The Strategic of School Principal Leadership in Dealing with School Management Problems at The Menara Fitrah Integrated Islamic High School

Izzah Syamilah[1,*], Nabilah Hasanah[2]

1 Yogyakarta State University, DIY, Indonesia
2 Sriwijaya Univeristy, South Sumatra, Indonesia

* E-mail: izzahsyamilah.2022@student.uny.ac.id

ABSTRACT

School management plays a very important position in the implementation of education. However, in implementing school management, it cannot be separated from challenges and challenges. As the highest peak in the school's organizational structure, the principal has a significant role in determining direction and policy in the running of management at the school.This research aims to analyze the principal's leadership strategy in dealing with various school management problems at SMA IT Menara Fitrah and identify supporting and inhibiting factors in implementing the principal's leadership strategy. This research is a qualitative descriptive study. carried out at SMA IT Menara Fitrah, Ogan Ilir Regency. The key informant of this research is the school principal and the supporting informants are teachers and students. Research data was collected by interviews, observations and documentation studies. To obtain credible findings and data validity, triangulation techniques were used. The research results show that the principal of SMA IT Menara Fitrah applies transformational leadership strategies in dealing with school management problems. This strategy includes: building a clear and measurable school vision, mission and goals, maintaining a positive and supportive school culture, encouraging participation and empowering all school officials and stakeholders to achieve school goals, and developing an effective evaluation and accountability system. The factors that support the implementation of the principal's leadership strategy include the principal's commitment to realizing the school's vision, mission and goals. Meanwhile, factors that hinder the implementation of the principal's leadership strategy include the lack of communication and commitment of some school officials in supporting the success of school management.

KEYWORDS

Strategy; leadership; school management

1. INTRODUCTION

The development of the world of education is currently running very quickly in line with technological advances and globalization, as well as the demands and needs of society. This often causes various changes in the world of education both in terms of curriculum, systems and so on. In the world of education, there is an institution that is a means or forum to help implement education, namely the school (Julaiha, 2019).

Schools have a central and strategic position in developing all individual potential to be ready to live in the dynamics of life in the future . Schools now face much greater challenges than before, especially with regard to the communication and information era that is unfolding in the 21st century. Schools that are able to adapt to this era are certainly not ordinary schools, but schools that are able to manage their schools well and effectively. (Fathurrochman et al., 2022). Because schools as formal institutions need to have clear and measurable planning, organization, implementation and evaluation. So that the process of providing education in schools can run effectively and efficiently. Quality school management can produce a quality generation and can bring positive change to the country. (Musnaeni et al., 2022).

School management is a series of activities that utilize all components, both human and non-human, of the school in order to achieve efficient goals. School management can also be interpreted as a process or series of activities that have been prepared previously to achieve predetermined school goals. School management is the most important factor in organizing education and teaching in schools. Therefore, in managing a school, you must use a system in which there are related components such as teachers, TU staff , parents, community, government, and others which must function optimally. So, in schools, effective management is needed so that work can run smoothly (Fathurrochman et al., 2022). The implementation of education is very dependent on good management, including planning, organizing, directing and controlling (Syoviana, 2021). Schools that are not supported by appropriate management processes can result in irregular organizational rhythms that fail to achieve educational goals properly. Through good school management, future opportunities can be expanded and realized risks can be minimized (Musnaeni et al., 2022).

However, the process of implementing management in schools cannot be separated from various challenges and obstacles, according to Musnaeni et al. (2022) there are several challenges and problems found in the implementation of school management, namely, many school programs and activities which sometimes overlap with each other in their implementation; The number and quality of teachers is inadequate and the distribution of educational materials is uneven; The condition of infrastructure such as buildings, study rooms, laboratories, libraries and textbooks is inadequate; The education budget is very limited so that most schools' operational costs are below standard; As well as an ineffective learning process with too much administrative burden; as well as a lack of understanding of teachers and staff regarding strategic management, because teachers' and staff's understanding of strategic management is very important in implementing management in schools. To overcome these various problems , the leadership role of the school principal is needed.

The principal is the highest leader in the school organizational structure. The leadership of the school principal has a strategic role in determining various directions and policies in the school, especially in implementing management in the school (Siregar et al., 2022). So the principal must be able to manage school administration, communication, commitment, integrity, charisma, and think about school progress. The presence of the principal helps motivate all school staff , especially teachers and students. The principal is the key to the success of a school or institution, because the success of achieving school goals and quality

is greatly influenced by the leadership of the principal. Schools with good quality and management definitely have good principal leadership within them , so that the role of the principal determines the success or failure of the quality of education in the school.

SMA IT Menara Fitrah is one of the leading and integrated Islamic-based high schools in Ogan Ilir Regency, which has achieved various academic and non-academic achievements. In organizing its education, SM IT Menara Fitrah uses an integrated curriculum that integrates the national curriculum, namely the independent curriculum and the integrated Islamic curriculum, so that students at SMA IT Menara Fitrah are not only formed to be students who excel academically but also excel in Islamic religion and good morals. . In carrying out school management, the principal of SMA IT Menara Fitrah admitted that of course problems were found as well as supporting and inhibiting factors in overcoming these problems. Based on the research background, the researcher is interested in analyzing the principal's leadership strategy in dealing with various school management problems at SMA IT Menara Fitrah and identifying supporting and inhibiting factors in implementing the principal's leadership strategy.

2. METHODOLOGY

This research uses a qualitative research method with a qualitative descriptive approach. This research was carried out at SMA IT Menara Fitrah, Ogan Ilir Regency. The research subjects consisted of: the head teacher and students, with the principal being the key informant and the teachers and students being the supporting informants. Research data was collected by interviews, observations and documentation studies. To obtain credible findings and data validity, triangulation techniques were used. The data analysis technique used is the interactive model from Miles, Huberman & Saldana including collection, reduction, presentation of data and conclusions.

3. RESULTS AND DISCUSSION

3.1. School Management Problems

In essence, achieving educational goals in a school depends on whether or not all components in the school's management function effectively and efficiently. (Mu'awwanah & Zulela, 2021). Because the quality of managerial activities in schools will be related to the management of intra-curricular, co-curricular and extra-curricular activities which will lead to the quality of education in the school. So the better and more effective the school management, the better the output will be on the quality of education at the school (Dewi & Primayana, 2019). In implementing its educational process SMA IT Menara Fitrah uses the school management model of school-based management (MBS). This management pattern can encourage schools to independently carry out development and strive to increase all their potential in accordance with the conditions of the school. Management functions in schools basically include planning, organizing, implementing and controlling. The planning function includes strategic planning, operations and curriculum development. The organizing function includes grouping tasks, labor, and arranging classrooms and laboratories. Implementation functions include teaching, assessment, and student development. Meanwhile, the supervisory function includes monitoring and control activities to ensure that the stated objectives are achieved effectively and efficiently (Zohriah et al., 2023).

Effective school management is the main key in achieving quality education goals. However, in practice, the implementation of school management in Indonesia still encounters various problems that can hinder the achievement of goals according to research (Mu'awwanah &

Zulela, 2021). In general, the problems that are often found in school management in Indonesia are, first, limited resources such as school operational funds for teacher salaries, facility maintenance and procurement of learning media, limited and inadequate various school facilities. and limited qualified and competent educational staff. Second, there is a lack of an effective management system and understanding of school tools in school management. Third, the curriculum implemented in schools is not in accordance with students' needs and interests, and the management of various activities ranging from intracurricular, co-curricular and extracurricular activities is not optimal. Fourth, lack of cooperation and support from school stakeholders such as parents, community and government. At SMA IT Menara Fitrah, the implementation of school management is also not free from various problems, such as the lack of commitment of all school officials and stakeholders in supporting and realizing optimal school management, the consistency and optimality of several program responsibilities in carrying out various management functions and activities in the school. .

3.2. Principal Leadership Strategies in Facing School Management Problems

Leadership is one of the part most importantly in walking something organization . Without exists leader so A organization will lost direction in run his organization . As well as quality and ability leadership to the leader will role important in determine How quality walking organization the (Sriwahyuni & Kristiawan, 2019). Head school as leader highest in structure organization school own role important in determine direction and purpose school . Head school in institution education as decider A decisions and policies . Leadership head effective school very needed For overcome various problematic management school and achieve objective quality education . For that , chief school need have an internal strategy operate his role as leader school to get it face various problems that occur in implementation of school education , especially in matter management school (Mukhlisin, 2019). According to Head Menara Fitrah IT High School , his leadership strategy implement in face various problems at school , especially in face problematic managerial school including , first , in lead school organize various Educational processes, head Menara Fitrah IT High School uses style leadership transactional .

According to Handayani et al. (2023) Leadership transformational can interpreted Where a leader give motivation and direction to his subordinates For Work in a way maximum in reach objective company , leadership transformational originate from desire For transfiguring something organization going to more changes Good matter the applied by doing motivation , inspire and provide attention to his subordinates. Important for a leader For learn and apply style leadership in lead something organization , p This in accordance with study Nur et al. (2021)which reveals that interest a leader in learn and apply style leadership in company need improved Because can help leader become more wise and responsible answer and also can help leader in develop knowledge , experience and abilities .

According to Handayani et al. (2023) in his research namely , Innovation approach new in leadership become A need organizations that don't can avoided at all times This is one of them is style leadership transformationalf . Leadership style the needed Because in a way innovative can fertilize potency followers , can empowering staff nor organization through pattern thinking , improvement vision , recognition and understanding will objective organization , up to capable bring organization leads to sustainable change through procurement activity capital work ability as well as experience each follower so that himself feel involved and responsible answer in his job . Leadership transformational known as figure open leader with his followers , like leader with like heart accept criticism and suggestions. Through various policy the expected capable advance civilization with method unique .

Second , develop vision and mission clear and measurable school , according to head Menara Fitrah IT High School , vision mission is reference in organize various quality educational processes in schools , so that For minimize various possibility the problems that will arise happen in the future , then must be clear in determine vision and mission school . With exists clear vision and mission will give clear direction for all over school equipment and stakeholders in work The same For reach objective together , apart that also works help school For focus on what is important and avoid activities that are not in line with the goal . So from That vision and mission school must agreed and communicated to all school equipment and stakeholders , because in maintenance education at school need good role and collaboration between all party . According to study Hasan & Anita (2022) For reach repair Sustainable schools are very important For involving teachers, staff education , parents , society , in formulation vision , mission and goals clear and measurable school .

Third , improve quality planning school , planning is stage beginning in managerial management school at a time is important and crucial aspects in determined How quality maintenance management in schools , so planning various programs and activities school need arranged with mature and comprehensive . Deep strategy increase quality planning school at SMA IT Menara Fitrah was held with organize training preparation plans and devices learning For all teachers at SMA IT Menara Fitrah at this time before enter year teachings new . Planning schools at SMA IT Menara Fitrah include Plan Strategic (Renstra), Plan Work Annual (RKT), annual program , semester program, syllabus , lesson plans and plans others more operational . Planning schools at SMA IT Menara Fitrah were arranged with involve all over school equipment and stakeholders and must based on vision and mission school . According to study Anggraini et al. (2021) conclude that training about development device RPP for teachers in Pekanbaru effective in increase teacher's abilities in compile various planning in learning especially lesson plans and affordability minimize the obstacles experienced by teachers in preparing lesson plans at school .

Fourth , strengthening the school's organizational structure, the school's organizational structure must run effectively and efficiently in supporting the achievement of school goals. The principal of SMA IT Menara Fitrah, as the highest leader in the organizational structure at the school, always ensures that the organizational structure and division of tasks and roles in carrying out various educational processes at the school are clear, structured and in accordance with the potential and capacity of each person in charge. answered the program. The principal also needs to ensure that there is good communication and coordination between parts of the school. This is in accordance with research(Subekti, 2022) which concludes that education as an organization must be managed in such a way that educational program implementation activities in schools can run effectively, efficiently and productively to achieve the desired goals.

Fifth, improve the quality of teachers and school staff, teachers and school staff are the main assets for schools. Therefore, the principal of SMA IT Menara Fitrah designs and organizes various training and professional development programs for all teachers and staff in order to improve the quality of teachers and staff at SMA IT Menara Fitrah. School principals also try to create a conducive work environment for teachers and school staff so that they can work optimally. As well as trying to motivate and raise the work enthusiasm of teachers and school staff through various means, such as giving awards for achievements. This also aims to improve the optimization and quality of all activities at school, including intracurricular, co-curricular and extracurricular activities .

3.3. Supporting and Inhibiting Factors

The principal of SMA IT Menara Fitrah in implementing various leadership strategies to deal with various school management problems , is supported by several supporting factors and is also inseparable from inhibiting factors which become challenges in implementing the strategy. The supporting factors for the principal of SMA IT Menara Fitrah in implementing his various leadership strategies are, first , the principal's leadership abilities, such as visionary, communicative and motivational abilities , making it easier for the principal to implement his strategies and overcome various school management problems . Second , support from school stakeholders , who actively participate in various school programs and activities, and actively contribute their thoughts and energy to help the school achieve its goals. Third , adequate resources ; such as funds, facilities and educational personnel, are very important for school principals in implementing their strategies. Adequate resources will enable school principals to implement school programs effectively and efficiently. Fourth , supportive policies, both from the government, education services and foundations It is very important for school principals to implement strategies, because supporting policies will provide freedom for school principals to make decisions and implement school programs according to the needs and conditions of their school.

Apart from several supporting factors, there are also several inhibiting factors for the principal of SMA IT Menara Fitrah in implementing his various leadership strategies, namely, the lack of commitment of several administrators in the school structure who have the responsibility to be one part of the implementation of school management in carrying out their duties, because this will affect the process of implementing school management. Apart from that, the lack of optimal school apparatus in organizing and participating in various school activities and programs also affects the quality of school management implementation. Therefore, in implementing leadership strategies in dealing with various school management problems, school principals cannot do it alone, they need good collaboration and cooperation with all parties and school stakeholders. By understanding the supporting and inhibiting factors, school principals can be more effective in implementing their strategies as leaders in dealing with school management problems and achieving quality education goals.

4. CONCLUSION

School management is a series of activities arranged to achieve school goals. The implementation of education is very dependent on good management. However, in its implementation it is not uncommon to encounter various problems. Therefore, a good leadership strategy is needed from the school principal as the highest leader in the school organizational structure and determines various school policies in implementing school management. In carrying out his role as school principal and in carrying out school management, the principal of SMA IT Menara Fitrah has leadership strategies including , using a transactional leadership style, developing a clear and measurable school vision and mission, improving the quality of school planning, strengthening the school's organizational structure, and improving The quality of teachers and school staff, the supporting factors for the principal of SMA IT Menara Fitrah in implementing various leadership strategies, namely, the principal's leadership ability, which is visionary, communicative and motivating, support from school stakeholders , adequate resources , and appropriate policies . support. Meanwhile, the inhibiting factors, namely, the lack of commitment of some administrators in the school structure and the lack of maximum performance by school officials in organizing and participating in various school activities and programs also affect the quality of school management implementation. Therefore, in implementing leadership strategies in dealing with various school management problems, school

principals cannot do it alone, they need good collaboration and cooperation with all parties and school stakeholders.

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