



The role of school heads in implementing learning in SDN 79 Ternate city

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Abstract

The role of the head of the school is very important in terms of implementing learning. The role of the principal as an educator, supervisor, innovator and motivator has the ability to influence and direct all subordinates in terms of helping to carry out all their duties and determining factors in the implementation of learning. The purpose of this study was to determine the role of the principal in the implementation of learning as an educator, supervisor, innovator and motivator and the factors that determine the role of the principal in SDN 79 Kota Ternate. This type of research is a descriptive qualitative research method. The data sources of this study were school principals, vice principals, low-grade teachers, and high-grade teachers. Data collection techniques in this study used interviews, observation and documentation. Data analysis techniques were reduction data, display data and conclusion data. The results of this study indicate that the principal has carried out the role of an educator, supervisor, innovator and motivator as well as the factors that determine the role of the principal in learning at SDN 79 Kota Ternate. So that the role of the principal in the implementation of learning at SDN 79 Kota Ternate has been effective and efficient.

Keywords: principal, learning implementation

Introduction

In this era of globalization, the increasingly rapid development of science and technology requires qualified human resources. One way to produce quality human resources is through education. The educational paradigm which gives broad authority to schools in developing their various potentials requires increasing the ability of school principals in various aspects in order to achieve goals in accordance with the vision and mission of the school.

The principal is the most important factor responsible for the implementation of educational activities in schools. This is in accordance with the scientific journal written by Nuchijah (2007: 2) arguing that "the principal is the most important factor in the process of achieving school success in achieving its goals". Thus, the presence of the principal is expected to have an influence in controlling education in the school he leads, and the principal must also be able to manage the teaching and education staff in his school.

According to E. Mulyasa (2009: 99-122) "that the principal in carrying out his role as educator, manager, administrator, supervisor, leader, innovator, and motivator is abbreviated as emaslim" but in this case the researcher only focuses on 4 roles of school principals in implementation of learning at SDN 79 Kota Ternate, namely, the role of the principal as an educator, supervisor, innovator and motivator.

The principal of course has a determining factor in the implementation of separate learning in terms of maintaining the existence of SDN 79 Kota Ternate, which is certainly also assisted by several parties, namely the entire school education unit without the support and cooperation of all educators and education staff, of course the principal is also not will be able to carry out their duties.

Based on the description above, the research objectives are:

(1) To find out and analyze the role of the principal as an educator, supervisor, innovator and motivator in the

implementation of learning at SDN 79 Kota Ternate. (2) To identify and analyze the factors that determine the role of the school principal in the implementation of learning at SDN 79 Kota Ternate.

In the Big Indonesian Dictionary as quoted by Wahjosumidja in Ahmad Susanto (2016: 34) Principal comes from two words, namely "Head" and "School". The word head can mean the chairman or leader in an organization or institution. Meanwhile, school is an institution where it is a place to receive and give lessons.

According to the Decree of the Minister of Education and Culture No. 0296 in Sutomo explains that "the principal is a teacher who gets additional duties to lead the implementation of education and efforts to improve the quality of school education". Meanwhile, according to Mursyid in Asmani the principal "is a driving force for human resources, especially for teachers and school employees".

(Nur Aedi, 2016: 35) The principal is a determining factor in managing education in his school for the creation of educational goals. Therefore, school principals are required to have various abilities in leading education management, adequate knowledge and skills.

The principal is one component of education that plays an important role in improving the quality of education. This is as explained by the Adpend Lecturer Team in Ahmad Susanto (2016: 13) that educational leadership is the ability to drive the implementation of education, so that the educational goals that have been set can be achieved effectively and efficiently.

According to E. Mulyasa (2009: 99-122) "that the principal in carrying out his role as educator, manager, administrator, supervisor, leader, innovator, and motivator, abbreviated as EMASLIM" is as follows:

a. Educator. The principal must always strive to improve the quality of learning carried out by teachers. The

efforts that the principal can make in improving his performance as an educator include: involving teachers in upgrades, moving the learning outcome evaluation team and using learning time effectively at school by encouraging teachers to start and end lessons. according to the learning time.

- b. **Manager.** The head as a manager must carry out the right strategy to empower educators through cooperation or cooperation, giving the education staff the opportunity to improve their profession.
- c. **Administrator.** The principal must have a very close relationship with various administrative management activities that are recording, compiling and documenting all activities.
- d. **Supervisor.** The principal must be able to supervise the work performed by education personnel. If supervision is carried out by the principal, then he must be able to carry out various supervision and controls to improve the performance of education personnel.
- e. **Leader.** The school principal as a leader must be able to provide instructions, supervise and improve the ability of educators, open two-way communication and delegate tasks.
- f. **Innovators.** The principal must have the right strategy to establish a harmonious relationship with the environment to seek new ideas, integrate every activity, set an example and create an attractive and innovative work environment.
- g. **Motivator.** The principal as a motivator must have the right strategy to motivate education personnel in carrying out various tasks and functions. of the 7 roles of school principals above, the researchers discussed only 4, namely educators, supervisors, innovators and motivators, including:

1. The role of the principal as an educator.

Teaching and learning activities are at the core of the education process and teachers are the main implementers and developers of the curriculum in schools. Principals who show high commitment and focus on curriculum development and teaching and learning activities in their schools will of course really pay attention to the level of competence of their teachers, as well as will always try to facilitate and encourage teachers to continuously improve their competence, so that teaching and learning activities can run effectively and efficiently. So the principal as an educator where the principal has a high focus on curriculum development and certain teaching and learning activities and will pay attention to the level of learning paying attention to the level of competence possessed by the teacher as well as will always try to facilitate and encourage teachers to continuously improve their competence. Thus teaching and learning activities can run effectively. The principal as an educator must be able to master various approaches, techniques, methods, and strategies in the learning process. The principal must also be a pioneer for teachers to carry out an active, creative, effective and fun learning process. This will improve the quality of education. In other words, the key to the success of the learning process in schools.

2. Principal as Supervisor.

To find out the extent to which the teacher is able to carry out learning, the principal needs to periodically carry out

supervision activities, which can be carried out through class visits to observe the learning process directly, especially in the selection and use of methods, the media used and student involvement in the learning process. From the results of this supervision, it can be seen that the weaknesses as well as the strengths of the teacher in implementing learning, the level of mastery of the competence of the teacher concerned, then sought solutions, guidance and certain follow-ups so that the teacher can correct existing deficiencies while maintaining their excellence in implementing learning As stated by Sudarwan Danim, he argued that facing a curriculum that contained considerable changes in the objectives, content, methods and evaluation of teaching, it was only natural for teachers to expect advice and guidance from their school principals. From this expression, it implies that the principal must really master the school curriculum. It is impossible for a principal to provide advice and guidance to the teacher, when he himself does not master it well.

Based on the above opinion, it can be concluded that in essence education supervision can be interpreted as professional guidance for teachers. Professional guidance is all matters that provide opportunities for teachers to develop professionally, so that they are more advanced in carrying out their main duties, namely improving and enhancing the learning process of students.

Principals are those who have well mastered the set of teacher abilities and are equipped with the abilities obtained through certain education and training so that they are ready to carry out their roles and responsibilities as well as possible. Knowledge, skills and experience possessed by supervisors through various educational and training efforts. Mulyasa explained that supervision is a process specifically designed to assist teachers and supervisors in learning daily tasks at school, so that they can use their knowledge and abilities to provide good service to parents of students and schools, and strive to make the school a community. more effective learning.

3. Principals as Innovators

In order to carry out its role and role as an innovator, the principal must have the right strategy to forge a harmonious relationship with the environment, seek new ideas, integrate every activity, provide an example to all school education personnel, and develop innovative learning models. The principal as an innovator will be reflected in the way he does his work in a constructive, creative, delegative, integrative, rational, objective, pragmatic, exemplary manner.

So the role of the principal as an innovator of the principal must be able to provide renewal in terms of what happens in school, both in terms of improving teacher performance, managing facilities and infrastructure, in the field of curriculum and other fields, where we know that innovation in the world of education is very important so that can compete well, of course in terms of innovation, the insight and knowledge of a school principal is needed to help smooth the educational process.

4. The role of the principal as a Motivator.

As a motivator, the principal must have the right strategy to motivate education personnel in carrying out their duties and functions. This motivation can be cultivated through

setting the physical environment, setting the work atmosphere, discipline, encouragement, appreciation effectively, and the provision of various learning resources through the development of a Learning Resource Center (PSB).

So, the role of the principal, namely as a motivator, must give rewards to improve teacher performance and reduce productive activities. The principal must also try to give the award appropriately, in order to avoid the negative impact it can cause, and something else the principal does is to develop a learning center in order to provide motivation for all school members.

In the Republic of Indonesia Law, it is stated that education is a conscious and planned effort to create an atmosphere of learning and the 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. (Sultan & Gorontalo, 2003). Whereas learning is an activity carried out by teachers to make students learn (Riastini, 2016).

The main problem in educating children in elementary schools, especially in the early grades, is that many teachers are not aware of suitable learning methods (Kristiantari, 2014). Based on this, the teacher needs to understand the characteristics of elementary school children. The characteristics of elementary school children who are still at the playing stage lead to the need for a Playing and Learning Program which aims to develop children's drawing creations who like playing while learning.

Campbell, Corbally & Nyshand (1983) suggested "three factors in the role of the principal in the implementation of learning," namely:

1. A role related to personal relationships, including the principal as a figurehead or organizational symbol, leader or leader, and liaison or liaison.
2. Roles related to information, including the principal as a monitor, disseminator, and spokesperson who disseminates information to all organizational environments, and
3. Roles related to decision making, which includes the principal as an entrepreneur, disturbance handler, provider of all sources, and negotiator. Based on the problems described above, the main problem in this study is how the teacher's role in the implementation of learning at SDN 79 Kota Ternate.

Research Methods

This type of research is qualitative research that will be used to research and describe methods. Qualitative research is "a study aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of individuals or groups, all descriptions lead to conclusions" (Sukmadinata, 2010). In this study, the research location was SDN 79 Kota Ternate, having its address at Jalan Siswa, Tifure Village, Pulau Batang Dua District. The research period was between December 2020 and January 2021. As for the data selected based on several considerations, the researcher chose the data to be directly involved in the learning implementation process, these data were people who better understood and knew how the school was doing. Sources of data in this study were the principal, vice principal, one low class teacher and one high class teacher, at SDN 79 Kota Ternate. There are three data

collection techniques, namely observation, interviews, documentation. Data analysis techniques are data reduction, display data, and conclusion drawing verification.

According to Sugiyono (2011: 241), states that the triangulation data collection technique tests the credibility of the triangulation, namely triangulation of sources, triangulation of data collection techniques, and time.

Result and Discussion

The role of the principal in the implementation of learning at SDN 79 Kota Ternate

a. Principal as Educator (Educator)

The principal as an educator where the principal has a high focus on curriculum development and certain teaching and learning activities and will pay attention to the level of learning paying attention to the level of competence possessed by the teacher as well as will always try to facilitate and encourage teachers to continuously improve their competence.

b. Principal as Supervisor

In the field of supervision, the principal has the duty and responsibility to promote teaching by continuously increasing teacher professionalism. Therefore the Principal as a supervisor plays an important role in:

- a. Guiding teachers to be able to understand more clearly the problems or problems and needs of students, as well as helping teachers in overcoming a problem.
- b. Helping teachers in overcoming difficulties in teaching.
- c. Provides thoughtful guidance to new teachers with orientation.
- d. Assisting teachers in obtaining better teaching skills by using various methods of teaching according to the nature of the material.
- e. Helping teachers enrich the learning experience so that the teaching atmosphere can make students happy.
- f. Helping teachers understand the meaning of service tools.
- g. Fostering group morale, fostering high morale in carrying out school tasks for all staff.
- h. Providing services to teachers so that they can use all their abilities in carrying out their duties.
- i. Provide effective and democratic leadership.

c. Principals as Innovators

The role of the principal as an innovator is as follows:

- a. Have new ideas for innovation, progress and school development. Nor are those relevant to institutional needs.
- b. Ability to implement new ideas well. These ideas or ideas have a positive impact towards progress.
- c. Ability to regulate the work environment so that it is more conducive (arrangement of office layouts, library classes, courtyards, interiors, prayer rooms or mosques) to perform properly. With a good work environment encourages good work morale.

d. Principal as Motivator

As a motivator, the principal must have a strategy to motivate his subordinates, namely teachers and staff. Where they are motivated to perform various tasks and functions. This motivation can be done through setting the physical environment, work atmosphere, discipline, encouragement,

rewards for teachers or staff who excel and the provision of various learning resources through the development of learning centers. Encouragement and appreciation is a source of motivation that is effectively applied by the Principal. The success of an organization is determined by many factors, and motivation is the dominant factor for the effectiveness of individual work, even motivation is often described as a machine on a car that functions as a driving and driving force. Each educational staff has different characteristics, so that it requires special attention and service from their leaders (the Principal) in developing their professionalism.

Factors that determine the role of the principal in implementing learning at SDN 79 Kota Ternate.

There are many views that examine the role factors of school principals. Campbell, Corbally & Nyshand (1983) suggested three classifications of the role of primary school principals, namely: (1) roles related to personal relationships, including the principal as a figurehead or organizational symbol, leader or leader, and liaison or liaison, (2) the role information-related, including principals as monitors, disseminators, and spokespersons who disseminate information to all organizational environments, and (3) roles related to decision-making, including principals as entrepreneurs, disturbance handlers, providers of all sources, and negotiators. The success of school principals in managing offices, managing school infrastructure, fostering teachers, or managing other school activities is largely determined by the leadership of the school principal.

However, from the three factors above, only one factor determines the role of the principal in improving learning at SDN 79 Kota Ternate, for researchers to use in the discussion, namely the personal relationship factor that occurs between the principal, teachers, students and parents.

Conclusion

1. The principal of SDN 79 Kota Ternate has played a role as an educator, supervisor, innovator and motivator.
2. In carrying out their duties and responsibilities, the factors that determine the role of the principal in the implementation of learning at SDN 79 Kota Ternate, in this case the personal relationship between teachers, students, and parents

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