

THE ROLE OF THE SCHOOL PRINCIPAL IN THE IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT

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ABSTRACT

School-Based Management (SBM) can make the role of school principals very important in improving the quality of educational institutions, educational staff, input and output of schools. With the existence of SBM, an educational institution has the management autonomy of educational management substances. The emergence of SBM in several countries has different backgrounds, including the education system. The purpose of this study was to determine the role of the principal in the implementation of school management which took place at SD Negeri 13 Sabang. The approach in this research is a qualitative approach with a descriptive research type. The subjects in this study were 1 school principal, 12 teachers, and 3 administrative staff. The data collection techniques are interviews and questionnaires. Data were analyzed using qualitative analysis, namely through data reduction, data presentation and drawing conclusions. The results of the research analysis show that school principals play an active role in implementing school management at SD Negeri 13 Sabang. The principal directs teachers who teach and educate students using creative and innovative learning. The principal also regulates the teachers in implementing the learning that is carried out so that all completeness administration must have for the teacher. This is done through direction and guidance carried out regarding the steps of implementing learning that must be adapted to the needs of students.

Keywords: *role, principal, implementation and management based school*

1. INTRODUCTION

A Role is a set of behavior expected by other people towards someone according to their position in a system. Roles are influenced by social conditions both from within and from outside and are stable (Barbara, 2008:12). According to Wahjosumidjo (2015: 81), schools are complex and unique institutions. they are complex because the school ,as an organization, contains various Meanwhile, they are unique because they have certain characteristics that are not shared by other organizations

It is unique because it shows that the school as an organization has certain characteristics that are not shared by other organizations.

The principal is a leadership position that cannot be filled by people without certain considerations. Anyone who will be appointed as a school principal must meet certain requirements, such as educational background, experience, age, rank, and integrity and must be determined through certain procedures. Therefore, principals are essentially formal officials, because their appointments are through a process and procedure based on applicable regulations (Wahjosumidjo, 2015: 85). Management is an integral component and cannot be separated from the overall educational process (Mulyasa, 2012:20). Without management, it is impossible to achieve organizational goals optimally, effectively

and efficiently. Thus management is the achievement of organizational goals effectively and efficiently through planning, managing, leading, and controlling organizational resources.

Educational management implies a systematic and comprehensive process to realize educational goals (Muhajir, 2013: 200). It can be interpreted as everything related to the management of the educational process to achieve predetermined short, medium, and long-term goals. Thus, management is an integral component that cannot be separated from the overall educational process. Without management, it is impossible to achieve educational goals optimally, effectively and efficiently. This concept applies to schools that require effective and efficient management (Mulyasa, 2012:20)

According to Uno (2015: 1) planning is selecting and connecting knowledge, facts, imagination, and assumptions for the future with the aim of visualizing and formulating the desired results, the sequence of activities required, and behavior within acceptable limits that will be used in solving. Planning emphasizes selecting and connecting something with future interests and efforts to achieve it.

Patterson (2008:54) entitled "*What Makes a Teacher Effective?*". The results of this study relate to the performance of school principals in coaching teachers. The results of the study concluded that: in an effort to improve teacher professionalism, school principals have developed strategic activity plans to provide guidance to teachers. To develop teacher professionalism, the principal has an agenda that addresses teacher preparation. These preparations include an explanation of the teacher preparation process with reference to several studies conducted in the classroom which strongly influence teacher training as both teachers and students. The results of the study state that professional teachers have good enough ability to manage classes, facilities and infrastructure. The management of facilities and infrastructure as teaching aids is the responsibility of the teacher since they are planned and managed. The existence of proper principal planning makes it possible for the implementation of the principal's activities to run well.

Preliminary observation results show that teachers at SD Negeri 13 Sabang have not carried out their duties as regulators as they should. Teachers have not prepared learning tools like lesson plans, evaluation questions and creative learning media. Lack of supervision from the principal resulted in teachers not being able to carry out their duties and his obligations. The principal does not direct teachers to improve their abilities by participating in various

trainings, nor are teachers guided in preparing learning tools. Based on the background of the problems mentioned above, the writer chose the title of the thesis about "**The Role of the Principal in the Implementation of School-Based Management in SD Negeri 13 Sabang**"

2. LITERATURE REVIEW

2.1 The Role of the Principal

The school principal uses a "supervisor, educator, and administrator system approach" which includes as a basic way of thinking, how to manage, and how to analyze school life. The role of the school principal according to Abdul (2011: 80) in improving the quality of education can be explained as follows:

1. The principal's function as a supervisor means that efforts to improve quality can also be carried out by improving the quality of teachers and all school staff, for example through meetings, class observations, libraries and so on. Furthermore, the principal functions as an educational leader, meaning that quality improvement will go well if teachers are open, creative and have high morale.
2. Headmasters *educator* i.e. where the principal town focuses on curriculum development and certain teaching and learning activities and will pay attention to the level of learning pay attention to the level of competency owned teachers at the same time will always try to facilitate and encourage teachers to continuously improve their competence. Thus teaching and learning activities can run effectively.
3. The school principal as an education administrator means to improve the quality of his school. A school principal can repair and develop school facilities such as buildings, equipment or equipment and others that are covered in the field of educational administration. Therefore, the principal must think systems (unsystematic), namely thinking correctly and completely, thinking coherently (not jumping), thinking holistically (not partial), thinking multi-inter-cross-disciplinary (not parochial), entropic thinking (what is changed in certain components will affect other components).

From the description above it can be concluded that the principal has several roles in increasing the quality of education such as the principal as a supervisor, educator and administrator, the principal acts as a leader, innovator, and motivator, as well as gives good to his subordinates.

2.2 School Management Objectives

The purpose of School Management according to Sagala (2011: 89) is to create better work procedures in four respects.

1. Increasing efficiency, use of resources and assignment of staff.
2. Increasing the professionalism of teachers and education personnel in schools.
3. The emergence of new ideas in curriculum implementation, use of learning technology, and utilization of learning resources.

4. Increasing the quality of community and stakeholder participation.

The function of school management is to optimize the ability to prepare school plans and budget plans. Schools are managed according to school plans and budget plans. The community is also encouraged to participate in managing the school. The following describes the functions of school management, namely planning, organizing, actuating, coordinating, directing, and supervising in the context of educational unit activities.

a. Planning Function

School planning is the process of determining the target of tools, demands, assessments, goal posts, guidelines, and agreements that produce school programs that continue to develop (Sagala, 2011: 58).

b. Organizing Function

According to Muhammad et al (2016) School organizing is the ability of school principals together with teachers, education personnel, and other personnel at schools in carrying out all managerial activities to realize planned results by determining planned results by setting targets, determining task structures, authorities and responsibilities .

Fattah (2011: 71) defines organizing as the process of dividing work into smaller tasks, assigning those tasks to people according to their abilities, and allocating resources, as well as coordinating them in the framework of the effectiveness of achieving organizational goals.

c. Actuating Function

Based on the entire series of management processes, implementation (actuating) is the most important management function. The planning and organizing functions are more related to the abstract aspects of the management process. The actuating function actually places more emphasis on activities that are directly related to people in the organization.

Move (Actuating) according to Terry means to stimulate group members to carry out tasks with enthusiasm and good will. Motivation in school organizations is stimulating teachers and other school personnel to carry out tasks with enthusiasm and good will to achieve goals with enthusiasm (Sagala, 2011: 60).

d. Coordinating Function

Coordination in school organizations is to unite a series of activities for organizing education and learning in schools by connecting, integrating, and aligning school principals, teachers, education staff, and other personnel so that they take place in an orderly manner towards achieving the stated goals (Sagala, 2011: 62).

Coordination efforts can be carried out in various ways, including carrying out brief explanations, holding work meetings, providing implementation instructions and technical instructions and providing feedback on the results of activities (Suryosubroto, 2014: 24).

e. Oversight function

According to Sagala, (2011: 66) Supervision of school management is a systematic effort to set performance standards by planning targets for a feedback information system.

3. METHODS

3.1 Approach and Type of Research

This study uses a qualitative approach. Qualitative research is field research conducted by observing direct research subjects. This research does not use numbers or complicated statistical procedures. The type of research used in this study is the type of research descriptive.

3.2 Research sites

This research was conducted at SD Negeri 13 Sabang, Cut Nyak Dhien Street, Aneuk Laot, Sukakarya District, Sabang City. The time of this research was carried out in September 2022.

3.3 Data Collection Techniques

Techniques used for collection these data are as follows:

a. The Participants

The participants in this research was 12 teachers and 3 administrative staff at SD 13 Sabang

b. Interview.

Sukmadinata (2012: 216), suggests interviews or interviews (interview) is a form of data collection techniques that are widely used in research descriptive qualitative.

The types of interviews used in this research are unstructured interviews or often also called in-depth interviews, qualitative interviews and open interviews because researchers want information to provide unlimited information. This selection is made in order to obtain some information that may not be obtained through a closed question model. Interviews were carried out orally in face-to-face meetings individually.

c. Questionnaire

Arikunto (2017: 129) states that "Questionnaires is one of the methods or techniques used by a researcher to gather data by distributing a number of sheets of paper containing questions that must be answered by respondents. In this method, problem questions are written in a questionnaire format and then distributed to respondents to be answered, and then returned to the researcher. Questionnaires were given to school principals and teachers to find out the role of the principal in school management. The questionnaire provided consisted of 30 questions with 5 alternative answers.

3.4 Data analysis technique

The data analysis technique used in this study is a qualitative data analysis technique. Miles and Huberman (in Sugiyono, 2014: 337) state that "activities in qualitative data analysis are carried out interactively and continue continuously until complete". Activities in data analysis namely data *reduction*, *data display*, and *conclusion drawing/ verification*.

To analyze the questionnaire given to the teacher, the researcher conducted an analysis using the following percentage formula:

$$P = \frac{F}{N} \times 100\%$$

4. RESULTS & DISCUSSION

Researchers collected data through questionnaires and interviews. Questionnaires were given to 12 teachers and 3 administrative staff at SD 13 Sabang who carried out creative active learning. Observations were made of school principals regarding the implementation of school-based management at SD Negeri 13 Sabang.

1) Interview Analysis

Researchers conducted interviews with school principals at SD Negeri 13 Sabang to find out the role played by the principal in implementing school management. The results of the interviews that have been conducted are described as follows:

School policies are decisions made by school principals wisely and wisely for teachers to improve the quality of learning in schools by involving the teacher council in terms of formulating school education policies to mutually agree on these policies. The school principal's policies related to administration cover several aspects, including policies in terms of learning management, staffing management, student management, building and yard management, financial management and management of school and community relations.

This is in accordance with the results of an interview with the father as the principal at SD Negeri 13 Sabang regarding the involvement of the teacher council in formulating educational policies in schools. "In terms of formulating policies in my school I involve the board of teachers and staff as well as stakeholder others in order to produce joint decisions to improve the quality of learning.

At the beginning of the semester the principal instructs the entire board of teachers to collect the administration of the learning process through the vice principal to be examined and evaluated by the principal whether the lesson plan (RPP) prepared is in accordance with the syllabus, annual program (prota), semester program (prosem) , and educational calendars and achieving curriculum targets, to be clearer according to the results of interviews with researchers with school principals at SD Negeri 13 Sabang, namely: "Each teacher in this school is required to submit administration including: syllabus, educational calendar, prota, prosem and lesson plans".

Based on the explanation of the school principal at Sabang 13 Public Elementary School, that in order to develop teacher skills according to the situation and conditions, then what solutions are suitable for developing teacher skills are sought. Empowerment of school resources is the responsibility of the school principal, therefore the principal must be able to find the inhibiting factors and then look for the right way to overcome various problems that occur in schools.

The school principal must schedule work meetings to carry out routine teacher skills development. In this work meeting, apart from wanting to raise the work discipline of teachers in carrying out teaching assignments, what was really highlighted was fostering the skills of teaching teachers in improving the quality of learning.

2) Questionnaire Analysis Results

The researcher gave the teacher a questionnaire consisting of 15 questions. Questionnaires distributed to teachers were analyzed using the percentage formula. The results of data analysis can be seen in the following tables.

The author compiled the results of the teacher's answers to the role of the principal in implementing school management at SD Negeri 3 Sabang in the following table. The following is an analysis of the role of the principal in leading teachers and employees at work. Researchers tabulated it in the following table.

Table 4.1. The Principal Leads Teachers and Employees at Work

Alternative Answers	Frequency	Percentage
a. Very often	12	80,00
b. Often	2	13,33
c. Sometimes	1	6,67
d. Never	-	-
Total	15	100%

Based on the table, it is known that 12 people (80.00%) said that the principal very often led teachers and employees at work, 2 people (13.33%) said that principal often led teachers and employees at work, 1 person (6.67 %) teachers stated that sometimes the principal leads teachers and employees in their work. Analysis of the table shows that principals very often lead teachers and employees in their work. Furthermore, researchers analyzed the role of the principal in directing teachers in carrying out their duties as educators as follows:

Table 4.2. The Principal Directs Teachers in Carrying Out Their Duties as Educators

Alternative Answers	Frequency	Percentage
a. Very often	12	80,00
b. Often	2	13,33
c. Sometimes	1	6,67
d. Never	-	-
Total	15	100%

Based on the table it is known that 12 people (80.00%) said that the principal very often directed teachers in carrying out their duties as educators, 2 people (13.33%) said that principals often directed teachers in carrying out their duties as educators, 1 person (6.67%) said the principal sometimes directs teachers in carrying out their duties as educators. The table analysis shows that the principal directs the teacher in carrying out his duties as an educator.

Table 4.3. The school principal provides solutions to teachers who experience problems in learning

Alternative Answers	Frequency	Percentage
a. Very often	-	-
b. Often	11	73,33
c. Sometimes	3	20,00
d. Never	1	6,67
Total	15	100%

Based on the table it is known that 11 people (73.33%) said that the principal often provides solutions to teachers who experience problems in learning, 3 people (20%) Principals sometimes provide solutions to teachers who experience problems in learning, 1 person (6.67%) teachers said the principal never provided solutions to teachers who had problems in learning. Table analysis shows that the principal provides solutions to teachers who experience problems in learning. Table 4.4 relates to the role of the principal in providing new ideas and ideas related to learning

Table 4.4. The Principal Provides New Ideas and Ideas Regarding Learning

Alternative Answers	Frequency	Percentage
a. Very often	12	80,00
b. Often	2	13,33
c. Sometimes	1	6,67
d. Never	-	-
Total	15	100%

Based on the table it is known that 12 people (80.00%) said the principal very often gave new ideas and ideas related to learning, 2 people (13.33%) said the principal often gave new ideas and ideas related to learning, 1 person (6.67%) said the principal sometimes gives new ideas and ideas related to learning. Table analysis shows that the principal very often provides new ideas and ideas related to learning. Furthermore, the principal changed the learning atmosphere at school with new techniques as shown in the following table.

Table 4.5. School principals change the atmosphere of learning in schools with new techniques

Alternative Answers	Frequency	Percentage
a. Very often	12	80,00
b. Often	2	13,33
c. Sometimes	1	6,67
d. Never	-	-
Total	15	100%

Based on the table it is known that 12 people (80.00%) said that the principal very often changed the learning atmosphere at school with new techniques, 2 people (13.33%) said that the principal often changed the learning atmosphere at school with new techniques, new, 1 person (6.67%) said the principal sometimes changed the learning atmosphere at school with new techniques. Analysis of the table shows that the principal changed the learning environment in schools with new techniques. Next, the principal directs the teacher to use the latest models and methods in learning as described in the following table.

Table 4.6. The Principal Directs Teachers Using The Latest Models And Methods In Learning

Alternative Answers	Frequency	Percentage
a. Very often	-	-
b. Often	13	86,67
c. Sometimes	2	13,33
d. Never	-	-
Total	15	

Based on the table it is known that 13 people (86.67%) said that the principal often directs teachers to use the latest models and methods in learning, 2 people (13.33%) said that sometimes the principal directs teachers to use the latest models and methods in learning. Table analysis shows that the principal directs teachers to use the latest models and methods in learning. Furthermore, the principal provides motivation for teachers in teaching as shown in the following table.

Table 4.7. School Principals Motivate Teachers In Teaching

Alternative Answers	Frequency	Percentage
a. Very often	13	86,67
b. Often	2	13,33
c. Sometimes	-	-

d. Never	-	-
Total	15	100%

Based on the table it is known that 13 people (86.67%) said that the principal very often provided motivation for teachers in teaching, 2 people (13.33%) said that principals often provided motivation for teachers in teaching. Table analysis shows that the principal provides motivation for teachers in teaching. The principal gives awards and rewards to teachers who are disciplined and diligent as described below.

Table 4.8. Principal Gives Appreciation And Reward To Disciplined And Hardworking Teachers

Alternative Answers	Frequency	Percentage
a. Very often	14	93,33
b. Often	-	-
c. Sometimes	1	6,67
d. Never	-	-
Total	15	100%

Based on the table it is known that 14 people (93.33%) said that the principal very often gave awards and rewards to teachers who were disciplined and diligent, 1 person (6.67%) said that the principal sometimes gave awards and rewards to teachers disciplined and diligent. Table analysis shows that the teacher determines things that are allowed to be done.

Table 4.9. The Principal Chooses Teachers Who Achieve Every Semester To Motivate Teachers To Teach Well

Alternative Answers	Frequency	Percentage
a. Very often	12	80,00
b. Often	2	13,33
c. Sometimes	1	6,67
d. Never	-	-
e. Total	15	100%

Based on the table it is known that 12 people (80.00%) said that principals very often choose teachers who excel every semester to motivate teachers to teach well, 2 people (13.33%) said school principals often choose teachers who excel every semester to motivate teachers to teach well, 1 person (6.67%) said the principal sometimes chooses teachers who excel every semester to motivate teachers to teach well. Table analysis shows that school principals

choose teachers who excel every semester to motivate teachers to teach well. The principal provides opportunities for teachers to develop their ideas and abilities.

Table 4.10. The Principal Provides Opportunities For Teachers To Develop Their Ideas And Abilities

Alternative Answers	Frequency	Percentage
a. Very often	15	100
b. Often	-	-
c. Sometimes	-	-
d. Never	-	-
Total	15	100%

Based on the table it is known that 15 people (100%) said that the principal gave the teacher the opportunity to develop his ideas and abilities. Table analysis shows that school principals provide opportunities for teachers to develop their ideas and abilities. Teachers are given the opportunity to attend seminars and capacity building activities. The principal gives directions to teachers who are having difficulties, which can be seen in the following table.

Table 4.11. The Principal Gives Instructions To Teachers Who Are Having Difficulties

Alternative Answers	Frequency	Presentase
a. Very often	13	86,67
b. Often	-	-
c. Sometimes	2	13,33
d. Never	-	-
Total	15	100%

Based on the table it is known that 13 people (86.67%) said that the principal very often gave directions to teachers who were having difficulties, 2 people (13.33%) said that the principal sometimes gave directions to teachers who were having difficulties. Table analysis shows that the principal provides directions to teachers who are experiencing difficulties. The school principal provides solutions to the problems faced by teachers in learning can be seen in table 4.12 below.

Table 4.12. The Principal Provides Solutions to Problems Faced Teacher In Learning

Alternative Answers	Frequency	Percentage
a. Very often	12	80,00
b. Often	2	13,33

c. Sometimes	1	6,67
d. Never	-	-
Total	15	100%

Based on the table it is known that 12 people (80.00%) said that the principal very often provides solutions to problems faced by teachers in learning, 2 people (13.33%) said that principals often provide solutions to problems faced by teachers in learning, 1 (6.67%) said that sometimes principals provide solutions to problems faced by teachers in learning. Table analysis shows that the principal provides solutions to the problems faced by teachers in learning. The principal oversees the learning process, especially those related to teaching and learning tools are described in the following table.

Table 4.13. The Principal Oversees the Learning Process, Particularly Relating to Teaching and Learning Devices

Alternative Answers	Frequency	Percentage
a. Very often	-	-
b. Often	14	93,33
c. Sometimes	1	6,67
d. Never	-	-
Total	15	100%

Based on the table it is known that 14 people (93.33%) said that the principal often supervised the learning process, especially those related to teaching and learning tools, 1 person (6.67%) said that the principal sometimes supervised the learning process, especially related to teaching and learning tools. Table analysis shows that the principal supervises the learning process, especially with regard to teaching and learning tools. The school principal supervises and ensures that teachers take part in activities that can increase competency in teaching as can be seen in the following table.

Table 4.14. The Principal Supervises and Ensures Teachers Participate in Activities That Can Increase Competence in Teaching

Alternative Answers	Frequency	Percentage
a. Very often	14	93,33
b. Often	-	-
c. Sometimes	1	6,67
d. Never	-	-
Total	15	100%

Based on the table it is known that 14 people (93.33%) said that the principal very often supervised and ensured that teachers took part in activities that could increase competence in teaching, 1 person (6.67%) said that the principal sometimes supervised and ensured that teachers followed activities that can improve competency in teaching. Analysis of the table shows that the principal supervises and ensures that teachers take part in activities that can improve competency in teaching.

The next analysis relates to the analysis of school principals supervising teachers at least once a month as tabulated in the following table 4.15

Alternative Answers	Frequency	Percentage
a. Very often	14	93,33
b. Often	1	6,67
c. Sometimes	-	-
d. Never	-	-
Total	15	100%

Based on the table it is known that 14 people (93.33%) said that the principal very often supervises teachers at least once a month. 1 person (6.67%) said that the principal often supervises teachers at least once a month. Data analysis shows that the principal supervises teachers at least once a month.

Principals and teachers play an important role in implementing school management. The principal plays a role in supervising teacher activities in carrying out learning. Meanwhile, teachers or educators must be able to apply learning effectively and creatively in all aspects that will be developed in their students.

Analysis of the questionnaire given to teachers also shows that teachers very often apply active and creative learning. When implementing active and creative learning, the teacher carries out his role as a demonstrator who educates students to learn actively and creatively and exemplifies the steps of learning for students. In addition, the teacher also acts as a class manager who manages students during learning. The role played by the teacher as a mediator and facilitator is shown by facilitating students to follow the learning process. The teacher also performs his role as evaluator, educator or instructor and the teacher's role as an innovator in learning.

The results of interviews with school principals also show that principals play an active role in directing teachers to implement learning. The principal directs teachers who teach at SD Negeri 13 Sabang to educate students using active and creative learning. The principal also regulates teachers in implementing active and creative learning. This is done through direction and guidance carried out regarding the steps for implementing active and creative learning, even the principal also provides examples of implementing active and creative learning. Appropriate methods of

implementation are also conveyed by the principal in guiding teachers.

The results of the analysis show that the school principal has required teachers to compile and submit complete administration of the learning process to the school principal through the deputy head of the curriculum sector to be researched and evaluated by the school principal to measure the level of performance in carrying out their duties. In addition, the principal also provides opportunities for teachers to develop their abilities and ideas in improving teaching abilities.

Policies taken by school principals in the field of administration to increase teacher work motivation are carried out by providing direction and guidance for teachers related to learning management, staffing, discipleship, building and courtyard management, financial management, and managing school and community relations with the aim of creating conducive and pleasant atmosphere in the school environment that can provide motivation for teachers in carrying out their duties.

The results of research related to school principal policies in the field of implementing school management above are in accordance with research conducted by Murdianto (2015: 12) which shows that school principals who have a role as administrative leaders in schools carry out their duties to ensure all rights related to administrative activities are carried out properly. Administrative management relates to the complete and structured management of the complete and structured administration of teacher learning, staffing and student affairs.

Rusmawati (2013: 399) states that as a motivator, school principals must have the right strategy to motivate education staff in carrying out various tasks and functions. This motivation can be grown through the regulation of the physical environment, setting the working atmosphere, discipline, encouragement, rewarding effectively and providing it as a source of learning through the development of a learning resource center (PSB).

Based on several opinions and conclusions that have been obtained from several of the journals above, it shows that the role of the principal in school management is very helpful in increasing teacher motivation. Although the above research is more focused on teacher performance, not on work motivation, these are still interrelated and influence one another. Of course, good performance can be created because of high work motivation. Therefore, the principal's policy in managing school administration is very important. As it is known that administration is an activity or effort to help, serve, direct, or manage all activities in achieving a goal. While what is meant by an administrator is someone who carries out administrative tasks in achieving a goal.

5. CONCLUSION

5.1 Conclusion

The principal plays an active role in implementing school management at SD Negeri 13 Sabang. The principal directs teachers who teach and educate students using creative and innovative learning. The principal also regulates the teachers in implementing the learning that is carried out so that all

completeness administration must have for the teacher. This is done through direction and guidance carried out regarding the steps for implementing learning that must be adapted to the needs of students, even the principal also provides examples of techniques for the latest learning methods. In addition, the principal also supervises the teacher which is carried out routinely every month.

5.2 Suggestion

The research that has been done shows the need for some suggestions related to the implementation of school management. The suggestions that the researcher wants to convey are described as follows:

- 1) Principals should maximize their role in directing teachers to develop their abilities as professional teachers. So that teachers become more skilled in implementing learning steps.
- 2) Teachers should follow the management that has been implemented by the principal so that students become more motivated in learning.
- 3) Other researchers should conduct research related to the role of teachers and principals in other learning, so that they can add references and knowledge in the world of education.

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