

Principal Management in Improving the Quality of Graduates at As-Salam Islamic Middle School

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Abstract

This research is motivated by the problem of principal management in improving the quality of As-Salam Islamic Middle School graduates. The aims of this study were: 1) the management efforts carried out by the principal on the quality of student graduates. 2) What are the supporting factors for the implementation of principal management in improving the quality of students at As-Salam Islamic Middle School? This type of research is qualitative. This study took six respondents consisting of 1 principal, one committee member of As-Salam Islamic Middle School, one teacher of As-Salam Islamic Middle School, one ustadzah of As-Salam Islamic Middle School, and 2 parents of students. Data collection was done using interviews and observation, and interview techniques were carried out using interview guidelines. Data analysis from this research is descriptive in nature. The results of the research are school principal management in improving the quality of graduates that the management of school principals in improving the quality of student graduates at As-Salam Islamic Middle School has been well implemented. The school principal's management activities include planning, organizing, monitoring, and evaluating. The supporting and inhibiting factors for improving the quality of graduates are: a) the strong commitment of the principal and teachers. b) Qualifications of teachers who have met the educational standards of S1 and there are also S2. c) high student learning motivation. d) the participation of the community and stakeholders, such as committees and foundations, in supporting graduate quality improvement programs. The inhibiting factors are: a) School facilities are not optimal. b) limited sources of funds. Efforts made by the Principal in improving the quality of student graduates are by a) optimizing and adding to existing infrastructure and b) Motivating teachers and students to be able to improve graduate outcomes. c) cooperate with the community and stakeholders.

Keywords: *Principal management, Quality, Graduate*

1. Introduction

The quality of education graduates is closely related to the learning implementation process and is influenced by many factors such as curriculum implementation, teaching staff, learning process, facilities and infrastructure, infrastructure and staff (teacher) competency. All of them must adapt to the dynamics of education to optimize students' understanding of the quality of graduates (Zazin, 2011).

The low quality of graduates is largely caused by the quality of education not being as expected. School exam scores that are still low are at least one

factor in students not being accepted to continue to the next level. The number of school graduates who wish to continue their education is increasing from year to year, but their ability to take exams is generally still low, and the proportion of those who are accepted and able to continue their education is only very small.

Overall national education goals have not been fully achieved. As a result, the quality of graduates does not fully reflect the character expected by national goals, and current graduates tend to be intellectually and physically intelligent but spiritually and emotionally deficient. It is true that character education is an important part of school work, but so far it has received little attention (Hidayatun, 2021).

Improving the quality of education has actually been stated in (National Education System Law No. 20,

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2003) as one of the main agendas that must be reformed in the world of education, in addition to equal distribution of educational opportunities, relevance and efficiency of educational management. The national education system must be able to guarantee equal distribution of educational opportunities, improve the quality, relevance and efficiency of education delivery to meet changes in local, national and global life to respond to challenges, and educational reform needs to be planned and directed in a sustainable manner.

However, the issue of graduate quality remains a hot and interesting issue to be studied by various groups today, from intellectuals, educational practitioners, teachers, political elites, and cultural figures to ordinary people. Because the current problem of graduate quality is focused on the problem of the lack of quality of graduates produced by the school itself, apart from that, graduates from education have significantly not been able to satisfy users, so many graduates of educational institutions find it difficult to compete for job market opportunities.

Ahmad Tafsir in Helmawati (2015) reports that the mistakes that occur in the world of education in Indonesia are allegedly due to the lack of success in religious learning in schools and support from the community. One of the reasons for the lack of success in religious learning at school could be the poor quality of the learning. The quality of Islamic religious learning education in schools is the school's expertise in operationally and effectively managing components related to learning in the process of implementing learning in the religious field, thereby creating added value to these components for certain applicable norms or standards.

As a challenge or demand, the first is regarding the quality of graduates; this is mandatory and must be the main priority (Santoso et al. 2013). If a course has good quality, graduates will automatically be able to respond to cases or demands that are relevant to developments in graduate needs that occur in the current era of globalization and industrialization. Quality national learning is the key to improving students' abilities to become competitive human beings, believers, devoted to God Almighty, noble, healthy, knowledgeable, creative, independent, tough, never give up, and become citizens of the country. democratic and responsible.

In answering this problem, the school principal, as a leader, needs to determine management in improving quality through making various strategic decisions. Due to the quality of graduates, it is not just a matter that is instant and easy to achieve and happens, but requires deep thinking from various competent parties. This means that the school principal must be able to translate and capture the essence of the quality of

graduates and also be able to understand environmental conditions both in terms of weaknesses and strengths. The aim is to formulate it into a micro policy planning process in the form of priority programs that must be implemented and evaluated by the school concerned in accordance with its vision and mission. Because the quality of graduates does not just happen, it must be planned systematically and measurably.

School principal management in improving the quality of graduates includes the functions of planning, organizing, implementing, as well as monitoring and evaluating. This is based on looking objectively, sharply, and realistically at external and internal conditions so that we can anticipate environmental changes that will occur. The planned increase in the quality of graduates will produce output that is able to compete amidst the current openness of information technology. Planning is a rational process and in-depth analysis to determine policies to achieve goals effectively and efficiently.

Management in general, management activities in each institution or organization related to efforts to improve capabilities and lead a team or group of people in a unit, using existing energy resources to achieve certain goals in the organization that have been established in advance (pre-determined objective) (Retnawati, 2019). Management comes from the word manage (Latin: Manus), which means to lead, organize and guide. The term management has various meanings. Universally, management is the use of organizational resources to achieve goals and high performance in various types of organizations.

Principal leadership management is a science that examines how someone leads by using all the resources they have and always prioritizing the concepts and rules that apply in management science. (Muflikha & Haryanto, 2019). The Role of School Principal Leadership in Improving the Performance of Educators and Educators The leadership of school principals is one of the keys to success or failure in improving the quality of performance of educators and education personnel. Improving the quality of performance of educators and education personnel will have a major impact on the educational process and the achievement of intended educational goals.

The school principal plays an active role as a leader and is very influential in all matters relating to the needs of school staff, teachers and students. The school principal is responsible for the success of the implementation of education, implementing all the substances managed by the school; apart from that, the school principal is responsible for the quality of the available resources so that they can carry out their duties in accordance with their respective responsibilities (Julaiha, 2019). The principal has a very important role

as a leader in driving school life to achieve its goals. The principal is the learning leader at the learning unit level, who must be responsible for the progress and decline of the school he leads (Maharani, 2017) . At the operational level, the school principal is the person at the forefront who coordinates efforts to improve school quality.

The dimensions of a school principal's success in carrying out his duties can be seen in creating a teaching and learning atmosphere by influencing, inviting and encouraging teachers, students and other staff to carry out their duties as well as possible. The creation of a good, orderly, easy and efficient teaching and learning atmosphere certainly cannot be separated from the management activities attempted by the principal as the learning leader at the school (Ringgawati, 2016) . The efforts made by the school principal as a leader are to provide motivation, order and ethics in carrying out their duties with a full sense of responsibility and can have an influence on student learning achievement .

The school principal is the key element most responsible for improving the quality of education. There is a close relationship between the quality of the school principal and various aspects of school life such as discipline, school cultural climate, and student behavior. Seeing this, school principals are faced with the challenge of implementing education in a directed, planned and sustainable manner in establishing policies that are deemed to improve the quality of education.

2. Method

This is a study type of case study. The design study was done using the method where data collection was carried out with observation, interviews, and documentation in accordance with the results of the study in the field. The focus of the study is on management head school in the enhancement of quality graduates at As-Salam Islamic Middle School.

3. Results and Discussion

The results study show that basically _ management head school in increasing the quality graduate of students at As-Salam Islamic Middle School has held with Good. Activity management head school includes planning, organizing, implementing, and evaluating. Activity planning is done by the head school with a method to evaluate the results of activities in the year before then. After the evaluation, The principal carries out an analysis of the internal and external environment. This analysis activity is carried out to determine the strengths, weaknesses, opportunities, and threats that the school has.

With this analysis, the school principal can develop strategies that can be used in implementing the planned activity program. The planned activity program to

support improving the quality of graduates is improving student achievement in academic and non-academic fields (Extracurricular). In preparing plans, the principal displays an open and democratic leadership attitude, so that whatever suggestions, input and criticism from subordinates can be well received by the principal. Apart from that, school principals must also show the attitude of a visionary leader. This can be seen from the work program created in accordance with the vision and mission that has been prepared.

The principal's strategy for improving the quality of education is to fulfill school infrastructure. School principals strive to meet infrastructure needs, especially in terms of teaching and learning activities at school. Carried out on an ongoing basis so that the implementation of teaching and learning in schools can achieve its objectives and support student learning outcomes, setting standards for achieving grades to achieve quality education. The quality of education can be measured from the results obtained both in the academic and non-academic fields. The principal provides direction to teachers and students by conducting class visits. From the class visit, the principal will find out where the obstacles are experienced by teachers and students in the learning process in the classroom. What can be done to increase teacher professionalism?

Hidayat & Martina (2022) the principal's strategy in improving the quality of graduates is good; this can be seen from the principal's strategy stage, including planning; the principal uses this stage to analyze to make it easier to improve the quality of graduates, such as analyzing the internal environment and external strategy formulation force analysis strategic planning. The implementation of the strategy, the implementation carried out here creates several programs aimed at producing quality graduates who can compete, such as establishing a coordinator in charge of the program who will make it easier for the school principal to know all activities in the school. Socialization of school program activity plans that are needed to get full support from related parties and the surrounding community. This superior program functions so that students can improve the quality of graduates who are qualified and can compete. Evaluations are evaluations that school principals carry out in improving the quality of graduates, namely program implementation reports; this is useful to make it easier for school principals to carry out evaluations, routine evaluations in the learning process; these evaluations are carried out by teachers by holding quizzes, daily exams, and final exams. The obstacles faced by school principals' strategies in improving the quality of graduates are: Teachers teach not according to their field, there are still teachers who are not disciplined

Apart from planning, the principal also distributes responsibilities for each program to teachers who have expertise in their fields. If you don't have a teacher who fits your area of expertise, then the existing teacher is seconded to fill assignments in other subjects. Likewise, administrative staff are assisted by teachers who are given the task of carrying it out. This is because they do not yet have administrative staff with the appropriate educational background. The division of responsibility for the program is carried out fairly and transparently. What is meant by fairness in this case is placing people according to their expertise.

The monitoring and evaluation activities are carried out by the school principal by: 1) monitoring is carried out as a process in supervising ongoing programs. Therefore, monitoring activities are carried out anytime and anywhere by the school principal continuously, meaning without any time limit. 2) The principal's evaluation is carried out to find deficiencies or problems in the implementation of a program so that solutions or follow-up can be found for the program. The timing of evaluation activities is carried out tentatively, meaning it can be once a month or when the activity program implemented is in progress/has been completed.

Gunawan, et al. (2021) research results, namely, (1) The principal's strategy in improving the quality of education at State Elementary School 6 from Marga Telang, it was found that the principal carried out an internal environmental analysis as well as an external environmental analysis, which The principal analyzed is the geographical environment. After that, entering the strategy selection stage, the program chosen by the State Elementary School 6 from Marga Telang to improve the quality of basic education is through curriculum program strategies, programs to improve the quality of teaching staff and educational staff, student programs, infrastructure programs and community relations programs. In implementing the principal's strategy to improve the quality of education at State Elementary School 6 from Marga Telang, it begins with socializing the activity program that has been formulated to the committee, parents or guardians, students and related parties. (2) Evaluation of the implementation of the strategy that has been formulated at the State Elementary School 6 from Marga Telang is carried out through direct evaluation, namely supervision of the school program by carrying out supervision in the field of curriculum, supervision in the field of student affairs, supervision in the field of extracurricular activities and supervision in the field of infrastructure at the school. Furthermore, evaluation is carried out by making an activity implementation report, preparing an activity report which aims to find out the extent to which the strategy program has been implemented, and whether it has run according to the desired objectives. The next

evaluation is the implementation of evaluation on the learning process, learning process evaluation is an evaluation activity to assess the results of student learning activities in following the learning process provided by the teacher, both in the form of curricular and extracurricular activities.

The efforts implemented by the Principal to improve the quality of student graduates are by 1) optimizing and increasing existing infrastructure and 2) increasing teacher human resource competency. Increasing teacher human resources is an effort to reduce or eliminate the gap between the abilities of teachers as teachers and students as students. This effort is carried out by providing education and guidance to the teacher council through supervision and training activities, then also delegating teachers to be active in seminars, workshops and training activities held outside the school in order to increase teacher professionalism; 3) Motivate teachers and students to improve graduate outcomes. The principal's motivation is by: a) creating a conducive learning atmosphere, b) being involved in helping students achieve expected results; c) always providing direction and input to students, d) being enthusiastic in teaching, e) giving awards to teachers and students who excel; f) recognize students' interests and talents; g) and care about students; 4) collaborate with the community and stakeholders. Collaboration is carried out by: First, Establish Effective Communication with stakeholders. Good communication will produce a high sense of concern toward the school among stakeholders. Second, involving stakeholders in school programs. Third, invite stakeholders to the school's annual meeting. In this forum, school principals and stakeholders exchange ideas, express ideas and also convey problems faced by both schools and students.

Thus, it can be concluded that the school principal has attempted to find solutions to the obstacles to improving the quality of graduates, as explained in the previous point. Implementation and supervision can continue to be carried out so that the quality of education in schools can be in accordance with the expected goals, and school principals pay more attention to inhibiting factors in improving the quality of education so that these threats can be used as opportunities to improve the quality of education in schools.

Sari & Rosyidi (2021) Both in the classroom on a micro and macro scale, the school principal is responsible for the success of the teaching and learning process. School principals play an important role in improving the quality of graduates, especially in terms of strategy. As a result, all strategies to raise educational standards must be implemented. Quality-oriented leadership, education and training, support structures, teaching and measurement (evaluation) are quality

components that must be present to support education. The findings of this research are supported by Djanaid's theory which defines planning and management as a process of achieving goals. However, to achieve this goal, strategy must not only be able to provide direction but also be able to demonstrate operational tactics. The principle in creating a strategy to improve the quality of graduates at Idhotun Nasyi'in Vocational School is to increase teacher resources through training, providing the necessary facilities and infrastructure, and developing a curriculum tailored to needs.

The strategy of the Darussalam Kepahiang Islamic Boarding School to improve educational standards is as follows: 1) Improvement and strengthening from within by providing material at month-to-month coordination meetings; (2) Carry out routine supervision by visiting classes and analyzing teacher lesson plans; (3) Evaluation of Teaching and Learning Activities (KBM) related to the ongoing learning process; 4) Increasing teacher discipline through direct warnings and monthly meetings. 5) Regular promotions by distributing brochures and reaching out to various parties, organizations and institutions in Kepahiang Regency and its surroundings; (6) building new classrooms, computer laboratories, language laboratories, canteens, parking lots and sports fields, among other improvements to facilities and infrastructure. 7) Logical methodology, especially the internal climate of Islamic schools; (8) Selecting a suitable principal with a thorough understanding of the setting; 9) Make the use and implementation of the curriculum more effective; 10) Strengthening the environment, school and Islamic boarding school culture; 11) Managing the class (Yanto et al., 2023) .

(Lindayani, Yusroni. Zulkarnain, 2019) improving the quality of Purwodadi High School graduates through school principal management strategies. This examination was a subjective exploration, taking place at SMAN Purwodadi. The first step in developing a school principal's management plan to improve the quality of graduates is: analyzing the internal and external environment of the school, collaborating with deputy department heads to create school programs, looking for ways to improve the quality of graduates, and using the school motto, service announcements, and strategic planning as a guide to activities and services. In implementing the graduate quality improvement program, the principal's management strategy focuses on Forming a facilitator or person who is in control of each program or movement that will be completed, projects and exercises that have been decided, related to the supervisory group, student guardians/guardians, and related meetings, New Student Tolerance Cycle, Implementation of the main program, Progress of projects or exercises in the field of VP, Work on the

nature of the educator's assets. Methods used to evaluate school principal management strategies in improving the quality of graduates: Through activity reports and school evaluation meetings, routine evaluations of the learning process are carried out, as well as supervision (direct supervision).

The policy implemented by the principal of the Private Bina Taruna Medan Madrasah Tsanawiyah (MTsS) school is to improve the quality of graduates. An essential form of madrasah strategy in working on the characteristics of graduates is to make honest efforts to further develop education in accordance with the vision, mission, and foundation of madrasah education into specific personal teaching in accordance with Islamic characteristics. With this form of regulation with the ultimate aim of working on the characteristics of student graduates, it can be well understood that the approach taken by the Head of the Madrasah is with the ultimate aim of striving for the quality of graduate outcomes. at Madrasah Tsanawiyah (MTsS) Private Bina Taruna Medan lies in strengthening character education with an instructive foundation. Madrasahs are Islamic schools (Pohan et al., 2022) .

This is the basic problem in working on the characteristics of madrasa graduates and then the system for working on the characteristics of graduates at Mama Muhammadiyah 1 or more Malang. 1) Materials, tools (facilities and infrastructure), learning methods, and people (human resources) that cause the low quality of madrasa graduates; 2) The strategy to improve the quality of MA Muhammadiyah 1 Plus Malang graduates includes teacher training on how to make teaching materials and learning media, planning and aligning learning activities, utilizing library space for learning, procuring and repairing damaged teaching aids, maximizing use of madrasa wifi, teacher training about how to develop varied learning methods that suit students' needs, teacher training during free hours guided by teachers who have mastered information technology, and syllabus development.

The conclusion that can be drawn from the description above is that the principal's policy in improving the quality of student graduates is in line with the planning procedures that have been established by the principal. The main aim of the principal's policy is to improve the quality of student graduates by providing students with moral education. with planning and evaluation stages. Analysis of the internal and external environment, strategies for working with deputy program principals in each area to create school programs, and a review of the principal's strategic planning strengths are all part of the planning. To maximize student potential and ensure the school produces the best graduates, the school principal appoints a coordinator—the person responsible for the

program or activity to be implemented—and then distributes it to parents, committees, and other parties. The parties. The head of program coordination carries out routine evaluations of the student learning process as part of the principal's strategy evaluation. The program head also leads school action reports and assessment meetings.

The right principal strategy is very much required to make changes to improve school quality. Banun, et al (2016) The consequences of the review show: (1) Not all projects are structured considering the consequences of school faculty consultation. The quality improvement program is documented in the annual and semester programs to facilitate implementation. 2) The division of responsibilities and the formation of an implementing committee for daily school activities begins the implementation of the quality improvement program. There is no predetermined timetable for program implementation. The deputy principal or senior teacher is given the authority to implement the program without the principal. 3) A school principal committee or team consisting of the principal, deputy principal, supervisor, and senior teachers carries out the evaluation. The evaluation committee first prepares the instruments before the evaluation is carried out. The evaluation findings will be analyzed and considered when deciding on the program for the following year. (4) School principals face challenges such as lack of teacher discipline, lack of commitment on the part of some school personnel to implement quality improvement programs, implementation of quality improvement programs that are less timely, and lack of seriousness on the part of some teachers when seniors monitor their performance.

4. Conclusion

Because the school program was implemented in accordance with the plans made, the principal at As-Salam Islamic Middle School was more or less successful in improving the quality of graduates. As part of the principal's management of As-Salam Islamic Middle School to improve the quality of student graduates, the principal plans activities and evaluates the results of previous years' activities before conducting an internal and external environmental analysis. The principal shows an open and democratic leadership style in preparing plans, allowing the principal to accept constructive criticism and suggestions from subordinates. In addition, the principal shows a forward-thinking leader's mindset. This can be seen from the work program which is prepared in accordance with the established vision and mission. The school principal then assigns teachers who have expertise in their fields to be responsible for each program. Dispersion of obligations related to the

program is carried out fairly and transparently. What is meant by fairness in this case is determining individuals based on their expertise. However, assignments are still carried out to fill these tasks by providing additional subjects because there are no teacher resource persons who teach according to their fields. Likewise, teachers are subcontracted to perform administrative tasks due to a shortage of administrative staff. The school principal is responsible for monitoring and evaluating in order to improve the quality of graduates. 1) Monitoring is carried out as a way to monitor ongoing programs. Therefore, the principal never stops monitoring activities, so there is no time limit for activities. 2) The principal's evaluation is carried out to find deficiencies or problems in the implementation of a program so that solutions or follow-up actions can be found. When evaluation activities are temporary, it can be once a month or when the activity program is in progress or has been completed.

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