

## WHAT IS A SCHOOL PRINCIPAL'S MANAGEMENT STRATEGY IN CREATING QUALITY TEACHERS?

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### ABSTRACT

The presence of quality teachers cannot be separated from the role of a principal who is the leader in every school. This research aims to present professional teachers as the spearheads in the world of education. The challenges faced by many school principals today are very complex, including the limitations of teachers in developing the potential they have within themselves as teachers. The research method used in this research was Qualitative at Bireuen Aceh 1 State High School. The alleged participants were 15 participants, consisting of 1 principal, 4 deputy principals, and 10 teachers. The instrument tools used are interviews and documentation. Furthermore, the data will be described without changing or reducing the authenticity of the first data obtained during the research. The research results show that with a strategy based on the concept of strong principal management, the quality of teachers can be improved in carrying out their duties as professional teachers, with the presence of quality teachers through principal management, high-quality graduates will be born. In conclusion, with the existence of a principal management strategy that is based on principal management concepts and theories, there will be quality and high-achieving teachers.

**Keywords: School Principal Strategy, Principal Management, Quality Teacher.**

## 1. INTRODUCTION

Education in Indonesia is carried out with very noble intentions and foundations, namely to educate the life of the nation and humanize humans (Engkoswara and Komariah, 2010). From the statement above, it can be explained that humanizing humans has the meaning that education can give birth to complete humans. The meaning of a complete human being is a human being who knows to determine what truths should be done and what should not be done. With education, humans also have noble morals and can live a decent and independent life. Therefore, education is very important to organize, so that the education that is organized can be carried out functionally, the education must be led or directed by someone, namely the school principal.

The principal is a leader in every school who is equipped with all the knowledge that exceeds that of his subordinates (Nursyifa, 2019; Wayne K. Hoy and Cecil G. Miskel, 2017). The principal is the leader of the school who will bring the school and everything in the educational institution towards a nobler and higher direction (Nurdin and Rasyid, 2022). Schools have such an important role; the principal has a strategic role so that the progress of a school lies in the principal's strategy for running it.

The principal's strategy is a path that will be chosen in carrying out the tasks entrusted to a leader. Strategy is a step in careful planning carried out by mature people rationally to achieve a goal that has been set together (Udin Syaefudin Sa'ud, 2018). Talking about strategy, cannot be separated from the concept of management strategy where there are four important points, namely strategic planning, organizational structure, strategic control, and resource requirements, these four points are greatly influenced by external and internal environmental factors (Alan J. Rowe, Richard O. Mason, Karl E. Dickel, 1989). There is a very important thing that must be underlined, namely that strategy cannot be separated from local wisdom where the school principal carries out his duties as a leader so that the role of the school principal remains functionally maintained, the school principal must have and understand the concept of school principal management (Dasmo et al., 2021; Harahap and Tirtayasa, 2020; Jamrizal, 2022).

## 2. LITERATURE REVIEW

School principal management implemented in Indonesia in producing quality teachers often uses concepts (POAC) Planning, Organizing, Actuating, and controlling (George R. Terry, 2016). Correct and good principal management can improve the performance of teachers and all elements in the school (Fachrudin, 2017; Jamrizal, 2022; Yusuf, Hendawati, & Wibowo, 2020). Good school principal management can create a good school climate and culture so that it will produce quality graduates from high-quality teachers (Sirait, 2006; Rasyidin, 2016; Muliani et al., 2022). Teachers are the spearhead in the implementation of education, so quality education will be present if there are quality teachers (Morphology et al., 1985; Fonsén & Soukainen, 2020; Nurdin & Rasyid, 2022).

Quality teachers are teachers who have all the abilities and are equipped with various skills in conveying knowledge and ideas to students (Silki, Witono, & Affandi, 2021; Wulandari & Nurhaliza, 2023). The teacher is a leader in the class, and the teacher is also a role model, as well as an example for every student in a class leads, therefore the teacher as a leader is the easiest to influence in a good direction on students (Dasmo et al, 2021; Mansyur, 2021). Indicators of Quality teachers are teachers who have a broad understanding, master the competencies that must be mastered based on existing regulations, have work discipline, are loyal in carrying out their duties, and have far-reaching motivation towards student development (Forssten Seiser, 2021; Rahmawati, Rosdiana, & Novitasari, 2023; Tatang Apendi, 2020; Udin Syaefudin Saud, 2017).

Based on the results of observations carried out by researchers, various findings were found by researchers, among the findings based on the results of field observations carried out by researchers, namely that there were still teachers who were not fully optimal in implementing discipline, and there were still teachers who were not able to use teaching practice tools using tools. technology and there are still teachers who need direction from the principal to improve their competencies, and there are still problems in the strategic management of the principal in carrying

out his function as a principal in the school, so this all has an impact on the quality of each teacher. Philosophically, when the quality of teachers is disturbed, it will have an impact on the quality of graduates, this is also part of the findings that researchers found systematically. With the problems that have been described, the researcher proposes a solution that is expected to be able to create quality teachers, this can be seen in the research framework below.

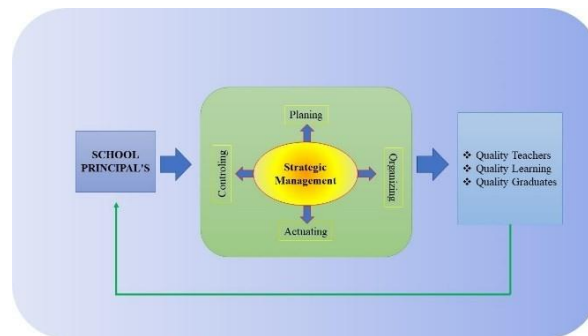


Figure 1. Research Framework

The image above is a research framework that can be explained as follows. The principal as a leader will be effective and efficient in carrying out his duties if supported by management strategies, so that by using good management strategies he will provide quality teachers, quality learning, and quality graduates, in turn, the principal's leadership will be quality leadership.

### 3. METHODS

This research uses an approach using qualitative methodology, where qualitative research methodology has a deeper research scope in searching for and exploring visible and invisible phenomena (Sugiyono, 2019). Qualitative methodology is also an art in research where situations can be fully created by a researcher through the skills and abilities possessed by a researcher (Satori and Komariah, 2009).

Participants in this research was conducted at a senior high school in Indonesian which is often given names with abbreviations (SMA), namely Senior High School Negeri 1 Bireuen Aceh. The number of key informants used was 15 key informants, consisting of 1 principal, 4 deputy principals, and 10 teachers. The selection of key informants used a purposive sampling technique. Purposive sampling is the selection of samples based on research considerations that are accurate, appropriate, and meaningful to represent the population (John W. Creswell, 2018; Sugiyono, 2017). Based on the statement of the sampling technique, the researcher believes that the information obtained can be used to obtain high-quality information.

Instruments in this research, the instrument is a human instrument, which means that the main instrument in qualitative research is the researcher himself (Sugiyono, 2019). From this statement, it is clear that the main instrument of qualitative research is the researcher himself, who uses in-depth interview techniques and is assisted by aids such as pens, documents, and audio recording devices.

The data obtained is primary data based on the results of observations and in-depth interviews with sources, then the data is also supported by documents that are relevant to the data required by the researcher. This research was conducted from July to September 2023. Based on the time of the research, it can be said that the researcher conducted research for 3 consecutive months, based on the time of the research, the researcher can confidently obtain quality and in-depth data in accordance with existing facts and data in the field.

Data collection techniques in this research used observation, interviews, and documentation, the techniques used can be explained in detail below.; Firstly, observation is used by researchers in this research to ensure that what the research needs for the research that will be carried out is at the school or place of research that will be targeted. This observation can also save time and speed up researchers conducting research at the place that will be carried out as a collection of the data. Second, the technique used is in-depth interviews. At this stage, the researcher prepares interview questions which will be presented to the key informant. Before the questions are submitted to the key informant,

the researcher first prepared the questions for the key informant to read for approximately 10 to 15 minutes. Apart from that, researchers continue to try to create and present a comfortable situation for key informants. Finally, the researcher asked questions that had been prepared by the researcher. Lastly, the documentation techniques referred to here are documents that are relevant to what the researcher needs, recordings during interviews, notes written during interviews, and photographs during interviews.

The qualitative data analysis used in this research consists of several stages; First, the data that has been obtained is collected in one document. Second, the data will be written back neatly without subtracting or adding anything to the data that has been obtained. Third, the data that has been interpreted is read very carefully several times, and adjusted again to the data that has been submitted by the key informant. Fourth, the data is processed using coding. Finally, the data has been processed, then the data will be interpreted or presented in the form of narrative text.

#### **4. RESULT AND DISCUSSION**

After the research was carried out and the data was analysed scientifically and structured, the researcher found that there were several things that the researcher could convey, including; the weak ability of school principals to understand leadership strategies, the management of school principals still needs to be improved on an ongoing basis, teachers still need strategies to improve their competence. These findings can be presented and discussed in detail as follows.

The principal's ability in terms of strategy still needs to continue to be improved. It was found that in the school principal's leadership planning strategy, the principal was not yet fully able to carry out strategic planning optimally, this was influenced by the various challenges faced, so this hampered the optimization of teacher quality achievement, this is also in line with what was conveyed in the research (Kanada, 2022; Musnaeini, 2022; Firdaus, 2023; Sarang et al., 2023). The challenges faced start from the knowledge capacity of school principals in terms of concepts and

theories, this also causes school principals to be limited in finding innovative things. When the principal's knowledge capacity is adequate, new and creative things will be created so that they can solve problems effectively and efficiently. This statement is also by what was said by (Baharuddin, 2019; Lestari, Sagala, & Nurrohman, 2023). Next, there are challenges from internal and external parties in the school which cause the designed strategies to not be fully implemented (Alan J. Rowe, Richard O. Mason, Karl E. Dickel, 1989; Sedarmayanti, 2020; Udin Syaefudin Sa'ud, 2018; Wulogening & Timan, 2020).

However, when the challenges in formulating the principal's strategy can be resolved, the quality of teachers can be systematically improved, effectively and efficiently, this is by what was conveyed by (Banun et al., 2016; Kraft & Gilmour, 2016; Dasmo et al., 2021; Musnaeni, 2022). School principal management still needs to be improved on an ongoing basis, with the existence of a sustainable system relating to school principal management, challenges will be resolved effectively and efficiently, with good and sustainable principal management, the functions of the principal can be carried out effectively. systematic and productive, so that what is desired as a common goal can be achieved effectively and efficiently, this is also by what is said (Sholechan, 2021; Limbu et al., 2022; Nur Ridha Utami, Sudjarwa, Muhammad Nurwahidin, 2022; Prayuda, 2022; Putri et al., 2023).

#### **5. CONCLUSION**

Based on the results of the research that has been carried out, it is concluded that the school principal's management strategy plays a very important role in producing quality teachers, with the presence of quality teachers, quality graduates will be created who in the future will bring very significant changes to the progress of a nation. However, to provide strategic management, school principals must be equipped with adequate knowledge capacity so that they can provide creative and innovative solutions in the world of education, especially in the school they lead at that time.

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