

The Role of The School Principle In Improving Teacher's Work Ethos In MIS Al Quba Medan

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ABSTRACT

This study aims to describe the role of the principal in improving the work ethic of teachers at MIS Al Quba Medan. Data collection is done by conducting observations, interviews, and documentation. Data analysis used is descriptive qualitative analysis. The technique for checking the validity of the data used in this study uses source triangulation, namely by comparing the observed data with the interview data and comparing the interview results with the contents of a related document. The results showed: the role of the principal in improving the teacher's work ethic at MIS Al Quba Medan, the principal is able to create harmonious working relationships among teachers, is able to improve the teacher's work ethic through his role as Educator, Manager, Administrator, Supervisor, Leader, Innovator and Motivator. So that the vision and mission goals of the school can be carried out properly.

Keywords: *Teacher Work Ethics, Principal.*

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan tentang peran kepala sekolah dalam meningkatkan etos kerja guru di MIS Al Quba Medan. Pengumpulan data dilakukan dengan mengadakan observasi, wawancara, dan dokumentasi. Analisis data yang digunakan adalah analisa kualitatif deksriptif. Adapun teknik pemeriksaan keabsahan data yang digunakan dalam penelitian ini menggunakan triangulasi sumber, yaitu dengan cara membandingkan data hasil pengamatan dengan data hasil wawancara dan membandingkan hasil wawancara dengan isi suatu dokumen yang berkaitan. Hasil penelitian menunjukkan: peran kepala sekolah dalam meningkatkan etos kerja guru di MIS Al Quba Medan, kepala sekolah mampu menciptakan hubungan kerja yang harmonis sesama guru, mampu meningkatkan etos kerja guru melalui, perannya sebagai Edukator, Manajer, Administrator, Supervisor, *Leader*, Inovator serta Motivator. Sehingga visi misi tujuan dari sekolah dapat terlaksana dengan baik.

Kata Kunci: *Etos Kerja Guru, Kepala Sekolah.*

A. INTRODUCTION

Education is the main determining factor in the formation of human personality. Along with the times, making education itself full of dynamics. Educational institutions are needed to be used as a means of channeling the talents and interests of educators and students. Educational institutions are institutions that are fairly complex and multifunctional. In carrying out learning process activities in schools, the principal as the highest leader has a strategic position and role in running the wheels of educational activities in the school he leads (Sagala, 2010).

In leading, principals are required to have high loyalty in carrying out their duties and also the wheels of leadership. The good or bad quality of education in the school is inseparable from what he exemplifies as a leader. Anderson, *et.al.* (2001) stated, leadership is important in the organization and management of organizations including educational institutions which is reflected in various academic and educational policies as well as in organizational steps to achieve the goals set by the organization.

The principal is considered as the main force that is important for the success of the school (Leithwood & Louis, 2012). Principals must be able to function as educators, managers, administrators, supervisors, leaders, innovators and motivators (EMASLIM). 162 of 2003, concerning guidelines for assigning teachers as school principals. The current position of the principal is more focused as a leader, not as an additional task (Hasan, 2017).

The existence of the function of the principal to schools and teachers is one of the factors that determine the quality of schools. In every improvement in the quality of education, it cannot be separated from various matters related to the existence of the school principal, the principal as the highest educator in the school, his leadership pattern will be very influential and even determine the progress of the school. Therefore, in modern education, the leadership of the principal needs serious attention. Because the principal's leadership pattern is also very influential with the work ethic of teachers in the school.

If the teacher has a high work ethic, it will also form a high quality of education at the school. Work has the goal of achieving good results in the form of objects, works or services to the community. In humans there are needs which in time form the goals to be achieved. The goals to be achieved are not only related to the physical, but also related to the mental (soul) such as self-recognition, satisfaction, achievement, and others (Supardi, 2013).

Madrasah Ibtidaiyah Private (MIS) Al Quba, which is located on Jalan Denai, Medan City, North Sumatra, is an elementary school that has the goal of advancing the nation's intelligence through a high work ethic among its teachers. Through the role of the principal, it is hoped that he will become a leader in daily leadership. The principal's strategy related to the teacher's work ethic is to understand the condition of teachers and education staff. In carrying out this task he cannot realize his goals if the working conditions of the teachers are not well organized. The development of work enthusiasm, harmonious cooperation, interest in educational development, a pleasant working atmosphere and the development of professional quality among teachers and education staff is largely determined by the leadership qualities of the school principal.

The teacher as a profession has many tasks, both those related to the service and non-service, namely in the form of dedication. These tasks can be grouped, namely tasks in the profession, tasks in the humanitarian field, and community. In addition, the teacher's duties include educating, training and teaching. Educating means developing and formulating science and technology. While training means developing skills in students (Usman, 1990). With the role of the principal in improving the teacher's work ethic at MIS Al Quba Medan, it is hoped that the quality and quality of education at the Madrasa will further increase.

B. METHOD

This research uses the type of field research, namely research conducted directly in the field to obtain the necessary data regarding the role of the school principal in improving the teacher's work ethic. This study uses a qualitative descriptive research method. Methods of data collection using observation, interviews, and study of documents (Assingkily, 2021).

C. RESULTS AND DISCUSSION

The results of this study, namely the role of the school principal in improving the quality of education which boils down to the teacher's work ethic are as follows (Mulyasa, 2003):

1. *Educator*

The principal as an educator, whose role in this position is to guide teachers, education staff, students, keep abreast of science and technology developments and set a good example.

From the results of the research conducted, it was found that the principal at the Al Quba Medan Private Islamic Elementary School (MIS) had carried out his obligations as an educator in improving the work ethic of teachers and education staff. Through fostering aspects of discipline, morals and ethics of teachers and students and providing good examples by being present on time every day.

Other coaching that is carried out is socialized during teacher council meetings as well as during spontaneous (monitoring and evaluation) in daily teaching and learning activities. The Al Quba Medan Private Elementary School (MIS) principal has also designed an annual and semester program (Prota and Prosem) such as making a questionnaire grid for monitoring and evaluating teachers, evaluating the performance of teachers and staff, determining committees when admitting new students, and implementing evaluate the results of supervision per class and each subject, seek scientific writing activities for teachers to increase their competence, and develop guidelines for implementing overall supervision of madrasah personnel. This activity was carried out by the head of the madrasa as an effort to improve the teacher's work ethic. This is in line with opinion by Aminah (2012) that school principals have a responsibility to improve teacher teaching professionalism, school principals cannot ignore the function and role of the teacher as the leading figure in education.

2. *Manager*

The function of the principal as a manager in a school manages the school starting from planning school work programs, managing and utilizing human resources (HR) or existing infrastructure, implementing programs that have been designed together, controlling and evaluating the implementation of school programs. The principal as a manager is someone who regulates and manages an institution by planning, organizing, activating and evaluating all existing resources both human (human) and non-human (non-human) to realize the vision, mission and goals that have been set. agreed together.

The head of the MIS Al Quba Medan madrasa in this case has carried out his duties as a manager in the madrasa, organizes and plans school programs both annually and semesterly, aligns the vision, mission and objectives of the madrasa by way of deliberation with teachers and educators so that it can be passed on to students.

Thus, through a clear vision and mission, it is hoped that the teacher's work ethic will increase. Because the principal as a person who has formal legal authority, is responsible for carrying out the educational process in schools effectively in achieving goals.

Principals need to manage school organizations effectively. Managing is management, the principal is the school manager who, with his authority, must ensure that the education/learning process is carried out regularly with appropriate procedures and process steps, in accordance with the provisions that have been set and deliberations held.

3. *Administrator*

Administrative service planning The principal as an administrator, who is actually a qualified teacher who is given the additional task of carrying out school duties, is the controller and determines the direction that the school he leads wants to take towards his goal with the assistance of teachers and education staff. As the controller and determinant of the direction of the school, it is automatically demanded of the school principal to be an administrator to be able to make a good plan of the entire administrative service process in the school he leads so that the school can run and develop properly (Wahjosumidjo, 2003).

The intended planning is an activity to determine the activities that must be carried out when carrying out administrative services, so that in carrying out administrative services the school principal as administrator is truly ready and directed, so that the highest level of effectiveness of the entire expected administrative service process can be realized. well.

The MIS Al Quba Medan principal in this case has carried out his obligations as a good administrator. It is proven by the research results obtained in the field that the principal of the MIS Al Quba school invites the teacher council to work together because the school does not only belong to individuals but all components within it must participate in advancing the school's vision and mission, making a SWOT analysis and making an evaluation , formulate goals and objectives, develop work programs, organize personnel, and make evaluations at the end of activities. This is a commitment that has been made by the MIS Al Quba Medan principal to improve the teacher's work ethic.

4. *Supervisor*

As a leader, the functions and duties of the school principal are very complex in order to create quality and efficient schools for the community. As a supervisor, a school principal plays a role in efforts to help develop professionalism, as well as work ethic and quality of education for teachers and other education personnel. Supervision is supervision of academic activities, including the teaching and learning process involving teachers in teaching so that educational goals and the vision, mission and goals of the school are

achieved. With the implementation of supervision can correct all weaknesses that are not carried out by the teacher in the process of teaching and learning activities (KBM).

5. *Leader*

The MIS Al Quba Medan principal in carrying out his role as a leader, which is honest, friendly, open and responsible in every task, disciplined by complying with policies that have been made together, and committed not to violate, the MIS Al Quba Medan principal has stable emotions so it's not easy to get angry, every time someone makes a mistake it's always resolved with a calm heart. Giving assignments and prior direction regarding the clarity of tasks and regarding the tasks that must be carried out by the teacher or staff are stages that are always given with the aim of always reminding that the tasks carried out are in accordance with the vision, mission and goals of the school. The principal always pays attention, because teachers and staff are also very happy when they get the full attention of the principal, namely controlling work, besides that the principal does not hesitate to give praise to teachers, staff and students who obey the rules and give appreciation for their work.

In addition to the above, some of the things above that are related to the principal as a Leader are that the principal must move, direct, guide, protect, foster, set an example, provide encouragement and provide assistance. This is solely done by the principal with the aim that the work ethic of teachers and employees can be increased.

6. *Inovator*

The principal as an innovator in terms of developing innovative learning models, is expected to give flexibility to teachers so they can develop learning processes in the classroom and learn and understand new learning models that can improve learning activities in schools.

In accordance with research that has been conducted at the MIS Al Quba school, the principal has carried out his duties as a school innovator, namely equipping his teachers by giving teachers flexibility in choosing learning models and methods in accordance with the subjects taught. In addition, school principals also often send teachers to attend training and also workshops on updating learning through media and learning resources.

7. *Motivator*

Each school principal has a role as a motivator for teaching staff so that their performance can be improved and accounted for so that they become qualified and students can improve learning achievement and are able to absorb and develop the knowledge provided by the teacher council properly. As a school principal who wants the vision, mission and goals to work properly and in harmony, the MIS Al Quba principal makes himself the driving force so that all teachers and staff at the Al Quba Private Madrasah Ibtidaiyah (MIS) can carry out their duties properly. The higher the work ethic possessed by teachers and employees, the better the quality of education that will be obtained by students and these educational institutions.

D. CONCLUSION

Based on the description above, it can be concluded that the principal is an educator, manager, administrator, supervisor, leader, innovator and motivator. Through the role of the principal, it is hoped that the school will be able to realize the vision, mission and goals of becoming a superior school and can improve the teacher's work ethic.

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