The Effort of Principal Improving Quality Education In Online Learning at SD Muhammadiyah Blimbingrejo Jepara

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Abstract

This study aims to determine the principal's efforts in improving the quality of education in online learning at SD Muhammadiyah Blimbingrejo Jepara and the supporting and inhibiting factors. This study uses a qualitative approach. The research subjects were principals, vice principals and teachers. Research data obtained through interviews, observation and documentation. Data analysis techniques with data reduction, data presentation and drawing conclusions. Checking the validity of the data obtained through triangulation of sources and triangulation of techniques. The results of this study indicate that the state of education quality before the pandemic was quite good. However, the quality of education began to decline after the pandemic and the implementation of online learning. Efforts made by school principals in improving the quality of education in online learning are carrying out their functions as school principals, implementing curriculum according to needs, optimizing the procurement of online learning support devices, and controlling online learning activities. Improving the quality of education in online learning is supported by adequate school facilities, but also experiences obstacles, including the majority of teachers in schools are dominated by female teachers so that management is needed in assigning tasks and responsibilities to teachers who are able to carry it out and there are teachers who lack the ability to do it. The use of technology or digital literacy, as well as students who are bored in carrying out online learning.

Keywords: *Headmaster*; *Quality of Education*; *Online Learning.*

INTRODUCTION

Education is basically a conscious effort to develop the potential of students' human resources by encouraging and facilitating their learning activities. Education is one of the main pillars in determining social change. Changes towards progress and quality of life welfare. Education is responsible for the creation of a complete generation of the nation, as stated in the outlines of the State's policy, namely the realization of an Indonesian society that is peaceful, democratic, just, competitive, advanced and prosperous in the unitary state of the Republic of Indonesia supported by healthy, independent, and independent people. have faith, piety, have noble character, love the homeland, are aware of the law and the environment, master science and technology, have a high work ethic and are disciplined (Patoni, 2004).

Quality education is not only seen from the quality of its graduates, but also includes how schools are able to meet customer needs. Customers in this case are internal customers (education staff) and external customers (students, parents, community and graduate users) (Wahjosumidjo, 2010).

The principal as a leader has a significant contribution to the development and progress of the school. The development and progress of schools can be seen from the performance of professional principals and their ability to utilize existing resources effectively and efficiently. Seeing the diverse duties and roles of school principals, the principal is faced with the challenge of implementing a planned and organized and sustainable education in developing the quality of education. The principal as a driving force cannot be separated from the efforts made in realizing optimal learning so that it can improve the quality of education. The principal's strategy in improving the quality of learning is to improve the teaching skills of teachers, utilize media and educational facilities, carry out regular supervision, establish cooperation with the community and apply strict time discipline for both teachers and students (Tanjong, 2017).

The learning process during the COVID-19 pandemic was carried out online and blended learning. This is because the Covid-19 disease is a disease whose transmission is so fast, so many preventive steps are taken by governments around the world, namely social distancing (maintaining distance), locking (closing access in and out of an area and limiting the movement of people). within the area), Large-Scale Social Restrictions (PSBB) This situation has become one of the challenges for educational institutions, especially schools (Agustian, 2020) in order to maintain the quality of education.

The Government of Indonesia through the Minister of Education and Culture (Mendikbud) has issued Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Coronavirus Disease as a form of preventive measure against the transmission of COVID-19 in the educational environment. Online learning involves the media in delivering knowledge to students and requires students to learn independently. Communication media that allows the teacher to provide learning directly through learning videos or recordings. In the next process students can play back the video or recording repeatedly as learning material if there is material that is difficult to understand.

The online learning method is an additional task for the school as the organizer of educational activities to continue to provide education in the midst of an emergency so that the quality of education continues to run well. But in reality there are still schools that have not been able to implement online learning optimally. Learning activities are one component that can create quality education. To realize optimal online learning, various innovation efforts in Islamic education are needed that can be carried out in various sectors such as curriculum, learning, administration and management. Innovations in curriculum development in Indonesia include competency-based curriculum development innovations, community-based curriculum development innovations, integration-based curriculum development innovations and so on. Examples of innovations in the learning aspect are quantum learning innovations, competency learning innovations, contextual learning innovations and learning innovations through information technology (internet). All examples of these innovations will be successful if they have practical uses for the quality of Islamic education and are in line with the principles of true aqidah (Wiranata et al., 2021).

After the researchers conducted pre-research observations through interviews with the Principal of SD Muhmammadiyah Blimbingrejo Jepara that SD Muhammadiyah Blimbingrejo Jepara was one of the elementary schools that carried out online and offline learning processes (regularly). The teacher gives the material and then assigns it to the students (Rijal, interview, 22 Feb 2021). However, the implementation of online learning at SD Muhammadiyah Blimbingrejo has not run optimally due to obstacles in its implementation, namely the lack of facilities or learning tools owned by students, difficulties experienced by students in understanding the learning process, and the school having difficulty controlling children's activities. -child. So that these obstacles lead to a decline in the quality of education at SD Muhammadiyah Blimbingrejo Jepara.

METHODOLOGY

The method used in this study is a qualitative method with a descriptive analysis approach. The researcher describes the state of the quality of education, the principal's efforts in improving the quality of education in online learning along with the supporting and inhibiting factors faced. The data used by the researcher comes from the results of observations, interviews and documentation. This research was conducted at SD Muhammadiyah Blimbingrejo Jepara, which is located on Jalan Blimbingrejo, RT 2 RW 3, Blimbingrejo Village, Nalumsari District, Jepara Regency, Central Java Province. The time of the implementation of this research was from October to November 2021. The sampling technique in this study used purposive sampling, namely the sampling technique based on certain considerations. Researchers conducted structured interviews with principals, vice principals and teachers. The data validity test was carried out using three triangulation techniques, namely source triangulation, data collection technique triangulation and time triangulation. Qualitative data analysis is carried out interactively and takes place continuously at each stage of the research so that until it is complete, the researcher reduces the data, namely summarizing, selecting the main things, focusing on the important things, looking for themes and patterns. Then the data is processed into a

set of information that has been identified, summarized and taken action. Next, draw conclusions and verify all the data that has been presented.

RESULTS AND DISCUSSION

Good education is quality education. This is the basis for the development and progress of an educational institution, both Islamic educational institutions and general educational institutions. If education has good quality, it will produce quality and good human resources as well. Thus, the quality of education is a must that must be improved and can always be a concern for education managers. The quality of an educational institution can be assessed from the input, process and output. The output of SD Muhammadiyah Blimbingrejo Jepara before the pandemic and online learning has not yet been implemented, there have been quite a few achievements, both academic and non-academic. In addition, student achievement in class is quite good.

However, after the pandemic and the implementation of online learning, his achievements began to decline. Not only that, student achievement in class has also decreased, seen from the ability of sixth graders to understand less about the subject matter. To overcome this, the school provides practice questions so that in the future they are better prepared for exams.

The educational input is everything that is required to exist and is already available because it is very necessary for a process to run. What is meant by all of the above are in the form of: (1) input of human resources (principals, teachers, employees, and students) and input of non-human resources (equipment, equipment, materials, funds, and so on). (2) software input which includes the school's organizational structure, statutory regulations, assignment descriptions, educational planning, educational programs, and so on. (3) input expectations such as vision, mission, goals, targets to be achieved by the madrasah (Devi, 2021).

The HR input of the principal at SD Muhammadiyah Blimbingrejo Jepara in terms of recruitment has not yet been selected. For the condition of educator input, there is often a change of people, especially if there is CPNS registration, sports teachers are also not yet available. While the input of students is sufficient. The input of equipment and supplies is sufficient, only for a classroom less than one room. Meanwhile, the input of funds at SD Muhammadiyah Blimbingrejo Jepara only comes from BOS funds. Sometimes there are still software administration that has not been recorded, such as the main tasks of teachers and student achievement records. The input is hope that SD Muhammadiyah Blimbingrejo Jepara is pioneering the tahfidz program which until now there have been 114 students who have participated in the tahfidz program.

In terms of the process, the principal asks the teacher to prepare materials that can make students superior. A process has quality quality if it can combine inputs well. So that it can create pleasant teaching and learning conditions, foster motivation and interest in learning in students, and make students not only master the knowledge that has been given by the teacher but can master the knowledge of each student. Like they can live and can be applied to everyday life and continuously (Machali, 1970).

To improve the quality of continuing education, in the future the principal also plans to hold trainings for educators to improve the quality of education such as improving teacher performance and student achievement. Rahmawati,. et al.**,**

(2021) revealed that training, teaching experience had a positive and significant effect on teacher performance and a significant impact on the performance of teachers who had an economic education background. The level of training includes the length of training, the intensity of the training, and the relevance of the training, and the teacher's teaching experience includes the teacher's tenure, teaching skills and mastery of the material greatly affect the improvement of teacher performance.

The principal is the foremost leader for an educational institution. Principals are appointed to positions that are responsible for coordinating joint efforts to achieve educational goals at the respective school level (Dharma, 2003) .The principal of SD Muhammadiyah Blimbingrejo Jepara makes efforts to improve the quality of education in online learning by carrying out his functions as principal. As an educator, he educates the school community about the importance of quality education in an educational institution through socialization once a year. He also replaces the teacher if anyone is unable to attend.

According to Citraningsih dan Hidayat (2018), the principal functions as an educator by carrying out (1) mental, moral, physical and artistic development, (2) providing an example or example to teachers, (3) the principal's policy in delegating teachers/providing the opportunity for teachers to increase knowledge and improve their profession. , and (4) the ability to use time effectively. Principals are required to have the ability to behave like a manager in a school organization. A manager's role is to organize available resources in order to achieve certain goals (Winardi, 2000). His function as a manager, the principal performs POAC (Planning, Organizing, Actuating and Controlling) as he did when he increased teacher competence. He planned then communicated to the teacher, then judged whether it was appropriate or not. If it doesn't fit then he will fix it. As managers, principals of madrasas improve the quality of educational assessment in madrasas through several processes, ranging from planning and organizing, implementing, leading and controlling, mobilizing and empowering existing resources, especially teachers, employees, students and other madrasah residents in in order to achieve the goal of improving the expected quality of educational assessment (Rahmi & Anwar, 2018).

Factors that provide motivation for all school residents need to be nurtured regularly or continuously by the principal (Moekijat, 1980).The function of the principal as a motivator, he supports everything educators do as long as it is good, and the school will fund it. The principal as a motivator, the principal provides motivation and encouragement, rewards teachers who excel, is sympathetic to teachers who get happiness or sadness, regulates the physical environment of the school, works atmosphere and instills discipline in teachers (Citraningsih & Hidayat, 2018).

As for his function as a supervisor, he supervises at least once a month but rarely supervises directly in the classroom. Usually he only sees from the outside, for more in-depth supervision, teachers will be called to the office one by one. What he assessed on supervision included teaching completeness, lesson plans, books and

teaching materials. The essence of supervision is a process of guidance from superiors to teachers and other school personnel who directly handle students' learning, improve teaching and learning situations so that students can learn effectively with increasing learning achievement (Pidarta, 2011).

His function as an innovator, he recommends teachers to invite students to study outside the classroom, it can be in the school yard, in the field, even in the library. Sudarwan Denim said that innovation is an idea, action or something new in a certain social context and at a certain time to answer the problems faced. Something new, may have been known for a long time but has not been changed, but not all changes are innovations (Sudarwan, 2004).

In addition to carrying out his functions well, he also implements a curriculum that is in accordance with the conditions and needs of the school. In terms of learning support technology, he provides those that are in accordance with the conditions and needs of the school in the form of computers and adequate wifi internet. For teacher learning tools, each uses a personal device such as a cellphone or laptop, but some also use a school computer. Although there is still one old teacher who has not used a sophisticated cellphone like it is today. If the teacher will send assignments to students, he will be assisted by the administrative section.

The majority of students at SD Muhammadiyah Blimbingrejo Jepara already have learning tools. However, its use has not been maximized because sometimes there is only one cellphone at home so they have to alternate with others, even from their parents who complain about the quota. During the implementation of online learning, the SD Muhammadiyah Blimbingrejo Jepara teacher used WhatsApp as a medium to deliver assignments or materials. As a variation, there are also teachers who make learning videos, but they are also delivered via WhatsApp media. In its implementation, the principal asked the teacher to give assignments to students and then controlled through the whatsapp group whether anyone had not done it or not. In the WhatsApp group, the student's guardian can submit a complaint or just want a consultation regarding his child at school. According to the principal, all the efforts he made were in accordance with the school's vision and mission, but still had to be evaluated because he felt there were many obstacles in this online learning.

The principal of SD Muhammadiyah Blimbingrejo Jepara in improving the quality of education in online learning is supported by school facilities such as buildings, infrastructure, adequate books. However, he also encountered obstacles, firstly, the majority of teachers at SD Muhammadiyah Blimbingrejo Jepara were women so that if there was a school assignment, they had to sort out the teachers who were considered capable of carrying out the task. Second, in terms of information technology capabilities, there are still teachers who are less capable. Third, in terms of students who are bored with online learning.

CONCLUSION

The quality of education is important in an educational institution. Not only maintained but also improved. The quality of education at SD Muhammadiyah Blimbingrejo Jepara before the pandemic was quite good. However, the quality of education began to decline after the pandemic and the implementation of online learning. Efforts made by school principals in improving the quality of education in online learning are the best choice according to the situation and conditions of the school.

The efforts of the principal of SD Muhammadiyah Blimbingrejo Jepara in improving the quality of education by carrying out their functions as school principals, implementing a curriculum that is in accordance with conditions and needs, optimizing the procurement of online learning support devices, controlling online learning activities.

A supporting factor in improving the quality of education in online learning is the availability of adequate school facilities. While the constraining factor is that the majority of teachers in SD Muhammadiyah are female, this causes the need for detailed and systematic management in assigning responsibilities or tasks to teachers according to their abilities, lack of digital literacy skills, especially mastery of information technology and student saturation in carrying out online learning.

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