



HIGH SCHOOL PRINCIPAL'S STRATEGY IN IMPROVING THE QUALITY OF EDUCATION IN ERA 4.0

Asnawati

Universitas Nurul Jadid

Email: asna8694@gmail.com

Abstract:

This research aims to identify and analyze the strategies used by high school principals in improving the quality of education in the 4.0 era. Education in the era of Industrial Revolution 4.0 demands paradigm changes and innovative strategies in facing the challenges of the times. High school principals have a crucial role in improving the quality of education so that it is relevant and responsive to the needs of today's students and able to produce graduates who are ready to face future challenges. This research uses a qualitative approach with descriptive methods. Data collection techniques are carried out through observation, interviews and documentation studies. The data analysis procedures are Data Redaction, Data Presentation, and Verification. Meanwhile, the research subjects were high school principals, deputy principals and teachers. The place of research was carried out at Badridduja Superior High School Jl. Sunan Kudus no 02 Kraksaan Wetan Kraksaan Probolinggo. The results of the research show that: (1) High school principals in improving the quality of education first plan a program by detailing the needs of educators and education staff who will carry out their duties, plan the curriculum that will be implemented, plan policies for adding subjects; (2) Create an organizational structure that involves parents through high school committees and completes the necessary infrastructure; (3) Providing a good and calm example at work, motivating and rewarding personnel both morally and materially, increasing welfare, involving educators and education staff in training and motivating senior teachers to have the spirit of life long education; (4) supervise output and students from the admissions process until completion at the high school. (5) The obstacles experienced are the presence of teachers who are still undisciplined, lack of communication between high school principals and some teachers.

Keywords: *Principal Strategy, and Education Quality.*

INTRODUCTION

Education is a very important human need in human life itself. In essence, humans will not only depend on nature without any other influence. In this process, the influence that humans will receive from other humans emerges, which will bring about changes in the attitudes of the humans they influence. In accordance with the above, it is clear that humans need education, education is a process to change humans from certain conditions to other conditions. So with education, change will be seen in the process of changing the human mind, from not understanding to understanding, from not knowing to knowing, because education is an absolute thing that must be fulfilled in an effort to improve the standard of living of humans, religion, and especially the Indonesian nation so that not to be left behind by other nations.

Globally, education at the high school level has experienced significant changes, especially during the last decade. First, there are new assumptions about what secondary school students should learn and emerging structural developments are likely to change

the way society thinks about schools, especially at the secondary school level. Currently, there is a huge debate about various issues related to the education of high school students. Ten years ago, for many children especially in rural areas, high school was one of the few places where they could get unusual information and creativity, with amazing places and events to explore.

Even with limited media. Today, through the development of the internet and audiovisual media, young people have a much closer medium with diverse choices for learning. Second, increasing expectations from citizens, business leaders, and policymakers regarding school performance. They increasingly want to know how their children, who come from different racial and economic backgrounds, are able to compete with each other and globally. They want to know how these children will be prepared to contribute to the workforce and compete in the global marketplace (Ornstein et al., 2005; Stitzlein, 2017).

This is in line with the definition of education stated in the National Education System Law no. 20 of 2003 article 1 which reads "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and the skills they need." , society, nation and state" (Haniatun Masluroh 2013). Therefore, the education system must be able to guarantee equality of opportunity to improve the quality as well as the relevance and efficiency of education management to face challenges in accordance with the demands of changing life at home and abroad, so that educational change is needed in a planned, directed and sustainable manner. Therefore, education requires a professional arrangement, this requires capable and tough personnel. This is what we call an educational leader/school principal. A school principal is not only required to master leadership theory but must also be skilled at applying it in practical situations in the work era.

Realizing the importance of human resources in education, school principals need to focus on teacher development and training. Teachers need to be involved in the latest training related to educational technology, innovative teaching methods, and the ability to adapt to curriculum changes. Era 4.0 is driven by technological advances. School principals need to lead the implementation of educational technology that suits the needs of schools and students. The use of online learning platforms, the introduction of smart classrooms, and the use of educational applications can improve the quality of learning.

Strategy, as a long-term concept, is necessary to maintain sustainability and competitive advantage by aligning internal strengths and weaknesses with external opportunities and threats. Appropriate and good strategies can direct organizations or educational institutions towards successfully achieving quality goals in order to achieve satisfaction and meet customer needs (Agus & Ummah, 2019; Ratnaningsih et al., 2010).

Schools operate in a more varied environment than profit organizations, namely in an open environmental system and are involved in direct competition. This situation has implications for the fact that educational products or services are offered in the same form by similar organizations and compete with the same market competitors. Nevertheless, schools experience the same challenges in terms of formulating a vision and planning future strategies and actions. At least, as part of improvement or development, schools must be able to formulate the changes they want to achieve and how to achieve them. The different characteristics of schools as an organization influence the way they manage their management. In addition, measuring educational results (output) is quite difficult because demands for changes in educational goals desired by society occur quite frequently, sometimes ambiguously and varied (Davies, 2003; Hallinger & Snidvongs, 2008).

Good high school leadership will encourage the effectiveness of school management in achieving goals. High school principals as leaders of educational institutions must master the main organizational and management strategies, which are related to the main activities that will be carried out by each teacher and staff, remembering that high school principals are the engine driving school resources, in

terms of Teachers need to be moved towards a positive, exciting and productive work atmosphere, because teachers are the input base that has a huge influence on the teaching and learning process (Muhammad Hadi, Djailani AR 2019).

Facilities and infrastructure at Badridduja Superior High School are still very lacking and inadequate, so it becomes a problem for high school principals in optimizing the potential that exists in high schools so that all these deficiencies can become motivation to achieve quality improvement in an even better direction, and can align Badridduja Superior High School with other schools in Probolinggo Regency. The problem formulation for this research is what is the strategy of high school principals in improving the quality of education in the 4.0 era at Badridduja Flagship High School. Meanwhile, the aim of this research is to determine the strategy of high school principals in improving the quality of education in the 4.0 era at Badridduja Flagship High School.

RESEARCH METHODS

This research uses a qualitative approach using descriptive methods. The data source is obtained from respondents and is used as is. The place where this research was carried out was at Badridduja Superior High School Jl. Sunan Kudus no 02 Kraksaan Wetan Kraksaan Probolinggo. Based on the research focus on strategies of high school principals in improving the quality of education in the 4.0 era, the data sources or subjects in this research are: (1) Principal of Badridduja Flagship High School. (2) Deputy Principal of Badridduja Superior High School. (3) Badridduja Leading High School Teacher. The data collection method is very closely related to the research problem to be solved, the problem can provide direction and influence the determination of the data collection method because many methods for obtaining the data obtained cannot produce the data as desired. According to Bungin (Nilamsari 2017), there are several data collection techniques, namely as follows: (1) Interview, (2) Observation, (3) Documentation". Analysis of data obtained from research is analyzed using certain procedures to produce findings.

RESULTS AND DISCUSSION

Education is a very important human need in human life itself. In essence, humans will not only depend on nature without any other influence. In this process, the influence that humans will receive from other humans emerges, which will bring about changes in the attitudes of the humans they influence. This is in line with the definition of education stated in the National Education System Law no. 20 of 2003 article 1 which reads "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and the skills they need." , society, nation and state". Therefore, the education system must be able to guarantee equality of opportunity to improve the quality as well as the relevance and efficiency of education management to face challenges in accordance with the demands of changing life at home and abroad, so that educational change is needed in a planned, directed and sustainable manner.

Therefore, education requires a professional arrangement, this requires capable and tough personnel. This is what we call an educational leader/school principal. A school principal is not only required to master leadership theory but must also be skilled at applying it in practical situations in the work era. The principal is an educational leader who has an important role in developing educational institutions, namely as the holder of control in educational institutions. In this case, the role of the principal must be moved in such a way that it is in accordance with his role in improving the quality of education, namely as a manager so that he can influence the teaching staff, both directly and indirectly. Apart from that, school principals also have a very large role in developing the quality of education in these educational institutions. In line with that, the role of the school principal is very influential in the growth and development of education, namely to improve human resources and the quality of education. School principals and teachers along with other educational staff are required to play an active role in increasing the

growth and development of the quality of their profession in the hope of gaining new knowledge.

The principal also acts as an educator who is responsible for school management. The success of an educational institution depends greatly on the leadership of the school principal. Because the principal is a leader in his institution, he must be able to bring his institution towards achieving the goals that have been set, he must be able to see changes and be able to see the future in a better globalized life (Hardiyanti, Irawati, Hasgimianti, Nurhayati Zein 2019).

"A school principal can be defined as a functional teacher who is given the task of leading a school where the teaching and learning process is held, or a place where interaction occurs between teachers who give lessons and students who receive lessons" (Sri Purwanti Nasution 2016). In the explanation above, it can be concluded that the position of the principal determines the direction of an institution, the principal is the regulator of the programs in the school. Because in the future it is hoped that the school principal will bring the teacher's work spirit and build a school culture in improving the quality of education. As a manager, of course you must have certain skills, namely: 1) mental ability to coordinate all organizational interests and activities; 2) humanitarian skills, the ability to work by understanding and motivating other people both as individuals and groups; 3) administrative skills, namely planning, organizing, staffing and supervision; and 4) technical skills, namely the ability to use equipment, procedures, techniques from a particular field such as machines, and so on."

The principal as a manager essentially carries out the management function. Management is a clear process which includes planning, organizing, mobilizing and supervising which is carried out to achieve predetermined goals with human potential and other resources. management functions which include (Hashim 2009).

From the opinions above, it can be concluded that the definition of planning is the process of preparing and determining goals and the methods that must be carried out. Likewise with planning in the field of education. At the planning stage, the school plans the activities and methods that must be carried out to achieve the goals that have been set. Organizing is the activity of structuring and forming working relationships between people so that a unity is created (Rozi, et al., 2020). Organization is a collaborative process of two or more people to achieve organizational goals effectively and efficiently. This definition is general and applies to all organizations, including educational organizations. Every organization has three components, namely cooperation, the existence of two or more people and the goals to be achieved. In relation to the field of education in schools, organizing is the activity of structuring and forming working relationships between school personnel and relationships between other school resources so that a work unit is formed to achieve educational goals. In this case, Suryobroto defines organizing in schools as "the entire process of selecting people (teachers and other school personnel) and allocating infrastructure for tasks, responsibilities, authority and work mechanisms so as to ensure the achievement of school goals." Movement is an activity to guide subordinates. by giving orders, instructions, encouraging work enthusiasm, enforcing discipline, and providing various other efforts so that they work according to predetermined goals (Fathurrochman, 2019).

Controlling is the final function of management, related to assessing the success or failure of something. supervision or what is called control is "one of the management functions in the form of providing assessments, if necessary making corrections so that what subordinates do can be directed correctly towards achieving the goals that have been outlined". Under supervision, superiors check, match, ensure that activities are carried out in accordance with plan. From the explanation above, the principal as the school manager regulates and manages all the potential of the school through the stages of planning, organizing, mobilizing and supervising these potentials in order to support the achievement of educational goals (Septantiningtyas, Umar, Anwar Ma'rufi, Hajar Mukaromah, Faizatul Widat, Nur Laily, Ita Purnama Sari 2020).

Talking about quality certainly cannot be separated from taste, because a person's

quality determines a person's style and taste. This is closely related to the style and taste of an education manager or school principal in controlling the wheels of education to achieve educational goals. Whether or not the quality or failure of a school institution is successful or not is determined by school principal leadership. Following up on this, it is necessary to know the meaning of quality, there are many definitions regarding the quality of education, one and another containing different meanings. Therefore, there needs to be an operational understanding as a guideline in educational management to arrive at an understanding of educational quality. From the many definitions of quality that we find in books and in scientific journals, it can be concluded that quality is not only goods that can be measured, but quality. also means abstract.

According to the Big Indonesian Dictionary, quality is a measure of the good and bad of an object or the degree of intelligence and quality. So the quality of education is related to the quality of education as stated by Sallis (Fadhli 2017) who said "quality is at the top of most agendas and improving quality is probably the most important task facing any institution. However, despite its importance, many people find quality an enigmatic concept. It is difficult to define and often difficult to measure." Quality is an important part of the entire agenda in organizations and improving quality is perhaps the most important task facing any institution. However, despite its importance, there are many differences of opinion regarding the concept of good quality.

Efforts to improve the quality of education are an issue that will continue to be discussed in education management. Improving the quality of education is an effort that must be pursued continuously so that hopes for quality and relevant education can be achieved. Quality education is the hope and demand of all education stakeholders. Everyone will of course prefer to study at an institution that has good quality. On this basis, schools/educational institutions must be able to provide good service and quality so that they are not left behind and are able to compete with other educational institutions (Muhammad Hadi, Djailani AR 2019).

The strategy to improve the quality of education at Badridduja Superior High School is through several efforts made by the school management, starting with providing students with skills through extracurricular activities such as: Mandarin, English and Arabic as well as Olympiads in Mathematics, Biology, Physics, Chemistry and others. other. With this activity, it is hoped that it can maintain the quality of students who are moral, characterful, religious and humanist. managing the scheduling of each program, three languages every Sunday from 09.30-11.00. Meanwhile, the Olympiads are from Monday-Thursday at 15.30-16.30.

The principal as a manager includes planning the program. In planning the program, the principal starts from: (1) planning human resources by detailing the needs of teaching staff who will carry out teaching duties; (2) planning policies such as the principal's program and the curriculum that will be implemented in this school; (3) in formulating policies, the school principal involves teachers and experts by going through several stages such as holding several meetings with PKS, teachers, school committees and other stakeholders such as supervisors; (4) Based on the principal's policy.

The second role of the principal is to organize the program, namely by creating a school organizational structure such as involving parents through the school committee by providing the facilities needed by the school, monitoring learning in class, dividing tasks such as PKS and TU according to the teacher's abilities at both levels. classes and skills that drive the program principals as managers plan programs monitoring programs organize cultural development programs they form committees in facing competitions or training. The third role of the principal as a manager is to drive the program, namely by mobilizing existing educators and educational staff, such as by setting a good and calm example in their work, providing motivation for the spirit of long life education (teachers must learn), motivating educators and educational staff. morally and materially, increasing welfare, giving awards to teachers and educators who excel, involving teachers in training, MGMP, providing guidance to teaching staff in making software (RPP, Syllabus), providing briefings as well as evaluating the performance of educators and

education staff at the beginning of every month, as well as facilitating subordinates to carry out professional development, as well as supporting educators or education staff for those who wish to continue their studies and who wish to receive certification allowances.

The fourth role is monitoring and evaluation which is carried out by supervising both PBM and achieving improvements in the quality of education and achieving good grades. Supervision in PBM is carried out by referring to the PKB and PKG and is carried out by a team formed by the school principal. Supervision of improving the quality of education includes supervision of input (human resources, organizational structure, plans and programs, vision, mission and goals), process (performance of the school principal), and output (school achievements produced after the process, both academic and non-academic achievements). This supervision is carried out periodically, namely at the end of the semester, end/beginning of the new academic year with the implementation being assisted by the Deputy Head of School, the PKS and the BK (Guidance and Counseling) coordinator.

is to provide a general understanding at the teacher council coaching meeting, explore the background of the problem, and look for solutions to solve the problem. The final role is as a culture developer by implementing school culture such as religious culture, discipline culture, achievement culture and cleanliness culture in order to improve the quality of education and form students who have character and adhere firmly to religious values.

When planning a long or short term program, the school principal always calls on the PKS, vice principals, and representatives of subject teachers to ask for their opinions and assistance in preparing the program. In preparing a policy, there is a school principal who helps, namely PKS in the field of curriculum. The school committee is also involved in formulating policies relating to students and budget control accepted by the school. The school committee is active in controlling the school. This is proven by the frequent presence of the school committee at the school and discussions with the principal and other teachers.

The organizational structure in schools is deemed to be in accordance with needs because in school organizations it is the principal's prerogative according to the principal's needs in carrying out his duties. As seen from the results of the assessment of the principal's performance, the Principal of Badridduja Flagship High School has played a good role in the organization of Badridduja Flagship High School. As well as in organizing the duties of employees at Badridduja Superior High School. To improve teacher performance, school principals often provide motivation and provide opportunities to ask questions in a fun atmosphere, bring in resource persons to guide teachers in writing scientific writing, attend seminars and other things such as involving teachers in MGMP. Once a month a briefing is held with teachers and staff in order to evaluate teacher performance for one month. In developing educators and educational staff, school principals always provide guidance to educators and educational staff in order to improve the quality of education and clarify their respective duties. A concrete example of school principals in developing educators is through in-house training, taking part in the MGMP every month at both levels. rayon and district, while educational staff such as those in the TU and library departments, in order to improve the performance of educational staff, provide training on how to organize the library space so that it is neatly arranged and students feel at home when reading in the library.

The Principal in Monitoring Activities The role of the principal as a monitor at Badridduja Flagship High School is by monitoring all planning, organizing, mobilization starting from supervising the making of semester programs, making lesson plans, implementing PBM both directly and indirectly. All are evaluated periodically at least at the end of the semester or in the new academic year. This evaluation is assisted by PKS and other teachers who are deemed capable of carrying out their duties as evaluators. The principal always monitors all academic activities at the school with the assistance of the PKS.

CONCLUSION

Through this research, the author can draw conclusions from several things, namely: 1) The principal's strategy in an effort to improve the quality of education at Badridduja Superior High School is to equip the students' skills with extracurricular activities 2) that the principal in improving the quality of education first plans program detailing the needs of educators and education personnel who will carry out their duties, planning the curriculum that will be implemented, planning policies for adding subjects; 3) create an organizational structure that involves parents through the school committee and completes the necessary infrastructure; 5) set a good and calm example at work, provide motivation and appreciation for personnel both morally and materially, increase welfare, involve educators and education staff in training and motivate senior teachers to have the spirit of life long education; 6) supervise output, PBM, and students from the admissions process until completion at the school. The obstacles experienced are the lack of adequate infrastructure and the presence of teachers/employees who are still undisciplined, lack of communication between the principal and some teachers/employees. The senior high school principal's strategy in overcoming obstacles to improving the quality of education in the 4.0 era at Badridduja Flagship High School includes involving the community more in school programs through school committees both to improve quality and maximize the use of existing facilities and infrastructure to overcome problems felt by the parties. school.

REFERENCES

- Fadhli, M. (2017). Manajemen peningkatan mutu pendidikan. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 1(2), 215- 240.
- Rozi, F., & Warsah, I. (2020). Sinergitas Peran Komite dan Kepala Madrasah dalam Meningkatkan Mutu Pendidikan di MAN 1 Lebong, Bengkulu: Indonesia. *Jurnal Manajemen Pendidikan Islam Al-Idarah*, 5(2), 59- 66.
- Masluroh, H. (2017). Sistem Online Administrasi Kurikulum Sebagai Solusi Perbaikan Layanan Administrasi Di Sma Nahdlatul Ulama 1 Gresik. *DIDAKTIKA: Jurnal Pemikiran Pendidikan*, 19(2), 1-10.
- Irawati, I., Hardiyanti, H., Zein, N., & Thahir, M. (2019). Pengaruh Program Pendidikan dan Pelatihan terhadap Peningkatan Kompetensi Guru di SMP Negeri 1 Keritang. *At-Tarbiyat: Jurnal Pendidikan Islam*, 2(2), 173- 185.
- Rahman, K. A. (2012). Peningkatan mutu madrasah melalui penguatan partisipasi masyarakat. *Jurnal Pendidikan Islam*, 1(2), 227-246.
- Masruri, A. (2019). Strategi Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan Islam (Studi Kasus Di MAS Jam'iyah Islamiyyah Pondok Aren). *Mumtaz: Jurnal Studi AlQuran dan Keislaman*, 3(1), 96-112.
- Hadi, M., Djailani, A. R., & Ibrahim, S. (2014). Strategi Kepala Madrasah Dalam Meningkatkan Mutu Pendidikan Pada Min Buengcala Kecamatan Kuta Baro Kab Aceh Besar. *Jurnal Administrasi Pendidikan: Program Pascasarjana Unsyiah*, 2(2).
- Septantiningtyas, N., Ma'rufi, A., Mukaromah, H., Widat, F., Laily, N., Sari, I. P., & Suib, M. S. (2020, July). Reflection of Alpha Theta Brain Waves to Increase Student Interests. *In Journal of Physics: Conference Series* (Vol. 1594, No. 1, p. 012048). IOP Publishing.
- Nilamsari, N. (2017). Memahami studi dokumen dalam penelitian kualitatif. *WACANA: Jurnal Ilmiah Ilmu Komunikasi*, 13(2), 177-181.
- Purwanti, S. (2016). Peranan kepala madrasah terhadap kinerja guru. *ALIDARAH: Jurnal Kependidikan Islam*, 6(1).
- Yanto, M., & Fathurrochman, I. (2019). Manajemen kebijakan kepala madrasah dalam meningkatkan mutu pendidikan. *Jurnal Konseling dan Pendidikan*, 7(3), 123-130.
- Suryobroto, B. (2004). *Manajemen Pendidikan di Sekolah*. Jakarta: Rineka Cipta

Usman, H. (2006). *Manajemen Teori, Praktik, Riset Pendidikan*. Jakarta: Bumi Aksara.