

Duties and Responsibilities of Educational Management

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Received 18 January 2022; Revised 10 February 2022; Accepted 17 March 2022

Abstract

This study aims to describe the duties and responsibilities of education management. This study uses a literature study. The object of this research is the duties and responsibilities of education management. The results of the study concluded that if the duties and responsibilities were carried out properly, the school would be good too, especially in the 4.0 era. This article provides insight to be good principal.

Keywords: Duties, Responsibilities, Educational Management

1. Introduction

Education is the effort of adults working with children to guide them physically and spiritually toward maturity. In some ways, education is the process of passing on values from adults to children so that they become adults in all aspects. Education is an important issue for every developing country. Improvement efforts in the field of education must always be made so that a nation can progress and develop along with the progress of science and technology (Ahmadi & Uhbiyati, 2001).

The importance of the orientation of the quality of education requires a variety of tasks that must be completed by education personnel in accordance with their

respective roles and functions. In schools, two components or individuals play the most important role in determining the quality of education: principals and teachers. The principal is a central figure in globalization, regional autonomy, and decentralization of education, and must be a role model for other education personnel in schools. Therefore, we need professional principals who are willing and able to plan, implement, and evaluate various policies and changes that are carried out effectively and efficiently to support the success that is being implemented and is expected (Enco Mulyasa, 2006)

Principals must place teachers in professional positions to improve the quality of education by making PBM and curriculum development a school priority. Develop teacher performance programs to improve the system and provide appropriate sanctions for teacher failure to carry out their primary responsibilities and benefits. The role of the principal in providing learning facilities, fostering teacher job growth, and providing other professional support is a separate force for teachers in carrying out their professional duties (Sagala, 2010).

According to (Made, 1988) principals must possess three types of skills to be successful in their leadership. 1. conceptual, namely the ability to understand and operate the organization 2. Human skills, especially the ability to collaborate, motivate, and lead. 3, technical skills, namely the ability to use knowledge, methods, techniques, and equipment to complete certain tasks.

These skills require the ability to collaborate, motivate, and lead. In order for the educational process to be effective and efficient, the principal must be competent in both type and content. According to various experts and government policies, being a professional teacher is not easy, and improving teacher competence requires serious and comprehensive efforts. As a manager, the principal is responsible for developing the performance of personnel, especially teacher competence.

Organizing is an attempt to organize the main components of an organization in such a way that it can function as a means to achieve organizational goals effectively and efficiently. It is hoped that there will be a relationship between each component of the organization when it is organized. Thus, the organizing function can be defined as the process of establishing relationships between various

functions, personnel, and physical factors so that all work can be completed effectively and efficiently.

The principal has an important task to plan, implement, implement, and work on and use every propenal appropriately in order to carry out optimally and obtain the best results, both in terms of quality and quantity of inputs and outputs. according to (Nawawi, 1989), the principal has an important role in the school. Academic, administration and finance, student affairs, personnel, school buildings and equipment, and school-community relations are the primary responsibilities of the school.

The principal's leadership performance in implementing SBM implies all the efforts and results that can be achieved by the principal in implementing SBM in his school to achieve educational goals efficiently and effectively. In this regard, the following criteria (E Mulyasa, 2005) can be used to assess the principal's leadership in SBM: 1) Able to empower teachers to carry out the learning process effectively, efficiently, and productively; 2) Able to complete tasks and work within time constraints; 3) Able to establish a harmonious relationship with the community in order to actively involve them in the administration of schools and education; 4) Applying leadership principles effectively according to the maturity level of teachers and other school staff; 5) Collaborate with the management team; and 6. Successfully realize the school's goals in accordance with the provisions that have been set. Based on the problems raised above, the authors are encouraged to examine the duties and responsibilities of education management.

2. Methods

Literature research. Library research is research carried out using literature, either in the form of books, notes, or reports on the results of previous research (Hasan, 2008). Literature study is an activity to study various reference books and similar previous research results that are useful for obtaining a theoretical basis on the problem to be studied (Sari & Asmendri, 2020).

3. Results and Discussion

a. Educational Management

An understanding of the meaning of education management really needs to be understood before understanding the duties and responsibilities of education management. Management is the art of doing and controlling (Geumala et al., 2018), Management is the science and art of controlling the process of utilizing human energy resources (Susan, 2019). Management is the activity of controlling and managing a person to do the tasks he has (Arsyam, 2020). Management is universally seen as an effort to achieve a goal with the most efficient energy sources possible (Hosaini et al., 2021). Management is the art of someone to carry out and organize in the assignment of tasks and carrying out tasks (Suprihanto, 2018). After we discuss about management, then we will discuss the meaning of education.

Education is a process of changing the behavior and behavior of a person or group of people in an effort to mature humans through teaching and training efforts (Indy et al., 2019), education is an effort to humanize human beings (Arfani, 2018), education is a process of changing attitudes (R. A. Rahman & Tresnawati, 2016), education is learning, knowledge, skills and habits of a group (Oktavia et al., 2021). Education is a learning process related to knowledge, skills and habits carried out by a group of people passed down from generation to generation (Istikhoirini, 2021). Education is a conscious effort made by a person or group of people to carry out learning so that they are ready to live life in the future (Triwiyanto, 2021).

Educational management is a continuous process carried out by educational organizations through the functionalization of these management elements, in which there are efforts to influence each other, direct each other and supervise each other so that all activities and performance of educational organizations can be achieved in accordance with the objectives. (Pananrangi & SH, 2017) Skills in realizing the vision and mission of education by optimizing by optimizing all sources by updating external needs and based on quality (Suhelayanti et al., 2020). Educational management is an activity, utilizing various resources and trying to find certain goals (Satrijo Budiwibowo

& Sudarmiani, 2018). Educational management is a series of processes consisting of planning, coordinating, mobilizing, supervising related to the field of education (Arifin & Rusdiana, 2019). Educational management is an activity or series of activities carried out by a group of people who are members of an educational organization in the form of a collaborative business management process in order to achieve predetermined educational goals by utilizing existing resources and management functions to achieve the goals. goals effectively and efficiently (Kristiawan & Safitri, 2017). Based on several understandings, it can be concluded that educational management is an activity of a person to organize or manage an educational organization starting with planning, organizing, taking action and evaluating things that are the goals of achievement.

b. Principal

The principal is the education leader (Andriani, 2019), a person who is given the mandate and authority from his subordinates to make the school he wants to achieve (Pianda, 2018), a teacher who is given the task of leading a school (Said, 2018), a functional teacher is given the task of leading the school (Nur et al., 2016), a leader who has a central position in an educational institution (Gumati, 2021).

The principal is essentially a formal official, because the appointment of the principal must go through the processes and procedures established by legislation (Hidayat et al., 2019). The principal's term of office is four years which can be extended once in accordance with the provisions of the legislation (Ekosiswoyo, 2016). The principal is responsible for the quality of existing human resources (Julaiha, 2019).

The principal's job is to influence individual performance (Sholeh, 2016) and quality (Said, 2018), encourage teacher performance (Huda, 2018), guide teachers in carrying out their duties as a teacher (Isbianti & Andriani, 2021), directing teachers regarding educational inputs, processes and outputs (Julaiha, 2019), make school program (Minsih et al., 2019), School Organizing (Juliantoro, 2017), Establish School Communication (Kurniawati et al., 2020), organize and manage human resources (Waruwu, 2021); (Pratama, 2017), and

move the teachers (Abu, 2020), employee (Rohman, 2017), stakeholders (Abdullah, 2018), (Murtiningsih & Lian, 2017) in order to achieve the desired goal.

Requirements to become a school principal

The requirements for prospective school principals are based on the regulation of the Minister of Education and Culture of the Republic of Indonesia Number 6 of 2018 (Nasional, 2018). Teachers can become prospective principals if they meet the following requirements:

- 1) Have a minimum academic qualification of undergraduate (S-1) or diploma four (D-IV) from an accredited college and study program at least B;
- 2) Have an educator certificate;
- 3) For Civil Servant teachers have the lowest rank of stylist, class III/c;
- 4) Minimum teaching experience of 6 (six) years according to the type and level of each school, except in TK/TKLB having teaching experience of at least 3 (three) years in TK/TKLB;
- 5) Have the results of the teacher's work performance assessment with the lowest designation "Good" for the last 2 (two) years;
- 6) Have managerial experience with tasks relevant to school functions for a minimum of 2 (two) years;
- 7) Physically, mentally healthy, and free of drugs based on a certificate from a government hospital;
- 8) Never been subject to moderate and/or severe disciplinary punishment in accordance with the provisions of the legislation;
- 9) Not currently a suspect or has never been a convict; and
- 10) Maximum age of 56 (fifty six) years at the time of first appointment as Principal.

Candidates for Principals at SILN in addition to meeting the requirements as referred to in paragraph (1) must meet the following special requirements:

- 1) Status as a Civil Servant;
- 2) Have a minimum experience of 4 (four) consecutive years as a Principal;

- 3) Currently serving as Principal in an education unit organized by the Regional Government or the community;
- 4) Mastering English and/or the language of the country where the person concerned will be on duty both orally and in writing; and
- 5) Having insight and able to promote Indonesian arts and culture.

Article 3 In the event that a teacher is to be proposed as a candidate for Principal in a special area, the requirements as referred to in Article 2 paragraph (1) letter c and letter d may be excluded with the following provisions:

- a) Has the lowest rank of Level I Young Stylist, class III/b; and
- b) Have at least 3 (three) years of teaching experience.

Characteristics of Effective Principals

Effective school principals must understand: 1). Why is quality education needed in schools? (W. N. Nasution, 2016), 2). What things are needed to improve the quality of a school? (Fitriyah & Santosa, 2020), and 3). How to manage a school so that it can achieve the best achievement (Salsabila & Puspitasari, 2020).

Effective principals are: (Mardalena, 2019): 1) have a strong vision of the future for their school, 2) have high expectations of the performance of teachers and students, 3) monitor and ensure effective learning, 4) reduce teacher stress levels and use time efficiently, 5) use learning resources both digital and non-digital, 6) use information to make lesson plans, 7) carry out evaluation activities and then make continuous improvements.

Effective principal indicators (Aisyah & Badrudin, 2016),(W. N. Nasution, 2016)namely 1). the principal's strong commitment to the school's vision in terms of its duties and functions, 2) guidelines for managing and leading schools based on the school's vision, 3). The principal's focus is on activities ranging from learning and the performance of each teacher in the school he leads.

Effective principals based on performance indicators (Sholeh, 2016),(L. Nasution & Ichsana, 2020), (Muljawan, 2018) namely: 1) realizing effective learning activities, 2) conducting effective evaluations and continuously making improvements, 3) self-reflection, 4). Implement staff development, 5)

Cultivate responsive and anticipatory attitudes, (6) create a conducive school environment, 7) Instill a quality culture in the school environment, 8) motivate high achievement, (9) Instill a sense of self-improvement, 10) Teach transparent school management, 11) Realizing the Vision and Mission, 12) Effective management of teaching staff, 13) Effective management of learning resources, 14) Effective extracurricular management.

Effective principal leadership according to criteria (Astuti, 2019) namely: 1) being able to empower teachers in the learning process so that it runs well, 2) being able to complete assignments and work on time, 3) being able to build harmonious relationships with the community and involving them actively to achieve school goals, 4) being able to use leadership principles, 5) being able to work with the management team in the school, 6) able to carry out the school's goals.

Principal Duties and Responsibilities

The success of the principal in carrying out each task is largely determined by his leadership (Fitrah, 2017). The most important factor in helping the achievement of school institutional goals is leadership (Santika, 2017). The success of the principal in managing the office, school facilities and infrastructure, fostering teachers, and managing school activities is strongly influenced by his leadership (Sholeh, 2016). All activities in schools will be carried out effectively if the principal is able to guide, mobilize, and direct their members appropriately (Syamsul, 2017). On the other hand, if not, the school's goals will not be achieved optimally (Santika, 2017).

The duties and responsibilities of school principals or education managers must experience developments and changes in accordance with education in a nationally democratic Indonesia (Fitrah, 2017). As a result, the nature of school management leadership must also change, including leadership must be with a democratic education (Duryat, 2021). The duties and responsibilities of school principals have become wider and more diverse (Rohiyatun & Zulkipli, 2018). The principal is not only responsible for the technical and academic operations of the school (Rohiyatun, 2018). In fact, this is the main duty and responsibility of a school principal or education manager (Budio & Abdurrahim, 2020).

However, given the current situation and conditions, as well as the growth of the school, many new problems arise that must be solved and implemented by the principal (Islahudin, 2019). Lack of study rooms, damaged school buildings, inadequate and unqualified building equipment, lack of learning tools, textbooks that change almost every year, ways to accommodate new students who are increasing every year, shortage of teachers who are difficult to hire, all of these require consideration. and increase the duties and responsibilities of the principal or education management (Oktavianti, n.d.). A school principal or education manager plays an important role in determining the course of education and is responsible for the smooth running of the educational process he leads by paying attention to all things needed by educational institutions, such as infrastructure, teachers, and students. (Ikhwan, 2019).

The duties and responsibilities of the principal can be classified into two areas: (Rohmani, 2020), namely: The duties of the principal in the field of administration and the duties of the principal in the field of supervision. The principal's duties in the field of administration are: Teaching management (Afriansyah, 2019b), develop the skills of teachers and employees (Multazam, 2018), foster and develop their students (Firmansyah et al., 2021), Manage School Financing (Timor, 2018), regulate school conditions (Minsih et al., 2019), coordinating school (Julaiha, 2019), fostering and developing community culture (Fauziyati, 2018). Principal's duties as administrator (Hamidi et al., 2019) as follows: a) Planning for teaching programs, staffing, student finance, and equipment; b) Develop school organization; c) Act as coordinator and supervisor; d) Carry out personnel management.

The principal's duties in the field of supervision are: to provide guidance to teachers and management (Aisyah & Badrudin, 2016), provide professional assistance (Ramadhan, 2017), supervise human resources (Tanjung et al., 2021) and conduct assessments of outcomes and teaching processes (Zega, 2016).

In general, the efforts made by the principal are in accordance with their function as supervisors (Hartanto, 2016) as follows: a) generating and stimulating teachers and education staff in carrying out their respective duties as well as possible; b) Trying to equip school supplies; c) Together with the

teacher trying to develop, find and use teaching methods that are more in line with the current curriculum guidelines; d) Fostering good and harmonious cooperation between teachers and school staff; e) Strive for the quality and knowledge of teachers and other education personnel; f) Fostering cooperative relationships between schools and parents and other agencies in order to improve the quality of student education.

Principal Functions

Principals as managers and managers of educational institutions have a big role in creating a conducive atmosphere in their work environment (Ansani & Baking, 2019). The function of the principal as a manager in schools is to manage schools starting from planning school work programs, managing and utilizing existing human resources or infrastructure, implementing programs that have been designed together, controlling and evaluating the implementation of school programs (Tanjung et al., 2021).

Head functionschool as a manager, namely: fostering and developing schools (Pratama, 2017), as a change leader (Aisyah & Badrudin, 2016), a leader who is able to realize the quality of the school (Minsih et al., 2019)As the head of the school, he must be able to deal with various problems that occur in the school (Kurnianingsih, 2018), able to think analytically (Djafri, 2017), have conceptual skills (Prasetyo & Kaltsum, 2017), and become a mediator in resolving variety problem (Sugilar et al., 2019), as a politician (Tanjung et al., 2021), as a diplomat (Azharuddin, 2020), provide incentives for working teachers (Kurnianingsih, 2018).

According to (Fadhli, 2017) The principal has 7 main functions, namely:
1) Principal as Educator

The core of the educational process is teaching and learning activities, and teachers are the main implementers and curriculum developers in schools. Principals who show a strong commitment to curriculum development and teaching and learning activities in their schools will of course be very concerned about the level of competence of their teachers and will always try to facilitate

and encourage teachers to continue to improve their competencies so that teaching and learning activities run smoothly and efficiently.

2) Principal as Manager

One of the tasks that must be carried out by the principal in managing education personnel is to carry out maintenance and professional development activities for teachers. In this case, school principals must be able to facilitate and provide the widest opportunity for teachers to carry out professional development activities through various education and training activities, whether carried out in schools, such as MGMP/MGP at the school level, as well as through education and training. training activities carried out outside of school, such as opportunities to continue education or participate in various training activities organized by third parties.

3) Principal as Administrator

To achieve an increase in teacher competence, especially in financial management, the cost factor must be considered. The amount of funds that can be set aside by schools for teacher competency development will certainly have an impact on the level of teacher competence. Therefore, school principals must be able to allocate sufficient budget for efforts to increase teacher competence.

4) Principal as Supervisor

To find out the extent to which teachers are able to carry out learning, principals should carry out regular supervision activities, which can be done through class visits to directly observe the learning process, especially in the selection and use of methods, the media used, and student involvement in the learning process. The results of this supervision show the weaknesses and strengths of teachers in carrying out learning, the level of mastery of teacher competencies, and the need for specific solutions, guidance, and follow-up so that teachers can correct existing deficiencies while maintaining their abilities. excellence in carrying out learning.

(Danim, 2020) stated that when faced with a curriculum that contained significant changes in the objectives, content, methods, and evaluation of teaching, it was natural for teachers to seek advice and guidance from their

principals. This expression implies that the principal must really understand the school curriculum. It is impossible for a school principal to provide advice and guidance to teachers if he himself does not understand the lesson well

5) Principal as Leader

What kind of principal's leadership style can encourage creativity as well as increase teacher competence? We recognize at least two leadership styles in leadership theory: task-oriented leadership and people-oriented leadership. A principal can apply both leadership styles appropriately and flexibly, adapted to existing conditions and needs, to improve teacher competence. according to (Chotibuddin, 2017), leadership is closely related to personality, and the personality of the principal as a leader will have the following characteristics: (1) honesty; (2) lack of confidence; (3) responsibility; (4) dare to take risks and decisions; (5) big-hearted; (6) stable emotions; and (7) exemplary.

6) Principal as Innovator

To fulfill his role and function as an innovator, the principal must have the right strategy to establish a harmonious relationship with the environment, seek new ideas, integrate every activity, set an example for all school education personnel, and develop innovative learning models. The principal's role as an innovator will be reflected in the way he carries out his duties in a constructive, creative, delegative, integrative, rational, objective, pragmatic, and exemplary manner.

7) Principal as Motivator

The principal as a motivator must have the right strategy to motivate education staff in carrying out their duties and functions. This motivation can be increased by creating a positive physical environment, establishing a positive work environment, applying discipline, encouragement, and rewards, and providing various learning resources through the establishment of a Learning Resource Center.

Competencies That 21st Century Principals Must Have

Principals received attention in almost all major education reform agendas into the twenty-first century (Hidayat et al., 2019). Currently,

improving school leadership is at the top of the list of school reforms (Muzakki, 2019). Principals must be excellent leaders in the twenty-first century. school, participate and contribute to society (Baharuddin, 2017). A principal at the peak of the twenty-first century can lead the teaching and learning process, self-development for oneself and others, and so on. Leading improvement, renewal and opportunity, top management school, and engaging and working with the community (Rieger, 2017).

The success of the principal is determined by: (1) taking on the role of learning leader, (2) improving teacher professional skills and leadership opportunities; (3) Emphasize teamwork; (4) Improving school-community cooperation; and (5) Demonstrate leadership qualities in the classroom (Whitehead et al., 2016).

Principal's Role

The principal as administrator is an important role (Fitrah, 2017), strategic (Sholeh, 2016) in improving the performance of the subordinates they lead. Administrative activities, namely planning in terms of program activities and finances (Afriansyah, 2019a), organizing all components involved in the school (Farhani, 2019), implementation is based on various decisions (M. Rahman, 2017), coaching is useful for improving the performance of all employees (Baharun, 2018) and evaluations that provide benefits for further activities (Hamidi et al., 2019).

The principal as an administrator has a close relationship with various administrative management activities that are recording, compiling, and documenting (Banun & Usman, 2016). The principal as an administrator must have a goal to support school activities (Juliantoro, 2017). The principal as an administrator carries out school administration in collaboration with the deputy principals (Masduqi, 2022). The school principal is responsible for the smooth running of all administrative work and activities in his school (Fitrah, 2017).

The principal is very much responsible for giving the characteristics and colors and patterns to the quality of the school because of that the principal also plays a role in developing learning facilities and infrastructure. (Setia, 2018) There are three roles of school principals in improving the management of

educational facilities and infrastructure, namely planning and management managers as well as drivers, activity leaders and administrative administrators. (M. R. Nasution, 2021).

The role of the principal in the context of the quality of education is very important because it can affect the success or failure of the quality of education itself (Dewi et al., 2020). Quality education must have the following indicators: a. The resulting output, b Results that can be seen directly, c Education process, d Instrumental input, e environment (Ulya, 2019). The high and low quality of education can be seen from three indicators (Sumar & Razak, 2016) namely: a) Adequate funds, b) many graduates, c). the ability to memorize shows that the ability to read is less (Rosyada, 2017).

The role of the principal, especially in facilitating teachers, is also very important in order to achieve the school's vision and mission (Wahyudin, 2018). The main role of the principal as an educational leader is to make the teaching and learning process comfortable so that teachers can teach and students can learn well. (Lazwardi, 2016). The role of the principal as an educational leader needs to be developed, especially in terms of teacher performance (Gaol & Siburian, 2018).

The principal has 10 kinds of roles (Muafa, 2020), (Rohmani, 2020), (Nirmawanti, 2016) that is:

- 1) As implementers, school principals must listen to their groups. The program that has been set is carried out according to a mutual agreement.
- 2) As a planner, you must have the ability to create, plan after it is calculated and have a clear goal, not carelessly in its manufacture.
- 3) As an expert, it is mandatory to have expertise that is related to the principal's duties.
- 4) Supervise the relationship between group members, maintain harmony between fellow teachers.
- 5) Representing the group, while maintaining behavior because outside the group characterizes the good and bad of a group leader.
- 6) Act as a giver of praise and punishment, contribute ideas and guard the hearts of coworkers at school.

- 7) Act as a mediator, be able to mediate on dispute issues, accept complaints, be able to act decisively, and not show favoritism
- 8) The holder of responsibility, the principal must be responsible for the behavior of his members carried out on behalf of the group.
- 9) As having ideals, leaders must have good and realistic concepts. So that in carrying out leadership there is a clear line towards the common aspiration.
- 10) Acting as a father, all actions should characterize being a father to his co-workers.

4. Conclusion

The duties and responsibilities of the principal can be classified into two areas, namely: the duties of the principal in the field of administration and the duties of the principal in the field of supervision. The principal's duties in the field of administration are: Management of teaching, developing the expertise of teachers and employees, fostering and developing their students, regulate School Financing, regulate school conditions, coordinate schools, foster and develop community culture.

5. Acknowledgment

Acknowledgments to Nipriasnyah, M.Pd BJT, friends at the University of Bengkulu doctoral education students who have helped with enthusiasm and prayers, as well as lecturer Dr. Muhammad Kristiawan, M.Pd who has directed the writing of this journal. Thank you also to Mrs. Meri Andaria, M.Pd, a prospective lecturer at the Curup Islamic Institute for the financial assistance.

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