



Synergy between School Principals and Foundation Chairs in Building a Quality Learning Environment

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Abstrak

Penelitian ini bertujuan untuk mengetahui sinergi manajemen puncak lingkungan yayasan pendidikan dalam upaya sekolah menciptakan lingkungan pendidikan yang berkualitas di SMK Albuhari Labuhanbatu. Penelitian dilakukan dengan menggunakan metode deskriptif kualitatif di SMK Albuhari Labuhanbatu 2023. Metode pengumpulan data pada penelitian ini menggunakan teknik wawancara, observasi dan dokumentasi. Penelitian menunjukkan bahwa dana berperan sebagai pengawas, pembimbing dan pembina dalam melaksanakan pengembangan lingkungan pembelajaran yang berkualitas. Hal ini terlihat dalam keputusan selektif administrator dan pemilihan staf pengajar. Kepala sekolah adalah mesin yang menggerakkan proses penciptaan lingkungan belajar yang berkualitas. Menciptakan lingkungan pembelajaran yang berkualitas di sekolah memerlukan tiga unsur: masukan, proses, dan hasil. Ketiga hal ini saling bergantung. Tanpa adanya implementasi dan proses pembelajaran yang baik maka hasil suatu lembaga pendidikan tidak akan maksimal. Banyak kendala dalam mengembangkan lingkungan belajar yang berkualitas, namun dengan kerjasama dan keterlibatan semua pihak di sekolah seperti yayasan dan kepala sekolah, semua itu dapat diatasi. Yayasan, kepala sekolah, dan staf harus bekerja sama untuk mengatasi tantangan yang menghambat pengembangan lingkungan pembelajaran yang berkualitas. Dapat disimpulkan bahwa peran yayasan dalam menciptakan lingkungan pendidikan yang berkualitas di SMK Al-Bukhari Rabuqan Batu sudah cukup efektif. Hal ini menunjukkan bahwa Yayasan berperan penting dan bersinergi dengan baik dengan kepala sekolah dalam mengembangkan lingkungan belajar yang berkualitas di SMK Albuhari Labuhanbatu.

Kata Kunci: *Yayasan, Kepala Sekolah, Peningkatan Pembelajaran Berkualitas*

Abstract

This research aims to determine the synergy of top management within the educational foundation in the school's efforts to create a quality educational environment at Albuhari Labuhanbatu Vocational School. The research was conducted using qualitative descriptive methods at Albuhari Labuhanbatu Vocational School 2023. Data collection methods in this research used interview, observation and documentation techniques. Research shows that

funds play a role as supervisors, mentors and coaches in implementing the development of a quality learning environment. This is seen in the selective decisions of administrators and the selection of teaching staff. The principal is the engine that drives the process of creating a quality learning environment. Creating a quality learning environment in schools requires three elements: input, process, and results. These three things are interdependent. Without good implementation and learning processes, the results of an educational institution will not be optimal. There are many obstacles in developing a quality learning environment, but with the cooperation and involvement of all parties in the school, such as the foundation and the principal, all of these can be overcome. Foundations, principals, and staff must work together to overcome the challenges that hinder the development of quality learning environments. It can be concluded that the role of the foundation in creating a quality educational environment at Al-Bukhari Labuhan Batu Vocational School has been quite effective. This shows that the Foundation plays an important role and synergizes well with the school principal in developing a quality learning environment at Albukhari Labukhanbatu Vocational School.

Keywords:*Foundation, Principal, Improving Quality Learning*

Introduction

Education is considered the most valuable investment in improving the quality of human resources for the development of the Indonesian nation. A country's development is often measured and linked to the education level of its citizens. The higher the level of education of a society, the more advanced a country is. The contribution of education to national development is of course quality education, not only in terms of education but also in terms of input, process, output and outcome.

Contributions to quality education can be obtained from human resources such as professional teachers, quality students, good infrastructure and a good curriculum. A quality curriculum can be seen in a quality curriculum. The result of quality education is graduates who have the skills needed by schools and the nation.

And the result of quality education is graduates who can meet the qualifications required by the market. Schools currently face various challenges both internal and external. Domestic challenges come in the

form of new policies, the national economy, and even national security.

Explain policies regarding curriculum changes and their implementation. Schools must be prepared to face these curriculum changes. Like it or not, politics influences the implementation of education in schools. The bigger challenges are external challenges, such as increasingly tight global competition such as in the ASEAN Economic Community (AEC).

In short, to face this, Indonesia needs talent that can compete with other Southeast Asian countries. Competent talent can only be created through education. Quality of education is the alignment of service characteristics with customer needs which is a combination of relevance, efficiency, accountability and academic ability. The aim of creating a quality educational environment is to produce graduates who qualitatively meet society's expectations by creating an education system that can quantitatively meet society's educational needs and provide education through educational programs and educational materials. . And type. Learning experiences that are

relevant to the world of work are provided by graduates who are able to utilize available energy, funds, facilities and skills optimally to achieve their learning goals.

Education quality standards in Indonesia are determined through Government Decree (PP) no. 2005 concerning National Education Standards (PP SNP). Set it to 7 p.m. According to Article 2 paragraph (1) of Law no. 19 of 2005, the areas of application of the IEP are as follows: 1) Content Standards, 2) Course Standards, 3) Graduate Competency Standards, 4) Teacher and Staff Standards, 5) Facilities and Infrastructure. standards, 6) school management standards, 7) financial standards and 8) educational assessment standards.

To implement the development of a quality learning environment, schools need the support of components that can support effectively and efficiently in achieving educational goals. These components include funding, teaching and learning staff, facilities and infrastructure, and student preparation. The quality of education in Indonesia fell from 109th in the world in 2000 to 111th in 2004, but then rose one level in 2005 to 110th out of 177 countries (Human Development Index (HDI), Reuters AlertNet-Indonesia).

The low quality of Indonesian education is confirmed by the results of the PERIC (Political and Economic Risk Consultant) survey. According to this survey, the quality of education in Indonesia is ranked 12th lowest among 12 Asian countries. Several factors are reported to contribute to the low quality of education in Indonesia. These elements can be obtained from the components of developing a quality learning environment as above. The components above not only influence the development of a quality educational environment in Indonesian

schools, but there are other factors and conditions behind it.

When viewed in terms of facilities, there are still schools that lack physical facilities and supporting infrastructure. Then there are less specialized human resources. In this case, the staff are lecturers and staff. Teachers and staff play an important role in creating a quality learning environment in schools. Apart from teachers' professional skills, their well-being is also less related to the development of a quality teaching environment in schools.

One of the factors that influences the development of a quality educational environment in schools is an inadequate learning process. Then there are still many school programs that have not yet been implemented. If this is reduced, the distance or gap between school funding and operations often becomes a problem and becomes an obstacle to the development of a quality learning environment. There are times when you come across funds that don't actually help the school, but on the other hand there are funds that actually help the school.

There are many schools in Indonesia that are supported by the foundation. The number of private schools supported by this foundation is almost greater than the number of state schools in Indonesia. However, there are also unusual problems in schools managed by foundations. Funds that guarantee the existence of private schools should play an active role in monitoring education in these schools. The appointment of a fund manager must also be based on the capacity and capability of the fund manager, not based on family members or close relatives.

Different from Albukhary Labukhanbatu Vocational School. Albukhari Labuhanbatu The development of a quality educational environment in vocational schools depends on several supporting

factors starting from the school principal, teachers, students and stakeholders or stakeholders. These stakeholders include students' parents and foundations.

Apart from that, two-way communication and collaboration between various parties influences the development of a quality learning environment at Albuhari Labuhanbatu Vocational School. Because these two elements allow all parties to determine the desired goals. In this case, the foundation also plays a role as a stakeholder in developing a quality educational environment at Albuhari Labuhanbatu Vocational School.

The role or contribution of the Albuhari Labuhanbatu Vocational School Foundation to the development of a quality learning environment always includes monitoring and support efforts planned by school departments, one of which is Albuhari Labuhanbatu Vocational School. The development of a quality educational environment is closely related to the teaching and learning process, where teachers play an important role in the teaching and learning process.

Good teachers will produce good products. The presence of untrained teachers who are still working with them can be one of the factors causing the lack of success in the teaching and learning process. Albuhari Labuhanbatu Apart from the teacher component in vocational schools, another factor in developing a quality educational environment is school independence in solving school problems. At Albuhari Labuhanbatu Vocational School, the role of the foundation as a field manager who guides the principal in carrying out his duties and solving problems is very important.

Method

This research uses a qualitative descriptive method using data using

observation methods, in-depth interviews, library research and triangulation techniques. Various methods or data sources are used in qualitative research to develop a comprehensive understanding of a phenomenon. These methods include:

The observation method includes direct observation at the research location to obtain information about what is happening. Specifically collecting data about the lives and activities of the Albuhari Labuhanbatu Vocational School community. The interview method consists of purposeful data collection. Intensive interviews and school interviews. The three data above were collected and described using triangulation techniques to make the data more accurate and descriptive.

Results and Discussion

After conducting interviews with respondents based on the results of observations and literature research, the following research results were obtained:

1. Recruitment of Foundation Management

The schools in Indonesia are very diverse, ranging from state schools which are usually called state schools, to private schools. Public schools in Indonesia are managed directly by the Ministry of Education and Culture, and private schools are managed by foundations. Of course, the existence of these funds is regulated by the government, specifically through the Funds Law no. 28 of 2004.

The foundation itself can be divided into social funds, educational funds and humanitarian funds. The appointment of founding directors is an independent right of the private equity fund/institution. Likewise with the appointment of fund managers at the Dwina Albuhari Labuhanbatu Foundation. The directors of the Dwina Albuhari Labuhanbatu Foundation were appointed after

consultation between the institution and the founder of the Dwina albukhary Labuhanbatu Foundation.

According to the leadership, he has been the Foundation Treasurer since the founding of the Dwina Albukhary Labuhanbatu Foundation. Foundation administrators are replaced only after the administrator dies. When management experiences errors, consultation and agreement are the only way to resolve the problem. This is S.P. Director of Albukhari Labukhanbatu Vocational School, as conveyed by the leadership, affairs managed by the foundation discussed, including the appointment of foundation administrators, the appointment of directors and the appointment of teachers at the Dwina Albukhary Labuhanbatu Foundation. Directors cannot be fired unless the manager becomes ill or dies.

Based on the explanation above, it can be seen that the election of the management of the Dwina Albukhary Labuhanbatu Foundation is an independent authority from the relevant institution or foundation. Dismissal of a foundation director is also the foundation's independent right without government interference. The only way to overcome all obstacles and problems is through consultation and agreement.

2. Principal Recruitment

School/madrasah principals are the most strategic education officials who can mobilize the vanguard in the national education system. Recruitment of the principal of Albukhari Labukhanbatu Vocational School is based on teaching experience and direct appointment by the foundation management. The term of office of the principal of Albukhari Labukhanbatu Vocational School is the same as that of a regular school, namely 5 years. Administrators consider many things, including a teacher's leadership

abilities, commitment to education, strong ethical and Islamic values, and decision-making ability.

In selecting directors, the foundation management again took the path of deliberation and consensus. Meanwhile, the dismissal of directors will be carried out based on the results of the general meeting of the management. At Albukhari Labukhanbatu Vocational School there has never been a principal who resigned, only principals who were dismissed for various reasons. This includes illness and absenteeism due to a lack of confidence in their ability to manage the school. During the founding of Albukhary Labukhanbatu Vocational School, the fund managers themselves never decided to dismiss the director of Albukhary Labukhanbatu Vocational School.

3. Welfare of School Principals, Teachers and Education Personnel

Foundation management efforts to improve the welfare of school principals, teachers and education staff. According to Rusmiati, the role of foundations in improving the welfare of school principals, teachers and education staff is by approving policies proposed by schools regarding fees and allowances. The foundation itself does not have special activities or programs to improve the welfare of school principals, teachers or staff. That's because the head is in charge of everything.

According to one teacher, the foundation does not have a special program aimed at improving the welfare of school principals, teachers or education staff. This school principal runs special programs such as providing age allowances and holding training to improve the performance of teachers and staff.

Apart from that, each foundation is still deciding whether or not to approve the program. Apart from that, the results of

the interview with Abdul Aziz showed that the management's efforts to improve the welfare of school principals, teachers and staff were achieved by issuing a salary system policy and approving funding for the implementation of training. The same applies to salary systems and job growth.

In addition, school principals run special programs for the welfare of teachers and staff, including training and mentoring in certain areas. Hasanah added, although the foundation does not have a special function related to the welfare of teachers and employees, the foundation is very interested and continues to monitor the implementation of Albuhari Labuhanbatu Vocational School activities.

In addition, school principals run additional programs to improve the welfare of teachers and staff and specifically pay bonuses such as vacation pay and year-end bonuses. According to Yunia, the organizers' efforts to improve the welfare of school principals, teachers and school staff include seeking assistance from parties outside the school, both in terms of infrastructure and the welfare of teachers and staff.

Schools also carry out supporting activities such as training and skills development for teachers and staff. According to the teacher, the principal runs a special program to improve the welfare of teachers and staff, including providing scholarships on certain days, accrediting each teacher and building training and friendship. Activities such as social gatherings and refreshing between teachers and staff. According to Hasanah, the head is very active in collaborating with various book publishers, so that various teacher training development courses also receive support and participation from various publishers. According to the teacher, the foundation handed over to the director or department coordinator all teacher and staff welfare programs.

4. Determining Policies for Schools

According to the principal, technical decisions regarding school policies are taken through various stages. In the first step, the principal, together with related foundations such as the school board, consults with teachers to plan new policies or regulations. In the second stage, the school presents policy ideas to the foundation along with the results of the consultation. In the final stage, the foundation decides whether to continue the policy or not.

According to Hasanah, school policies are usually decided at an annual meeting attended by teachers, principals and fund managers. After discussions at the annual meeting, the foundation has full authority to revise the policies discussed. The people involved in setting school policies include principals, deputy principals, teachers, administrators and administrators. According to Rizki Fadli (Administration), new policies approved by the foundation will be ratified by issuing a Decree from the foundation management. According to foundation administrators, school principals usually propose new policies in consultation with the foundation Administrator. The principal explained the concept as well as the pros and cons of the new policy. The board will then decide whether the new policy will actually be approved.

5. Activities in Building a quality learning environment

According to Dewina Albuhari Labuhanbatu, principal of the vocational school, ongoing activities to create a high-quality learning environment will increase the contribution of the school as well as its teachers and students. Create a quality educational environment, especially from the perspective of teachers and staff. In particular, we develop capacity through

training, such as K13 workshops and direct child protection training, in collaboration with Erlangga Publishing House and the Ministry of Education, Culture and Religion. Business. Tilawa recitation/practice using the Tilawati method at KPAI. Later it will be applied to Albukhary Labukhanbatu Vocational School students.

At the same time, the creation of a quality educational environment for school students is achieved through quite strict selection, especially for prospective students enrolled in modern classes. Elective subjects are writing, reading (general and religious) and drawing.

All of this is done solely to generate good income so as to create an efficient and effective process that will produce results that are in line with the school's vision and mission. At the same time, the Foundation monitors and guides its implementation. Then, all programs related to the introduction of religious activities can be integrated into activities to develop a quality educational environment carried out by the school principal, involving students in competitions, with an emphasis on worship and deepening the material. So that in the future quality results can be produced.

Conclusion

Based on the results of qualitative research conducted using observation, interviews and documentation methods, several conclusions can be drawn regarding the synergy of the foundation and school principals in developing a quality educational environment at Al-Bukhari Labuhan Batu Vocational School in 2023. There are. The conclusion is presented as follows:

1. According to researchers, foundations play a role as supervisors, mentors and coaches in implementing the development of a quality educational environment. The foundation plays a

role as a driving force for the continuity of education in schools

2. The development of a quality educational environment in schools is led by the principal and supervised by the foundation. Creating a quality learning environment in schools requires three elements: input, process, and results. These three things are interdependent. Without good implementation and learning processes, the results of an educational institution will not be optimal.

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