



Analysis of School Principal Tasks (Study at SMP Muhammadiyah PK Kota Barat Surakarta and SMP IT Al Anis Kartasura)

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Abstrak

Kebijakan sistem pendidikan yang memberikan wewenang kepada pemimpin diharapkan memudahkan kepala sekolah dalam menjalankan tugasnya dalam mencapai keberhasilan pendidikan. Penelitian ini bertujuan untuk menganalisis karakteristik tugas kepala sekolah sebagai manajer, *supervisor* dan entrepreneur di SMP Muhammadiyah PK Kota Barat Surakarta dan SMP IT Al Anis Kartasura. Jenis penelitian ini adalah penelitian lapangan, menggunakan teknik pengumpulan data wawancara mendalam, observasi dan dokumentasi. Penelitian ini merupakan penelitian deskriptif kualitatif dengan pendekatan studi kasus. Hasil penelitian mengungkapkan karakteristik tugas kepala sekolah sebagai manajer bahwa kepala sekolah mengelola program sekolah meliputi rencana kerja berjangka, pengelolaan kurikulum. Karakteristik tugas kepala sekolah sebagai *supervisor* ditunjukkan dengan kepala sekolah melakukan perencanaan kegiatan supervisi dengan membentuk tim, melaksanakan supervisi akademik dengan kunjungan kelas dan melakukan tindak lanjut supervisi dengan mengikutsertakan pelatihan. Karakteristik tugas kepala sekolah sebagai entrepreneur dapat dilihat dari inovasi program sekolah seperti pengembangan kurikulum, memotivasi *stakeholder* sekolah melalui nasehat, penanaman jiwa kewirausahaan melalui budaya pembiasaan.

Kata Kunci: Manajer, Supervisor, Kewirausahaan

Abstract

Education system policy that gives authority to leaders is expected to make it easier for school principals to carry out their duties in achieving educational success. The study aims to analyze the characteristics of the principal's duties as manager, supervisor and entrepreneur in SMP Muhammadiyah PK Kota Barat Surakarta and SMP IT Al Anis Kartasura. This type of research is field research, it uses data collection techniques, in depth interviews, observation and documentation. This research is a qualitative descriptive study with case study approach. The results of the study reveal the characteristics of the principal's duties as a manager that the principals manage the school program including a time framed work plan for the management of curriculum. The characteristics of the principal's duties as supervisors are indicated by the principals planning supervision activities by forming a team, carrying out academic supervision with class visits and carry out follow up supervision

by including training. The characteristics of the principal's duties as an entrepreneur can be seen from the school programs innovations such as curriculum development, motivating school stakeholders through advice on instilling an entrepreneurial spirit through a culture of habituation.

Keywords: Manager, Supervisor, Entrepreneurship

Introduction

Education is a process of developing all potential as an effort to mature and perfect oneself in all aspects to become a complete human being through learning activities (Edy & Sathish, 2022). One of the important roles of education is so that humans can maintain their lives as caliphs on earth through moral, intellectual and psychological development that can be used as a bridge to build a nation and state. The national education system has undergone reforms with the realization of a decentralized system which provides broad flexibility for schools (Vienta Mawanda et al., 2018)

Schools as a place for learning activities are expected to be able to prepare competent human resources because of the supporting factors for the quality of education, one of which is human resources. Giving full authority and responsibility to schools to manage human resources makes it easier for educational leaders to create quality management (Mulyasa, 2007: 23). The realization of quality education management is supported by several factors in the implementation process. These supporting factors include the curriculum, teaching and educational staff, educational administration and facilities and infrastructure. Of the several supporting components, it is the teaching staff who is an important component as a supporter and determines the course of education (Jamilah Ali, 2019). The teaching staff in question is the principal of the school.

The principal is an educator who has additional duties as a leader, who plays an important role in the running of education in schools (Dewi Lestari et al., 2019) As an educator the principal is tasked with carrying out teaching and learning activities, while as a leader the principal must coordinate and

manage educational administration. The school principal has the responsibility of being an educational leader who can influence the quality of the performance of its members in achieving educational goals (Komalasari et al., 2020). Aside from being a leader, the principal also acts as a manager, administrator, innovator, motivator, supervisor and evaluator. Meanwhile, in Permendikbud No. 16 of 2018 in carrying out its role, school principals are obliged to carry out their main duties as managers, supervisors and entrepreneurial leaders. In carrying out their duties and functions, school principals are expected to always want to develop through increasing competence, skills and self-training through habituation to attitudes, behaviors and ways of making decisions (Inge Kadarsih et al., 2020).

The reality on the ground today is that there are still many school principals who have low awareness of their responsibilities in carrying out their duties as managers, supervisors and entrepreneurs or there are several principals who only excel in managing and carrying out one task. This happens because many school principals still depend on government regulations which result in less competition, lack of self-motivation to develop, lack of enthusiasm and discipline, lack of flexibility in making decisions and low curiosity about new things which have an impact on disrupting the attainment of quality education (Komalasari et al. al., 2020)

SMP Muhammadiyah PK Kota Barat Surakarta and SMP IT Al Anis Kartasura are private Islamic schools that have implemented various innovations in educational activities. These two schools were able to maintain the quality of education at a time when more and more private schools had various advantages in

the field of school management. Based on information from the teacher of SMP Muhammadiyah PK Kota Barat Surakarta that the school principal has carried out his duties as a supervisor by carrying out learning supervision activities once a week. In addition, the principal's duties as a manager include compiling and evaluating the school's vision, mission and goals every year and forming a curriculum development team. Meanwhile, the duties of the head of SMP IT Al Anis Kartasura as a supervisor are manifested in work meetings every week. Student competency development activities are carried out through a religious habituation program using rote methods (interviews & observations).

The duties of the school principal are interesting to research and analyze because the implementation of school management and the achievement of the success of an educational institution is greatly influenced by the way the principal carries out his duties and the two schools studied are schools that serve as examples and benchmarks for other schools because they have special programs and superior, especially in the area of Surakarta and Kartasura. The development of several studies regarding the duties of the school principal has been carried out a lot, especially research on the duties of a manager in managing school programs, but the duties of the principal as a manager, supervisor and entrepreneur have not attracted many researchers to explore more broadly the three main tasks. Referring to the background above, the purpose of this study was to analyze the characteristics of the principal's duties as a manager, supervisor and entrepreneur.

Method

This research uses a qualitative paradigm, with the results of the data in the form of writing from the observed object (Lexy, 2011: 5-6). Descriptive analysis methods are used starting from problem formulation, object observation and data analysis. This type of research is field

research with the research sites at SMP Muhammadiyah PK Kota Barat Surakarta and SMP IT Al Anis Kartasura. This research approach is a case study that aims to thoroughly observe the workings of school principals in carrying out their duties as managers, supervisors and entrepreneurs.

The data sources for this research are primary data sources and secondary data sources. Primary data sources were the principals and teachers in both schools, secondary data sources were obtained from Nia Kurniasih's book entitled *Principal Tasks of School Principals*, Syaiful Sagala's book entitled *Professional Capabilities of Teachers and Education Personnel* and from various journals regarding the implementation of school principals' duties. The subjects of this study were the head of SMP Muhammadiyah PK Kota Barat Surakarta and the head of SMP IT Al Anis Kartasura.

The data collection technique used was in the form of: first, observation by observing the duties of the principal directly or indirectly (Ahmad, 2009: 53) such as observing the teacher's workspace, school facilities and infrastructure, weekly supervision activities, school competition activities and zoom meetings of learning activities. Second, direct interviews with respondents with reference to the interview guide (Mohammad, 2005: 193-194), interviews were conducted with school principals, deputy principals and senior teachers. Third, documentation through recording and taking pictures or photos that can be used as data (Pupu, 2009), documentation is done through collecting documents in the form of supervision books, school curriculum, division of teacher assignments, teacher learning plans, teacher data and student data. The stages of analysis in this study included data reduction starting from compiling a summary of the indicators of the principal's duties as manager, supervisor and entrepreneur, then presenting the

findings and analyzing the data and then drawing a final conclusion.

Results and Discussion

1. Characteristics of the Principal's Duties as a Manager at SMP Muhammadiyah PK Kota Barat Surakarta and SMP IT Al Anis Kartasura

a. School Program Management

Indicators of the task of the school principal as a manager, especially in managing school programs, to prepare RKJM, RKT, RKAS by educational standards and carry out annual program evaluation actions that have been and have not been achieved. School program management carried out by the principal at both schools includes: Muhammadiyah Middle School PK Kota Barat Surakarta includes annual and short-term work planning where previously annual evaluation activities were carried out, annual work plans are made with a matrix containing various fields such as curriculum, student affairs and public relations (interview & documentation). Meanwhile, IT Al Anis Kartasura Middle School manages the school program, starting with an evaluation of the new school year's activities, then with a plenary meeting and dividing teachers into two work commissions, namely curriculum and extracurriculars (interviews & documentation). These findings are consistent with the theory of Suryusubroto, Ikbal and Nia Kurniasih.

b. Management of Teachers and Education Personnel

The indicators for the task of the principal in carrying out the management of teachers and education personnel have three indicators, namely the principal divides the tasks of teachers and education staff, provides facilities and opportunities for teachers and educators to improve their competence, expertise and career, provides opportunities for

teachers to take part in further education programs. The management of teachers and education personnel carried out by the principal includes: Muhammadiyah Middle School PK Kota Barat distributes teacher duties both in teaching or additional assignments according to their skills, provides facilities and infrastructure to teachers and education staff, provides teacher appreciation with materials, training and scholarship recommendations S2 (interview). While the management of teachers and education staff at IT Al Anis Kartasura Middle School includes the division of educator tasks by the evaluation results of the annual work meeting, providing infrastructure in the religious field through recitation activities and visiting graves, providing support through seminars, recommendations for Masters scholarships and training (interviews). The results of these findings are consistent with the literature review and the theory used.

c. Student Management

Student management carried out by the principal at both schools includes: SMP Muhammadiyah PK Kota Barat Surakarta shown by the preparation of the PPDB committee team, making programs for new students, participating in online competitions for grade 8, forming competition teams starting from grades 7, 8 and 9. Specifically for grade 9, national exam training is provided with minimum competency assessment test practice, while the talent and interest class program contains 15 online extracurriculars (observations & interviews). Student management at IT Al Anis Kartasura Middle School includes planning and implementing new student admissions activities carried out by student teachers, guidance and counseling teachers and under the supervision of the school principal. Program activities carried out such as memorizing the Koran, holding competitions between schools and

between classes (interviews). The results of this study are by the theory used.

d. Curriculum Management

Curriculum management carried out by school principals: SMP Muhamadiyah PK Kota Barat includes forming a curriculum development team, providing direction and guidance regarding the principles of school curriculum development which is carried out through workshops, meetings, and MGMP activities as well as providing a book on school curriculum guidelines every year (interviews & documentation). Management of the IT Al Anis Kartasura Middle School curriculum includes forming a curriculum development team where the school principal is also included in the team, providing guidance and direction in managing the curriculum by involving teachers in workshops and MGMP training activities. Curriculum documents are made in books that are formed during work meetings at the beginning of the year (interviews & observations).

e. Management of School Information Technology

Management of school information technology systems carried out by SMP Muhammadiyah PK Kota Barat includes a learning platform that students can easily access. The learning platforms provided include zoom meetings, PK Learning, PK TV, podcasts, school online magazines, and school websites that contain learning videos. Provision of school information dissemination media found in the form of print media and digital media. The principal's print media cooperates with several media such as solo news, Suara Muhammadiyah.id, and Bengawan. For digital media, what has been developed includes Instagram, school Facebook, YouTube, and PK TV. Management of school information technology systems carried out by SMP IT Al Ani Kartasura includes:

management of teaching and learning activities by applying for advances in information and communication technology found, including school principals using google classroom, google form, web, or school blogs. As for digital poster competitions and making videos as student learning materials. In managing basic education data, the school principal appoints teachers, especially the public relations and administration departments. Before that, the public relations team had been given training in multimedia skills. Provision of school information media in the form of digital media such as Instagram and Facebook.

2. Characteristics of the Principal's Duties as a Supervisor at SMP Muhammadiyah PK Kota Barat Surakarta and SMP IT Al Anis Kartasura

a. Planning of Academic Supervision Activities

Planning for academic supervision activities carried out by the head of SMP Muhammadiyah PK Kota Barat Surakarta includes preparation of a program of supervision activities involving the supervision team, namely the deputy head of curriculum who is also a senior teacher and a representative of subject teachers. Documents were prepared by a team of supervisors in the form of an academic supervision program (supak). Planning for academic supervision activities carried out by the principal at SMP IT Al Anis Kartasura includes: forming a team of supervisors who help the principal plan supervision by appointing senior teachers such as Mr. Wahyu who is also the vice principal of the school. With the school principal's supervision team compiling supervision documents, these supervision documents are integrated with the school's work meeting book. For other supervision documents such as supervision sheets before and after

supervision individually brought by the relevant teacher (interview).

b. Implementation of Academic Supervision Activities

The implementation of academic supervision activities for teachers carried out by the head of SMP Muhammadiyah PK Kota Barat Surakarta includes the principal carrying out supervision according to a specified schedule. In one school year, the principal supervises each teacher 2-3 times. Before the pandemic, supervision was carried out through class visits, and group supervision which was carried out during weekly meeting activities on Friday or Saturday by listening to the coordinator or person in charge of subject teachers from grades 7, 8, and 9 regarding the problems being faced by the teacher. The implementation of teacher supervision at SMP IT Al Anis Kartasura includes school principals usually using planned supervision and unplanned supervision methods. If supervision is planned, then the principal carries out according to the schedule agreed upon with the teacher, but if supervision is not planned, then the principal will provide information to all teachers to prepare the administration of learning and the necessary supervision instruments. In one year the school principal usually supervises 2 times, namely once in an odd semester and once in an even semester. (interview & observation).

c. Follow-Up of Supervision Activities

Follow-up activities on the results of supervision carried out by the principal at SMP Muhammadiyah PK Kota Barat Surakarta include: the principal holds discussions with supervised teachers by calling teachers to invite individual discussions. For group supervision, the principal summons each subject teacher according to class level for group discussions, the principal can assign teachers to attend training, training, or guidance activities according to their

needs. Follow-up activities on the results of supervision carried out at SMP IT Al Anis Kartasura include: after supervising and finding difficulties experienced by the teacher, the principal will summon the supervised teacher to discuss. If there are teachers who have the same problem, training will be held especially for young teachers who have less teaching experience. The principal also occasionally provides examples of teaching methods.

3. Characteristics of the Principal's Duties as an Entrepreneur at SMP Muhammadiyah PK Kota Barat Surakarta and SMP IT Al Anis Kartasura

a. School Program Innovation

The implementation of school innovation activities carried out by the head of SMP Muhammadiyah PK Kota Barat Surakarta includes: optimizing and developing the field of school technology by current technological developments such as creating an educational platform, implementing android-based semester exams following the current situation. Curriculum innovation activities in the form of implementing face-to-face learning and distance learning, recitation activities on Friday at PDM Surakarta via virtual, NASI (heart advice) programs sent via school Instagram posts, other innovations carried out by school principals in the form of planting innovative activities with Karim activities (Muhammadiyah Islamic Youth Studies), Adiwiyata school innovation through the GCR (green, clean and religion) program and won 3rd place in healthy schools. The implementation of school innovation by the head of IT Al Anis Kartasura Middle School was in the form of curriculum innovation carried out by the school principal and curriculum assistant by innovating additional curricula in the official curriculum, references in curriculum development were obtained from comparative studies with other schools. The hallmark of this school is

about the Caucasus, so the innovations that are carried out at Kansas are by doing branding. Potential development is carried out in the form of involving students in community activities with hadroh extracurriculars around the school area.

b. Motivating School Citizens

The motivation that was carried out by the head of SMP Muhammadiyah PK Kota Barat Surakarta was in the form of advising teachers every weekly supervision through snippets of verses from the Koran or hadith. While the motivation for students is in the form of advice and enthusiasm given during the flag ceremony and class supervision. Motivation to the school community is mostly done by verbal communication. Giving appreciation to teachers is given to those who have served for 10 years by providing savings and recommendations for Master's scholarships. The motivation given by the head of IT Al Anis Kartasura Middle School to all school members was in the form of maintaining communication with teachers and education staff through weekly meetings. Teachers are motivated by awards in the form of certificates and postgraduate scholarships, and the homeroom teacher is given awards in the form of rotating trophies for those whose memorization of the Qur'an reaches the target. The motivation is in the form of family gathering activities for teachers and education staff with joint recitations. While the motivation for students is in the form of prizes for students who rank 1 with free tuition for 6 months and students who rank 2 get free tuition payments for 3 months.

c. Developing an Entrepreneurial Spirit in School Stakeholders

The implementation of the entrepreneurial spirit instilled by the head of SMP Muhammadiyah PK Kota Barat and SMP IT Al Anis Kartasura in all

school members is in the form of habituating daily attitudes at school, the entrepreneurial spirit is developed through extracurricular activities such as scouts, sports, cooperatives which foster a spirit of discipline, responsibility, honesty, independent, optimistic and never give up. The development of an entrepreneurial spirit is carried out by the school principal through the implementation of a culture of greeting and greeting, polite language culture, then religious culture such as congregational prayers, memorization, one day one juz, and through extracurricular activities such as futsal, muhadhoroh, qiro'ah and calligraphy. To develop an entrepreneurial spirit for teachers is done by involving teachers in a comparative study of cooperative activities.

Conclusion

The characteristics of the principal's duties as a manager at SMP Muhammadiyah PK Kota Barat and SMP IT Al Anis Kartasura are that the two principals have similarities in how to manage school programs such as future work plans, vision, mission, annual program evaluation, teacher management starting from division of tasks, managing students starting from acceptance to graduation of students, as well as managing the school curriculum according to the needs of each school. The characteristics of the principal's duties as a supervisor at SMP Muhammadiyah PK Kota Barat Surakarta and SMP IT Al Anis Kartasura are that the two principals plan academic supervision activities by forming a supervision team, involving the vice principal. Carry out academic supervision starting from checking the completeness of teacher education administration, learning resources, learning tools and media and carrying out follow-up results of supervision such as involving teachers in training and training activities. The characteristics of the principal's duties as an entrepreneur at SMP Muhammadiyah PK Kota Barat Surakarta and SMP IT Al Anis

Kartasura are that the school principal carries out school innovation by developing curriculum, school programs, school facilities and infrastructure. Motivating school members by communicating, guiding and motivating all school members by giving advice on the sidelines of the flag ceremony. Develop an entrepreneurial spirit through culture and habituation of extracurricular activities.

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