

The Efforts in Improving the Education Quality by School Principal at Vocational High School Muhammadiyah 7 Gondanglegi Malang

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Abstract

The focus of this research was emphasized on the quality of education at Vocational High Schools (SMK) Muhammadiyah 7 Gondanglegi, which is about the principal's efforts to improve the quality of education. There were several arguments that form the basis of this research. Firstly, this school is included one of the leading Vocational High Schools (SMK) in Malang Regency. Secondly, the school has issuing high quality graduates (outputs) where these graduates are now widely scattered in several colleges. The article aimed to analyze the quality of education at SMK Muhammadiyah 7 Gondanglegi, the principal's efforts in improving the quality of education and the principal's strategy in barriers to Improving the quality of education. The method used descriptive qualitative. The collecting data used documentation and interviews. The result showed that the principal's efforts to improve the quality of education which is done in many ways. The obstacles faced by school principals as well solutions or policies in improving the quality of education. The success of the principal in improving the quality of education, in this case the researcher reveals the success this by describing the achievements and reputations that were obtained and held by the SMK Muhammadiyah 07 Gondanglegi.

Keywords: Education Quality, Improving Education Quality, Principal Quality

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INTRODUCTION

Education is very important as the success of a nation in a civilization to be measured by the quality of its education. This is understandable considering that the world of education is one of the institutions that are directly involved in preparing the future of mankind who believe and fear Allah SWT, the failure of the world of education in preparing the future of mankind is a failure for the survival of the nation and state. This idea is in line with the National Education System Law Article 3 of Law No. 20 of 2003 concerning the Purpose of National Education which states that "The aim of National Education is the development of the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen (Ventyrina, I., et al., 2019; David, D., & Budianto, 2021).

Based on this, schools in this era are expected to be able to lead students to achieve educational goals, while to achieve the National Education Goals, it is necessary to have a reliable principal in an effort to improve the quality of education in an institution (Sholihah, M., et al., 2020; Tremont, 2019). In essence, a school is a complex and unique organization, so it requires a high level of coordination. Therefore, a successful principal is the achievement of school goals and the achievement of individual goals in the school environment, the principal must understand and master the role of the organization and the cooperative relationship between individuals.

For this reason, the principal as an educational leader has an important role in improving the quality of education in the institution he leads. Principals must continuously develop their abilities, so that their leadership develops as well. This is a very important obligation because the function of the principal as an educational leader (education leader) (Liu, S., & Hallinger, P., 2018; Hallinger, P., Gümüş, S., & Bellibaş, M. Ş. 2020; Liu, Y., Bellibaş, M. Ş., & Gümüş, S. 2021). The low quality of education in Indonesia cannot be separated from the role and leadership of a school principal as a top leader in educational institutions (Sunarsi, D., et al., 2020; Agustin, E. W. 2019). By seeing the importance of the principal's leadership function, an effort to improve better performance is not an easy job for the principal because the activity takes place in a long process that is well planned and programmed. However, in reality there are not a few principals whose role is only as a formal leader in a system or merely as a structural position holder in addition to waiting for the term of office as a principal to end.

From the explanation above, the researcher conducted research at the Vocational High School (SMK) Muhammadiyah 07 Gondanglegi Malang. Because what I know is that this school is one of the leading vocational high schools (SMK) in Malang district. though this school is relatively new when compared to other schools in the Gondanglegi sub-district. For example, MA Raudlatul Ulum in Ganjaran Village (established in 1961), MA Khoiruddin in Gondanglegi Wetan Village (established in 1972), MA NU in Gondanglegi Kulon Village (established in 1970), and others (Doc. Ministry of Religion, Malang Regency, 2015). According to the data available at the office of the Ministry of Religion (Kemenag) Malang Regency, Gondanglegi is a sub-district where the community is actually Nahdlatul Ulama'. This can be proven by the number of Islamic boarding schools reaching 34 in all villages in the Gondanglegi sub-district. In fact, many schools are under the auspices of the ma'arif Nahdlatul Ulama', as well as more than 10 branch administrators of Nahdlatul Ulama' who are also scattered in all villages in Gondanglegi District. Meanwhile, SMK Muhammadiyah 07 is a school that is under the auspices of the Muhammadiyah organization that grew up in the Gondanglegi sub-district. However, this school was able to surprise other schools, in terms of quality, quantity, and even facilities that exceeded other schools in Gondanglegi sub-district in particular, and Malang district in general.

This school has produced quality graduates (output). and these graduates are now widely spread in several universities, both public and private, especially in Malang and generally throughout the country. In fact, some of them are also accepted and work in private institutions in East Java. So departing from this, the author is very interested in conducting research on how the efforts made by stakeholders, in this case the principal at SMK Muhammadiyah 07 Gondanglegi.

METHOD

The researchers used qualitative research at Vocational High School (SMK) Muhammadiyah 07 Gondanglegi Malang. While for this type of research using descriptive research. Descriptive research is not intended to test certain hypotheses, but only describes what it is about a variable or situation. The purpose of descriptive research is to make jokes in a systematic, factual, and accurate way about the facts and characteristics of

a particular population or area. Collecting data the researchers used observation, documentation and observation.

The data triangulation approach is used to test the validity of the data since it has been shown to eliminate bias and boost the credibility of the research. Triangulation, according to Uwe Flick and Denkin, is a mixture or combination of several approaches used to explore linked events from many angles and perspectives. In many domains, triangulation involves four components: (1) method triangulation, (2) researcher triangulation (if the research is conducted in groups), (3) data source triangulation, and (4) theory triangulation (Triangulation, D. S. 2014; Turner, S. F., 2017).

RESULTS AND DISCUSSION

Quality of Education at SMK Muhammadiyah 7 Gondanglegi

Lately, what is often highlighted in a country is how the quality of human resources will determine how they manage their country and nation. Quality human resources are of course also supported by quality education. In this case, education is the most important aspect in life, because through education humans can grow and develop so that they are ready to carry out their duties as whole humans to face challenges in life. Quality education will give birth to quality human resources as well.

Carter V. Good states that education is the whole process when a person develops abilities, attitudes, and other forms of behavior that have positive values in the society in which they live. Education is also a social process when people are faced with selected and controlled environmental influences (especially those from school) so that they can acquire or experience the development of optimal social and individual abilities (Sharp, R., Green, A., & Lewis, J. 2017; Carnoy, M., & Samoff, 2014). In his writing entitled *The Quality of Education*, LC Solmon states that there are three points of view to understand and measure the quality of education (Rahmania, I., et al., 2020), namely: Inputs Educational inputs are everything that must exist and be available because it is needed for the continuation of a process. Everything in question is in the form of resources, software and expectations as tools and guides for the ongoing process. Input resources are divided into two, among others Human resource inputs, including: principals, teachers (including BP teachers), employees, and students. Input of non-human resources, including: equipment, supplies, money, materials, and others. As explained above, the inputs at SMK Muhammadiyah 07 in terms of Human Resources (HR) are:

- Teachers.

Teachers play an important role in world of education. It can even be said that the success or failure of an education in a country can be determined by the quality of the teachers available in that country. Therefore, success in education in any country will be influenced by the success of a teacher. Ideally, schools will only accept teacher figures who are considered professional in their view. SMK Muhammadiyah 07 Gondanglegi has 81 teachers in accordance with their fields. The existence of teachers who are experts in their respective fields makes it easier for students to absorb the knowledge needed in depth. This is very supportive for student achievement and continuity of learning.

- Students

Besides teachers, students are an important component in an educational institution. As described in the general description of SMK Muhammadiyah, this school has 2,172 students. These students are in different majors in SMK Muhammadiyah 07 Gondanglegi. Recruitment of students at this school is also not too focused on the achievements previously achieved, anyone who registers and passes the test like the tests in schools in general, then he has been declared a student of SMK Muhammadiyah 07 Gondanglegi While the input findings at SMK Muhammadiyah 07 Gondanglegi.

Every learning must have academic support in it. Not much different from other schools, this school also uses guidelines such as books that have been determined by the Minister of Education. However, apart from books, there are labs or other facilities that support the learning process at this school.

b. The infrastructure owned by SMK Muhammadiyah 07 Gondanglegi includes:

- 1) School building
- 2) Classrooms
- 3) Libraries
- 4) Musholla
- 5) Bathrooms
- 6) Parking
- 7) Special infrastructure facilities according to the department

Process is a stage that is intended and expected to achieve or produce output in accordance with the standards that have been determined by the institution or educational institution. The process in education is very important, because students will really feel the benefits of knowledge when in the process of taking education. Something that affects the ongoing process is called input, while something that results from the process is called output. The process can be said to have high quality if the system and coordination in the school or institution run in harmony, because it can create stable learning. The process also affects the learning motivation of students, because in the process there are motivations so that students are able to receive lessons and be active in learning.

The learning process that took place at SMK Muhammadiyah 07 Gondanglegi was very enjoyable. Students are not only treated to theories in learning, but students can also channel what they know through practice. In every existing department, facilities that support learning have been provided. For example, in the Light Vehicle Engineering (TKR) department, students are provided with Gasoline, Diesel and EFI Engine Workshops. This is done to make it easier for students to understand something that is explained. So that students are not only monotonous to the teacher's explanation but he is able to apply what he gets.

In addition to the classroom learning process, students also get additional educational programs. Such as bilingual classes, international classes and so on. This program is implemented to support student achievement and broaden students' horizons. So that he not only understands what is in his department, but thoroughly. Educational output is school performance. While school performance itself is school achievement resulting from school processes or behavior. School performance can be measured by its quality, effectiveness, productivity, efficiency, innovation, quality of work life, and work morale (Dikmenum, 2014). The output of an educational institution can be proven by many things, including the achievements that have been achieved and concrete evidence from students who have left the educational institution. The achievements of SMK Muhammadiyah 07 students counted as many as 48 non-local level achievements from 2012 to 2015.

The Principal's Efforts in Improving the Quality of Education

Given his position as principal in the institution he leads, the principal has a great responsibility for all the education systems in his school. In carrying out these responsibilities, the principal is required to always try to improve the quality of education that has been entrusted to him. Since serving as the head of the Muhammadiyah 07 vocational high school (SMK) in 2008 until now, H. Pahri, S.Ag. MM. Has earned great trust from the surrounding community. This can be proven by two periods in his leadership period, namely for 8 years. Based on an interview that was conducted on Monday, August

24, 2015 at 08.00, he revealed that to improve the quality of education at SMK Muhammadiyah 07, he had made several efforts. These efforts include:

1. Holding seminars or workshops for students and teachers

Seminars or Workshops are held for students at least 2 times a year, as well as for the teacher council. This is intended to deepen the knowledge of teachers and students about the true meaning of education. In addition, seminars or workshops held are routine activities of Muhammadiyah Vocational Schools every year, namely in the middle of each semester. He also revealed that seminars are also the right of each student and teacher in every educational institution. Therefore, the seminar is an activity that must be carried out.

This seminar is carried out by bringing in quality speakers. Both local and inter local. In fact, it is not uncommon that the seminars held by SMK Muhammadiyah 07 Gondanglegi are often visited by government officials. It aims to provide more spirit and motivation for the seminar participants. After this seminar, seminar participants, mainly teachers, are required to make reports. Even the most important thing is that teachers are expected to be able to implement them in daily teaching and learning activities (KBM).

2. Assigning teachers to participate in training abroad

Every year the principal assigns several representatives of the teacher council from the deputy head (waka) and program heads (kaprog) to attend training abroad, namely Singapore, Thailand, Malaysia, Japan, etc. This training aims to increase the knowledge and insight of educators or teachers. Because in an effort to improve the quality of education in an educational institution, the most important thing to do is to increase the professionalism of educators. Because with qualified educators, students can also improve the quality of their education through a good education system by educators.

3. Assigning teachers to participate in subject teacher consultations (mgmp) subject

Teacher meetings (MGMP) are very important activities. In fact, all educational institutions implement this program in the context of developing and improving the quality of education. Therefore, the school principal requires all teacher councils to participate in these activities, either at the district level or at the provincial level. This is intended to establish good relations between teachers, both with internal and external teachers. After the MGMP, teachers are also required to make a written report to the principal. And most importantly, teachers are expected to be able to improve their professionalism with the MGMP.

4. Conducting supervision (direct monitoring) in each class

In carrying out supervision (direct monitoring) in each class during teaching and learning activities (KBM) takes place, the principal uses a CCTV tool. Because by using CCTV, the principal still maintains time and energy efficiency, and maintains a conducive atmosphere in the classroom and does not interfere with the concentration of teachers and students who are carrying out the teaching and learning process (KBM). This is so that every element in the class, both teachers and students, remains under the supervision and supervision of the principal. so that in the end teachers and students are required to carry out their respective duties correctly (teachers become professional teachers and students become good students).

5. Placing teachers according to educational background (linear)

Since the leadership of Mr. H. Pahri, S.Ag, MM. in 2008 until now, he has always tried to place subject teachers in the appropriate field of study or parallel to the background of each teacher. This is intended to maintain the professionalism of educators at SMK Muhammadiyah 07 Gondanglegi. Because in the process of transferring knowledge, teachers will experience obstacles if the subjects they teach are not in accordance with the background of their education. For example, a teacher who holds history subjects but has an educational background in arithmetic (mathematics), will have difficulty in preparing and delivering material in class.

6. Encourage teachers to increase their knowledge and activities.

In his efforts to improve the quality of education in the institutions he leads, the principal always encourages all teachers to increase their knowledge and activities. In this case the principal holds routine programs in order to increase the professionalism (knowledge and activity) of teachers. Among the routine programs held by school principals in increasing the knowledge and activity of educators and education personnel (TPK) include:

- a. Bringing motivators every year, both from within and outside the country. Humans cannot be separated from being lazy and bored, especially teachers or educators. Both traits can hinder and hinder the attitude of professionalism. Responding to this, the principal seeks to bring in reliable motivators both from within and outside the country which is wrapped in seminars or workshops in order to increase the professionalism of teachers or educators.
- b. Hold rewards and rewards once a year. Rewards and rewards are applied with the hope that all teachers can carry out their duties as well as possible. Because with this reward and panism, it will provide additional motivation for teachers.
- c. Morning Spiritual Great (MSG) or religious enlightenment which is held once a week. In addition to the principal's efforts in the form of dzohiriyah activities, spiritual activities are also carried out. For example, Morning Spiritual Great (MSG) is conducted to increase the enthusiasm of teachers to improve their professionalism.

7. Implementing full day school

In an effort to improve the quality of education, the principal also implements the Full Day School system (one full day of teaching and learning activities) with a 2 shift mechanism (morning shift and afternoon shift) with the following details:

- a. Students who take KBM at 06.45 – 12.30 are required to take additional lessons (Les) at 13.30 – 15.00
- b. Students who take KBM at 12.30 – 17.00 are required to take additional hours of lessons (Les) at 10.00 – 11.30

In addition, the principal also holds special additional hours for the International Standard School Pilot (RSBI) class, recitation of the Riyadlushsholihin book every Sunday morning for students and once a month for educators and education staff, as well as traveling recitations for each teacher's house (an arisan system every month).

8. Conducting additional programs

- a. Intra and Extra-Curricular Activities. These intra and extra curricular activities include: Student Council / HDI, Robotic Club, soccer, volleyball, futsal, table tennis, the youth radar Malang, tapak Suci, foreign languages, electronics, sewing, flower arrangement, art performances, badminton, motorbike modif clubs, band clubs.
- b. Academic Program. This academic program consists of: international class, entrepreneur class, bilingual class, multimedia class, industrial class, IT center class, free internet access, and others.
- c. Non-academic programs, which consist of: graphic design, special job market guidance, industrial work practice guidance, journalism and KIR guidance, spiritual guidance (ESQ), sharia insurance, electronic student cards, alumni guidance, inner beauty (beauty), BKM scholarship, electronics, motorcycle service, car service.
- d. Organize study tours for students. Although this activity is not carried out routinely for each class every year, occasionally the principal gives permission to each homeroom or departmental program head to hold a study tour. It aims to broaden the horizons of students and teachers when it comes to taking a more advanced education system, by following the example of advanced schools in areas outside the Malang district.
- e. Expanding land. It is necessary to have a land expansion program in order to support efforts to improve the quality of education in an institution. Because with this program, it will be easier for institutions to construct additional buildings for the equipment of an

institution. In this case, the school principal cooperates with the Gondanglegi Muhammadiyah branch management and the school committee. Because by working with them, the principal will find it easier to realize the land expansion program.

f. Build additional buildings. In order to improve the quality of education, the principal also built an additional building in the form of The Titanium Building which is the grandest building in Indonesia at the high school (SMA) level. The construction of this building aims to improve the professionalism of educators and education staff (TPK), complete school facilities, all of which lead to improving the quality of education at SMK Muhammadiyah 07 itself. Not only did it stop there, the principal also plans to add other buildings to complement the existing facilities. This is done to support efforts to improve the quality of education at SMK Muhammadiyah 07 Gondanglegi.

g. Build a mosque. One of the visions and missions of SMK Muhammadiyah 07 is to become an Islamic school capable of producing religious students through an education system, one of which focuses on deepening the strength of faith, Islam and ihsan in every element in the school. So the principal considers the need for a proper and good place of worship (Musholla), in order to support the realization of these visions and missions. The prayer room is also considered necessary, considering that SMK Muhammadiyah 07 is a school that implements the Full Day School system. So students and teachers can pray dluha, dzuhur, asr, and even maghrib in the musholla.

h. Create a Lab/Laboratory. Lab/laboratory is one of the learning facilities that is very vital in its existence. Where superior schools are required to have a laboratory, it is no exception for SMK Muhammadiyah 07, which incidentally holds the title of National Referral School (SRN). This school has a language lab, a computer lab, a chemistry lab, and many other labs. Considering that there are 10 programs/departments, each of the programs has a special lab. Eka Merlianti revealed that the principal's efforts to improve the quality of education at SMK Muhammadiyah 07 were proven by the existence of complete and proper learning facilities.

Principal's Strategy in Barriers to Improving the Quality of Education

In carrying out the program, it is very common for every school principal to encounter many obstacles or even obstacles. Therefore, the principal must pay close attention to every step he takes and always be ready to overcome all the problems he faces. Mr. H. Pahri, S.Ag., MM. as the head of the school revealed that in every effort to improve the quality of education in the institution he is in charge of, he often encounters obstacles and obstacles.

Regarding his efforts, the following are details of the obstacles and solutions or strategies taken by the principal of SMK Muhammadiyah 07 Gondanglegi Malang.

1. When the principal holds the following programs:

- a. Holding seminars or workshops for students and teachers
- b. Assigning Teachers to Participate in Training Abroad
- c. Assigning teachers to take part in subject teacher deliberations (MGMP)

The obstacles faced by the principal are as follows:

- a. There were some students who were unable to attend, and there was even a teacher council that could not attend the event for various reasons. Starting from the reason for illness, other needs that are sudden, and other reasons that are different.
- b. After the seminar or workshop was completed, in a few days later, there were still some of the board of teachers who attended the event that had not made a written report regarding the results of the seminar or workshop they had attended.
- c. After the seminar or workshop is completed. Each teacher or educator and education staff (TPK) should be able to implement the results of the seminar or workshop in their respective duties. But in fact there are still some teachers or educators and education staff (TPK) who have not been able to implement it in their respective duties.

The strategies taken by the principal in dealing with these obstacles are:

- a. Provide guidance and counseling to the teacher council or educators and education staff (TPK) in terms of increasing work commitment, as stated in the work contract that has been agreed upon by each party.
 - b. It is necessary to have a format or procedure for making reports on the implementation of training / seminars / workshops, both for teachers and for students.
 - c. Hold seminars or workshops again in the future in order to strengthen teacher competence.
2. When Conducting Supervision (direct monitoring) in each class by using CCTV aids in each class. The obstacles faced by the principal are sometimes there is signal interference and there are several CCTV errors. Then the principal took the following policies:
- a. Conduct direct monitoring of each class by visiting each class directly, either by himself or by other teachers he sends.
 - b. Calling expert CCTV operators to check for damage or system errors
 - c. Replace the CCTV that is not working or damaged.
3. When the principal has a program to place teachers in the field of study that is in accordance with the educational background of the teacher. So the obstacle faced by the principal is that there are still some teachers who have taught but are not in accordance with their educational background, even they have NUPTK or have become permanent teachers. So in this case the principal takes the following policies:
- a. Rolling out teachers who are not in accordance with their educational background. It is expected that there is a match or suitability of each teacher with the subject area he or she is teaching.
 - b. If the rolling effort is no longer possible due to several factors, the principal often organizes teacher competency training in order to improve the competence of teachers who teach but are not in accordance with their educational background.
4. When the principal encourages teachers to always improve their knowledge and activities. The obstacle faced is that there are still some teachers who have not been able to show an increase in their knowledge and creativity. Then the principal took several policies as follows:
- a. Hold seminars to increase the creativity of teachers or educators and education staff.
 - b. The principal will immediately call and provide special guidance to the relevant teacher council
 - c. Reaffirming the terms of the contract that have been agreed and signed by both parties (chairman of the foundation, principal, and related teachers).
5. When the principal implements full day school or two shifts of teaching and learning activities (KBM), namely 06.45 – 12.30 and 12.30 – 17.00. The obstacle faced by the principal is that sometimes the time for teaching and learning is not enough for some teachers. So in this case the principal provides a policy in the form of suggestions for teachers to increase lesson hours outside the applicable KBM.
6. When the principal implements additional programs in the form of subject matter and others, the principal faces one obstacle, namely sometimes he does not find an empty room (all classrooms have been used). So in this case the principal takes the following policies:
- a. Using the Lab room.
 - b. If it is not possible to use the Lab room, then go out (study outside).
 - c. Looking for a day off, which is Sunday
7. When the principal held a study tour program for students, the obstacle faced was that some of the students were constrained to join the program. So in this case the

principal provides a policy in the form of an affirmation that the study tour will be carried out if possible either in the near future or at the end of the academic year.

CONCLUSION

Based on all the discussions on the data exposure and data analysis presented, the researcher can conclude that the quality of education at SMK Muhammadiyah 07 Gondanglegi is evidenced by the quality of the input-process-output education. Educational inputs at SMK Muhammadiyah 07 include the existence of principals, teachers, students and other facilities such as infrastructure suggestions that support the learning process in SMK Muhammadiyah 07 Gondanglegi so that this school can be called a school that has quality education. The learning process at SMK Muhammadiyah does not only emphasize theoretical understanding, but there is practice to test the knowledge that he gets. Such inputs and processes have made this school successful in winning several achievements both nationally and internationally. Many graduates of this school have been recruited to work in their respective fields.

All the quality of education in SMK Muhammadiyah 07 is certainly not spared from the efforts of the principal as a stake holder in improving the quality of his school. First of all, the principal strives for the quality of educators in accordance with what is needed to go to schools that have high quality education. These efforts include; holding seminars or workshops for students and teachers, assigning teachers to attend training abroad, assigning teachers to attend subject teacher deliberations (MGMP), conducting supervision (direct monitoring) for each class, placing teachers in fields of study according to their background teacher education, encouraging teachers to increase their knowledge and activities, and so on. The principal's efforts to improve the quality of education are certainly not without obstacles, he has experienced many obstacles. However, school principals have their own strategies to overcome them.

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