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Strengthening The Competence of School Principals on Improving The Quality of Education

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ABSTRACT

This research was a descriptive research, conducted by using a quantitative approach. The research aimed to study the administrative innovation carried out by the teachers in MA (Islamic Senior High School) Lubuk Kilangan and the obstacles faced by the teachers in conducting the innovation. Data was obtained by delivering questionnaires to 54 teachers in MA Lubuk Kilangan. Questionnaires consisted of two parts, i.e.: 1) data regarding teacher's innovation and 2) data regarding teacher's obstacles in conducting the administrative innovation. Data was processed by using a percentage and a likert scale to determine the interval. The findings in this research explained that the teachers in MA Lubuk Kilangan have conducted the administrative innovation. However, the innovation conducted has not been optimally done, i.e. 61,5%, with a 62,15% innovation on prota (annual program); a 61.67% innovation on promissory notes (semester program); a 58.72% innovation on syllabus; a 63,75% innovation on RPP (Lesson Plan). The obstacles that are interrupting the teachers in conducting the innovation, i.e. i) time constraint due to the teacher's tight performance schedule, ii) ever-changing curriculum, iii) the lack of carrying capacity, facilities, and infrastructure, iv) leadership, and v) technical guidance and administrative management.

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1. Introduction

Teachers are the spearhead in achieving national education goals because the achievement of national education goals as stated in the preamble to the 1945 Constitution in the 4th paragraph, namely educating the life of the nation, begins with the achievement of learning objectives carried out by teachers in the classroom which are called instructional objectives (learning objectives) on each subject and the subject matter taught is in accordance with the applicable curriculum. When instructional objectives (learning objectives) are achieved properly, it will support the achievement of curricular goals, namely the objectives of the curriculum that is implemented. The achievement of curricular goals will support the achievement of institutional goals or institutional goals in accordance with the type and level of education. Furthermore, when institutional goals are achieved well, it will support the achievement of national goals.

Based on the foregoing, it is clear that the achievement of national educational goals begins with the achievement of instructional goals that the teacher performs in the classroom. Therefore, it is not an

exaggeration to say that the teacher is the spearhead of achieving the goal of education. To achieve instructional goals optimally, teachers must prepare teacher administration in the form of learning tools.

The administration of learning for teachers is very important. Teachers are expected to be able to design learning in written form before practicing teaching in the classroom. The completeness of learning administration is very important for teachers to prepare so that the learning carried out becomes fun, and invite students to be active in it. The teacher administration also contains detailed details about what the teacher is doing to achieve the learning objectives. Therefore, the administration of learning actually supports the success of achieving the targeted learning goals. Rests

In the description above, it can be concluded that good teacher administration determines the quality of learning. Based on preliminary observations at Madrasah Aliyah Negeri (MAN) Lubuk Kilangan, it was found that there are still teachers who make poor learning administration, even though the administration of learning is the Main Task and Function (TUPOKSI) of teachers. It seems that the teacher administration that is made is only a completeness of teacher administration for the benefit of when there is supervision carried out by the supervisor (Supervisor), so that the teacher's administration is a teacher administration from time to time, meaning that the teacher's administration does not undergo changes and revisions according to student needs. In addition, the world of education continues to develop along with the advancement of science and technology, and government policies in education are also always updated. Therefore, teacher administration that reflects the teaching that teachers do to facilitate student learning must always be innovative. These innovations include learning models, learning methods, learning media, learning evaluations, and others. Teacher innovation can actually be seen from the teacher administration which contains detailed information about learning objectives, learning approaches/models/strategies/techniques, learning materials, and other important things to learning evaluation.

To find out the real conditions of administrative innovations made by teachers in order to optimize the achievement of learning objectives in schools, the author conducted a thorough study with the following formulation of problem objectives: 1) to find out the innovation of teacher administration in improving the quality of learning carried out by teachers at MA Lubuk Kilangan; 2) to find out the obstacles faced by teachers in innovating teacher administration. Researchers hope that the results of this study can contribute both theoretically and practically: Theoretically the results of this study are expected to help address, solve and/or prevent the problem of lack of teacher administrative innovation at the institutional level. In practical terms, 1) the results of this study are expected to be used as a reference for teachers in improving teacher administration innovations which will later have an impact on improving the quality of learning in schools, especially in MA Lubuk Kilangan; 2) research is expected to provide input in the development of policies related to the quality of education in general and in particular the quality of learning at MA Lubuk Kilangan.

According to Mulyasa, teacher administration, which is a teaching plan, is a work guideline to carry out the duties of the teacher as an educator and as a learning guideline that can be used as a guide for students in learning. 2 Teacher administration is very important because in the teaching and learning process, teachers are required to be able to carry out the teaching process well so that they can achieve teaching goals as planned. This is in line with Majid's argument which states that one of the causes of the teaching and learning process not running effectively is due to the lack of teacher preparation in teaching, including making teaching plans which results in not optimal achievement of teaching goals. 3 Based on Majid's statement, it can be concluded that the teacher's administrative file is a guide in controlling learning and students so that learning objectives are achieved which certainly have an impact on the quality of learning in schools.

2. Experimental

This study aims to describe the innovations of teacher administration on the quality of learning at MA Lubuk Kilangan and what obstacles they encounter in innovating. This type of research is descriptive field research. Descriptive research is designed to obtain information about certain phenomena. 16

Moreover, Zuriyah posits that the descriptive method is a study that focuses on explaining the situation or condition of a particular population systematically, factually, and accurately. The data collection techniques in this study are: First, the questionnaire used consists of two questionnaires. The first questionnaire was created to obtain data teacher administration innovation. The second questionnaire is designed to find out the obstacles that teachers encounter in innovating. Therefore, researchers spread the research questionnaire to respondents according to the needs to be studied. The measurement scale or type of questionnaire used is a type of likert scale questionnaire. Second, Interview. According to Sugiono, the purpose of interviewing people is to get more complete and in-depth information from respondents. 21 Interviews in this study were given as a follow-up for respondents who answered open questions-

3. Results and discussion

Based on data from interviews with respondents as a form of follow-up questionnaires that have been distributed, especially for open-ended question items, several factors were found that prevented MA Lubuk Kilangan teachers from innovating administration. The first factor is time constraints. According to respondent 17, Administrative innovation is often time-constrained. This is in line with the opinions of other respondents, one of which is respondent 49 yang said that the tight schedule of teacher performance sometimes makes less focused on administrative matters. The second factor is the curriculum that changes frequently. According to respondents 20, 32, 34, the capricious curriculum left teachers confused. The contributing factor is the lack of qualified facilities. According to respondent 8, innovation is hampered due to the lack of carrying capacity, facilities, infrastructure, etc. to support the development of a qualified innovation. It is also emphasized again by responden 47. Furthermore, respondent 46 also argued that the perceived obstacle is when madrasa leaders do not think about the quality of schools because they only pursue as much material as possible, making the innovation of teachers in administration the most important because facilities such as computers, infocus, etc. do not exist. The statement from respondent 46 also implies that the leadership factor is also an obstacle to innovation. This was also justified by respondents 7, 29, and 48. The last factor that undermines the innovation process is the lack of technology and administrative management, as explained by respondent 50, that they are keen to innovate due to the lack of technology and training related to administrative management.

Based on the description above, it can be concluded that the respondent is neutral, even disagrees with the factors that hinder the administrative innovation put forward by Wahyudian and Susilana, and Dimiyanti and Mujiono. Respondents even have their own reasons for the factors that hinder administrative innovation, namely faktor time constraints due to the tight schedule of teacher performance, frequently changing curricula, lack of carrying capacity, facilities, infrastructure, leadership problems, and lack of guidance and administrative management.

4. Conclusion

The conclusions obtained from this assessment are First, MA Lubuk Kilangan teachers have carried out administrative innovations, but the innovations carried out have not been maximized, namely 61.57, with details of a) 62.15% of innovations in Prota; b) 61.67% innovation in Promes; c) 58.72% of inovasi on the syllabus, and; d) 63.75% innovation in RPP. Second, the inhibiting factors in innovating teacher administration at MA Lubuk Kilangan are a) time constraints due to the tight schedule of teacher performance; b) a curriculum that changes frequently; c) lack of carrying capacity, facilities, infrastructure; d) leadership problems, and d) lack of guidance and administrative management

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