

Improving Quality Of Islamic Religious Education Through School Principle Management

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Abstract, This study aims to explain the efforts to improve the quality of Islamic religious education carried out through the management of principals in elementary schools. The research was carried out at SD Negeri 02 Sungai Landia, District IV Koto, Agam Regency. This study uses a descriptive qualitative analysis method, meaning that this research was carried out by direct observation with the teacher assembly, especially Islamic Religious Education teachers and school principals as managers in schools by using interviews, observation, and documentation methods. In comparison, the type of research used is field research. The results of this study indicate that improving the quality of Islamic Religious Education at SDN 02 Sungai Landia can be carried out efficiently because of the existence of good principal management as indicated by all operative management carried out functionally as shown from all elements of administrative management that have been running according to the program starting from planning, which includes examining office needs, teacher, staff, and student needs, classroom needs, and school needs to supervision

Keywords : Quality of education, principal management.

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I. INTRODUCTION

The aim of national education is to shape the culture and character of the nation as well as foster the personality of students so that they have the ability to become individuals who believe and fear God Almighty. Education is an important component in human development, education has an important role and serves as a valuable resource, especially for developing countries. The development of personality in the future is assisted by

education, because education also has a function to improve the quality of life and the dignity of Indonesian people to achieve national goals.

One of the educational problems we face today is the low quality of education at every level and educational unit, especially the quality of education in elementary schools. This problem occurs when current educational practices become devoid of educational knowledge so that current education cannot humanize humans and

civilize the nation's children. Education will make a better person, therefore education is very important in human life. Education must be managed efficiently in order to achieve educational goals effectively and precisely, one of which is through formal education (Su'dadah, 2014).

Principal standards have been established by the Government of Indonesia through the Minister of National Education of the Republic of Indonesia Number 13 of 2007. One of the government's plans to run Indonesian educational institutions, particularly in response to demands for quality improvement, requires the development of quality principles. Principals must have solid quality management ideas in order to be able to manage quality education because there are many quality difficulties related to quality standards and assessments themselves.

The definition of quality can be seen from two sides, namely the normative aspect and the descriptive aspect. From a normative perspective, quality is determined intrinsically and extrinsically on the basis of considerations (criteria). According to intrinsic criteria, the quality of education is the result of education, namely people who are raised according to ideal standards. Based on extrinsic criteria, education is an instrument for training to make quality students. In a descriptive

sense, quality is determined based on the status of learning achievement test results (Aziz, 2015). Formal education (school) has a complex and unique nature, the purpose of the complex here is because the school as an organization contains various elements that are interrelated and cannot be separated. Then the school is unique, meaning that the school has various characteristics that other organizations do not have (Haerullah & Elihami, 2020)

The problem of the quality of education at every level and educational unit is one of the educational problems that our country is currently experiencing. Various initiatives have been carried out to improve education standards in the country, including programs to improve teacher competence, purchase books and learning tools, improve infrastructure facilities, and improve school administration. However, the quality of education has not shown any improvement. While several schools, especially in urban areas, have shown an increase in the quality of education, most are still a cause for concern.

In situations like this, schools must be dynamic and creative in carrying out their role in efforts to improve the quality of education because schools are superior formal education implementing units with a wide range of potential students who require diverse educational services and

different environments. This can be achieved if schools have a rich diversity and are trusted to control and manage themselves according to environmental conditions and the needs of their students (Sukur, 2011).

According to studies by various education experts, there are three factors that are the cause of the low quality of education in Indonesia. First, schools tend to be more process-focused than results-focused. Second, education is too centralized and bureaucratic. Third, the role of the community, family and teachers is still inadequate (Suparlan, 2005)

To improve the quality of education, especially in the field of Islamic religious education (PAI), it must be carried out consistently and continuously. The school community can fully manage the school through the management or leadership of the principal, especially in the field of Islamic religious education (PAI), which is the main focus of this research. So far, schools have only been a bureaucratic tool, schools have never taken advantage of fulfilling the excellence of students and society.

Principals have a very important role in improving the quality of education in schools. The principal has overall responsibility for every aspect of school operations, such as planning, organization,

and supervision. Based on Permendiknas No. 13 of 2007, in carrying out his duties as a school principal, he is required to have personal, managerial, entrepreneurial, supervisory, and social competencies so that school principals can improve the quality of education in the schools they lead (Yusnaini, 2017).

the principal must have managerial skills that have a very important role in achieving the school's goals that have been prepared based on the school's vision and mission. Principals who have managerial skills can determine the direction of improving the quality of education in schools (Mahpudin, 2022). There are two kinds of management, namely, first, administrative management which has a primary role and the second, namely operative management, which has a secondary function. The two management functions are interrelated and integrated into an educational management (Al Yakin, 2019).

Improving school management needs to be carried out by school principals such as in terms of curriculum, infrastructure (facilities and infrastructure) and HR (human resources). In an effort to improve the quality of Islamic Religious Education in schools by developing human resources in this case as teachers in schools (Warsiyah, 2016). Curriculum development

is also one of the ways to improve learning, while infrastructure facilities are facilities to improve the quality of education.

Principal management that is carried out efficiently and effectively can achieve the desired quality of education. (Wartomo & Correspondence, 2018) said that the aim of education management is to increase the effectiveness and efficiency of the implementation of educational operations in improving the quality of education. Based on the explanation above, it can be seen that in improving the success and quality of education in schools, good school principal management is needed (Agus Wibowo, 2014)

II. RESEARCH METHODS

This research was carried out by directly examining data in the field or commonly called field research and categorized as field research. Then this research is qualitative, meaning that this research obtained data in the form of descriptions from the informants we are currently studying or interviewing to obtain information about efforts to improve the quality of PAI through principal management at SDN 02 Sungai Landia, District IV Koto, Agam Regency, Province, West Sumatra. Checklists and rating scales are the tools used in this study to assist researchers in preparing reports

(Hermawan, 2019) regarding the management of school principals in improving the quality of Islamic Religious Education at SDN 02 Sungai Landia (Lexy J. Moleong, 2018)

Researchers use this technique because the data collected is still in a general form and needs to be described into more specific information, and it is hoped that this research will obtain information about how school principals are trying to improve the quality of PAI through school-based management. In order to obtain accurate data the author involves relevant stakeholders in the learning and teaching process in schools, including school principals, PAI teachers, and school staff

III. RESEARCH RESULTS AND DISCUSSION

One of the goals of the school as stated in the vision is to make students who are pious and have good morals. This goal functions as a force that will be the driving force to achieve the national goal. The school principal has a very important role in establishing educational policy.

The overall management of the organization in the school is fully the responsibility of the school principal. Things that concern the principal are curriculum, students, educational facilities,

community relations, and several other things. All of these areas are carried out based on regulations that cover existing management principles, namely:

1. Planning

At the planning stage the principal held a coordination meeting with class teachers and all teacher councils and religious education teachers were also present in order to advance Islamic religious education.

“The meeting was divided into several parts. Sometimes the entire homeroom teacher is there, other times just the leader, and other times all the teacher council.” (Aryulianis, 2022)

It is the duty of all school elements to improve Islamic religious education, not just PAI teachers. Apart from being taught in class, Islamic religious education is also used as co-curricular and extra-curricular activities. In improving the quality of Islamic religious education, teachers and students are also used as objects to focus on improving the quality of education.

Planning is the main thing and must be in it. The preparation of lessons is carried out by school heads using various curriculum programs, including: making annual activity plans, making semester activity plans, making educational

calendars, dividing teaching assignments, making lesson plans, and ensuring all learning resources are complete.

The thing that forms the basis for achieving success in running an education program is the need for potential movement in schools by educators and teaching staff. The programs that form the basis of this success are 1) educators and teaching staff must behave and speak good words so that students become examples, 2) carry out their duties to the fullest extent possible, and 3) become role models and role models for students.

The principal at SDN 02 Sungai Landia in increasing the competence of educators and education staff also provides opportunities to carry out various kinds of training programs such as workshops, KKG (Teacher Working Groups, Seminars, and socializations to increase the knowledge of educators and teaching staff. Another thing that carried out by the school principal in increasing teacher competence is to provide opportunities for teachers and education staff to continue their education to a higher level and to give appreciation to educators, teaching staff and students who have achievements

Planning for facilities and infrastructure includes examination of (1) office needs, (2) needs for teachers, staff and students, (3) needs for classrooms, and

(4) needs for schools. The head of SDN 02 Sungai Landia carries out the infrastructure planning procedures in a methodical and planned manner through a coordination meeting which is held at the beginning of each school year. At SDN 02 Sungai Landia, infrastructure planning is usually guided by the principle of needs. All needs are arranged into three categories, namely: first, urgent needs, such as facilities that support the learning and teaching process, second, medium needs, such as water storage, and third, long-term needs, such as school buildings.

The program to improve the quality of education is carried out at SDN 02 Sungai Landia by creating an Education Unit Level Curriculum, which includes a learning calendar, minimum completeness standards, and curriculum structure. The teacher carries out learning activities in accordance with the syllabus, Learning Implementation Plan (RPP), annual program schedule, and semester program. According to observations made in the classroom, some teachers are still not able to carry out their duties as well as possible due to a lack of competence, lack of facilities, infrastructure and adequate funds at school. For this reason, it is necessary to conduct subject-based KKG and school cluster KKG activities to increase teacher competency. According to observations,

not all teachers were present on the scheduled meeting day.

2. Supervision and implementation

As a manager at school, the principal has the duty to supervise his subordinates. The school principal supervises to control the implementation of activities that have been designed together with educators and teaching staff at school. The head of SDN 02 Sungai Landia oversees the implementation of activities at school which are carried out directly or indirectly from all activities designed by the school, including monitoring student academic progress through class visits and monitoring teacher learning practices. Supervision of staff and student supervision is carried out through student assessment books, report cards, student practicum scores, and so on. After supervision, the principal also evaluates the success of the program implemented and makes improvements if necessary

Supervision, supervision, self-evaluation, and accreditation are all included in the supervision category for improving the quality of education. Principals, school committees, educators, and school supervisors carry out the duties of monitoring, supervising, evaluating learning, and school self-evaluation. The quantity of qualified teachers, adequate school facilities and infrastructure are

supporting variables for improving the quality of education based on the results of the SWOT examination. The principal as the manager in the school leads the school in a democratic and transparent manner. In terms of lesson planning, learning processes, and learning evaluation, the principle of providing flexibility for teachers to innovate and be creative in the learning process.

the school principal distributes tasks to teachers in carrying out activities carried out by students. Through observation and introduction of the school principal, the division of tasks is carried out. Teachers who are experts in the field of religious studies are trusted to accompany or become tutors for their students. There are teachers who are experts in tartile, these teachers are trusted to support and accompany extracurricular activities.

"Mr. Fajri and Mrs. Azinar are responsible for religious activities, the entire teacher's council always participates so that the activities carried out can be carried out properly. The entire teacher council is also given the responsibility of accompanying students in praying and memorizing Juz 30." (Shahrial, 2022)

Every activity carried out at school is always reported to the principal so that the principal always knows what the teacher is

doing at school, whether it is routine or non-routine tasks. All teachers always convey information to the school principal if there are outside organizations holding activities at school

This shows that the role of the principal in schools has a very important or central role. Teacher participation in the implementation of activities carried out by students is delegated by the school principal. Through observation and introduction of the school principal, the division of tasks is carried out. Teachers who are experts in the field of religious studies are trusted to accompany or become tutors for their students. There are teachers who are experts in tartil, and these teachers are trusted to support extracurricular activities.

In the management of the curriculum by the Head of SDN 02 Sungai Landia, supervision is carried out covering various aspects ranging from management, planning, organizing, and implementation. the principal designs a systematic evaluation process using daily assessments or daily tests, PTS (midterm assessment), and summative assessment (UAS). Assessment methods in the form of written assessments and practical assessments. The principal sets several conditions for grade increases including minimum grades, morality, and the behavior of each student.

Supervision is the final step in personnel/employee management. The actual control process begins at the planning stage and continues through organizing and deployment. The supervisory process is carried out by the principal through setting instructional strategies, setting the attendance of educators, teaching staff and students, checking teaching journals and other ways that can improve the quality of education. After that, an evaluation is carried out to identify difficulties and weaknesses in all the subject matter being taught, arranged together so that it can be improved and the learning objectives achieved.

At SDN 02 Sungai Landia, infrastructure is overseen at every stage, from planning to mobilization. The principal is directly responsible for supervising. After supervising, the principal evaluates to make repairs to the deficiencies/damage of the infrastructure.

3. Organizing

The next process after planning is organizing. The school principal creates an organizational structure and divides the tasks of each work unit to develop infrastructure at SDN 02 Sungai Landia. Waka Sarpras is responsible for various tasks including scheduling infrastructure activities, conducting needs assessments, making proposals, procuring goods,

receiving, checking, and entering purchases into the ledger, distributing goods, inventorying goods, recapitulating purchases, coordinating, maintaining the system infrastructure administration, repair, create, and delete infrastructure facilities.

The next step after monitoring is operational management which requires organizing, mobilizing, planning and monitoring. Curriculum, staffing/staff, and infrastructure are three aspects needed in operational management. To improve the quality of Islamic Religious Education, school principals must have a strong understanding of the curriculum.

In improving the quality of Islamic Religious Education at SDN 02 Sungai Landia it is carried out through the management of the school principal which is structured and systematic which includes operative management and administrative management. Some of the principal's efforts to improve the quality of Islamic Religious Education at SDN 02 Sungai Landia include: 1). planning (Planning), 2) Organizing (organizing), 3) movement (movement) and 4) supervision (Saifulloh et al., 2012).

To improve the quality of Islamic Religious Education is determined by the ability of the school principal in planning prepared based on the school's vision and mission. The school's vision and mission

are made to suit needs, the school's vision and mission may be changed. To support the success of the learning and teaching process, it is necessary to have a plan that is prepared covering various aspects such as curriculum, infrastructure, student activities, co-curricular and extracurricular activities, school and community relations, school climate, rules, task delegation, funding, culture, and so on.

To improve the quality of Islamic Religious Education, the principal and teacher council at SDN 02 Sungai Landia have made various commitments, including making a school budget activity plan (RKAS) every year and planning school development both in the long and short term. In addition to advancing the quality of Islamic Religious Education at SDN 02 Sungai Landia, various programs have been established, such as 1) Kultum which is held every Friday morning, 2) Faq collection for orphans, and 3) building initiatives to promote traditions and foster an attitude of Islamic cultured school residents

Organizing is a process that involves collaboration with various groups from various circles related to the joint achievements that have been designed. To consolidate activities, the role of school principals and collaboration with school members is needed for organizing an educational institution. The school principal

distributes tasks to each school member according to their respective expertise. To achieve educational goals, another thing that must be done by the school principal is to outline each of the main functions and establish standard operating procedures for carrying out the main duties and responsibilities of each work unit (Akyuini, 2018). Organizing the tasks of teachers and staff in the SDN 02 Sungai Landia environment is arranged systematically by the school principal. This organization is carried out by dividing the duties of teachers and educators based on the educational background of each teacher and teaching staff at school. It is intended that this task can be carried out by educators and teaching staff so that it can run well in order to achieve the learning objectives that have been designed. The school principal draws up a school work plan, vision and mission and school goals based on the school profile which includes the curriculum and educational components, funding, student elements, staff, facilities and infrastructure and elements of the community.

Islamic Religious Education teachers use several programs, such as: 1) the Islamic religious education teacher working group program (KKGPAI), 2) training (training) in making interesting learning media, and 3) The use of audiovisual learning media as part of a quality

improvement strategy and the quality of learning in Islamic Religious Education., (d) implementing programs for learning and teaching groups, and (e) conducting teacher work activities (KKG) in Islamic religious education.

The next step is to implement/activate personnel/personnel management through procurement and recruitment. The head of SDN 02 Sungai Landia determines the criteria for hiring teachers and other education personnel according to the guidelines set by the government, and each candidate must have a bachelor's degree (S1).

The school principal conducts coaching and development to improve the quality of education through a program to improve the quality of human resources (HR) which includes 1) Giving awards to outstanding school members including teachers, staff and students, 2) MGMP both internal and external on a regular basis, 3) Routine supervision of school principals, 4) Socialization for educators in improving ICT skills and 4) Coaching

The next process, namely deployment or mobilization of infrastructure facilities, is carried out with two main principles, namely effectiveness and efficiency. Effectiveness means that for educational infrastructure to be effective, it must always be used in a good way that can directly or

indirectly support the stated instructional goals of the school. In addition, the school principal consistently oversees supervision, inspection and improvement of infrastructure and facilities with other school stakeholders. Efficiency means Infrastructure purchases are always preceded by a needs assessment to prevent wasting money on unnecessary purchases.

Planning, Organizing, Mobilizing, and Supervising are some of the administrative management strategies used by the school principal to improve the quality of Islamic Religious Education at SDN 02 Sungai Landia which have been carried out efficiently. This can be seen from the many program arrangements, including the annual school program and the semester program. The program includes school work plans (RKS), school activity plans and budgets (RKAS). The organizing of school principals has succeeded in increasing the standards of Islamic Religious Education at SDN 02 Sungai Landia. This is indicated by the existence of organizations that work together to achieve common goals, with each member carrying out the assigned tasks to the best of their ability.

At SDN 02 Sungai Landia, the principal's efforts have been successful in raising the standard of Islamic Religious Education. This is demonstrated by the

success of the principal in mobilizing students and staff to promote educational goals and work in a pleasant and effective manner according to the tasks assigned. The school principal succeeded in increasing the standard of Islamic Religious Education at SDN 02 Sungai Landia. This is demonstrated by concrete actions taken and follow-ups carried out after monitoring and evaluation so as to show improvement.

Meanwhile, curriculum, personnel/staffing, and infrastructure are operational management strategies used by school principals to improve the quality of Islamic religious education at SDN 02 Sungai Landia. The curriculum management program at SDN 02 Sungai Landia has succeeded in increasing the standard of Islamic Religious Education. This can be seen in organizing, giving directions, giving motivation, planning, developing, monitoring, and evaluating the curriculum.

At SDN 02 Sungai Landia, personnel management has been quite successful in raising the standard of Islamic Religious Education. However, there are still several stages that have not been implemented properly, believe in the planning, procurement and supervision stages. The implementation of the Sarpras succeeded in increasing the standard of Islamic Religious Education at SDN 02 Sungai Landia. This

can be seen from the way infrastructure is planned, acquired, used, maintained, repaired, and developed

IV. CONCLUSION

Managerial skills are one of the skills of a leader. A principal has the responsibility to manage the school he oversees and manage it in the best possible way. Things that need to be done by school principals include starting from planning, implementing, and monitoring and evaluating. The principal of SDN 02 Sungai Landia has carried out the managerial process well. The administrative management of the school principal in improving the quality of Islamic Religious Education at SDN 02 Sungai Landia has been carried out effectively, as shown by all elements of administrative management that have been running according to the program starting from planning which includes examining office needs, teacher, staff and student needs, space requirements classes, and school needs to supervision. After planning, organizing is carried out by creating an organizational structure and dividing the tasks of each work unit. Then the last stage is carried out in the management of the principal, namely supervision of various aspects ranging from management, planning, organizing, and

implementation which are carried out systematically.

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