

ANALYSIS THE ROLE OF PRINCIPLE AS SUPERVISOR IN THE IMPLEMENTATION OF SCHOOL BASED MANAGEMENT

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Abstrak: Fungsi kepala sekolah sebagai supervisor dalam implementasi manajemen berbasis sekolah dibahas dalam artikel ini. Tujuan dari penelitian ini adalah untuk menggambarkan posisi kepala sekolah sebagai supervisor berdasarkan empat komponen manajemen berbasis sekolah, yaitu membuat dan mengevaluasi program sekolah, mengelola proses pembelajaran, menangani masalah personalia, dan mengelola hubungan dengan komite. Salah satu sekolah di Indonesia menjadi lokasi penelitian. Metodologi kualitatif deskriptif adalah teknik penelitian yang digunakan. Ketua komite sekolah, pengajar, dan kepala sekolah menjadi sumber data. Temuan penelitian menunjukkan bahwa posisi kepala sekolah sebagai pengawas dalam mengawasi proses pendidikan dan interaksi sekolah-masyarakat sudah cukup ideal. Namun, kepala sekolah belum berfungsi secara maksimal dalam kapasitasnya sebagai pengawas dalam mengembangkan dan menilai program sekolah dan mengelola staf. Saran dalam situasi ini termasuk kepala sekolah memberikan contoh yang baik dalam hal kedisiplinan guru. Penting untuk mempertahankan peran orang tua atau komite dalam meningkatkan standar pembelajaran, dan diharapkan lebih banyak pengamatan dilakukan untuk melihat apakah upaya pengawasan kepala sekolah memiliki efek timbal balik.
Kata kunci: kepala sekolah, supervisor, orang tua, manajemen berbasis sekolah

Abstract: The principal's function as a supervisor in the implementation of school-based management is covered in this paper. The goal of this research is to characterize the principal's position as a supervisor based on four components of school-based management, including creating and evaluating school programs, managing the learning process, handling personnel issues, and managing relationships with the committee. One of school served as the research site. Descriptive qualitative methodology is the research technique employed. The school committee chairman, instructors, and the principal were the sources of the data. The findings indicated that the principal's position as a supervisor in overseeing the educational process and school-community interactions was ideal. However, it has not been functioning at its best in its capacity as a supervisor in developing and assessing school programs and managing staff. Suggestions in this situation include the principal setting a good example of teacher discipline. It is important to retain the role that parents or committees play in raising learning standards, and it is hoped that more observations will be made to see if the principal's supervising efforts have a reciprocal effect.

Keywords: principal, supervisor, parents, school-based management

Introduction

Because it is one of the key components in the advancement of a country, education is a highly significant process for human life. Human capital will become an investment in the nation's growth thanks to quality education. On the other hand, a nation's growth will be hampered by inadequate education. Human capital will have valuable potential in terms of spirituality, knowledge, attitudes, and skills with great education. This anticipated potential is consistent with Article 3 of Law of the Republic of Indonesia Number 20 of 2003 about the National Education System, which outlines the purposes and goals of education. Many parties aspire to the execution of education that results in high-quality output. The Vice Chairman of Commission X of the House of Representatives expressed his expectation that in 2017, the standard of education in Indonesia will rise. Therefore, it is necessary for educational institutions to be able to make use of current resources and to follow effective and efficient procedures. Our education, however, now falls short of what society expects. The question of education quality is one of the issues that face education today (Idris et al., 2023).

Indonesia's education increased six spots, from 71 to 64, in the most recent Program International Student Assessment (PISA) report, which was published in 2015, compared to 2012. The study, which examined the reading, science, and arithmetic skills of randomly chosen 15-year-olds, was carried out in 72 Organization for Economic Cooperation and Development (OECD) nations. Reading scores increased by 10 points, science by 32 points, and math by 17 points as a consequence. In these rankings, Indonesia still falls short of other nations (Khasanah et al., 2023). As a result, the government works to raise education standards. The growth of management is one of the attempts. Centralized school administration makes the school into an organization that is heavily reliant on the choices of a protracted central bureaucracy, and the policy may not always be in line with the needs of the school. As a result, schools lose their autonomy, including their ability to raise educational standards. As a result, Indonesia's education system is now establishing a decentralized structure. Schools are anticipated to be able to improve educational quality in accordance with community demands under a decentralized system. A management system that includes students and community members can be implemented in schools (Idris & Mokodenseho, 2021).

According to Article 8 of Law of the Republic of Indonesia Number 20 of 2013 Concerning the National Education System, the community has the right to participate in the formulation, implementation, monitoring, and evaluation of educational programs (Astuti et al., 2023). The community also has a responsibility to do so.⁴ In order to administer education and achieve the desired outcomes, the community's involvement is essential. The administration of early childhood education units, primary education, and secondary education is also carried out based on basic service requirements with the principle of school/madrasah-based management, according to Article 51 paragraph (1) of the same law (Rakhman et al., 2023).

MBS grants schools more discretion. Schools now have more control and accountability for running their institutions in a self-sufficient manner. Schools are better able to build programs in accordance with students' talents or potential thanks to their freedom. Government standards are established for policies, allowing schools to create them without having to lower the bar. In order to motivate schools to make quality adjustments, MBS must be improved and supported by a range of stakeholders (Parinussa et al., 2023). When school-based management is implemented, leaders must be able to engage students and members of the community to join or be actively involved in the organization of the school, increasing a sense of belonging to the school. An elevated sense of duty will follow an elevated sense of belonging. Members of the community and students will be more committed to the school if they feel more responsible. This is the fundamental idea behind school and community involvement in education. In addition to financial support, the community and parents may participate by serving on committees and education councils that help create educational initiatives that can raise academic standards. To assist schools in enhancing the standard of instruction, communities and parents must collaborate (Nugroho et al., 2023).

Being an instructional supervisor is one of the principal's primary responsibilities. assisting or advising instructors to conduct the learning process in a more professional manner. The principal can oversee the teacher's instructional performance by putting supervision into practice (Sofyan et al., 2015). The assessment and motivation provided by principals improve the standard of learning. As a supervisor, the principal is supposed to act as a mediator who can identify with teachers' needs and offer solutions to a range of issues they may encounter (Mokodenseho et al., 2023).

Based on observations on the object of research every year the school continues to grow as evidenced by the increasing number of students. However, the educational process of course still experiences various obstacles including the ineffectiveness of the principal's leadership, this can be seen in terms of exemplary, the principal has the authority to direct and influence its members, so exemplary must be the pattern of

relationships applied. In addition, the ineffective ability of the principal's managerial skills is one of the obstacles, it can be seen from the lack of management of personnel in the context of utilizing human resources and in supervision activities has not been effective because there are aspects that are not implemented, namely the follow-up of supervision activities. The ineffectiveness of school-based management as in the coordination that has not been created between internal parties and the school committee. The lack of cooperation between internal parties and the school committee demonstrates the inefficiency of school-based administration (Lahiya & Mokodenseho, 2023).

There are a number of issues with the committee, chief among them the inefficient communication between the principal and the committee, which is evident from the irregular meetings between the committee and the school. Because of the low level of parental trust in school administration, a committee's strong involvement in school programs interferes with the freedom of teachers to carry out the teaching and learning process (Astuti et al., 2023). The committee is involved both in terms of material and material so that the sense of ownership is high. inadequate infrastructure for the learning process; several infrastructures, including as the UKS, houses of worship, and labs, are still under construction. There are still some classrooms that lack certain amenities, including media that can enhance learning like infocus projectors. The goal of this research is to characterize the principal's position as a supervisor based on four components of school-based management, including creating and evaluating school programs, managing the learning process, handling personnel issues, and managing relationships with the committee.

Method

One of schools in Indonesia served as the study site. This study adopted a qualitative methodology and a case study design. Interviews, observations, and documentation at the school and connected parties were used to collect the data for this study. The chairman of the school committee, the instructors, and the principal were the objects employed as data sources. The data used in this study are split into two categories: primary data collected through observations and interviews, and secondary data collected through written and visual research-related documents. In this study, source triangulation from primary and secondary data is the analysis method used.

Findings and Discussion

In the implementation of education, planning is something that needs to be done to improve school quality. Planning that has been prepared can be a reference and make it easier for implementers to know their duties and functions so as not to deviate or in accordance with the plan. Meanwhile, evaluation is a series of procedures to assess the overall achievement of goals. Furthermore, it will be discussed about planning in work meetings and evaluating school programs. The object of research conducts planning and evaluation activities before the new school year begins through work meetings. As expressed by one of the teachers, Formulating these things through work meetings and done before entering school. We do an evaluation first for a year and then hold a working meeting to formulate the vision, mission, objectives, TUPOKSI and work program.

Based on the results of interviews and observations, planning and evaluation activities are carried out at work meetings. Before conducting a work meeting, the school holds a major evaluation to discuss all activities carried out during the school year. Furthermore, it forms the leadership elements and conducts planning or discusses the vision, mission, goals, TUPOKSI and work programs for the new school year. In the work meeting activities discuss programs based on their fields such as curriculum, student affairs, and administration. Evaluation activities carried out by schools are not only during work meetings, but there are weekly evaluations or called weekly briefings. The weekly briefing discusses the activities that will be carried out for the next week and evaluates the activities that have been carried out in the last week. As expressed by one teacher, "There are evaluations that are carried out weekly and there is also a major evaluation that is carried out at the end of the school year at a work meeting. Those involved are the foundation, the principal, leadership elements such as the vice principal for curriculum, vice principal for student affairs, etc. and teachers." Based on this statement, it can be understood that evaluation activities are not only carried out at work meetings but are carried out regularly. Evaluation activities are carried out every week which is called weekly briefing. In addition, evaluations can be carried out as needed or are needed to be discussed together. This can be seen from the results of the meeting minutes document.

Indirectly, the principal's role as a supervisor in planning and evaluating school programs has not been running optimally. Because the principal has not maximized the committee's participation in school planning. Principals only involve the committee in evaluating school programs, but only in some school programs that require the participation of the school committee. The principal's role as a supervisor in relation

to school program planning and evaluation is to develop plans and policies together. It's just that principals are required to be mandated to carry out the existing vision and mission. Principals have limitations in planning and evaluation. The indicator is that the principal does not fully plan but only modifies the mandate from the foundation. In carrying out its role as a supervisor, the principal has the authority and responsibility in school development in this case related to the planning and evaluation of school programs. The school conducts weekly briefings to form a solid team and provide direction to all teachers and staff regarding activities that will be carried out or provide input from activities that have been carried out.

The Active Learning method applied by the school requires teachers to create fun learning conditions and make students active in learning. Each teacher prepares the learning process by making a Learning Implementation Plan, this is in accordance with what the vice principal for curriculum said that, "... in each week the teacher collects the lesson plan and the principal corrects the lesson plan. So, teachers receive guidance from the principal in conducting learning in the classroom." Teachers will get direction or guidance in learning from the lesson plans that have been made if there is something missing then the teacher is required to improve so that learning runs effectively and efficiently. In line with this opinion, one of the teachers said, "..... So, the principal sees the full content of the lesson plan and then will comment on what must be improved." Another teacher also said the same opinion that the principal will correct the lesson plans that have been made for the next week, if there is something missing then the principal will provide input both from the media or material. The lesson plans are collected every Friday and returned on Saturday or Monday morning.

Based on several informants' expressions, it is found that the role of the principal as a supervisor in managing the learning process has been carried out well. In planning the learning process, it is carried out by making a Learning Implementation Plan (RPP) in accordance with the 2013 Curriculum. The themes used are in accordance with the syllabus in the 2013 curriculum. The principal carries out his role as a supervisor by monitoring learning activities by looking at the entire lesson plan that has been made for 1 week of learning, because every week teachers make lesson plans. This is in accordance with his role as a supervisor in managing the learning process. The principal conducts 2 supervisions in each semester, namely administrative supervision and KBM supervision. In administrative supervision activities, teachers are assigned to collect administrative data that has been scheduled. In collecting administrative data between class teachers and subject teachers are different.

In addition to administrative supervision, principals also supervise KBM by conducting direct observation in the classroom for 2 hours. As a supervisor, the principal has the task of providing technical assistance in managing the learning process starting from planning, implementation and evaluation so that learning objectives can be achieved optimally. However, in supervision activities, the principal does not conduct follow-up, namely there is no follow-up observation to directly see changes or improvements from the results of supervision carried out by the principal.

The existence of human resources in schools is one of the supporting elements of the school organization. Every teacher or staff has a work contract, namely signing a Work Agreement Letter (SPK). The letter of agreement regulates the duties and responsibilities of teachers/staff, starting from uniforms, picket duty, arrival time, and others. There is a reward and punishment system for teachers who have not complied with the rules stated in the employment agreement letter, as one teacher said that "Of course there are consequences that teachers or staff receive. If teachers or staff comply with the rules agreed in the Employment Agreement Letter, then the teacher is given a reward in accordance with the employment agreement. for teachers who violate are also subject to punishment in accordance with the employment agreement usually added or deducted transportation money. Another teacher said, "Of course there are prizes for teachers who are competent and orderly in accordance with the agreed regulations, usually in the form of certificates and coaching money. For teachers who violate it, usually the transportation money is deducted, and vice versa, teachers who are on time to come to school who comply with the rules will increase their transportation money."

The principal also said that any teacher or staff who is less orderly then there are consequences that must be accepted in accordance with the agreed work agreement. The principal said "Of course there are rewards or sanctions given to teachers and staff who obey or disobey the school rules. This has been written in the employment agreement letter that has been signed by teachers and staff. The rewards and sanctions can be seen in the SPK".

The coaching is divided into 2 categories, namely internal and external. Training is conducted based on the needs of teachers and staff. There is training conducted outside the school environment such as in collaboration with KEMENDIKBUD. There are four or five trainings every school year. The training that has

been carried out is the method of teaching mathematics, how to teach quickly (hattaiyah method), 2013 curriculum training and character strengthening. From the description above, it can be analyzed that the role of the principal as a supervisor in the management of personnel has not been running optimally, because the principal has not been an example in discipline. Principals have the duty to guide and foster teachers in various ways, especially in professionalism. In developing the potential of teachers and staff, principals organize training activities, both internal and external.

In the implementation of education, there is a need for community participation in improving the quality of education. Not just providing material assistance but non-material assistance is needed such as ideas and innovative ideas for the progress of the school. The school committee is a body that organizes community participation in order to improve the quality of education. Based on several opinions from the interviews, it was found that the school strongly involves the committee in various school activities. The committee not only helps in the form of material but energy, ideas and innovative ideas to develop the school and create conducive learning conditions. Based on the description above, it can be analyzed that the principal's role in building cooperation with the committee has played its role well. The committee is the communication channel between parents and the school. The committee's participation in school activities is not only in terms of material and energy, but also ideas that can build the quality of education.

Indirectly, this study found that the role of the principal as a supervisor in planning and evaluation has not gone well. This can be seen from the planning that has not been fully submitted to the principal. The principal is given the mandate by the Faculty of Education UMJ to carry out the vision and mission that has been set. However, in this case the principal can modify the existing vision and mission implementation techniques. In planning the committee is not fully involved, the committee is only given exposure related to the vision, mission, goals and activity programs that will be implemented by the school, not involved in the process of making it. Evaluation activities are carried out continuously, namely every week for the school, if it involves the committee, it is carried out every month, but this activity does not involve the school. the committee and student guardians hold monthly recitations and conduct evaluations and make notes for proposals to the school. after that the notes are submitted to the principal for consideration and discussion in weekly meetings.

The principal's role as a supervisor in managing the learning process has been done well. This can be seen from the monitoring carried out by the principal in making the Learning Implementation Plan. The learning process is carried out in accordance with the curriculum imposed by the government. In addition, the evaluation is carried out after each presentation of teaching material to ensure the extent to which students understand the material that has been taught.

The principal's role as a supervisor in managing personnel, especially in discipline, has not been running optimally. This can be seen from the discipline of teachers. Teachers have not been able to be orderly in terms of arrival and the principal has not modeled this discipline. However, in fostering the learning process, it has gone well because the principal always monitors both directly by looking at the contents of the lesson plans that have been made and providing input. The training conducted by the school is sufficient because it is carried out according to the needs of teachers, such as training on learning methods to facilitate teachers in the learning process.

The principal's role as a supervisor in building cooperation with the committee has gone well. The principal is very open in receiving input, suggestions and criticism from parents. The principal also opens space for participation from the committee both in terms of material and non-material, but the committee is only involved in certain activities that involve the committee in the process.

Conclusion

Based on the description and analysis of data regarding the role of school principals as supervisors in the implementation of school-based management, it can be concluded as follows Planning and evaluation have not been fully handed over to the principal. Modifications in vision and mission implementation techniques have been made by the principal without fully involving the committee. Evaluation is conducted continuously by the school, but does not involve the school and the committee. The committee and student guardians conduct monthly evaluations and submit notes to the principal. The management of the learning process by the principal has been done well, including monitoring and making lesson plans in accordance with the applicable curriculum. Management of personnel, especially in discipline, has not been optimal. Teachers have not been orderly in arriving and the principal has not set a good example in terms of discipline. However, the guidance of the learning process has been running well. The principal has built cooperation with the committee through receiving input, suggestions and criticism from parents. The principal also provides space for the committee to participate, although only in certain activities.

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