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Duties and Responsibilities of Principal's Management on Quality of Early Childhood Education

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Abstract

The purpose of this study was to obtain an overview of the duties and responsibilities of the principal's education management towards quality Early Childhood Education (PAUD). This research uses library research methods, namely research carried out through collecting data or scientific writings that aim at the object of research or data collection that is library in nature, or studies carried out to solve a problem which is basically focused on critical and in-depth study. to relevant library materials. The results of the study show that the management functions are decision making, organizing, staffing, planning, supervising, communicating and directing. And the role of the principal in improving the quality of education is as an educator, manager, administrator, supervisor, leader, innovator, and motivator. The role of the principal in order to improve the quality of education is very important, because it can affect the success or failure of the quality of education.

Keywords: Management, Role of Principal, Early Childhood Education, Quality

1. Introduction

Education is an effort to produce humans. It means that good humans are expected to be born through education, nation or state, because of differences in

philosophical views that become their beliefs. Differences in the philosophy of a nation will bring differences in the orientation or goals of education (Ariyanti, 2016). Early Childhood Education (PAUD) is an educational unit, both formal and non-formal in pre-school education level, which is a different learning system from the level above (Wiguna, 2021). Early childhood education is the golden age or called the golden age, therefore special services are needed for children aged 0 to 6 years (Sudrajat et al., 2020).

To overcome and avoid mistakes in stimulating all aspects of early childhood development, each early childhood unit is required to maintain the quality and quality of their respective units. Law number 20 of 2003 states that Early Childhood Education (PAUD) is a coaching effort for children from birth to the age of 6 years, carried out by providing stimulation or stimulation to help physical and spiritual growth and development so that they have readiness to enter further education (Supriadi, 2020).

To make PAUD quality and quality, it is necessary to have the role of various parties such as school principals, educators and education staff as well as support from parents and the local government. There needs to be a good arrangement, arrangement and management so that the educational institution can run effectively and efficiently (Firmansyah & Wardhana, 2016). Thus, there is a need for professional management and support from the government in order to achieve the goal of national education, namely the intellectual life of the nation (Suharni, 2019). Next (Rohmat, 2017) mention that in Early Childhood Education institutions) also requires effective and efficient management so that the management of PAUD institutions runs well.

Management is the process of planning, organizing, coordinating, and controlling human resources. The principal is the most influential person and is at the forefront of conditioning in improving quality learning (Sayuti, 2017). How important is the role of a leader in running the wheels of an organization? In the hands of a great leader, an institution will become a quality institution (Kiding, 2021).

In the Education Management paradigm, the principal acts as EMASLIM (Educator, Manager, Administrator, Supervisor, Leader, Innovator and Motivator). As educators, school principals must have strategies to improve the

professionalism of educators, be able to create a conducive work climate, and create attractive learning models (Hamirul, 2019).

As managers, school principals are required to be able to mobilize existing school resources, such as planning and evaluating school programs, developing learning curriculum, learning processes, manpower management, facilities and infrastructure, funding sources, educational services, school relations with the community and school climate (Pohan, 2018). As a supervisor, the principal must provide supervision to his subordinates in assigning tasks and authority to the school he leads (Librianty, 2019).

As an administrator, the principal must be able to properly manage the administration of recording and documenting all school programs (Saleh et al., 2016). Next (Daryanto, 2018)said that as a leader the principal must build and maintain an organizational culture, and must be able to understand the condition of its members. The principal as an innovator is that the principal must provide innovations and new ideas, the role of the principal as an innovator is also very influential on the quality of the institution (Hatimah & Nurochmah, 2020).

In leading an educational institution, a school principal must have good competence in making a quality institution (Abarca, 2021). The community expects quality Early Childhood Education (PAUD Korwil Dindikpora Bejen District Temanggung Regency, 2021). Several problems in PAUD management are important in conducting PAUD management studies to improve PAUD management in order to achieve professional and quality PAUD (Dini, 2017).

This study aims to look at the Duties and Responsibilities of School Principal Education Management towards Quality PAUD. This research was conducted using the library research method which is rarely done but produces clear duties and roles of the PAUD principal based on several research results that have been carried out by researchers.

2. Methods

Library research is a type of research that used in in-depth information and data collection through various literatures, books, notes, magazines, other references, as well as relevant previous research results, to obtain answers and theoretical foundations regarding the problems to be studied.

The special characteristics used as the basis for developing research knowledge include; This research is faced directly with the data or text that is presented, not with field data or through eyewitnesses in the form of events, the researcher only deals directly with sources that already exist in the library or the data are ready to use, as well as secondary data used (Pringgar, Rizaldy Fatha; Sujatmiko, 2020)

3. Results and Discussion

In education research, many types of literature studies have been implemented. Although literature research is not fully carried out as previously stated, the sources used are limited to data obtained from analysis of books or journals that are worthy of reference. Based on the results of research conducted by several researchers, the duties and responsibilities of principal management in achieving quality PAUD are as follows:

a. Understanding Education Management

The definition of management etymologically comes from the word to manage which means to manage, regulate, drive, organize, run, carry out controlling, handle, manage, and dream (Saril, 2017). Management is the process of utilizing and managing organizational resources in collaboration with members in order to achieve organizational goals effectively and efficiently (Syafaruddin, 2015). Management according to (Kristiawan et al., 2017) namely ability directs in obtaining the desired results from the goals of human efforts and other sources.

Education management is a process of procurement and utilization of components both directly and indirectly that support the educational process in achieving effective and efficient educational goals (Komariah, 2018). Meanwhile, according to (Pohan, 2018). Educational Management is an activity or series of activities in the form of a collaborative business management process of a group of people who are members of an educational organization, to achieve predetermined educational goals, by utilizing existing resources and using management functions in order to achieve goals effectively and efficiently. According to (Fauziah et al., 2020) Education management is a process development of activities of a group of people carried out with cooperation in achieving predetermined educational goals.

b. Education management function

Functions Management according to George R. Terry and Liesli W. Rue are: (1) Planning is determining the goals to be achieved in the future and what must be done so that these goals can be achieved. (2) Organizing, namely grouping and determining important activities by giving power to carry them out, (3) Staffing, namely determining human resource needs, directing, filtering, training and developing workforce, (4) Motivating is directing human behaviour towards goals, (5) Controlling is measuring implementation and determining the causes of deviations and taking correlative action.

Meanwhile, according to Joseph L. Massie (1985) mentions there are 7 management functionsnamely (1) Decision making, (2) Organizing (3) Staffing, (4) Planning, (5) Supervision, (6) Communication, (7) Directing

c. Educational Benefits

Kurniadin and Machali (2012) namely the objectives and benefits of education management:

1) An active, innovative, creative, effective, and fun learning atmosphere;
2) The creation of students who actively develop their potential to develop religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, the community
3) The fulfilment of one of the competencies of educators and education staff (supported by professional competence as educators and educational staff as managerial);
4) The objectives of education are effectively and efficiently achieved;
5) Equipping educational staff with the theory of educational processes and tasks (supporting the profession as a manager or education management consultant);
6) The quality of education problem is solved;
7) Educational planning that is equitable, quality, relevant, and accountable as well as, increasing the image of education.

Duties and Responsibilities of Principals in Improving the Quality of Early Childhood Education

a. Understanding the Principal

In accordance with Permendikbud No. 6 of 2018 the definition of a principal is a teacher who is given the task of leading and managing educational units which include kindergartens (TK), extraordinary kindergartens (TKLB), elementary schools (SD), elementary schools outside ordinary (SDLB), junior high school (SMP), extraordinary junior high school (SMPLB), high school (SMA), vocational high school (SMK), special high school (SMALB), or Indonesian Schools Abroad .

The principal is the person who is responsible for the implementation of educational activities at the institution he leads (Kiding, 2021). Meanwhile, according to (Said, 2018). Principal leadership is the principal's way or effort to influence, encourage, guide, direct, and move teachers, staff, students, parents, and other related parties to work/play a role.

b. The role of the principal in improving the quality of education

In an effort to improve the quality of schools, school principals have an important role, as explained in Article 12 paragraph 1 PP 28 of 1990 that school principals are responsible for the implementation of educational activities, school administration, coaching other education personnel and the utilization and maintenance of facilities and infrastructure.

Every education unit, whether formal or informal, is obliged to guarantee the quality of education. This education quality assurance is in accordance with the Government Regulation of the Republic of Indonesia Number 19 of 2005. This is intended to meet the National Education Standards (SNP). According to Permendikbud Number 28 of 2016, regarding the Education Quality Assurance System, “Internal Quality Assurance System for Elementary and Secondary Education. SPMI Dikdasmen, a unitary element consisting of related policies and processes to ensure the quality of education, which is carried out by each primary and secondary education unit in order to realize quality education in accordance with the National Education Standards (Agustina, 2021).

The role of the principal in improving the quality of education, which includes his role as an educator, manager, administrator, supervisor, leader, innovator, and motivator. Broadly speaking, there are two main aspects that are the duties of the principal, namely the task of working in the field of school administration and tasks related to the professional development of education staff (Fitrah, 2017). This role can be seen in more detail as follows:

1) The role of the principal as an educator, according to (Hamirul, 2019). The principal has a role in forming educators so that they are able to: 1) Teach/guide students, 2) Guiding teachers, 3)Developing teachers, 3) Following developments in the field of education, 4) Setting an example for students
2) The role of the principal as a manager, according to (Pohan, 2018) the role of the principal as a manager must prepare the right strategy in utilizing educational staff with cooperation, namely: 1) Able to arrange programs, 2) Able to arrange school organization, 3) Able to move teachers, 4) Able to optimize educational facilities
3) The principal's role as administrator, in accordance with (Saleh et al., 2016) principals play an active role in regulating administrative management in schools so that they are effective and efficient, such as: Managing PBM/BK administration: 1) labour administration, 2) financial administration, 3) manage the administration of infrastructure, 4) manage mail administration
4) The principal's role as a supervisor is as stated (Astuti, 2019) to guide, and assist educators and education staff to carry out education so that quality education such as: 1) Able to arrange educational supervision programs, 2) Able to carry out supervision programs, 3) Able to take advantage of the results of supervision
5) The principal's role as a leader is to be able to build and maintain organizational culture, to be able to understand the condition of its members such as teachers and education staff and to be able to understand students (Daryanto, 2018).
6) The role as an innovator, the principal is a dynamic and creative person who is not stuck in a routine with implementing reforms (changes for the

better) and being able to implement the latest policies in the field of education (Hatimah & Nurochmah, 2020).

7) The role of the principal as a motivator, must be able to provide encouragement so that all components of education can develop professionally such as being able to regulate the (physical) work environment, being able to regulate the work/study atmosphere, being able to give decisions to school members (Jamaluddin et al., 2020).

c. Principal Qualifications and Competencies

In accordance with the regulation of the Minister of Education of the Republic of Indonesia number 13 of 2007 that the General Qualifications of Principals/Madrasahs are: (1) Have an academic qualification of undergraduate (S1) or four-diploma (D IV) education or non-education at a tertiary institution that accredited, (2) Maximum age 56 years old. When appointed as principal, (3) At least have 5 (five) years of teaching experience in accordance with their respective school levels, except for TK/RA level at least having teaching experience for 3 (three) years in Kindergarten /RA, (4) Civil servants must have a rank as low as III/c and equal to the rank issued by the foundation for non-civil servants.

The specific qualifications for a Kindergarten Principal are (1) Must have Kindergarten teacher status, (2) Have a certificate of cause as a kindergarten educator, (3) Have a certificate as the head of a kindergarten issued by the local government.

Government Regulation Number 13 of 2007 concerning Standards for Principals/Madrasah explains that school principals must have 5 competencies, dimensions of personality, managerial, entrepreneurial, supervisory, and social competence. These competencies are described in the table below:

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No.	Dimensions of competence	Competition
1	Personality	Have a noble character to develop culture Have integrity Have a wish Be open Self control Have talents and interests
2	managerial	Develop a plan. Develop organization. Leading the school optimally. Manage change towards an effective learning organization. Creating a school culture and climate/conducive and innovative Manage teachers and staff optimally. Manage facilities and infrastructure optimally. Managing good relationships Manage curriculum, finance, administration, services, information systems, Carry out proper monitoring, evaluation and follow-up
3.	Entrepreneurship	Innovate Work hard Have motivation to succeed Never give up. Have an entrepreneurial instinct.
4	Supervision	Planning an academic supervision program to increase teacher professionalism. Carry out academic supervision of appropriate supervision techniques. Following up on the results of academic supervision

5	Social	Cooperate Participate in social activities Have social sensitivity

d. Duties and responsibilities of the school principal

Principals have the flexibility to manage all existing school resources, which can be used to improve school quality and performance. The professional principal will understand the needs of the education world as well as the specific needs of the school, thus he will make adjustments so that education and schools are able to develop and progress, according to needs.

In general, the principal's duties are twofold, the first is in the field of administration and the second is in the field of education. Tasks that are included in process tasks such as planning, organizing, coordinating, communicating, influencing and evaluating. While the duties of the principal in the field of cultivation for example are school programs, students, funds, physical facilities, personnel, and public relations. In accordance with the basic concept of school management, the principal's duties are: 1) management of teaching and curriculum management; 2) management of students; 3) management of school facilities and infrastructure; 4) management of its human resources; 5) management of the school's relationship with the community, and the school's organizational structure (Nurlena, 2020).

According to Permendikbud number 6 of 2018, the principal duties of the principal are as follows: (1) Carrying out the main tasks of managerial, entrepreneurship development, and supervision of teachers and education staff; (2) School development and school quality improvement in accordance with 8 (eight) national education standards; (3) Carry out tasks in learning or mentoring so that the process continues in the education unit being led; (4) Carry out promotion of Indonesian culture.

The duties of the principal according to (Somad & Priansa, 2014) is a communication channel, is responsible and accountable for everything, is able to deal with problems, thinks analytically and conceptually, becomes a mediator and mediator, as a politician and diplomatic decision maker.

e. Supporting factors and inhibiting factors for improving the quality of education:

Based on research results (Manora, 2019) there are several supporting and inhibiting factors in improving the quality of education, namely:

1) Supporting factors such as: having many relationships, full support from related parties, facilities provided to teachers and students and freedom of choice for students.
2) Inhibiting factors such as: incompatibility with the system set by the local government, erratic teacher turnover, lack of awareness of school residents, and lack of coordination and limited funds for school activities.

4. Conclusion

Education management is a process development of activities of a group of people carried out with cooperation in achieving predetermined educational goals. There are 7 management functions, namely (1) Decision making, (2) Organizing (3) Staffing, (4) Planning, (5) Supervision, (6) Communication, (7) Directing. The duties and responsibilities of the principal's management towards quality PAUD are the principal as a communication channel, being responsible and accountable for everything, being able to deal with problems, thinking analytically and conceptually, being a mediator and mediator, as a politician and diplomatic decision maker.

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