



THE PRINCIPAL ROLE IN IMPROVING STUDENT LEARNING ACHIEVEMENT AT SMPN 01 CIBINONG OF BOGOR DISTRICT

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ABSTRACT

The objective of this research is to determine the role principal leadership in improving student achievement as an indicator of school quality. This research was conducted at SMPN 01 Cibinong, Bogor district for three months. This research method uses a qualitative approach with descriptive analysis. In collecting data this research used interview, observation and documentation. The data obtained was analyzed through data reduction, data display and conclusion drawing / verification. The conclusion of the study is the ability of the principal to implement the roles as educator, manager, administrator, supervisor, leader, innovator and motivator give the positive impact to improve student achievement and high public interest in advancing the learning process at school.

Keywords: principal role, student achievement.

INTRODUCTION

The essence of education is the process of turning someone into himself that grows in line with the talent, character, ability and conscience intact. Education is not intended to build the character and ability of students like their teacher. The process of education is directed at the functioning of all the students potential humanly so that they become themselves that have superior ability and good personality.

As a process, education is defined as all actions have an effect on the change of character, personality, thought and behavior. According to Longeveld

in Mulyasa (2012: 16) that education is a business, influence, protection and assistance given to children that are upon maturity or rather to help children to be capable or carrying out his own duties. Fattah (2012: 34) says that education is all business or planned efforts to influence others, both groups, individuals and communities so that he will be able to do what is expected by the educational actors.

The meaning of national education can be understood as stated in Law No. 20 of 2003 on National Education System Chapter II Article 3 that: *National Education serves to develop the ability and character building as well as the civilization of dignity in the context of the intellectual life of the nation, aimed at developing students' potentials in order to become a man of faith and devoted to God Almighty, noble character, healthy, independent and become democratic society and accountable "*.

The relation with the students achievement at school cannot be separated by the principal quality. Quality education basically produces qualified human resources as well. The quality of human resource is born according to the development of student potential since primary education, secondary to higher education. The students who receive educational services it then becomes an adult human who has the quality indicators of expert, skilled, innovative and has a positive attitude and behavior.

The principal is a person who has the responsibility to manage optimally all educational resources. The existence of the principal as leader at unit level of education is the main pillar in mobilizing all the potential of the school. The ability of the principal to mobilize and optimize this potential, it is the responsibility and duty of the principal. According to Mulyasa (2011: 24) the principal is assigned a mandate to be responsible for the provision of education, school administration, coaching staff, and the utilization and maintenance of school facilities and infrastructure.

In a further development, in accordance with the needs of society and the times, the principal must be able to act as a leader, innovator and motivator at school. Thus in the new paradigm of educational management, the school principal has at least capable of functioning as an educator, manager, administrator, supervisor, leader, innovator, motivator or abbreviated EMASLIM (Mulyasa, 2011: 98).

The Principal in managing education will the a positive effect and a fairly fundamental change in the renewal of education in the school system. These impacts include the effectiveness of education, strong school leadership, effective management of education personnel, quality, team work, intelligent, dynamic,

self-reliance, participation of all stakeholders, openness of management, and a willingness to change.

Learning achievements are the results achieved by someone after making changes both in school and outside of school. The experts gave a different interpretation of student achievement, appropriate from the standpoint of where they highlight. However, in general they agreed that learning achievement is the result of an activity that has been done, is created, which is pleasing, as well as obtained with the tenacity of work, either individually or in groups in certain areas. According to Rohiat (2009: 21) academic achievement is the result obtained from the learning activities in schools that are cognitive and are usually determined through measurement and assessment has meaning, standardized achievement tests to measure the skills or knowledge to a person in one or more of the lines of work or learn.

The result of research conducted by Sudarwati (2009: 114) on the effect of school leadership on student achievement, that the leadership of the principal on school achievement has the same characteristics as transformational leadership with the typology of the value-based juggler, which can influence school component in the repair process the school is still oriented on students' progress. The Principal communicates personal vision and the vision of the school to the parents, the community and the government.

Based on these descriptions, the existence of SMPN 01 Cibinong as one of the best junior high school in Bogor district is very interesting to be studied more deeply. Thus, the focus of this research is the principal role in managing the resources of the school to improve student achievement in SMPN 01 Cibinong Bogor district.

According to Wahjosumidjo (2010: 61) that the principal is a person who has the ability to direct and influence the whole of human resources to carry out the essential duties. According Sagala (2011: 53) define leadership as a process of influencing others to understand and agree with what needs to be done and how the task was done effectively, as well as a process to facilitate individual and collective efforts to achieve common goals. Leadership is the ability and readiness of a person to be able to influence, encourage, persuade, lead, moving, directing, and if necessary to force a person or group to receive such influence and then do something that can help to reach a certain goal that has been set (Wahjosumidjo 2010: 32).

The other leadership qualities is the intelligence that includes policies, creative thinking, power though and accuracy in troubleshooting. In terms of nature, creative individuals usually stimulate themselves, free, sensitive, goal-

oriented and able to direct their own efforts (Nata, 2010: 87). In the leadership needed the principal strategy in reaching the vision and mission. According to Mulyasa (2011: 42) the definition of the strategy put more pressure on efforts to achieve effective and efficient by taking into account available resources.

Based on such definitions, in education performance oriented improvement must be supported by the role of principal. As principal in control of the school is a source of information and policy maker in an effort to improve and increase the quality of teaching in school. In a further development, in accordance with the needs of society and the times, the principal must also be able to act as a leader, innovator and motivator in school. Thus, in the new paradigm of education management, the principal has at least capable of functioning as an educator, manager, administrator, supervisor, leader, innovator and motivator (Mulyasa, 2011: 115).

The principal as educator, the principal should has the right strategy to improve the professionalism of teachers in the school, creating a conducive school, giving advice to the school community, giving a boost to the entire staff, as well as implementing the learning model of interest such as team teaching, moving class and holding acceleration program for intelligent student. Wajosumidjo (2010: 45) argues that the understanding contained in the definition of educator must be learned by the meaning of education, and how educational strategy implemented for this purpose, the principal must attempt to instill, promote and increase at least four kinds of values, like fostering mental, moral, physical and artistic.

The principal as manager, to carry out the role and function as manages, principal should has the right strategy to deceive staff, namely through cooperation, providing opportunities for educators to improve the profession and encourage the involvement of all educators in various activities that support school programs. Principal must be able to utilize all the resources of the school in order to realize the vision, mission and goals.

The principal as administrator has a very close relationship with a wide range of administrative management activities that are recording, preparation and documentation all the school programs. Specifically principals should have the ability to manage the administrative infrastructure, managing the administration of archives and managing the financial administration. Such activities should be done effectively and efficiently in order to support the productivity of school.

One of the principal tasks is as supervisor. Based on the opinion of some experts, supervision is the process of providing services to teachers in a systematic, objective, programmed using the appropriate techniques and

approaches in order to achieve instructional goals that can cause communication bidirectional either individually or in groups in an effort to improve teaching (Wahyudi, 2012: 34).

The principal as leader provides guidance and oversight capabilities, improve the ability of educators, open two-way communication and delegating tasks. Wahjosumijo (2010: 95) argues that the principal as a leader can be analyzed from the personality, knowledge of the staff, the vision and mission of the school, the ability to make decisions and the ability to communicate.

The principal as Innovators must has the right strategy to establish a harmonious relationship with the environment, giving the neighborhood, looking for new ideas, integrating each activity, as model for all educators in schools and developing innovative learning. The principal as a motivator should be able to seek, find, and implement various reforms in schools.

Student as learner is the main target of educational activities. Where student is expected to achieve success in learning, the ability to master the subject matter, the student achievement of learning achieved, truth skills in completing the assignment of teachers and others. According to Hamalik (2002: 18) learning is a form of growth or change in a person who is expressed in the way of a new way of behaving the experience and practice. Good learning outcomes needed process of habituation. According to Surya (2003: 25) argues that "habit is a way of acting that are automated to a certain period".

Based on the students' learning experience, they create the so-called academic achievement. Winkel (2007: 226) argues that learning achievement is a testament to the success that has been achieved by someone. Then the learning achievement is the result of the maximum achieved by someone after making efforts to learn. Meanwhile, according to Djamarah (1994: 5) learning achievement is the result obtained in the form of an impression - an impression which resulted in changes in the individual as a result of activity in learning and embodied in the form of grades or numbers.

According to Slameto (2010: 56) and Purwanto (2002: 28) that there are two factors that affect student achievement, namely internal and external factors.

1. Internal Factor

The internal factor is the influence that comes from within oneself, such as physiological factors (physical) covering health and disability, and psychological factors (intelligence, aptitude, interest, motivation and self-concept).

2. External factor

The external factor is derived from a person, such as family factor, environment, school, and community.

METHODOLOGY

This study was conducted at SMP Negeri 01 Cibinong Bogor district over three months (September to November) 2015. This study used a qualitative approach with descriptive analysis. According to Moleong (2011: 6) qualitative research is research that aims to understand the phenomenon of what is experienced by research subjects, such as behavior, perception, action, motivation, etc., holistically and by way of description in the form of words and language, on a special natural context and by utilizing a variety of natural methods. The source of the data used by the researcher was an informant. Informant is person who used to provide information about the circumstances of background research (Moleong, 2011: 13). In this study were used as informants are the Principal, Vice Principal, and teachers. The method is used in collecting the data are interview, observation and documentation. In qualitative research, the researcher position is as planner, implementer, data collector, analyzer, a data interpreter and finally the reporter of research results (Moleong, 2011: 10).

The process of data analysis in qualitative research has started to formulate and explain the problem, before plunging into the field and continue until the writing of the research results. Analysis of the data before the field comes on preliminary studies, secondary data or research focus is temporary. This study uses data analysis model of Miles and Huberman (1992) which states that the activity in qualitative data analysis performed interactively and continues over time until complete, so the data is already saturated. The activity in analyzing the data is the data reduction, data display and conclusion drawing / verification.

RESULT AND DISCUSSION

School located in Jln. Major OkingAtma Jaya Jaya is one of the oldest and best junior high school in Cibinong and Bogor. SMPN 1 Cibinong established in 1962. Initially the school was a filial (remote classroom) of SMPN 1 Bogor municipality. In 1965 set to be independent.

Since 2005 the school that stood on the land area of 4,830 square meters is defined as the SSN (National Standard School) and because of the achievements and good value is always obtained SMPN 1 Cibinong, then since 2009, the school was designated as RSBI (school-based pilot International). Total class is 30 spaces filled with approximately 40 students, and there are 15 spaces RSBI classrooms.

The finding of the researcher based on interview, observation and documentation that the school principal's leadership role in SMPN 01 Cibinong can be described as follows:

1. The role as educator

Based on the result of interview with principal and teachers obtained information that the principal of SMPN 01Cibinong besides stints as principal also run teaching obligation. The subject taught was mathematics as much as 6 hours of lessons. Through as a responsibility of the educators, principals can understand clearly the ability of students in participating in learning activities and classroom atmosphere during the learning process was underway.

Based on the findings above the principal is important to take into consideration opinions Wahjosumidjo (2010: 124) that the principal as educator, there are two important things to note, namely the target or behavior as educator it is directed, and how the role of education was implemented.

2. The role as manager

As a manager, the principal of SMPN 01 Cibinong has been doing a good job. This was evident from the study documentation with various forms of programs that had been formulated, such as vision, mission and school goal, the program of short term, medium term and long term, an annual event, the formation of a committee of school activities, the development of extra-curricular activities, and mentoring students. In addition, based on interview found that each program will be implemented all communicated through a meeting or appointment directly proportionally.

Based on the findings above the head of the school is important to pay attention to what has been stated by Wahyudi (2009: 64) that the role and function of the principal as a manager, there are several strategies that need to be built by the principal, which utilize the educators to collaborate and co-operative, providing opportunities to develop the profession and encourage the involvement of all educators in a variety of activities that support school programs.

3. Role as administrator

Based on observation and documentation was found that the school administration in SMPN 01 Cibinong had been running well. However, in the preparation of the learning device was found that there were some teachers that are difficult to operate a computer, so that in making learning devices rely on the help of others. Overall the school administration had managed either by optimizing the performance of the administrative staff numbering as many as 5 employees. The administrative order, based on interview that the principal emphasis administration issues and often delivered every activity of a meeting held three times each week. In addition, other administrative tasks handed over to every vice-principal in accordance with their respective duties, such as curriculum, student affairs, infrastructure, finance, and public relations (PR).

Based on studies conducted by the researcher that the task of the principal as an administrator in accordance with what is stated by Mulyasa (2010: 107) that are Specific, as the chief administrator of the school must have the ability to manage curriculum, administration of learners, personnel administration, facilities and infrastructure, archival, and finance.

4. The role as supervisor

One of the principal tasks is as supervisor. Based on the interview and documentation study was found that the supervision program had been running at SMPN 01 Cibinong. This was evidenced by the results of teacher supervision to any field of study which was done regularly. However, the agenda of which did not yet optimal supervision and there were still some shortcomings. One indicator that researcher had found that the supervision program conducted by the principal was not maximized in improving the attitude of teacher professionalism in carrying out its obligations.

Based on the findings above, in line with what is proposed by Faturrohman and Sriyana (2011: 21) in the process of supervision of education, there are three important components to be considered by the principal, namely the existence of professional teachers, the creation of the school as a learning organization, and utilization of school resources is conducive.

5. The role as leader

Based on the findings through interview and observation was found that the principal role as a leader had been running well. This could be seen with good communication by the entire school community, starting from the principal, teachers, staff, students themselves, as well as communication with the surrounding community. In other word, that the family relationship in advancing the school had been created, both inside and outside the school environment.

The findings above line with the opinion Indra, Dirawat and Lamberi (1996: 21) that in educational leadership there are some things that are common in schools, namely:

- a. Pioneering creative efforts in educating and teaching activities
- b. Lead, organize, mobilize, coordinate and encourage the activities of all stakeholders, such as teachers, students, parents, and the community in advancing the educational process at school.
- c. A significant contribution in the activities and new discoveries in learning activities at school.

6. The role as innovator

Through interview, observation and documentation was found that the principal had conducted a wide range of innovations, both physically and quality

of learning. Completeness of learning facilities such as projectors had been available in every classroom and laboratory, structuring school yard, creative learning tools made by teachers, school climate conducive, as well as the achievement of students who annually had increased in both the academic and non-academic. In addition, also found that the public interest in each year had increased, so it appeared that the student competition at SMPN 01 Cibinong quite satisfactory. In addition, the principal also built cooperation with several other leading schools in the region of West Java and Central Java for student exchange programs. As one of the favorite schools, SMPN 01 Cibinong continues to innovate, even though there are still obstacles in the realization of the program, such as the limited area of the school location.

Based on the findings above in line with the opinion of Goetch and Davis in Mulyadi (2010: 155) that measures need to be considered by the principal in innovation for the advancement of his school, must pay attention to the following:

- a. Open communication and continuous nature
 - b. Mutually supportive for internal partnership
 - c. Using teamwork approach in problem solving
 - d. Obsessed towards continuous improvement
 - e. Participation and involvement of actors (workers) are widely
 - f. Noting input and feedback from consumers (the public).
7. The role as motivator

Based on the findings through interview and observation was found that the ability of principal in promoting was excellent. It was seen from the spirit of teachers in performing their duties and obligations as educators, staff performance was good, the spirit of competition was quite encouraging students through the achievements in each race event both local scale up to a national level. Another indicator was visible from the experience and level of education who have been bearing the master level in the field of management education. One of the effort made by the principal in motivating teachers and students was to give awards every Monday at the commencement of the flag ceremony for teachers and students who were considered to have done a good job characterized by discipline, neatness, and conduct other positive which brings the good name of the school.

The findings above line with the opinion of Mulyasa (2009: 120) that the duties and functions of the principal is to provide motivation, have a strategy that can be grown through setting physical environment, work atmosphere environment setting, discipline, rewards effectively and the availability of a variety of learning resources.

One indicator of school quality is seen from the performance of students in both the academic and extracurricular. Achievements in the field of academic achievement can be seen in the results of the national exam and other activities such as the Olympics, etc. While, in the field of extracurricular can be seen in the field of sports, scouts, cents, etc. Thus, based on interview, observation and documentation was done in SMPN 01 Cibinong found that student achievement in the academic field, especially the results of the national exam every year all the students passed 100%. In addition, each year students of SMPN 01 Cibinong top 5 results of the acquisition score of the highest national examination results for the junior high school level in Bogor district.

In the field of extracurricular, SMPN 01 Cibinong has carved various forms of achievement, such as the speech of English, speech language Indonesia, writing and story-telling, quiz mathematics and natural science, art, etc., both the district to the national level. The results of these achievements are apart from the seriousness of the students as well as the spirit of the teachers who worked hard to accompany the students to continue in getting achievement.

Other indicators that lead to increased student achievement are the availability of adequate learning facilities, like laboratory and equipment, language laboratories, sports facilities, representative classrooms, school grounds enough, etc.

The results of interview from several informants said that the achievements of the students cannot be separated from the motivation and Principal effort to build a climate of competition in SMPN 01 Cibinong. Each of the achievements by the students and teachers awarded as a form of encouragement to retain the spirit of competition. Of the various forms of the achievements in SMPN 01 Cibinong, further increase public confidence to choose SMPN 01 Cibinong as the choice for their children after graduating from primary school level.

Based on the result of the research about student performance is in line with what is proposed by Suryadi and Tinov (2013) that the effects of school leadership on student achievement can be seen in three aspects, namely intelligence, personality and managerial skills. Sharratt in Hechinger (1981) in an article wrote, "It is very difficult, to have a good school without a good principal." While Hechinger (1981) shows the close relationship between the quality of the school with the principal. He said that:

"I have never seen a good school with a poor principal or a poor school with a good principal. I have seen unsuccessful schools turned into successful ones and, regrettably, outstanding schools Rapidly slide into

decline. In each case, the rise or fall could readily be traced to the quality of the principal " .

CONCLUSION AND SUGGESTION

Based on the findings of research on the role of Principal in improving student achievement AT SMPN 01 Cibinong, then researcher can take a conclusion as follows:

1. The role as educator, manager, supervisor, leader, innovator and supervisor have an influence on the quality of the learning process at school.
2. The students achievement in the academic field as indicated by the high school final exam results and the race field of study, and non-academic (extracurricular) due to the active role of the principal in providing motivation and spirit to the teachers in guiding the students to continue the competitiveness culture.

Based on the above conclusions, it can be conclude that the ability of the principal to implement the principal role as an educator, manager, administrator, supervisor, leader, innovator and motivator give positive impact on the improvement of student achievement and high public interest in advancing the learning process at school.

Based on the results of research on the principal role in improving student achievement in SMPN 01 Cibinong, the suggestions as follows:

1. For principal to retain the values of togetherness with all stakeholders in order to maintain a climate conducive at school.
2. For teachers to be more professional in performing their duties and responsibilities as a teacher who really oriented towards the development of learning process that resulted in achievement.
3. For parents / community to be more proactive in establishing communication with the school for the progress and development of student achievement.
4. For the next researcher who will discuss the related object to be more innovative in exploring the information and make the results of this study as a reference in the development of research activities.

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