

## **PRINCIPAL MANAGEMENT IN IMPROVING THE QUALITY OF EDUCATION AT FATHUL ULUM MIDDLE SCHOOL, BOARDING SCHOOL-BASED**

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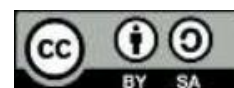
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### **ABSTRACT**

This study aims to 1) find out how the process of implementing principal management in improving the quality of education at SMP Fathul Ulum based on Islamic boarding schools 2) find out the supporting and inhibiting factors of the principal management process in improving the quality of education at SMP Fathul Ulum based on Islamic boarding schools . 3) find out the process of principal management towards the quality of education at SMP Fathul Ulum based on Islamic boarding schools . This type of research is descriptive qualitative using interviews , observations , and documentation as data collection . The results of principal management in improving the quality of education at SMP Fathul Ulum , the principal carries out a program to improve school personnel in managing resources and compiling programs to encourage the participation of the teacher council to support education at SMP Fathul Ulum based on Islamic boarding schools . In the implementation of the principal , it cannot be separated from the supporting and inhibiting factors to anticipate inhibiting factors, solutions are needed to overcome them .

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## **INTRODUCTION**

Education is a process of conscious and planned efforts to create a learning atmosphere and learning process so that students actively develop their potential . So there is a great need for the best place for children to develop their creative talents , one of which is school . A school is a formal educational institution where the teaching and learning process takes place between educators (teachers) and students ( pupils).

Educational institutions are also a means of developing quality human resources that benefit the community , nation , and state. To improve the quality of education and human resources , educational institutions should be managed by leaders with strong competencies and qualities across all fields . The success of education and learning in schools is greatly influenced by the ability of the principal , who manages every component of the school .

Good management of teaching staff will be very useful for the progress of schools / educational institutions and organizations , good and correct management factors will have a positive impact on the progress of schools / institutions and increase public trust in the institution because they see the results obtained by their students, both output , outcome and development of the school .

The good embodiment of the principal of SMP FATHUL ULUM begins with the effort to accredit the school , because this school has only been established for 2 years so accreditation is very important to support the quality of education at SMP FATHUL ULUM and to be able to compete in today's organism era . Efforts by holding teacher guidance , supporting all forms of teacher participation in developing the quality of learning .

Realizing and improving school competency requires a collaborative and comprehensive effort that requires commitment . Competence comes from the term " competency, " which means skill or ability . Collaborating can make the work of realizing shared goals easier .

## **RESEARCH METHODS**

This study uses a descriptive qualitative approach to examine in depth the principal 's management in improving the quality of education . This approach was chosen because it is able to describe real phenomena according to conditions in the field . The study was conducted at Fathul Ulum Middle School , a school with a fairly rapid growth in the number of students . The research subjects consisted of the principal as the primary informant , and teachers and education staff as supporting informants .

Data collection techniques were carried out through observation , interviews , and documentation . Observations were conducted to directly observe the principal 's management activities , interviews were used to obtain more in - depth information , while documentation was used to supplement data in the form of school archives such as work programs , student data , and other documents . Data analysis techniques used an interactive model that included data reduction , data presentation , and drawing conclusions . To ensure the validity of the data, researchers used source triangulation techniques , namely comparing data obtained from various informants .

## **RESULTS**

In the current era of globalization , the development of science and technology is very rapid . This leads the world of education to continue to develop in order to be able to produce human resources that are qualified , competitive , and ready to face the challenges of the times . Schools are educational institutions that have a crucial role in improving the quality of education . Therefore , effective management is needed , especially from the principal . Such as the efforts made by Mr. Hasyim as the principal of SMP Fathul Ulum . One of the efforts made by the principal in improving the quality of education at SMP Fathul Ulum is through the implementation of school accreditation . Accreditation is a process of assessing the feasibility and performance of a school based on predetermined standards , thus becoming a benchmark in determining the quality of an educational institution .

Although Fathul Ulum Middle School is relatively new , only three years old , the principal has demonstrated a strong commitment to preparing for accreditation . This is evident in various

strategic steps taken , such as preparing school administration documents , meeting national education standards , and improving the quality of teaching staff .

In the accreditation process , the principal acts as a manager who coordinates all school members . Teachers and other educational staff are actively involved in completing documents , such as learning materials , work programs , and assessment administration . In addition , the principal also provides guidance to teachers to improve the quality of classroom learning . The excellence of Fathul Ulum Middle School is also evident in the number of students , which has reached 107 students in a relatively short time . This demonstrates the public's trust in the school. This condition is a positive indicator in the accreditation process , as it reflects the attractiveness and quality of the educational services provided .

However , several obstacles remain in its implementation , such as limited facilities and infrastructure and the school's relatively new experience . Therefore , the principal continues to conduct ongoing evaluations and improvements to ensure optimal accreditation results . Therefore , it can be concluded that accreditation implementation is an important strategy for improving educational quality . Through good management , the principal is able to mobilize all components of the school to achieve the desired educational quality standards .

### **Supporting Factors**

The implementation of accreditation at SMP Fathul Ulum is supported by several important aspects that play a role in the smoothness and success of the process , namely :

- a. **Visionary and Managerial Leadership of the Principal**  
The principal plays a key role in motivating all components of the school . In this regard , the principal is capable of developing thorough plans , coordinating tasks effectively , and providing clear direction to teachers and educational staff . Firm yet communicative leadership creates a conducive work environment , allowing all parties to work optimally in preparing for accreditation .
- b. **Cooperation and Solidarity of the School Community**  
The success of accreditation cannot be separated from good cooperation between school principals , teachers, and educational staff . All parties support each other in completing administrative documents , organizing learning tools , and maintaining the quality of the teaching and learning process . This compactness becomes the main strength in facing the accreditation process .
- c. **High Public Trust**  
The enrollment of 107 students in approximately three years demonstrates the school 's public trust . This is a positive indicator for accreditation assessments , as it reflects the school 's attractiveness and ability to provide excellent educational services .
- d. **Commitment to Improving the Quality of Education**  
The entire school community is aware of the importance of improving the quality of education . This is evident in teachers' efforts to improve the quality of learning and their willingness to participate in training and coaching . This commitment is crucial for meeting accreditation standards .
- e. **Having a clear work program and planning**  
The school has a vision , mission , and a focused work program . These programs are designed to support improvements in educational quality , such as enhancing teacher

competency , curriculum development , and student development . Good planning makes it easier for the school to meet accreditation assessment indicators .

### **Inhibiting Factors**

In addition to supporting factors , there are also several obstacles faced in the implementation of accreditation , among others:

a. **Limited Facilities and Infrastructure**

As a relatively new school , Fathul Ulum Middle School does not yet have complete facilities that meet national education standards . Limited classroom space , learning facilities , and other supporting infrastructure are among the obstacles to meeting accreditation criteria .

b. **Lack of Experience in the Accreditation Process**

Because the school is only about three years old , its experience with accreditation is still limited . This has resulted in several technical aspects , such as document preparation and understanding of assessment indicators , being less than optimal.

c. **Administration that is not yet perfectly organized**

Several important documents are still being finalized due to time constraints and a lack of experience in administrative management that meets accreditation standards .

d. **Limited Human Resources ( HR )**

The limited number of teachers and educational staff results in a significant workload . This can impact the effectiveness of accreditation preparation , as one person must handle multiple tasks simultaneously .

e. **Suboptimal Time Management**

Good time management is essential in preparing for accreditation . However , with so many tasks to complete , sometimes the time available is n't enough to fully complete all requirements .

In addition , Fathul Ulum Junior High School , which is under the auspices of an Islamic boarding school foundation , has various supporting and inhibiting factors in its efforts to improve the quality of education . From the supporting side , the existence of the foundation and Islamic boarding school provides strong support in school policies and development , especially in integrating formal education and religious education , so that students not only excel academically but also have good religious character . The Islamic boarding school environment also supports the development of discipline , independence , and noble morals through routine religious activities and more intensive supervision from teachers and boarding school caretakers .

In addition , the high level of public trust , as demonstrated by the ever- increasing number of students , is an important asset in developing the quality of education . However , there are several inhibiting factors , such as the dualism of the education system between schools and Islamic boarding schools, which causes students' learning burdens to become higher, limited facilities and infrastructure used together , and less than optimal coordination between schools and Islamic boarding schools in implementing programs . In addition , the density of Islamic boarding school activities can also affect academic learning time , as well as the relatively higher workload of teachers because they have to carry out dual roles . Therefore , effective principal management is needed to be able to optimize supporting factors and minimize

obstacles so that the quality of education can continue to improve in a balanced manner between academic and religious aspects .

Based on the description of the supporting and inhibiting factors , it can be analyzed that the existence of SMP Fathul Ulum under the auspices of an Islamic boarding school is a strategic advantage that not all schools have . The integration between formal education and Islamic boarding school education provides significant added value , especially in the formation of religious , disciplined , and noble character of students . This shows that the quality of education is not only measured from the academic aspect alone , but also from the success of the school in forming the personality of students holistically . Strong foundation support and high public trust are indicators that the school management has been running quite well and is able to attract the interest of students in a relatively short time .

However , behind these advantages , there are quite complex challenges that must be faced by school principals . The dualism of the education system between formal schools and Islamic boarding schools requires a proper balance in the management of time , energy , and learning programs . If not managed optimally , this condition can cause fatigue in students and reduce the effectiveness of the learning process . Furthermore , the limited facilities and infrastructure that still have to be used together indicate that schools need to plan for facility development in a gradual and sustainable manner .

From a managerial perspective , coordination between schools and Islamic boarding schools is key to successfully improving the quality of education . Although they are under the same foundation , differences in management patterns and program priorities can become obstacles if not properly synergized . Therefore , principals are required to have strong communication , collaboration , and leadership skills to be able to unify a shared vision and goals . Furthermore , the relatively high workload of teachers is also a significant concern . Teachers not only play a role as educators in formal learning , but also as instructors in religious activities . This requires good human resource management , such as proportional division of tasks , providing motivation , and improving teacher competency through training .

Overall , it can be concluded that the supporting factors of SMP Fathul Ulum are actually more dominant than the inhibiting factors . However , success in improving the quality of education depends greatly on the principal's ability to manage and maximize existing potential , while simultaneously overcoming various obstacles encountered . With effective management , synergy between schools and Islamic boarding schools can be a major force in creating quality education , balanced between intellectual and spiritual intelligence , and capable of producing superior and competitive graduates .

## **CONCLUSION**

The principal 's management in improving the quality of education at Fathul Ulum Middle School , which is under the same foundation as the Islamic boarding school, demonstrates the integration between the formal education system and Islamic boarding school values . The principal not only carries out general managerial functions such as planning , implementation , and evaluation , but also adapts policies to the vision and culture of the Islamic boarding school. The synergy between the school and the Islamic boarding school management is a major supporting factor in shaping the character of students who are not only academically superior but also possess good morals .

Support from the Islamic boarding school environment , such as discipline , character building , and religious activities , contributes to strengthening the overall quality of education . However, there are challenges in aligning school and boarding school activities , as well as limited infrastructure , which requires effective coordination and management . Therefore , the integration of the school and boarding school under one foundation is a strategic strength in improving the quality of education at Fathul Ulum Middle School .

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