

# School Management Readiness in the Elementary School

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This research has a purpose to explore an implementation of school management in the District Fakfak and Teluk Bintuni, West Papua Province, Indonesia. The source of this qualitative research data is the Head of the Regional Education Department, school supervisors, school principals, teachers, parents of students, and the community. The focus of this research is: 1) school principal to manage the school; (2) parents in relationship with schools; and (3) supervisors as representative of the Local Department of Education to monitor and conduct supervising to all schools. This research has the following results, : 1) the principal must be able to build a good communication pattern and relationship between school, family and community so that the school's sustainability will always be supported by the school's residents; 2) the family is the closest partner of the school, so the principal needs to approach the student's family to play an active role in supporting the smooth learning process at school, as well as supporting his children to study hard; 3) school supervisors must carry out their supervisory function regularly so that the school under their guidance can run well.

**Key words:** *School management, leadership of school principal, role of school supervisor*

## Introduction

One pillar in the School-Based Management is a school management, then the other pillars are principles of transparency and accountability. These three pillars are very important in the implementation of school-based management. Transparency is meant here as the easy access for all stakeholders and the public to obtain information related to school administration starting from the School Work Plan (SWP) and its implementation reports, information about the progress of student learning progress and so on. Meanwhile, accountability means that all work plans and their implementation can be accountable to all stakeholders.

District Fakfak and District Teluk Bintuni are located in the West Papua Province, Papua Island, Eastern Indonesia. Both districts are categorised as underdeveloped regions based on the Strengthen on Basic Education Service for the Remote Indigenous Community (RIC), year 2012 in Papua that provides educational services using a simple formula with a one-roof concept. This RIC has some criteria, namely: a) basic social service has a limited access; b) transportation and communication are very limited; c) there is big gap between city and remote areas; and d) people move around to survive.

The same condition is experienced by teachers who live in remote areas, namely because they are often late in receiving their salaries, many of them work more outside school to get additional income. Another thing is that if teachers have to take part in official activities in the district capital, it can be ascertained that schools will have a shortage of teachers. This resulted in the learning process in schools not being optimal.

Implementation of school management in the elementary schools in both districts of Fakfak and Teluk Bintuni still become a local government's homework, because of: (1) lack of support from parents to their children especially when children have to study at home; (2) in many families, the need to eat is more important than the need to support children's learning; (3) teachers prefer to teach in urban areas than in remote areas; (4) if the principal or teacher has to go to the district city, it will take more than 7 days to leave school because of the difficulty of transportation; (5) the function of school supervision by supervisors from the district education office or from the government has not been optimal due to the difficulty of transportation; (6) the role of school committee is not optimal yet; and (7) there are still many children who cannot read and write fluently.

Much information by the head of education in both districts, local community leaders and school principals in the district Fakfak and Teluk Bintuni mention that there are three main problems, such as: (1) limited budget for supervision of schools in remote areas due to expensive transportation and the time it takes to reach these areas; (2) there are still many teachers who prefer to teach in schools located in cities rather than in remote areas; and (3) the inadequate function of school committees to participate more in school management so that the quality of education can be better.

Several relevant researches related to the implementation of school management such as: Indra, et al (2020); Ekosiswoyo (2016); Mortimore (1993) who argued that the quality of education and the progress of education in schools are determined by the leadership of school principal to implement the education system in accordance with government regulations. Likewise Hershock, et al (2007); Cogan and Derricott (2000); Kaswardi (1993) who emphasised that an improving education quality, active parents and community involvement is needed to cooperate with school principals, because schools cannot run alone without the involvement of stakeholders around the school.

## Methodology

The research was conducted in eight Elementary Schools (Sekolah Dasar or SD in Indonesia Language), namely: SD Inpres Babo; SD YPPK Santo Petrus Babo; SD Inpres Tomu; SD Negeri Taroi; SD YPPK Tofoi; SD Inpres Winro; SD YPPK Weriagar; SD Kecap. These schools are the attention of the local government as the best schools in each village where the school is located.

The purpose this qualitative research wants to know school management implementation based on the role of: (1) school principal to manage the school; (2) parents in relationship with schools; and (3) supervisors as representative of the Local Department of Education to monitor and supervise the schools.

Informants in this research are: 144 students consisting of 3 students from each grade 1 to 6, 40 teachers consisting of 5 teachers in each school, 160 parents consist of 20 parents in each school. Information to schools was done by observation in 6 months; information to families and communities was done in 8 months. Key Informant Interviews (KIIs) were done to the schools supervisor, Head of Local Department Education, 8 school principals, 8 community leaders and 8 religion leaders. Focus Group Discussions (FGDs) with teachers, parents were done in each school in each village. These FGDs have the purpose to get information from all informants regarding implementation of school management in each school. Participants in each FGDs in each school was informed by school principals. Numbers of participants in each school were 25 persons consisting of 5 teachers and 20 parents who are chosen by the school principal. Participants in KII in schools are 3 persons consisting of one school principal, one community leader, and one religion leader. This KIIs was conducted in each school. KII for school supervisors and the Head of the Local Department of Education are conducted in the office of the Local Department of Education. The information obtained during the FGD and KII was recorded in field note documents and recorded using a recording device. The results of all this information are then classified according to the focus of this study.

Methodology of this research is comparative constant method, in each focus of the research. There were 2 major activities carried out by the researcher: *first*, the researcher conducted an analysis of each focus on the 8 schools studied. *Second*, from the results of the first activity, the researcher will compare the results of each focus for 8 schools, so that conceptual findings from each focus will be found.

There are some steps which have to be done by researcher in the comparative constant method, as stated by Creswell (2014). Those steps are: 1) collecting of the data; (2) determining the finding issues, 3) categorisation of all findings based on focus of the research, 4) comparison of each finding to each focus, 5) analysis based on research findings.

There were three steps conducted in this research: 1) one week early orientation at the district Teluk Bintuni, 2) six months for exploration of the research focus which consisted of three weeks in each school in each village, and 3) analysing the data in 2 months after its return from the focus exploration. *First* is the early orientation step; this was done to meet with the Head of Local Government and the Head of Local Education Department to get permission, overview about the general situation in each school in each village, and getting the volunteer to assist researchers during the conduct of the research in each 8 elementary schools which are in 8 villages. The researchers were assisted by 2 local volunteers to rent the speed boat to reach every village. *Second* is the focus of exploration; this was done in order to get appropriate information from all informants regarding an implementation of school management based on perspectives: 1) the role of the school principal, 2) the role of parents in relationship with schools, and 3) the role of school supervisor as representative of the Local Department of Education to monitor and supervise the schools. *Third* is analysing the data. At this stage, all data from the field is managed based on information in each focus of the research. This activity will be combined with all information from the initial orientation and focus exploration. All information will be summarised, given a code, and then will be analysed based on focus of the research.

In order to get appropriate information, there are some categories to become as an informant, such as: 1) the category students were selected randomly by the school principal. The purpose was to get the students' perspective in the implementation of school management; 2) category teachers were the teachers who have responsibility in the class and subjects. The purpose is to get information from teachers about implementation of school management based on their perspective; 3) category parents were selected by the school principal. The decision made by school principal was dependant on the coordination with the community leader and the religious leader; 4) the category community leader and religious leader, to be found at any time.

## Findings

### *a. The role of the School Principal in the Implementation of School Management*

The school principal has an important responsibility in the implementation school management, because the school principal plays a role as a leader and as a manager. These two roles will determine the quality of education in the school. As a leader, the school principal must be able and courageous to make decisions to lead the school community, while as a manager, the school principal must be able to manage decisions made for the advancement of education in the school he leads.

This research has tried to gain perspective of the teachers and students on how they perceive their school principal as a leader. This research adapts three leadership traits in assessing the capacity of the Principal, such as: vision, visibility, and credibility. *First*, the school principal needs to understand the vision and mission of the school he leads, and the vision and mission

of education development in the district. This is because school principals in the District Teluk Bintuni and District Fakfak have a big responsibility to be able to realise local government education programs for schools and communities, because school principals have school members who can jointly advance education in schools and regions. In addition, the school principal must have a clear and measurable plan to advance existing education, and that planning is at least in line with and supports the education program of the local government. Based on result of the FGD, some school principals know well about school vision and mission, but most of them do not know their own school vision and mission. School Prinsipal from District Fakfak mentioned during the FGD: *“The vision and mission of our school comes from the Education Office so I just went through it and without me having to know the meaning because the most important thing is to work and carry out tasks”*. It can be understood because in most schools in the District Fakfak and District Teluk Bintuni, there is a display board about school vision and mission statements. Also in public schools, usually they have similar vision and mission statements that are developed by the Department of Education Organization (DEO) staff in the district level. This is a good basis for the school leader to lead his/her organisation’s member because they do understand the direction of their organisation. The challenge is whether the principal has a working plan to achieve that vision. Based on the short discussion with principals and teachers during the schools’ survey, most of informants were not able to explain clearly on how they work to achieve the vision. One of the school’s principals from District Teluk Bintuni mentoned in the FGD: *“I did not fully understand the vision and mission of the school because it was there before. For me, what is important is that I carry out my duties as a principal to advance education in my school”*. The linkage between vision and mission statement with the school working program and daily education activity is still questionable. The important thing is the role of school supervisor should assist the schools, especially the principals to develop a proper school working program that is able to drive the school to achieve its vision.

*Second*, being visible. Come to school regularly, the presence of the school principal will determine the success or failure of the implementation of school management that he leads. It is not enough for the school principal not only to lead and manage the school but also able to lead and manage school member consisting of parents and members of the community around the school. Good communication skills from the school principal to parents and the community will foster empathy and a sense of belonging to the school's member to support existing educational programs. Data collected from the FGD has shown that in some schools, the school principal rarely comes to school. The high absenteeism rate of the school principal is a big problem because sometimes they leave their school for more than 2 weeks and the learning process relies on 2 honorary teachers.

*Third*, the school principal as a leader and manager in the school; the school principal must be a person who can be trusted by the school community and all of his actions must be able to show good credibility. The school member will judge the success of the implementation of school management from the leadership of the school principal because this reflects that the

existence of the school principal can bring renewal and improvement in the quality of education in schools and the quality of communication and good relations between the school and family, community, and local government. The baseline study adopts this third trait not in terms to assess the honesty level of the respondents, but to look at the transparency and accountability in school management, especially in financial management.

*b. The Role of Parents in Relationship with the School*

The fact shows that community participation is still lacking in efforts to build communication with schools. This is because: *first*, parents do not have an understanding of the importance of education for their children, so that they do not provide support for children to attend school. A parent representative from Elementary School YPPK Weriagar mentioned: “*Our school is very far from the district capital in Bintuni, can be reached by speedboat for almost 5 hours crossing rivers and sea. Due to this remote condition, we really need the presence of school supervision to help our school get better, because we parents are busy working and we have entrusted our children's education to the school*”. Likewise, a mother from the Elementary School Tomu said that: “*the principal should not often go to the district capital because he would leave school for a long time considering the school location is quite far*”.

*Second*, the culture of looking for food in the forest by bringing the children along, so that children do not need to go to school. During the FGD, many parents agreed that their children's education has been entrusted to the school, so the role of the teacher is very important. *Third*, the nomadic nature of residence for indigenous people, which hinders the children's education process. The culture of people in the interior of West Papua is still nomadic because they have to open gardens or there are people who live as fishermen and move from one place to another; because of this condition, many children do not get enough educational attention from their parents. *Fourth*, the head of the tribe wants to take part of the school operational assistance fund from the central government, so there is often coercion of the will of the school principal. Most of the results of the FGDs with the parents of students indicated that the participation of tribal heads in collecting school assistance funds from the government could have a positive or negative impact. The positive side is that there is control over the use of funds, but the negative side is that the school principal feels reluctant to confront the head of the tribe so that the will of the chief cannot be rejected by the principal.

*Fifth*, teachers do not dare to go to school because in certain situations security instability often occurs. Almost all parents said: “*We as indigenous Papuans really love all the teachers, we also try to keep them safe so they feel at home in our school*”. *Sixth*, school principals are more busy managing school operational assistance funds from the government. Some parents said that because school operational assistance from the government had to be taken directly by the school principal in the district capital, because of the distance between the school and the district capital, many school principals had left school for almost a month or two, and had just returned to school. This resulted in school management not running well. *Seventh*, the appointment of

local teachers to carry out the functions of the school principal while the principal is away. Most of the FGD participants did not agree that as long as the school principal was not there, a teacher was appointed to replace the role of the school principal. This was as stated by one parent representative: *“The principal is the person who is trusted by the government to lead the school and promote education in our place. If the principal is away more and the assignments are given to the teacher then there is no point in the role of the principal”*.

*c. The Role of Supervisors as Representative of the Local Department of Education to Monitor and Supervise the Schools*

In both the districts of Fakfak and Teluk Bintuni, the School Supervisor has a strategic role to improve the quality of education in school which is their target area, because School Supervisors are representatives of the Local Government and the Local Education Department Office to carry out supervisory functions in the schools they are responsible for. However, due to the geographic conditions of schools in the two districts it is very difficult to reach because they have to use water transportation; the role of school supervisors is less effective in carrying out their duties. This is due to things such as: 1) the high cost of water transportation to reach the school; 2) one visit takes approximately one week; 3) limited funding from the Local Education Department Office for school supervision; and 4) people who become school supervisors are generally about to retire or are quite old.

Several school supervisors who were interviewed said: *“I cannot afford to have one month to supervise schools to 3 schools that are very far away. My personnel are not able to afford it, and I can only afford 1 school for 1 month”*. Likewise, a school supervisor, who is 55 years old, said: *“My spirit is still strong, but my energy is not able to go far by speed boat to schools”*. A school principal at the Kecap Elementary School said: *“Our school is the farthest school in the District Teluk Bintuni, and can only be reached by using water transportation. In our area, electricity is still limited. When it rains or the river rises, our school is submerged and the school is off. We really need the presence of our School Supervisor to provide assistance on how we can carry out school management well”*. The same thing was also conveyed by most of the Principals who complained about the presence of School Supervisors sometimes doing more administrative activities, namely only checking the completeness of school documents, but lacking in providing guidance to the Principal and Teachers on how to manage the school.

The two Heads of Local Education Office in both Districts Fakfak and Teluk Bintuni said the same thing that the education budget in this district is quite limited, and one of them is for the school supervision budget, but not all can be fulfilled. Meanwhile, with regard to the age of school supervisors, they are approaching retirement and no longer have enough strength to perform school supervision functions; the two heads of offices in the two districts also said the same thing, that one of the current homework is how to make school supervisors searchable from young teachers who are still productive and have certificates as school supervisors.

Some teachers during the FGD said that they really needed the presence of the School Superintendent because the Principal was rarely at school due to matters of going to the district capital. One of the teachers from SD YPPK Tofoi said: "*The principal in our village was rejected by the people here because the principal was often not here for a long time, as a result the school seemed to have no leader and many teachers could not make decisions if there were questions from parents of students*". The same thing was said by some parents of students that the presence of school supervisors is very important to help the principal so that the school can provide good educational services.

## Discussion

### *d. Strengthen the role of School Principal to Manage the School*

Research by Agboola and Tsai (2012); Aimah and Purwanto (2018) stated that the school principal has a strategic role to be successful in the implementation of school management and is as a manager where he/she is able to properly carry out the planning, organising, mobilising and coordinating the process of a school program. Based on that statement, it can be interpreted that the Principal has two roles, namely as: 1) educator, the role of the principal as an educator is to form a conducive teaching and learning culture; 2) manager, the role of school principal as a manager, such as: (a) planning in detail about the goals and strategies for achieving goals, (b) organising the potential of existing educational resources, (c) carrying out programmed activities, and (d) conducting routine control over the implementation and outcomes of education.

Research by Schipper, et al (2019); Mortari (2015) also mentioned that the role of the school principal to develop their school, is that he/she must be able to provide an understanding of good administrative management in schools in a transparent and well-documented manner. On the other hand, Cogan and Derricott (2000) stated that educational leaders in the global era need to prioritise their expertise in collaborating between local culture, national interests, international competition and technological developments.

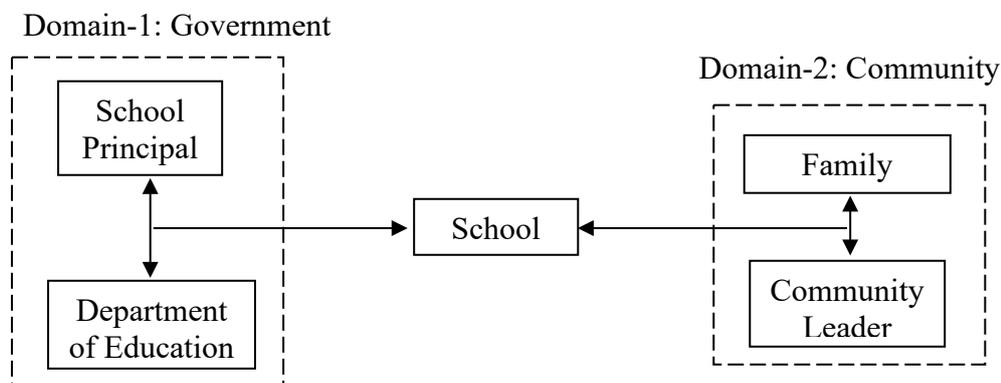


Figure 1. Relationship between Government and Community in Managing the School

Based on the diagram above, there are two domains in advancing schools in both Fakfak and Bintuni districts, West Papua. *First*, the government domain, namely that the school principal is appointed by the Head of the Education Department in the district and with the consideration of the Head of the Regional Government. This is because local governments have an obligation to promote education in their areas, and the principal is the representative of the local government to implement the regional government's strategic plan in the field of education. *Second*, the community domain, namely that to advance education in schools and regions, an active role from student families and community leaders is needed to pay attention in the learning process in schools. The two domains are separate but complementary because schools cannot stand alone and need support from the government and the community.

DeVellis (2016) stated that schools will develop well if there is active support from the government and the community. The results of research conducted by Kimani, et al (2013); Pilz, et al (2014); Mphale and Mhlauli (2014); Epstein and Jansorn (2004) suggest that the family is part of society so that family involvement, namely the role of parents and community leaders in providing quality time for each family in their home. This is because children need environment for their growth as their motivation to become a good generation. Based on this statement, it can be interpreted that the role of the principal in implementing school management which he leads, is influenced by several factors, such as: *first*, leadership character, namely the school principal carries out mental coaching by guiding all school members about matters relating to mental attitudes and character. In this case the school principal creates a conducive climate so that every school member is able to give maximum attention, proportionally, and professionally to develop education quality. For this reason, the school principal should try to coordinate activities with educators and education personnel at least once a month, and with stakeholders who have an interest in advancing the school, at least once in a semester, this is aimed at providing convenience to teachers and students in their main tasks, namely: teaching and learning.

*Second*, the leadership communication pattern, namely that the principal must be able to build good communication with the government and the community to share a concern in creating a comfortable educational atmosphere and a child-friendly educational environment, so that the principal will be a good catalyst between the government, the community and the school. With the open communication carried out by the principal to the government and the community, mutual trust and respect will be built to jointly advance education in schools. *Third*, the pattern of relations, namely the role of the principal is to regularly coordinate with the local government and the community regarding educational progress and matters that need to be examined together. The existence of input from the local government and the community to the school principal will greatly help the principal to play his/her role in leading the school well. Referring to the explanation above, it can be figured out in the context diagram of the role of school principal in school management, as follows:

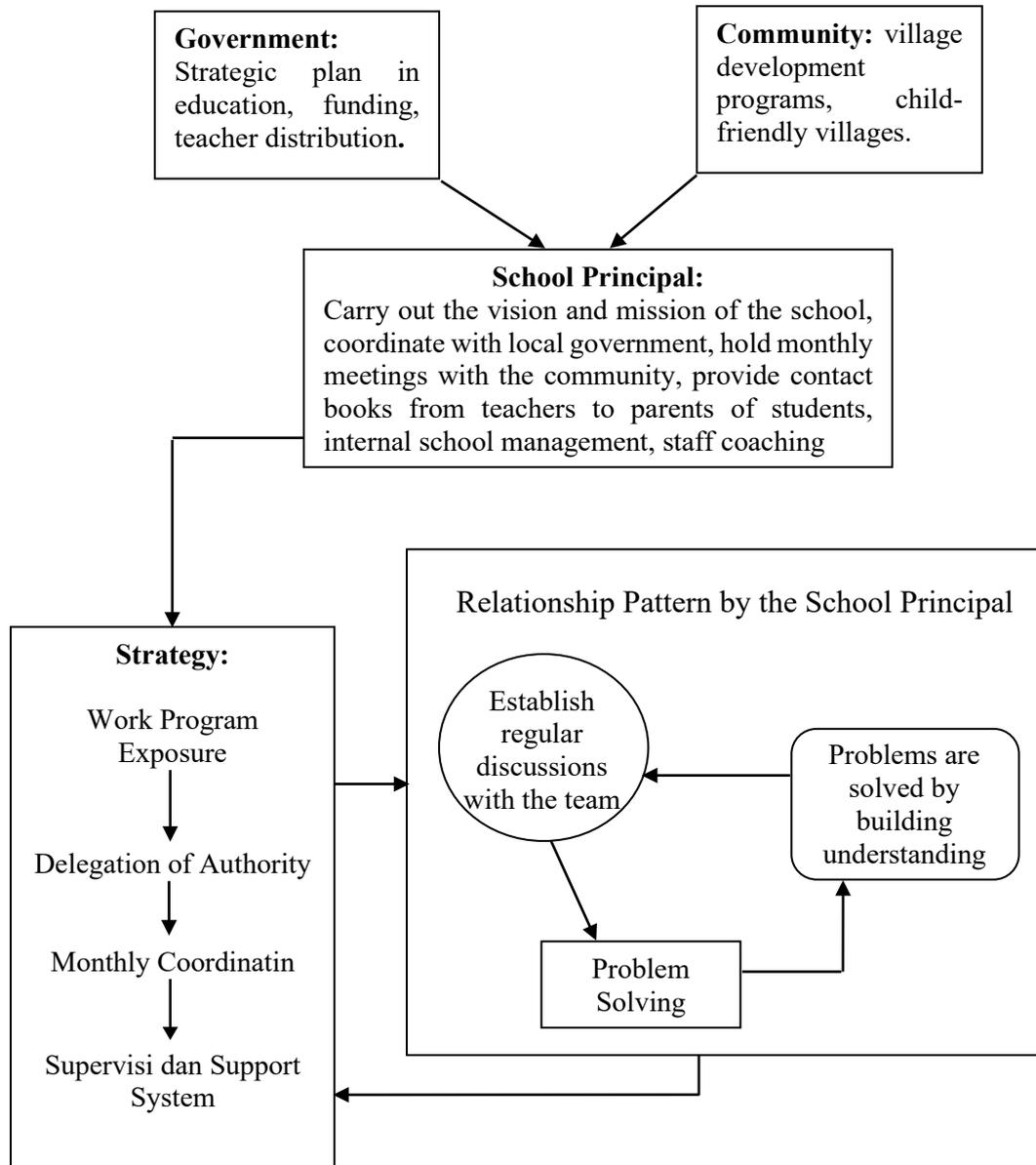


Figure 2. The Role of School Principal in Managing the School

*e. Strengthen the Role of Parents in Improving School Management*

Based on all findings above, the parents' greatest hope is that they want to have children who are pious, polite, sociable, smart and successful, but this big hope should not be just hope. Parents being able to realise their expectations is the most important. The position and function of a family in human life is very important and fundamental; the family is essentially a container for the formation of each of its members, especially children who are still under the guidance of their parents (White and Warfa, 2011; Flecha, 2012). Child development generally includes physical, emotional, social and intellectual conditions. If all goes well, it can be said that the

child is in a healthy state of mind. In mental development there are critical periods, which means that if these periods cannot be passed properly, symptoms will arise which indicate, for example, tensions, difficulties in adjustment and disturbed personality. Furthermore, even the task as a social being to establish satisfying human relationships both for oneself and for those in the environment will fail completely.

The role of parents in terms of children's education should be in first place; it is the parents who best understand the good and bad qualities of their children, what they like and what they don't like. Parents and the school principal are the first to know the changes and developments in the character and personality of their children, what things make their children embarrassed and what things make their children afraid. It is the parents and teachers who will make their children someone who has a good or bad personality. Children in the transitional period need more attention and affection, so parents cannot give complete trust to the teacher at school, meaning that parents have to communicate a lot with their teachers at school and vice versa; the important thing in education is to educate the child's soul. A soul that is still fragile and unstable; a lack of parental care and affection can have an even worse effect on the child's soul.

Parents and school are two elements that are interrelated and have a strong relationship with each other. Despite the various assumptions of society, the expression "fruit will never fall far from the tree" is an illustration of how strong the influence of parents is on the development of their children. So that parents and schools are not wrong in educating their children, and therefore good cooperation must be established between the two parties (Epstein and Janson, 2004; Hill and Taylor, 2004). Parents educate their children at home, and at school to educate children by the teachers who are managed by the school principal, so that cooperation between parents and school must be on the same track so that they can be in tune in treating children, both in at home or at school, in accordance with the understanding agreed upon by both parties in treating children.

If only in educating children based on the willingness of only one party, for example the family alone or the school alone educates children; this is based on some experiences that it will not work well or in other words the efforts made by parents or the school will be completely raw, again because there are two rails that have to be traversed by the child and as a result the child becomes dizzy as to which one to obey. It is even further feared that it will form a child with multiple characters. Indeed, in reality it is not easy to carry out this understanding, but it must be based on the good relationship between parents and their children. If this is owned by both parties, this is a great asset in educating children. Every incident that occurs, whether at home or at school, should be recorded properly by both parties so that when there is something wrong with the child, this can be used as material to evaluate the extent of changes experienced by the child, both its bad character and character, which is good, so that in determining the next steps, they can reflect on the notes that have been made by both parties.

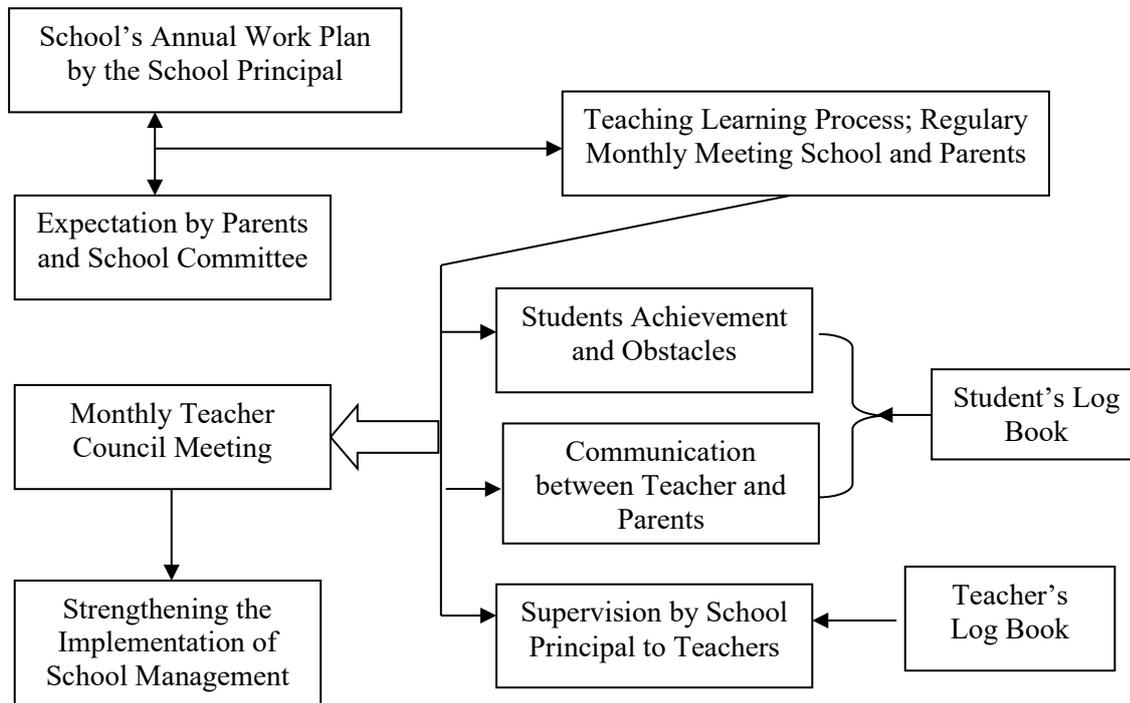


Figure 3. School Management Coordination

Based on the diagram above, it can be interpreted that the indicators of the success of school management from the perspective of the relationship between parents and schools are in an effort to form: (a) mutual coordination among school members; (b) helping each other between the school and the community, because they know the benefits, meaning and importance of each other's roles; (c) close cooperation between the school and and school members regarding sharing responsibility to make successful the education process in schools. Thus, an indicator for success in the implementation of school management depends on an increase in mutual understanding and mutual assistance between stakeholders, especially in every quality improvement made by schools, families and communities.

*f. Strengthen the Role of Supervisors in School Management*

Based on all findings above, it can be mentioned that school supervisors are purely functional officials. As a functional official and in accordance with the name of his position the school supervisor is in charge of supervising. Every school supervisor is obliged to conduct supervision to all schools as his responsibility to make sure that school management and teaching the learning process can be implemented as well (Branson, 2008; Sanders & Lewis, 2005). What is meant by academic supervision includes aspects of the implementation of the learning process. That is why the target managerial supervision is the principal and other school staff, while the target academic supervision is teachers.

While the authority given to school supervisors includes: 1) choosing and determining work methods to achieve optimal results in carrying out tasks as well as possible in accordance with the professional code of ethics; 2) determining the level of performance of teachers and other personnel who are supervised and the factors that influence it; and 3) determine or propose guidance programs as well as carry out coaching. These authorities imply the existence of supervisory autonomy to determine steps and strategies in determining supervisory work procedures. However, supervisors need to collaborate with school principals and teachers so that in carrying out their duties is in line with the direction of school development that has been set by the principal (Hershock, et al., 2007; Li & Zizzi, 2018; Lee, et al., 2004).

Furthermore, based on the description above, the supervisor's duties include: *first*, inspecting. The main task of inspecting or supervising includes the task of supervising the performance of school principals, teacher performance, school staff performance, implementing curriculum/subjects, implementing learning, and optimalisation of all school resources. *Second*, advising. The general task of advising includes advice on schools as a system, giving advice to teachers on effective learning, giving advice to school principals in managing education, giving advice to work teams and school staff in improving school performance, and giving advice to parents and school committees especially in increasing community participation in education. *Third*, monitoring. The main tasks of monitoring include the following tasks: monitoring education quality assurance/standards, monitoring new student admissions, monitoring student learning processes and outcomes, monitoring the implementation of exams, monitoring teacher and school staff meetings, monitoring school relations with the community, monitoring school progress statistics, and monitoring school development programs.

*Fourth*, reporting includes the following tasks: result of supervision report to the Head of the Local Government and to the Head of the Local Education Department, reporting the progress and results of supervision to the public, and reporting progress and results of supervision to the target schools. *Fifth*, coordinating. The main task of coordinating includes the task of: coordinating school resources including human, material, financial, teaching/ learning process, coordinating inter-school activities, coordinating preservice activities and in service training for school principals, teachers and other school staff, coordinating other stakeholder personnel, and coordinating the implementation of school innovation activities. *Sixth*, performing leadership. The main tasks of performing leadership/leading include: leading the development of the quality of human resources in the target schools, leading communication between school, parents and community, participation in education planning in district, participation in the selection of prospective school principals, participation in school accreditation, participation in recruiting personnel for projects or special school quality development programs, participation in managing conflicts in schools with a win-win solution and participation in handling complaints both from internal schools and from the community. This is all done in order to realise the five main tasks above.

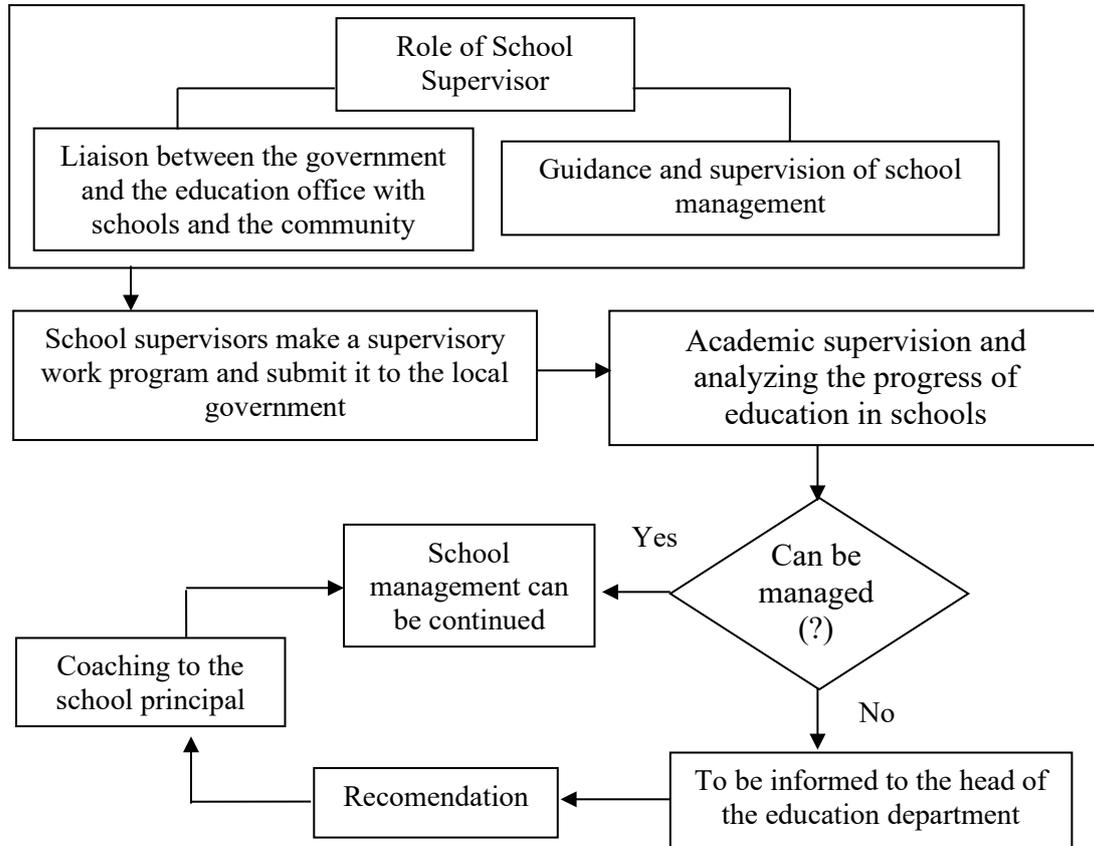


Figure 4. Strategy in School Supervision to Strengthen the School Management

Based on the diagram above, it can be mentioned that in the educational process, school supervision is an effort to optimise the process of education quality in schools based on the curriculum that will be achieved and based on learning strategies that are well accepted by students. School supervision is also to ensure that the implementation of school management can be carried out properly, so that the quality of the education process can be in line with state regulations, which aim to make improvements and guidance on the aspects of learning.

## Conclusions

School management requires the professionalism of a school principal in controlling the school in a systematic, systemic and comprehensive manner in order to achieve educational goals. In school management, it is giving full authority to schools and teachers to regulate education, teaching and collaborating with parents and the community in carrying out learning in accordance with school objectives. The leadership of the principal as a determinant of school policy must be able to realise educational goals effectively and efficiently and fulfill the criteria as a leader and a manager, such as: having conceptual skills, human skills, and technical skills. The success of the implementation of school management is also influenced by the role of parents, society, government and school supervisors. Each of these roles must be able to be



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communicated and managed by the principal, so that their role can contribute significantly in improving education quality in schools , namely through professional school management.

### **Recommendations**

Schools need to maintain the quality of management curriculum and learning that have been implemented so far. Schools should improve the management of curriculum and learning management so that the implementation of curriculum management and learning that has been done so far will be better than it previously was. For the School Principal, the principal is expected to be able to carry out supervision, find out the appropriate opportunities expected for the progress of the education process School Committee The school committee is more active in supporting the improvement of educational services for students by involving all elements to provide good financial support, thoughts, as well as energy in the provision of education.



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