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HEADMASTER LEADERSHIP IN INCREASING EFFECTIVE SCHOOL (CASE STUDY OF PRIMARY SCHOOL (SDN) 06 TAE TUKONG)

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Abstract. The roles and responsibilities of principals and teachers in achieving school success in preparing learning programs or programs are very important. The purpose of this study is to find out (1) the preparation of effective school planning at SDN Tae Tukong; (2) Principal leadership in implementing effective schools in SDN 06 Tae Tukong (3) Supervision of school principals on the implementation of teachers in SDN 06 Tae Tukong; (3) Evaluation of teacher performance at SDN 06 Tae Tukong conducted by the principal; and (4) Supporting and inhibiting factors that influence the leadership of school principals in achieving effective schools at SDN 06 Tae Tukong. This study uses a qualitative approach with a type of case study research. Research results obtained include (1) Planning for improving effective schools in SD 06 Tae Tukong is included in the medium-term school work plan and annual plans; (2) Empowerment of existing resources in schools has been carried out properly in accordance with their respective duties and responsibilities; (3) The principal has implemented measures to improve effective schools; (4) Factors supporting school principals in improving effective schools are the ability of principals to manage all school planning, adequate school facilities, and support from parents; (5) Inhibiting factors in improving effective schools are related to the performance of principals, learning facilities, and teachers lack discipline. Based on the research conducted, it can be concluded that improving the quality of school education is related to the performance of the principal.

Keywords: Leadership; Effective School; Primary School

I. INTRODUCTION

School is a public organization that provides educational services for the community in order to improve the quality of human resources (HR) needed in development, both individually and society and nation. For this reason, schools that are effectively implemented are needed. According to ACT, the Council of P & C Associations (2007) defines effective schools as "those who have progressed progressively in the learning and development of all of the students." According to Priansa and Somad (2014: 38) suggest: "Effective schools are schools that demonstrate high standards of academic and non-academic achievements and have a culture that is oriented to the goals to be achieved. Ministry of National Education (2007: 8) suggests, "effective principals are able to demonstrate their ability to develop the potential of schools, teachers, and students to achieve maximum achievement. This is indicated by the achievement of the school achieved. This means that effective schools are schools that are able to improve student achievement, both academically, non-academically and have a foundation culture that is able to empower all components precisely in a

predetermined way to achieve the objectives with the expected results.

Some of the factors that influence effective schools include the principal who functions as a leader who is his responsibility for that, it is necessary for the principal who has the ability to lead teachers to influence, encourage, invite, guide, mobilize, direct, and if necessary force people or groups to do something that can help achieve a certain goal that has been set. Meanwhile, according to Gary Yukl (1994: 5) leadership: "leadership is defined as broad influences processes. The interpretation of events for followers, the choice of objectives for the group organization, the organization of work activities to accomplish the objectives the motivation of followers to achieve to objectives, the maintenance of cooperative people outside the group or organization. From the above opinion, it can be concluded that the principal must be able to carry out the functions of the principal well. For that, principals must have the ability to lead so that they can realize and improve the quality of education and school goals.

The hope with leadership can build direction and hope for a high future and move forward. To achieve optimal results,

it takes four supporting abilities of effective principals, namely entrepreneurs, role models, smart and democratic. In addition, there are five services that must be realized by the principal so that the customer is satisfied, that is, keeping the promise, being able to guarantee the quality of learning, a conducive school climate, devoting attention and being responsive to the students. student needs (responsiveness).

Based on preliminary studies, data were obtained from graduate students of public elementary schools in the district of Ooredoo District Overseer in the year 2017-2018 where this school had the best achievement with rank 1. SDN 06 Tae Tukong occupied the highest graduate achievement. This means describing the success of learning achieved by the school. This is influenced by the leadership of the Principal.

There are several reasons underlying the author taking this title, namely because the leadership of the Principal of SDN 06 is effective in improving the performance of educators / teachers in the creation of quality education in an effort to improve student learning achievement. In addition, the authors want to know more clearly about the leadership of principals in improving effective schools. Based on the background description of the roles and responsibilities of the principal and the teachers achieving the success of the school in preparing a learning plan or program is very important. Therefore the author feels interested in researching the leadership of the Principal in improving effective schools in SDN 06 Tae Tukong ".

II. METHODOLOGY

This study uses a qualitative approach wherein human qualitative research is a source of data and the results of his research in the form of words or statements in accordance with the actual situation (natural). The type of research used is a type of case study (case study). In this study, researchers tried to find as many data as possible in order to uncover the leadership of elementary school principals in SDN 06 TAE TUKONG which were produced through observation, in-depth interviews, and documentation studies.

The main instrument in this study is the researcher himself, but then after the focus of the research becomes clear, then it is possible to develop a simple research instrument, which is expected to complete the data and compare with the data that has been presented through observation and interviews. Researchers will plunge into their own fields, both at the grand tour question, stage focused, and selection, conduct data collection, analysis and make conclusions. Therefore, the presence of researchers in the field is very necessary to get the widest possible information. The location of this research was at SDN 06 Tae Takong. The location of the school is around residential areas.

Data sources used in this study are divided into two types, namely primary data and secondary data. The primary data are the research subjects (informants / principals / teachers, parents of students, school committees, school supervisors) who are in SDN 06 Tae Takong and those relating to the variables to be studied while secondary data is data obtained from graphic documents (tables, records, minutes of

meetings, SMS), photographs, films, video recordings and others that can enrich primary data.

Data collection techniques are the main step in a study because it aims to obtain information or data needed in various settings, sources, and ways. The technique of collecting data in the field in qualitative research was carried out with several techniques of observation, interviews, documentation, and triangulation. The four techniques in this study are used to complement each other.

The observation technique used in this study is direct observation. With direct observation allows researchers to see, observe, and learn directly the state of the place to be studied. With this observation makes it easier for researchers to get data in depth because the researchers caught the phenomenon of phenomena that appeared at that time. In this study, data collection techniques carried out by researchers by asking questions to informants. These questions have been prepared and made frameworks systematically before being on location. From the questions given to the informants, they can develop according to the clarity of the answers needed, even though the questions are not listed in the questionnaire. Then the most important, in the implementation of question and answer researchers conduct openly so that informants can express their answers freely without pressure but still refer to the subject matter so that the information obtained by the researcher is objective data. Documents are any written material in the form of essays, memos, announcements, instructions, magazines, bulletins, statements, rules, community institutions, and news broadcast to mass media. The purpose of using the documentation method in this study was to obtain clear and concrete data about the role of school principals in improving effective schools at SDN 06 Tae Tukong.

In qualitative research, triangulation is defined as aggregating data collection from various existing data collection techniques and data sources. Indirectly the triangulation technique used for data collection by researchers will simultaneously test the credibility of the data, namely checking the credibility of the data with various data collection techniques and various data sources. In this study, the data technique used was qualitative data analysis, following the concepts given by Miles and Huberman. Data analysis activities, namely data reduction, data display, and data conclusion, is drawing verification.

Data reduction is the first component in the analysis, which is the process of selecting, focusing, simplifying, and abstraction of data from the field notes. The data reduction process takes place continuously throughout the course of the research, even the process begins before the data collection, meaning that data reduction has been going on since the researcher made a decision (although perhaps not fully realized) about the conceptual framework, conducted case selection, compiled research questions, and determine how data is used. Based on the above explanation it can be stated that reduction is part of a process that reinforces, shortens, focuses, discards things that are not important, and arranges data in such a way that will make it easier to draw final conclusions.

Data presentation is an assemblage of information organization, description in narrative form which allows conclusions and actions to be taken and arranged logically and systematically so that when read, things can be more easily understood and allow researchers to do something about analysis or other actions based on his understanding. The depth and stability of the results of the study are largely determined by the completeness of the data presented.

From the beginning of data collection, researchers must already understand the meaning of various things encountered by recording the rules, patterns, questions, possible configurations, causal directions, and various propositions. Basically, the initial conclusions can be drawn since the data collection. Conclusions may not appear until the data collection ends. This really depends on the size of the collection of coding fields, storage, research methods used, and the skill of the researcher. Conclusions must also be verified. So it does not mean that after conclusions are taken, it is final from the analysis because basically the meaning that arises from the data must be tested for its truth, which is its validity. So that in this case, the researcher is ready and able to move between these activities.

To better explain the data collection, presentation of data, and drawing conclusions in the fabric of the data analysis cycle, the researcher can draw Fig. 1 (Sutopo, 2002: 96).

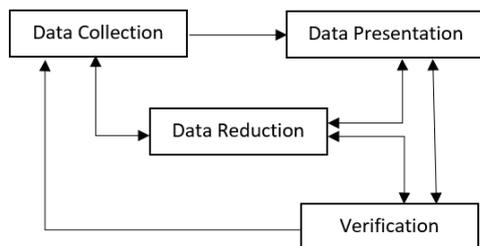


Fig. 1 Schematic of Flowing Interactive Analysis Model

To guarantee the trust and determination of the data, the researcher conducted a purposive sampling method, namely selecting informants whose accuracy and relevance corresponded to the data needed with their research focus. When researchers challenged the leadership of principals at SDN 06 Tae Takong regarding the leadership of school principals at SDN 06 Tae Takong, in addition to school documents also conducted interviews with school principals, vice principals, teachers and school committees as informants.

For the validity of the data, the researcher checks the correctness of the data through triangulation, William Wiersma (1986) cited by Sugiyono (2015: 369) states that triangulation in testing credibility is interpreted as checking data from various sources in various ways, and at various times. Thus there are three triangulations, namely: 1. Triangulation of sources, namely testing the credibility of data is done by checking the data that has been obtained through various sources. From these data, it cannot be averaged as in quantitative research, but it is described, categorized, which views are the same, which are different

and which are specific from the data. 2. Triangulation technique that is to test the credibility of data is done by checking the data to the same source with different techniques. 3. Triangulation of time that is testing data credibility by paying attention to the time and condition of the data source. Time determines the time to obtain a valid data source. Triangulation can also be done by checking the results of the research, from other research teams who were given the task of collecting data. Then the researcher conducted a time triangulation which tested the consistency of the data from the informants with the aim of obtaining the principal, vice-principal, affairs of the curriculum, and the teacher council about the leadership of the principal of SDN 06 Tae Takong.

III. RESULTS AND DISCUSSION

A. Results

Principal planning in improving effective schools

In planning a school program, the principal sees the reality of the development of the school, according to him the school has progressed in certain fields, but in certain fields there has also been no achievement, seen in terms of academic and non-academic aspects, because this elementary school still meets national education standards, because SKBM is 65 % and UASBN average 75%. And the status for non-academics is still relatively low because it cannot yet reach a national level championship. For educators, they have not fulfilled the ideal because there are still teachers who teach not in accordance with the educator's background and there are 80% of the teaching staff fulfilling 100% SI / DIV education qualifications.

According to him the achievement of the exam made the school rearrange the school plan or program for eight standards, and the program was made with the teacher, but there was also a program made by the vice principal of the curriculum field. The program involves learning activities and curriculum activities, even though the assignment of teachers. It was submitted to the deputy headmaster of the curriculum field because he was senior and considered capable and capable.

Work programs are made together, to be implemented together for the progress of the school, even though the school is made together and must be carried out together, but only 60% can be done. And for the evaluation all indeed there was no special meeting to evaluate that. There is only an evaluation of the end of the semester and the completion of the class.

This program cannot be implemented all because it depends on the teacher's commitment and even though the program is good if the teacher is less committed to adding students from children who are not selected academically when they enter here. So that achievement can increase depending on the commitment and commitment of the teacher and the students' duties.

To find out how school principals plan to improve school quality, researchers also got information from the teacher who was also the vice principal of the student field.

According to the principal in increasing the quality of education there must be a program, the principal has a work program, but it has not been seen in reality, but in the meeting, it was delivered and delivered that the school had plans. The plan was delivered in real accordance with the facts.

The principal has not implemented the program maximally. A teacher was asked to suspect that the health reasons that were good and multiple tasks made the school principal delegate the task to the representatives of the curriculum, while the implementation of the task was not controlled. Existing programs are not implemented optimally. The principal is not too strict on certain people, and certain people can be assertive. The principal prefers to protect.

The researcher got information from the teacher that for the presence or absence of the principal's plan or plan to improve school quality, it was positively interpreted that the principal was a program, only that it had not been duplicated so that anyone could not remember it. Evaluation meetings for programs were also not implemented, even for the division of teaching assignments there was no division of tasks, so the teachers walked automatically like the previous years.

The principal implements an effective school

To achieve the quality that is shown by student achievement, the principal must empower all parties who are the key holders of the realization of school achievements.

According to the principal, the teacher and the administration have been empowered to work well according to the tasks already given to each of them. The principal also revealed that the teacher had carried out their duties according to the competencies they had, according to their beliefs and responsibilities are given to each of them. Principals empowered teachers, recorded business, and students by motivating and giving high trust to the teacher in carrying out their duties.

Furthermore, the headmaster said that for the division of tasks in the preparation of exam, extracurricular, and classroom teacher preparation, it was made as to the vice principal of the curriculum in the curriculum. The principal also said that the teacher could also carry out the assignments given, even though it was prepared by the vice principal of the curriculum field.

Researchers were informed by several teachers to find out more about how principals empower teachers, administration, and students in improving effective schools and the quality of education. The information from the deputy principal of the student group revealed that empowerment of the teacher meant assignment.

It was also said that the head of the school actually had three representatives, namely, the headmaster of the curriculum, student affairs, and the infrastructure. The headmaster has empowered his representatives according to their fields. For representatives of the student field, they are assigned to handle the student council. For the representatives of the facilities and infrastructure, they pay attention to the facilities needed by the school.

Representatives of the curriculum are assigned to handle learning with the aim of directing all school activities to become more qualified and effective.

In empowering to achieve effective schools or school presentations, all parties are empowered. This means that all parties must work together and support the program of each vice principal for the progress of the school. Other teachers revealed that increasing the effective schooling and quality of education, the principal had empowered the teacher in accordance with his field. However, for the division of tasks, this year is not done because when the meeting time is not enough to arrive at the division of tasks, so just continue the previous assignment.

Understanding and seeing quality enhancers ineffective schools at SD 06 Tae Tukong, the principal said that SD 06 Tae Tukong quality is not measured by number. If only measured by our numbers, it is not necessarily included in the category of high achieving schools. The accreditation of this school is "A," but in terms of academics, it is still being damaged so that it can be better. For school 06 Tae Tukong the achievements of children who are preferred are changes in their character development. Children enter here from various backgrounds.

The principal also said that efforts had been made to increase the effective school and academic quality. To be a student and teacher's achievement, the teacher has been motivated according to his field while students have been provided since the beginning of the guidance for those who will take the exam.

In improving the quality and achievements of schools in addition to teachers and students who play a role, especially the principal, also plays an important role in carrying out their functions and duties. In carrying out its functions, the principal has run it as a manager, and an easy one is a motivating function. the steps were taken by the principal in an effort to improve the quality of effective schools already exist, but the control measures are implemented.

The principal supervises teacher performance

The author in obtaining data on teacher implementation by the principal at SD 06 Tae Tukong asked questions to the informants as follows: "How is the supervision and evaluation of teacher implementation by the Head of SD 06 Tae Tukong carried out?"

The Principal of SD 06 Tae Tukong provides information on how to supervise and evaluate the implementation of teachers by the principal in SD 06 Tae Tukong as follows: To find out what our coaching runs is not at the implementation level, we supervise, both supervise the learning process and supervision activities - other activities. We monitor, supervise, evaluate, report, and follow up so that communication between teachers and principals is scheduled, all teachers are supervised and followed up. We also take advantage of the regular and monthly routine meeting activities to conduct an evaluation of the problems that arise during the week and month, so that the problems that arise can be addressed immediately not to accumulate and drag on. In addition, we also constantly monitor through waka or

activity coordinators. At the end of each year, we hold an EDS (School Self Evaluation) at the same time with an annual work meeting attended by all teachers and employees to conduct an evaluation and preparation of the annual work program.

In supervising the implementation of coaching activities, SD 06 Tae Tukong always supervises. Supervision of learning is done by going to classes to know firsthand the pedagogical competence and professionalism of the teacher. Supervision is also carried out on activities that function to improve personality competencies, social competencies, and meetings with guardians of students, associations, school committees. Even the principal often actively takes part in these activities. From the supervision, the principal can record any weaknesses and strengths to be used as evaluation material, both direct personal evaluations to the teacher concerned, as well as joint evaluations, carried out every week on Saturday, monthly, and at the end of the school year. (Head of Interview SD 06 Tae Tukong on April 3, 2019)

Deputy Head of Curriculum Division SD 06 Tae Tukong explained the supervision and evaluation of teacher training activities carried out by the Principal of SD 06 Tae Tukong as follows:

The Headmistress, every routine and evaluation meeting on Saturday and monthly meetings, always gives all teachers time to convey obstacles or problems that arise for a week or a month, both about the learning process and other activities. From the results of the problem inventory, then find a solution by asking for opinions from the deputy principals, homerooms, or activity coordinators in accordance with their field of work.

In addition, the Principal also often supervised the classes to see how the teacher carried out the learning process, which was then utilized by the Head of Chief to conduct an evaluation. In addition, I also often ask for information from me as a curriculum officer that is directly related to the learning process.

In terms of activities other than the learning process, the Chief also often conducts inspections to see the course of activities, even the Head of the Board often follows the ongoing activities. Supervision of teacher activities is carried out through monitoring carried out by the principal and also the coordinator in charge of each activity. The principal also supervises both routine and incidental. Thus the Chief can know directly about the problems that need a solution.

The principal makes the results of the supervision as an evaluation material that is discussed with participants in regular meetings on weekends. The activity evaluation is carried out every Saturday to evaluate activities for one week. Evaluations are also carried out every month to evaluate tasks and follow-up plans. And finally, the evaluation is carried out at the end of each school year, as well as to arrange the program for the following school year. (Interview with Waka Curriculum on April 4, 2019).

In the learning process, the Head Chief sometimes supervises as well as scheduled supervision. He is not just watching but actively participating in these activities.

(Interview with Ngadino, S.Pd, class teacher 6- 06 Tae Tukong on 5 April 2019).

From some information gathered, the author concludes that the supervision carried out by Head of 06 Tae Tukong on all activities programmed both academically and non-academically aimed at teacher development is carried out through supervision of both scheduled and sudden supervision. Besides that, it is also by digging up information both from the activity coordinator and through the teacher. From this activity, it can be inventoried a variety of problems that arise that must be found a solution so that teacher development can succeed in accordance with expectations and does not hinder the achievement of school goals.

Of the various problems that have been inventoried, it becomes an evaluation material for principals to provide advice and solutions both individually to the teacher in question, as well as discussed together at the time of routine meetings and monthly routine meetings.

Principals in evaluating teacher performance

In evaluating teacher performance, the principal as the leader or manager of the school, the principal must have steps that cover four stages of activity, namely: planning, organizing, mobilization and implementation, and supervision.

1. Planning (planning)

The principal is the person in charge of all the administrations in the madrasa environment, both those concerning the administration of curriculum, student affairs, personnel, finance, infrastructure, administration, and others. Therefore the head of the madrasa must be able to perform his role as a manager in the field of education.

A professional headmaster is a leader who continuously conducts good learning planning, then tries to actualize the plan by utilizing the potential that exists, then evaluating the policies or plans that have been realized. Thus, managerial errors that occur can be minimized so that they do not occur again in the future.

School planning starts with the preparation of vision to the annual school work plan and annual activities. School guidelines have been well prepared with the school curriculum and organizational structure with each division of tasks included in the structure. Regular learning planning is carried out at the end of each semester for the next semester's learning preparation.

2. Organizing

The principle of organizing is to divide the tasks into various elements of the organization proactively so that there is no accumulation of work or tasks that are only for one person or only a few people, while some people are unemployed or without work.

This organization was formed in order to assist principals in the field of administration tailored to their respective fields. In this organization, the headmaster formed an RKJM manufacturing team consisting of at least 4 (four) deputy headmasters, including deputy heads in the fields of curriculum, facilities, student affairs, and

public relations, and added head of administration as an administrative officer.

The job descriptions of each of the deputy principals are:

- a. Deputy head of madrasah in the curriculum field
 - 1) Develop a teaching program.
 - 2) Arrange and describe the educational calendar.
 - 3) Prepare a study evaluation schedule and final exam.
 - 4) Implement criteria for class and graduate grade requirements.
 - 5) Coordinating, compiling, and directing the completeness of teaching.
 - 6) Regulate the implementation of the improvement program.
 - 7) Manage the development of MGMP/MGBP and subject coordinators
- b. Deputy head of madrasah in the field of facilities and infrastructure
 - 1) Planning the needs of facilities and infrastructure to support the teaching and learning process.
 - 2) Plan the program and procure it.
 - 3) Regulate the utilization of facilities and infrastructure.
 - 4) Manage maintenance, repair, and filling.
 - 5) Prepare reports.
- c. Deputy headmaster in student affairs
 - 1) Prepare a student activity program at the beginning of the school year and report it to the principal to get his approval.
 - 2) Guiding, directing, and controlling student activities in order to conduct order.

From the whole set of management processes, implementation is the most important management function. In planning and organizing functions are more related to the abstract aspects of the management process, while implementation (actuating) actually emphasizes activities that are directly related to people in the organization. To improve teacher performance and to find out the teacher's ability in the learning process, it is generally done to overcome various existing problems.

School Principals' Efforts to Improve Teacher Performance

In improving the quality of education, principals must place teachers in professional positions by holding coaching to teachers through teacher performance evaluation meetings. Coaching is intended to improve performance so that educational goals can be achieved.

The efforts made by the principal include:

1. Fostering teacher responsibilities
In fostering teacher responsibility, the principal has made a good annual program planning. With the preparation of the program, it is possible for the activities to be carried out to run well so that they can achieve results well too. Programming is part of a management process that has important meaning. The headmaster's program is compiled to include a teacher's responsibility building program in carrying out its duties, which is related to the

preparation of learning programs, implementation of the learning process and evaluation of learning outcomes. For teachers who have not been able to do it, they will be trained on a scale basis so that all teachers become capable of carrying out tasks that have become the responsibility.

2. Program for implementing learning activities.

In carrying out the teaching program, the head of the madrasa has carried out gradual supervision, short-term, mid-term, and long-term supervision for the next five years emphasized on improving the quality of the learning process. The expected results of the supervision include: meeting the need for supervision and ideas in developing school quality.

Follow-up on the results of supervision is carried out by the head of the school itself and to be more focused on the implementation of the follow-up activity schedule. Follow-up activities are carried out in the school office or in the study room when the teacher to be guided learning activities.

Visiting teachers who are teaching in the classroom in relation to following up or fostering teachers who are still experiencing difficulties in the learning process must tell the teacher concerned. It is recommended that the implementation schedule is also given to the teachers before the person concerned is guided. This must be decided together so that the teacher does not feel intimidated by the atmosphere of counseling carried out in the classroom or when the teacher is outdoors.

The same thing was expressed by a teacher in an interview on Thursday, April 4, 2019: "We are always encouraged to take part in activities such as training, workshops, attend MGMP and other activities that support the improvement of the quality of performance and are also motivated to continue S2".

To organize learning, teaching, and learning activities (KBM) that are quality and smooth, it turns out that it requires teachers who are quite dedicative. This is realized by the prerequisites of a qualified teacher who must have a minimum of a bachelor degree, as well as the suitability of the academic field of study with the subject matter, meaning that KBM can be qualified when subject matter teachers are those who are qualified in the field of study they teach.

The principal in an effort to improve teacher performance was assisted by the deputy head of the school on curriculum matters, and the teacher worked in the MGMP group. The principal always plays his function to improve the performance creativity of the teachers. This makes the teacher more free and open about new things and can provide an opportunity to be more responsible for the tasks given

In addition, the headmaster Provides motivation or encouragement is one of the factors that determine the success of the principal in leading the school. The educational uni, which is a social system, which consists of individuals who have different characteristics, and are interconnected (serving) with each other.

Supporting and inhibiting factors in increasing effective schools

In carrying out its function, the principal undergoes patiently through the process and wants to learn from others. Supporting factors in the quality of education to improve effective schools are the trainees who are compact and supportive parents. The obstacle is the influence of technology. Children are lazy to learn because they spend more time playing or operating electronic media. For this reason, the cohesiveness of teachers in supporting school programs is considered 90% supportive.

According to the teachers who were asked to lack the constraints that hindered the headmaster's leadership in improving effective schools, it was said that people who think subjective say this or just like that, that is what is used. Even though it's an internal problem and it suddenly isn't through a process of consideration. First, to improve effective schools and the quality of education at SD 06 Tae Tukong, the benefits are the small number of teachers, many of which are low, and students are few. Nevertheless, the principal does not dare to take firm action in his efforts to improve the quality of education.

Supporting and inhibiting factors for improving effective schools in SD 06 Tae Tukong, according to the teacher's representative in the student field, that improving effective schools and the quality of education are also influenced by the principal's programs, adequate facilities, teachers who teach and support the tested subjects in accordance with their fields. School achievement is also influenced by students. Those who enter this school are not selected in terms of academics.

In improving effective schools and the quality of education, the principal has a program, but it is carried out maximally. And another effort that was carried out was that the school motivated teachers according to their fields, gathered teachers who supported national examinations, conducted teacher rotations, encouraged teachers to include competition children and class increase meetings.

B. Discussion

Principal planning in improving effective schools

Planning comes from the word plan which means the design of something that is done (KUBI 2001: 443) so "planning is a process, making or how to design something that will be done." With this understanding, the researcher will explain how the work of the principal of SD 06 Tae Tukong is planning in improving the effective school he leads.

In managing education, management is the process of changing something into something else. Something that affects the process is called input, and the process results are called output. "In school level education the process in question is a decision-making process, institutional management process, program management process, teaching and learning process and monitoring and evaluation process, with the note that the learning process has the highest level of importance compared to other processes" (Priansa & Somad, 2014 : 13)

Success in school management is located in the hands of leaders as managers. Therefore leadership, according to Wahjosumidjo (2007: 104), is "an important force in the framework of management, the ability to lead effectively is the key to becoming an effective manager."

The definition of planning above is linked to improving effective schools managed by the principal as manager at SD 06 Tae Tukong. In designing an effective school program, researchers will interpret it based on findings in the field. The findings will explain how the principal as manager in the school led by him carries out the institutional management process, the process of managing the program, the decision-making process, and the teaching and learning process.

As a manager at the school, the head of SD 06 Tae Tukong in designing the management of schools and school programs has been carried out, as seen in the program document on the work plan for SD 06 Tae Tukong in 2015-2019 and the medium-term work plan (RKJM). Two work programs are complemented by an analysis of the conditions of education in SD 06 Tae Tukong at present in the educational quality assurance standards and the conditions of SD 06 Tae Tukong achieved in the next 4 years in eight standards of education quality assurance. The researcher saw that the program designed was very good. And the programs made (RKJM and RKT) have been compiled based on school self-evaluation (EDS) according to eight national education standards. The program content contains responsibilities for implementation, complete with a time frame, and measure of success.

According to the principal, the program was made jointly with the teachers, meaning that involving the teachers in the implementation of the work plan program was guided by: from, by and to the education staff. Even so, there are programs that involve activities related to learning and curriculum activities, even though the distribution of teacher assignments is given to the deputy headmaster of the curriculum midwife because they are already senior and able and capable.

This is different from the delivery of several teachers who the researchers met, they said that principals in improving effective schools, principals must have a program. The school principal has a work program, but it has not been seen in real terms, except that in the meeting it was delivered that the school had plans. The plan was conveyed, and it was quite real to see the facts to be conveyed, and others said that the principal in planning programs to improve effective schools, was thought positively, that the principal had a program, only it had not been published.

The teacher has taught according to his field, and students who take the exam have been accompanied. The principal also motivates teachers in their fields, gathers teachers who accompany national examinations, conducts teacher rotations, encourages teachers to include race children, meetings during class increases.

The relationship between the teaching and learning process and the decision-making process in increasing the effective schooling of SD 06 Tae Tukong, the researchers rated it more as the vice principal of the curriculum in the curriculum. In designing a work plan based on eight quality

assurance standards, the principal involved the teachers as expressed by the teachers who were questioned.

The work program prepared should be a guideline that will be carried out to achieve quality in improving effective schools, but it is unfortunate that the work plan documents given to researchers have the same year in implementation, namely work plans for SD 06 Tae Tukong from 2013-2014 until 2017 / 2018, and work plans for SD 06 Tae Tukong in 2015-2019.

Two work plans that the researchers received from the principal, when asked why there were two work plans and were still in the ongoing year of implementation, the principal explained that this could happen because there were two 2015-2019 2019 work plans that were head work programs. the previous school was in 2009. The program was only changed, and it was only for the preparation of accreditation in 2015. For the 2013-2014 work program until 2018-2019 it was a work program for teachers in a joint class to be implemented in 2013- 2017.

Managing education quality data at the level of the education unit is considered an indicator used to measure the success of the school head in implementing management standards and workshops with planning, according to the leader's instructions in quality assurance by education units (2016: 48). the interest is evidenced by documents from the RKAS meeting. The implementation of the program is carried out in accordance with the standards and involves stakeholders, as evidenced by the supervision of academic management and RKAS. The education unit conducts oversight and evaluates the implementation of the program regularly, the head of a well-performing education unit, the education unit manages the education information system.

Referring to the indicators above, researchers found that principals in improving effective schools SD 06 Tae Tukong had a work plan program but did not involve stakeholders such as teachers as expressed by several teachers who were questioned that the teacher though, the principal must have a program and they thought positive, but this program has not been published and made together, so the teacher does not know it. The implementation of the work plan program is proven by supervision. The supervision is carried out by the school supervisor, and not all teachers are supervised. The principal is not routine, and not all teachers are supervised. And to evaluate the implementation of the program, it was said that only 60% were evaluated, even routine meetings were not conducted, but the meeting was only held during the class increase.

From observations and information obtained by researchers, the performance of principals has not been maximized in increasing effective schools because programs and activities related to more learning were submitted to the vice principal of the curriculum, but no control and evaluation was carried out by the principal, so the school did not update yourself to be better and better.

The principal implements an effective school

Every school member would want the school to be of high quality, with proof of the achievements, so that there was

recognition from other institutions and the community. To find out the success of the quality of education, the following will be presented by the generals of primary and secondary education in the ministry of education and culture (2016: 18), in addition to process indicators and output indicators there are also outcome indicators. Indicator outcome is intended to find out an increase in student learning outcomes, the results of competency tests and assessment of the work of educators, and education staff; achievement of educational units and members; the realization of a pleasant learning environment; appreciation and stakeholder financial support. The realization of these indicators is if the principal has managerial skills as intended in ministerial regulation No. 13 of 2007. From the exposure to the outcome indicators of educational quality achievement in improving effective schools in SD 06 Tae Tukong, researchers interpret reality in the field with the achievement of outcome indicators.

From the data the researchers obtained about the results of learning at SD 06 Tae Tukong, it can be seen that the results of the national exam for students in 2017-2018 showed an increase. Information that the researcher can get from the principal strengthens in SD 06 Tae Tukong, quality does not mean that it is obtained from high scores measured by numbers. If only we measure the numbers, we certainly cannot enter the achievement category. And according to the teacher deputy representative of the student field, the achievement of SD 06 Tae Tukong is at least UASBN. Quality can increase depending on the performance of the teacher. When viewed from the field, the teacher who teaches and supports the subjects tested is in accordance with the field. If viewed from the learning environment SD 06 Tae Tukong has a good study room equipped with classroom facilities according to learning needs such as projectors, and other facilities.

In order to improve the achievement of SD 06 Tae Tukong, it must indeed be endeavored, it is not easy to experience improvement because the students who enter the school are achievements that are also influenced by the students. Students who enter this school are not selected in terms of academics. In improving quality at SD 06 Tae Tukong, the principal said that students and teachers held that role, but especially the principal also played an important role in carrying out their functions and duties. According to the headmaster the teacher has been motivated according to his field. While students have been provided from the start with a bimbel for those, who will take the exam.

The principal also acknowledges that the principal's function is difficult in carrying out functions as a manager and that the easy one is a motivating function. The function as a manager can only be run 60%. Even though it is necessary to attend as principal managers to empower education personnel through collaboration, provide opportunities for education personnel to improve their profession, and encourage the involvement of all education personnel (Asmani, 2012; 31)

Nevertheless, the principal still tries to improve the quality of the school. Efforts are made to make the headmaster go away even though only the class increase meetings, motivate

the teachers to perform according to their fields, gather teachers who will accompany the national exam, in the achievement of encouraging teachers to assist early, there are additional learning programs, and rotations. In carrying out its functions and roles, the principal is a manager at the school he has dreamed of. Therefore according to Danang (2014: 54), the principal is a single leader in the school who has the responsibility and authority to organize, manage and conduct school activities so that what is the goal of the school can be achieved.

Noting the results of the research, the steps taken by principals in improving effective schools and the quality of education in SD 06 Tae Tukong, the researchers interpreted the indicators presented by Reisky Bestari (2014) in a written work saying that indicators of steps taken by principals in improving quality school education are: (1) strengthening the curriculum, the curriculum is an important instrument managing student learning experiences in laying the foundation of knowledge, skills, expertise and in forming attributes of the capacity needed to deal with social changes that occur. (2) Strengthening the capacity of school management, school-based management: will strengthen the value reference objectives that are considered strategic in terms of strengthening relationships, strengthening community participation and all educational activities, strengthening value references on independence and both individual and institutional activities, strengthening the resources of education personnel. Strengthen the education system and education staff who have the expertise, (4) continuous improvement, improvement in those with a commitment. Commitment to quality began with a statement of dedication to the mission and shared the vision, after empowering all preparations to realize the vision and mission. (5) Management based on facts, decision makers, must be based on facts about quality obtained from various sources throughout the organization.

Based on observations, information and documents that the researchers got from the results of the study, interpreted that the steps were taken by the head as if SD 06 Tae Tukong in improving school effectiveness and the quality of school education were not maximized. There needs to be cooperation between all parties, especially the teachers and the school to guide the school curriculum so that the curriculum is truly capable as a tool to deal with change. activities related to the curriculum are not made by the vice principal themselves, so it is not based on the field needs experienced by other teachers, especially those who accompany exam preparation.

In addition, principals can also strengthen school management, especially in the context of working with all parties involved in increasing effective schools and the quality of education by empowering teachers, students, administration according to their expertise. The empowerment that has been carried out needs to be emphasized by the existence of control and evaluation activities so that weaknesses and shortcomings can be known from each part, so that always happens when working together. Control, evaluation, and rotation are applied to all

teachers and assignments, regardless of seniority. In all fields, decisions taken must be based on facts for the advancement and improvement of school quality, not individual decisions without hearing ideas, proposals, and suggestions for all interested parties, so that the decision is a decision that has been considered.

The implementation of the work plan program; meanwhile, there is other teachers also said that the school program was not made together, and there was even no socialization. Evaluation meetings on work programs were also not implemented, so the teachers ran automatically like the previous year.

In designing the program, there are also decision-making processes. To improve the effective school said by Priansa and Somad (2014: 12) that "the learning process has the highest level of importance compared to other processes." Therefore the deputy headmaster who was tasked with relating to learning and curriculum activities meant that he was able to play a role in improving effective schools at Tae Tukong Elementary School. And what determines quality improvement is a learning process that involves the commitment of teachers and students.

The learning process is supported by adequate learning facilities, but why quality does not improve. The principal said that the programs that had been prepared could not be implemented, all of them only reached 75%. This program can be implemented depending on the commitment of teachers and students who come from children who are not selected academically when entering here. So that achievement can increase depending on the commitment of the teacher and the students.

In government regulation number 13 of 2007, the skills of school principals as managers in schools must demonstrate their ability to lead schools/madrasas in the context of utilizing school resources, managing teachers and staff in order to optimally utilize human resources, and manage students in the context of acceptance new students, and placement and capacity building of students and others. Thus, the principal is given the responsibility to empower education staff in order to achieve quality schools.

According to Bredeson and Johansson (2013), the following must be done by the principal as an indicator of empowerment of teaching staff; (1) analyzing student learning outcomes, especially analysis of student exam results and student competency standards, (2) involving teachers in identifying student learning needs and improving learning experiences to achieve what they need, (3) conducting program analysis the school is in accordance with the activities of the teacher, (4) analyzes whether the programs that have been organized are still efficient in addressing the problem, (5) analyzing whether the ongoing activities and the following learning programs support the follow-up study, (6) evaluating together with use student learning resources and teaching materials taught by the teacher, (7) provide opportunities for teachers to access theories that underlie the knowledge, skills they learn, (8) analyze whether student learning programs are in accordance

with the objectives, make comprehensive changes to students and whether the change program focuses on progress belajar.

After the researcher examined the indicators of empowerment carried out by the principal to the teacher in order to improve the quality of the school, the researcher interpreted that the principal had not fully done that empowerment. Between reality and theory does not always go hand in hand, empowerment of teachers requires direct involvement of the principal without representing the teacher even though it is the vice principal of the curriculum field. The researcher assessed that the principal did not analyze student exam scores, analyze school programs and study programs, evaluate teaching materials, and examine differences in learning outcomes with students' goals and competency standards.

The lack of empowerment of principals towards teachers is evident in the lack of evaluation of the work plan, which is a quality improvement program in the assessment of eight school quality assurance standards. In the fact that the principal said that only 60% of school programs were evaluated. In identifying the needs of students, the principal has involved the teacher by completing the necessary learning facilities so that they are adequate.

Principals in evaluating teacher performance

a. Management of the headmaster of the madrasah as an administrator

In carrying out its functions as an administrator, the principal must be able to master his duties and carry out his duties properly. He is responsible for all school activities, arranging the teaching and learning process, managing matters relating to students, personnel, facilities, and infrastructure needed in learning, administration, finance and regulating relations with the community.

In addition, he also has the authority to organize all educational activities in the school environment he leads. One thing that needs to be noted is that the principal is not only responsible for the smooth running of all the activities, but he is also responsible for the state of the school environment, such as repairs to school buildings, additional space, additional facilities and infrastructure needed by students, teachers and officers administration.

For this reason, he must be creative and able to have ideas and initiatives that support school development. The creative idea can be used to make plans, compile school organizations, provide direction, and regulate the division of labor, manage to staff in the school so that the entire administrative process in the school he leads can run smoothly and be able to achieve the expected goals.

In ha! this should be the principal of the school involving teachers, administrative officers, other parts or the local government so that the plans that have been prepared can be carried out as well as possible. For more details, the following will be explained in a brief description of the various tasks that the principal must do, including:

1) Making a plan

In various administrative activities, planning is absolutely necessary. The planning that will be determined by the principal depends on various factors, including the number of human resources available, the amount of funds available, and the time period needed for the implementation of the plan. The planning that needs to be done by the principal, including compiling the annual school program, which covers the teaching, student, staffing, financial, and provision of facilities needed. This plan is then outlined in the school annual plan outlined in two-semester programs.

2) Teaching program

The teaching program that must be carried out by the principal is the provision of teacher needs, the division of teaching tasks, the procurement of various facilities, including the addition of laboratories, sports fields, extracurricular activities, and so on.

3) Student Affairs

Includes acceptance of new students, how many will be accommodated, whether it is necessary to add classes again or reduce them, provide guidance and counseling for students by working with the relevant guidance institutions, school health services in collaboration with the nearest hospital or community health center, implementation the cleanliness and beauty of the school by holding a hygiene and beauty school competition every year.

4) Staffing

Including the acceptance of new teachers, holding orientation for new teachers, giving assignments to teachers, school administration officers, school cleaners, transferring and transferring employees, providing incentives for employees, regulating promotions, improving the welfare of school employees. If necessary, work with certain parties to add extra-curricular activities to students. With the right division of tasks and authorities, school activities will run smoothly.

5) Finance

Includes the provision of funds for the entire education administration, including arranging salary provision for all school employees, proposing additional funding from the government, foundations, and so on.

6) Facilities and infrastructure

Includes the addition of sports facilities, extracurricular activities, laboratories, repairs to school buildings, painting of school buildings, construction of worship facilities, facilities for extracurricular activities, and so on.

b. Efforts made in improving teacher performance

In order to improve teacher performance, there are many things that must be done the head of the madrasa is done by making planning together with the deputy head of the madrasa along with the teachers both short, medium, and long-term planning emphasized in

improving the quality of learning. With the preparation of the program, it is possible for the activities to be carried out to run well so that they can achieve results well too.

The headmaster's program is compiled to include a teacher's responsibility development program in carrying out its duties, which is related to the preparation of learning programs, implementation of the learning process and evaluation of learning outcomes. For teachers who have not been able to do it, training will be conducted regularly so that all teachers become capable of carrying out tasks that have become the responsibility.

In carrying out the madrasah head teaching program to carry out gradual supervision, short-term, mid-term, and long-term supervision for the next five years emphasized on improving the quality of the learning process. the expected results of the supervision include: meeting the need for supervision and ideas in developing school quality.

Follow-up on the results of supervision is carried out by the head of the school itself and to be more focused on the implementation of the follow-up activity schedule. Follow-up activities are carried out in the school office in the study room when the teacher to be guided learning activities.

Visiting teachers who are teaching in the classroom in relation to following up or fostering teachers who are still experiencing difficulties in the learning process must tell the teacher concerned. It is recommended that the implementation schedule is also given to the teachers before the person concerned is guided. This must be decided together so that the teacher does not feel intimidated by the atmosphere of counseling carried out in the classroom or when the teacher is outdoors.

The findings of supervision need to be followed up by the madrasa head. The results of supervision that need to be followed up include: (a) difficulties for teachers in preparing learning devices, (b) difficulties in conducting learning activities with learning models, (c) Difficulties in mastering difficult material, (d) Difficulties in creating creativity student learning, (e) Difficulties in classroom management, (f) Difficulties in using effective learning methods, and (g) Difficulties in changing conventional ways of teaching.

This obstacle is the main factor faced by the head in fostering and guiding the teacher. In addition to supervision as an effort to improve teacher performance, to get teachers whose performance is good in their fields, teachers need to be given the opportunity to participate in MGMP activities actively.

If the opportunity given by the principal and supervisor to the teachers can be used effectively, then it is one of the factors that can improve his performance capabilities. This is, as explained by Sutisna (2000: 224) that assistance in guiding teachers can be given through various activities such as class visits, group discussions, workshops, seminars, teaching demonstrations, professional reading, visits between classes, or through

staff participation in curriculum and instructional development or other professional activities.

Supporting and Inhibiting Factors of School Principals in Increasing Effective Schools

Quality in the form of achievement will be achieved by the school if there are supporting factors. The principal of SD 06 Tae Tukong said that the supporting factors of increasing effective schools in the quality of education were compact educators and supportive parents. The cohesiveness of teachers in supporting school programs is considered 90% supportive. Meanwhile, the other teachers said that the supporting factors for improving school quality were SD 06 Tae Tukong, which was a small number of teachers, many were young, and the number of teachers was small.

Meanwhile, the student representative teacher said that there was a principal program, adequate facilities, teachers who taught accompanying subjects that were tested according to their fields and certainly supported by the background values of the students who entered.

Wawan Hartawan (2010) in his document about the back and forth of education in Indonesia, also have supporting factors to be able to make quality schools, the indicators include:

- (1) Hardware, study rooms, practice equipment, library laboratories
- (2) The software includes curriculum, teaching programs, school management, and learning systems
- (3) The brainware is concerns the existence of teachers, principals, students, and people who are involved in the education process itself.

From the exposure of the supporting factor indicators, the researcher interpreted that the Tae Tukong Elementary School already had adequate facilities. The facilities include sufficient classrooms, laboratory equipment, sports equipment, and libraries. For tools such as curriculum, teaching programs, school management, and learning systems, there are also already in this school. For the role of thought, teachers have been assigned according to their fields, students have been accompanied by teachers in accordance with their fields of competence. For school principals, there is a program, but it is not carried out maximally, and the principal does not carry out his duties and functions, especially functions as a manager. Jamal Ma'mur (2012: 31) said the opinion of the mulyaa that the function and duties/role of the principal were complex for the sake of achieving quality.

With that affirmation, the principal as a leader whose role as a manager is assumed to be able to empower education personnel through cooperation, provide education staff to improve their profession, and encourage the involvement of all education staff.

From the results of observations and information that the researchers found in the field the principal was less able to empower all teachers and principals to only entrust the arrangement of activities related to curriculum and learning to one person, namely the vice principal in the curriculum field. While the deputy headmaster of this curriculum field

was unable to work with the teachers, and the principal did not control and evaluate the implementation of the programs made. The teacher does not carry out the task optimally because there is no program socialization and ideas or input other than the vice principal, not accepted by the principal.

From the explanation of the supporting factors above, the researcher also observed that with the rapid increase of science and technology and the guidance of the community towards the quality of education, the need for effective leadership was needed. Therefore Suryadi (2009: 81) that the challenge of improving the quality of education is "how principals are able to play an effective role in encouraging and becoming the pioneers of quality organizational change. Efforts to improve quality in an organization are largely determined by leadership quality and effective management. Support from members will only appear on an ongoing basis when the leader is really good and superior.

From the challenges faced by the principal, the researcher interpreted that the challenges that the head chief could not face would be an obstacle for the school to improve school quality effectively. The principal must be able to carry out his role to the fullest. The principal of SD 06 Tae Tukong acknowledged that the difficult role was the role of manager. Difficulties in carrying out their roles make empowering teachers and students in running school programs not optimal, even though they have been supported by 90%. Students are lazy to learn because they spend more time playing or operating electronic media.

Finally, the researchers saw that improving the quality of school education was related to the performance of the principal. The principal's performance is the achievement that results from the school process/behavior. School performance can be measured by its quality, effectiveness, productivity, efficiency, innovation, quality of work life, and work morale. School output is said to be of high quality if the school's achievements, especially student learning achievement, show high achievement in academic achievement in the form of report scores or passing test scores. Non-academic achievements, such as winning arts, sports, and other extracurricular activities.

IV. CONCLUSIONS

After the presentation of research findings and discussion, data was presented, the researcher obtained a clear picture of the effective headmaster at SD 06 Tae Tukong. Thus this intention will be presented in the conclusions as follows:

1. Planning to improve effective schools in SD 06 Tae Tukong has been well-made and is included in the medium-term school work plan (RKSJM) and annual plan (RKT).
2. Empowerment of existing resources in schools (teachers, staff, administration, and students) has been carried out by giving assignments and responsibilities to each in accordance with their fields.
3. The steps taken by the principal in improving the effective school are by holding a class increase meeting, motivating the teacher to have a high commitment to the task, additional tutoring programs for students who will

take the exam, and students who are held in the race accompanied earlier and there is a teacher rotation.

4. The supporting factor of school principals in improving effective schools is the ability of principals to manage all school planning, and patience in facing teachers in various characters and the cohesiveness of teachers, adequate school facilities, and support from parents.
5. Inhibiting factors in improving effective schools, namely the lack of socialization in the form of evaluation of school principals on the implementation of school planning programs, especially those related to curriculum and learning, the rotation of teachers does not apply to all principals, less assertive and preferring to protect, the principal's function maximally, learning facilities are underutilized, and teachers are less disciplined and less committed to carrying out the tasks entrusted to them.

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