeam, 2003) classifies four dimensions of the education system, namely context, input, process, and product, so that the evaluation model offered is named the CIPP model which stands for the four dimensions. Therefore, the researcher describes the usefulness of the results of this evaluation practically for institutions that can be used as a balance in carrying out internal evaluations to achieve the mission and vision of the institution, for schools as input for all educational components to maximize the implementation of learning so that quality educational outputs are realized, for teachers can be used as input for coaching in an institutional environment with better methods, for researchers as additional insight and knowledge regarding how to evaluate a learning program.

METHOD

A. Research Objectives

In general, this study aims to obtain empirical data, facts and information that are valid and true and reliable which can explain descriptively the Evaluation of the Role of the Principal as Managerial in Improving Quality in MTs. Nurul Qur'an Cengkareng, West Jakarta. In detail the objectives of this study are:

1. To analyze and describe in context the implementation of the principal's managerial role in improving quality in MTs. Nurul Qur'an Cengkareng West Jakarta, which includes: school vision and mission, principal policy, principal managerial program objectives and analysis of school environmental needs.

2. To analyze and describe in input the implementation of the principal's managerial role in improving quality in MTs. Nurul Qur'an Cengkareng, West Jakarta, which includes: readiness

of human resources and supporting infrastructure in implementing school managerial programs.

3. To analyze and describe the process of implementing the managerial role of the school principal in improving quality in MTs. Nurul Qur'an Cengkareng West Jakarta, which includes: establishing policies and decisions of the principal, school management carried out by the principal, recruitment of school principals, recruitment of teachers and employees (educators), data verification, mechanisms for implementing each school program, and reporting on each school activities/programs, training of principals, teachers and educators, school services to students and parents of students.

4. To analyze and describe on a product basis the results of the managerial role of the school principal in improving quality in MTs. Nurul Qur'an Cengkareng, West Jakarta which includes academic and non-academic school achievements.

B. Place and Time of Research

1. Research Place

The main consideration in determining the place and time of research is for research effectiveness and efficiency so that research objectives can be achieved optimally. The choice of research location was based on academic considerations and more on the development of scientific repertoire, because according to the author's observations at the same time, there was a possibility that no one had conducted research at that location.

The implementation of this research at MTs. Nurul Qur'an Cengkareng, West Jakarta, having its address at Jalan Raya Duri Kosambi No.7, RT.13/RW.7, Duri Kosambi, Cengkareng District, West Jakarta City, Special Capital Region of Jakarta.

2. Research Time

The time for carrying out this research begins with preliminary research in December 2021 to July 2022. The research time is planned like a Gantt Cart for the following research activities:

C. Research Approach and Method

A qualitative descriptive approach is used in this study. Aims to describe the circumstances or phenomena as they are. In principle, a qualitative approach wants to provide, explain, describe critically, or describe a phenomenon, event or event of social interaction in society to seek and find meaning in its real context. The approach used is an evaluative approach in which the researcher collects data about the implementation of policies which in the end an object of evaluation can be maintained, increased, repaired or even stopped based on the data obtained. The evaluation method used is CIPP which consists of four components, namely context, input, process, product.

D. Data and Data Sources

This research classifies two data, namely main data and supporting data. The main data is in the form of words and actions. Data in the form of words obtained from interviews and temporary questionnaires, action data obtained from observations. Then, supporting data is data in the form of documents/archives and photos/images that are relevant to the focus of research, either in official or personal documents from teachers in the form of teaching programs and so on.

The data sources in this study were informants consisting of school heads, teachers, staff, students, parents of alumni at MTs Nurul Qur'an Cengkareng, West Jakarta.

E. Data Collection and Recording Procedures

Using three data collection techniques to obtain related data, namely observation, interviews and documentation.

F. Data Analysis Techniques

Miles and Huberman in (Sugiyono, 2014) suggest that activities in qualitative data analysis are carried out interactively and continuously until complete, so that the data is saturated. Activities in data analysis, namely:

1. Data reduction: researchers sort data according to type and nature, then the data is grouped according to its form and nature according to the research objectives applied.
2. Presentation of data: researchers arrange data well, in detail, coherently so that it is easy to read and understand.
3. Drawing conclusions: the researcher tests the conclusions or meanings drawn about their validity and suitability which constitute their validity. Then ends with data collection to make final conclusions and general conclusions that are reported as a result of the research that has been done.

G. Program Evaluation Standards

In carrying out evaluation activities, the evaluator must follow certain rules and procedures so that the evaluation can run well according to program evaluation standards. The most comprehensive and detailed evaluation standard was developed by the Committee on Standards for Educational Evaluation, the Joint Committee in (Tayibanapis, 2010) suggests 4 categories of evaluation standards, namely standard utility, feasibility, propriety and accuracy.

H. Data Validity Check

The validity test carried out is; Test credibility (credibility) or a test of trust in the data from the research results presented by researchers so that the results of the research conducted are not in doubt as a scientific work is done;

1. Extension of observations: researchers can return to the field, make observations, conduct interviews again with data sources they have encountered or data sources that are newer. After the data is checked again for correctness, whether there are changes or not, the data can be accounted for or is truly credible, then the extension of the observation needs to be ended.
2. Improve accuracy: periodically ensure data and chronological sequence of events can be recorded properly, systematically. Adding information from various references, books, previous research results, and documents by comparing the research results that have been obtained can increase accuracy.
3. Triangulation: checking data from various sources at various times so that there is triangulation of sources, triangulation of data collection techniques and time/
4. Conduct negative case analysis: the researcher looks for data that is different or even contradicts the data that has been found before. If the researcher finds the data, the researcher may change his findings.
5. Using reference materials: references are a support in proving the data that has been found. Preferably in a research report, the data presented needs to be accompanied by authentic photographs or documents so that they can be trusted.
6. Duplicate member checks: this is necessary so that the information obtained can be used in writing reports according to what is intended from data or information sources.
7. Peer discussion: an examination conducted by gathering colleagues who have the same general knowledge about what is being studied, so that the researcher can review the perceptions, views and analysis that is being carried out.

The author describes the research method used in full and in detail which contains the types of research, tools and materials, research design, data collection and data analysis used. Subtitles are written in italics without numbering using Times New Roman 11pt font. Sentences are written

in detail using language that is good and easy to understand.

FINDINGS AND DISCUSSION

Based on the results of research and data acquisition in the field by means of observation and interviews with research objects related to research evaluation. Give me the description

1. Context Evaluation

The results of the principal's interview show that the situation and condition of the school is still not perfect, the concept of planning and development and management is not perfect, in the New Student Admissions (PPDB) process for the 2022-2023 school year, the school and of course on orders from the MTs Nurul Quran Principal himself agreed. to increase the quota of around 1 to 2 new classes, but the school infrastructure is still in the process of being built which in turn has an impact on the learning process that is not yet effective because there is still a shortage of classrooms which are still in the process stage until now.

In readiness to implement the aim of improving the quality of Nurul Quran MTs, the Principal acknowledged that there were obstacles encountered in improving school quality. However, the Principal is trying as optimally as possible to continue to improve the quality of the school. With the policy of freedom to choose majors or study class programs (tahfizd, language, science, and general classes). In this way, it is hoped that students can optimally participate in the learning class program that they have determined to follow, of course, entrance tests and interview consultations are still held for the students concerned so that they are even more maximal in carrying out the process of learning and teaching activities. In order to improve the quality of schools, teachers are also something that cannot be eliminated and are also the spearhead of achieving school goals. However, in this case the Principal stated that there were still a number of teachers who were still inadequate in terms of competence caused by several factors such as lack of experience for young teachers and lack of mastery of technology for senior teachers who were approaching retirement age and others. However, the Principal has made efforts to continue to accompany the teachers and continue to continuously provide motivation for teachers who really need to improve their competence.

Table 1 Summary of Context Component Evaluation Findings

No	Research Questions	Answers
1.	How do school principals develop school plans to improve school quality?	It's already in the vision and mission
2.	How is the development of school organizations in improving school quality?	Still in progress and takes time
3.	is it running well according to the needs of the school?	There isn't any yet
4.	What are the leading techniques/methods used by school principals in the context of utilizing school resources?	Organizing a Learning Class program
5.	How do school principals manage school change and development towards and become effective learning organizations?	Unify interest in the Learning Class program
6.	How do school principals create a conducive and innovative school culture and climate for student learning?	Work meeting
7.	How do school principals manage teachers and staff in order to improve school quality?	Received assistance from the police and health centers
8.	How do school principals manage school and community relations in the context of finding support for ideas, learning resources and school funding?	Still in the process stage

2. Input Evaluation

The input components that will be explained in this evaluation include the management of

facilities and infrastructure, human resources, costs, educators and education staff. Based on the results of an interview with the Head of MTs Nurul Quran, facilities and infrastructure, human resources, costs as well as educators and education staff are the main supports for sustainability and quality improvement in the school. especially teachers and teaching staff as one of the main and leading factors in improving quality. The researcher found that objects related to facilities and infrastructure at MTs Nurul Quran consisted of the Principal's room, media room, representative and staff room, library, mosque, administrative room, bathrooms on each floor on the ground floor, classrooms as well as laboratories and halls. The school also has other supporting facilities and infrastructure for operational activities such as laptops, wifi, meeting and training rooms, committee rooms, sound systems, as well as projectors and screens. The achievement of facilities and infrastructure is in accordance with the needs of the school and becomes a major support in all activities carried out for all educators and teaching staff. It is also hoped that all school activities will continue and run smoothly by looking at the graduation status and linear competence of teachers and teaching staff.

Table 2 Summary of the Findings of the Input Component Evaluation

No	Research Questions	Answers
1.	How do school principals manage school facilities and infrastructure in the context of empowering and improving school quality?	There's enough available
2.	How do school principals manage curriculum development and learning activities in accordance with the direction and goals of national education?	Carry out supervision, mentoring and innovation activities
3.	How do school principals manage school finances in accordance with the principles of accountable, transparent and efficient management?	Only accept reports
4.	How does the principal manage school administration in supporting the achievement of school goals?	Conduct mentoring and supervision

3. Process evaluation

Efforts to improve the quality of MTs Nurul Quran, a process that also supports the improvement of school quality and supports learning and teaching activities are found in the special service unit and the utilization of information systems or technology in the school. Based on the data obtained by the researcher through observation and interviews with several parties in MTs Nurul Quran, the needs and utilization within the scope of the input evaluation are available and of good use.

Table 3 Summary of Process Component Evaluation Findings

No	Research Questions	Answers
1.	How do school principals manage school special service units in supporting learning activities and student activities at school?	Competent officers have been provided
2.	How do school principals manage school information systems to support program development and decision making?	Already using information items properly
3.	How do school principals take advantage of advances in information technology to improve learning and school management?	It's been put to good use

4. Product evaluation

The product components that are analyzed and evaluated include the range of achievements both academically and non-academically. The data obtained from the teachers and principals of MTs Nurul Quran found that the teachers personally conveyed that many students had completed the minimum competency standards academically even though they had not yet obtained non-academic achievements.

Table 4 Summary of Product Component Evaluation Findings

No	Research Questions	Answers
1.	How do school principals monitor, evaluate, and report on the implementation of school activity programs with appropriate procedures?	Approach personally and in groups both in terms of work and outside of work

CONCLUSIONS

Based on the results of this evaluation research in the implementation of the managerial competence of the Head of MTs Nurul Quran Cengkareng, West Jakarta using the CIPP evaluation model (Context, Input, Process, Product) it can be concluded as follows:

a. Context Component (context)
   Implementation of the managerial competence of the Head of MTs Nurul Quran can help implement the school's vision and mission and goals in improving the quality of MTs Nurul Quran. The parties involved have made every effort to plan, prepare and apply all the needs of their respective main tasks and functions in improving the quality of MTs Nurul Quran.

b. Component Input (Input)
   The needs needed to support quality improvement are adequate because it can be seen from the attitudes of teachers and students while at school who have responded well. Therefore the Head of MTs Nurul Qur'an has carried out his managerial competencies well and has had a very good impact on the sustainability of the school itself.

c. Process Component (Process)
   In the application of the managerial competence of the Head of MTs Nurul Qur'an in terms of the availability of supporting facilities and completeness, it shows that the attitude taken by the Head of MTs Nurul Qur'an is to be very swift in providing facilities and their needs and this year it is hoped that the completion of infrastructure for all school needs.

d. Product Components (Product)
   From the evaluation carried out, it was found that the Head of MTs Nurul Qur'an received a very good response from various groups, both from internal teachers and students and from external, namely the community and parents. In fact, many alumni also gave good responses regarding the Managerial role of the Head of MTs Nurul Qur'an.

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