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The Leadership Role of the Principal on Increasing Educational Reports in Merangin District

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ABSTRACT
This study investigates the declining performance of school education quality report cards in Merangin district, a critical issue that demands immediate attention. Employing a qualitative phenomenological approach, the research focuses on understanding the underlying meanings and processes rather than numerical data. Data were gathered through observations, documentation, and unstructured interviews with informed sources. The findings highlight significant challenges in the district's education quality, as discussed by the head of the Merangin district education office during a coordination meeting with junior high school principals. The study reveals that the quality of school report cards has deteriorated, reflecting broader issues in educational management and effectiveness. These insights are intended to assist school principals and administrators in addressing management deficiencies and enhancing educational practices. The research offers actionable recommendations for improving school management and report card quality, providing valuable guidance for future educational reforms in the district. The results aim to serve as a resource for all stakeholders involved in improving education and management practices in Merangin district.

KEYWORDS
leadership, principal, education report card

1. Introduction

Quality education demands creative, innovative and productive individuals so that it can be said that only a nation with quality education can compete globally. Education is included in the category of services carried out by educational institutions. Of course, this requires a leader who is able to encourage and motivate his subordinates to work well. As for the success of an organization or institution is determined by the presence of a leader (Wirawan, 2013). According toSiagian, S. P. 2000Leadership is the driving force of all sources and tools (resources) available to an organization. Basic task leader is to establish and maintain an environment in which humans work together in a well-organized group, complete tasks to achieve predetermined goals (Sagala, S. 2009). The effectiveness of a leader is determined by his skill at influencing and directing school members, leaders can influence work enthusiasm and excitement, security, quality, work life and also the level of achievement of an educational organization (Sutanto, E.M., & Stiawan, B. 2000).

This includes the leadership of the school principal who should be able to influence, guide, direct and mobilize school staff so that they can work effectively in order to achieve the educational and teaching goals that have been set. The principal must be able to solve organizational problems and meet the needs of the members of the organization concerned. The principal in carrying out his

leadership besides managing the school in general, what must be considered is the improvement of teacher quality. Particularly in the teaching-learning process the role of the teacher is very important, meaning that the teacher directly interacts with his students. The greatest contribution of the teacher's role here is the ability to manage the teaching-learning process in schools so that they can encourage students to develop their potential. That's why it's so right Hoy, W.K., & Miskel, C .(Eds.) (2006). states that teacher performance is an indicator of the dimensions of the effectiveness of school organizations. According toSergiovanni, T.J. (1991) that if one measures school effectiveness, teacher performance is one of the parameter dimensions that must be considered. because efforts to improve teacher performance will greatly influence the success of the school principal's leadership in efforts to develop and improve the quality of the school which is his responsibility as leader.

In addition, the school as a center for providing education plays a role in improving the quality of future education so that it is able to produce quality resource output (Adha, M.A., Benjamin, C., Octaviarnis, I., & Thalib, D. 2019). Service quality is an important and integral factor in education. According toDetert, J. R., Seashore Louis, K., & Schroeder, R. G. (2001). the quality of educational services is the outcome of the interaction between a conducive learning environment, students and educators, learning materials (materials, curriculum and standards) and the learning process in the classroom. The process of improving the quality of education is of course through strategic steps in school management in an effort to improve school quality. Management strategy is a step to meet educational needs in improving the quality of students (September, I.A.Y.). Improving the quality of schools as a whole requires a special approach such as forming a School Quality Assurance Team (TPMS) so that all components of the school together have a culture of quality so that quality assurance can work. This is in line with the mandate of Government Regulation Number 19 of 2005 which was refined into Government Regulation Number 32 of 2013 concerning National Education Standards where every education unit on formal, informal and non-formal channels is required to guarantee the quality of education in increasing student competence, learning quality, quality management of educational units as well as factors that influence the quality of learning and the quality of management of educational units.

Some research that is relevant to the role of school principals that describes effectiveness is that schools have strong leadership, have high expectations for students and teachers, a conducive school environment, leadership that emphasizes instructional leaders, student abilities while monitoring and parental support and involvement actively. The same thing was also stated (Gibson, J.L., Ivancevich, J.M., & Donnelly, J. H. 1996) that an effective school is a school that has quality quality which can be seen in input, process, output. The input aspect relates to the ongoing process which includes the principal and educator apparatus. While the process includes events that change something into something else, and the output is school performance both in terms of quality, efficiency, innovation, and includes academic and non-academic student achievements (Winardi,J,Nurkolis,N & Yuliejantiningsih, Y. 2017).

Efforts to realize an effective school are very dependent on the role of the school principal so as to create an effective school. Of course, every school has and carries out education quality assurance. In the past, school quality assurance could be seen from the results of school quality report cards obtained from PMP data, where at that time the teacher filled out the required guarantee instrument manually then inputted it by the school operator via the dapodik era report and sent it as well. processed by LPMP now renamed BPMP. Not only that, currently the school quality report card has also changed its name to the education report card obtained from the implementation of the Minimum Competency Assessment (AKM) in which there are minimum achievements in literacy, numeracy and character abilities. This AKM uses an application managed by the central government (Kemendikbudristek) through the existing system in the school dapodik. Students will automatically be selected randomly through the system to carry out AKM activities which are carried out once a year and are aimed at eighth graders with a total of 32 students taking the test. The function of dapodik is a national scale school data collection system or database that is integrated with other educational data.

Dapodik is also the main source of data for various educational planning programs. As for the problem that the author wants to examine regarding education report cards, especially what is happening in Merangin district at this time, since 2022 until now, the results of education report cards are below the minimum achievement. This was in line with what was stated by the Head of the Merangin District Education and Culture Office during a coordination meeting with the junior

high school principals regarding the disappointing results of education report cards. Furthermore, the authors are interested in conducting this research and first make a paper by reviewing the literature on the role of school principal leadership in improving education report cards in Merangin District.

2. Methods

To analyze the problems that occur in agencies, in this case the Education and Culture Service related to school education report cards, an approach is needed that allows the author to carry out in-depth studies related to the phenomenon being studied, so this study used a qualitative approach. According to Front, B., & Back, D.C. (2008) Qualitative research is researching whose object is natural and the researcher is the key instrument. The method used is descriptive to get a real picture of the phenomenon being observed, this research uses a case study design.

The location of the research location was at the Merangin district education and culture office in the junior high school field while the research subject was school education report cards which were the result of students, teachers and school principals participating in *AKM* activities. The data collection technique of this research was through interviews, observation, and documentation, while the data analysis model used was a model Miles, M. B., & Huberman, A. M. (1994) which includes collection, condensation, data presentation and finally drawing conclusions. As for checking the validity of the data is done by using triangulation of sources and methods.

Table 1. Number of public schools at the junior high school level in Merangin district in 2022

No	QMS School state	Achievement category	Color Achievements obtained by the school				
			B	H	K	M	Number
1	79	**Literacy Ability**	3	21	37	13	5
		Text reading competence	0	0	0	0	0
		Literary reading competence	0	0	0	0	0
		Competence access and find the contents of the text (L1)	0	0	0	0	0
		Competence in interpreting and understanding the contents of the text (L2)	0	0	0	0	0
		Competence evaluate and reflect on the content of the text (L3)	0	0	0	0	0
		Numeracy Ability	0	5	67	2	5
		Competence in the domain of Numbers	0	0	0	0	0
		Competence in the Algebra domain	0	0	0	0	0
		Competence in the Geometry domain	0	0	0	0	0
		Competence in the Data and Uncertainty domain	0	0	0	0	0
		Competence to know (L1)	0	0	0	0	0
		Competency to apply (L2)	0	0	0	0	0
		Reasoning competence (L3)	0	0	0	0	0
		Character	8	27	13	4	16
		Believing, Fearful of the Almighty God, and Noble	10	50	1	3	15
		Mutual cooperation	8	36	5	15	15
		Creativity	8	42	13	1	15
		Critical Reason	5	32	21	6	15
		Global diversity	2	43	13	6	15
		independence	3	40	15	6	15

Information:
1. B = Blue (Cultivated)
2. H = Green (Reach the minimum limit)
3. K = Yellow (below the minimum competence)
4. M = Red (far below the minimum achievement)
5. A = Inadequate number of participants.

Table 2. Number of private schools at the junior high school level in Merangin district in 2022

No	Private Middle School	Achievement category	Color Achievements obtained by the school				
			B	H	K	M	A
1	11	**Literacy Ability**	0	2	4	1	4
		Text reading competence	0	0	0	0	0
		Literary reading competence	0	0	0	0	0
		Competence access and find the contents of the text (L1)	0	0	0	0	0
		Competence in interpreting and understanding the contents of the text (L2)	0	0	0	0	0
		Competence evaluate and reflect on the content of the text (L3)	0	0	0	0	0
		Numeracy Ability	0	0	7	0	4
		Competence in the domain of Numbers	0	0	0	0	0
		Competence in the Algebra domain	0	0	0	0	0
		Competence in the Geometry domain	0	0	0	0	0
		Competence in the Data and Uncertainty domain	0	0	0	0	0
		Competence to know (L1)	0	0	0	0	0
		Competency to apply (L2)	0	0	0	0	0
		Reasoning competence (L3)	0	0	0	0	0
		Character	1	1	6	1	2
		Believing, Fearful of the Almighty God, and Noble	2	1	5	1	2
		Mutual cooperation	1	2	5	1	2
		Creativity	1	4	3	1	2
		Critical Reason	1	4	3	1	2
		Global diversity	0	3	5	1	2
		independence	1	4	3	1	2

Information:
1. B = Blue (Cultivated)
2. H = Green (Reach the minimum limit)
3. K = Yellow (below the minimum competence)
4. M = Red (far below the minimum achievement)
5. A = Inadequate number of participants.

Based on the data above, it can be seen that there are 90 schools in Merangin Regency for junior high school, consisting of 79 schools with state status and 11 with private status.

3. Results Discussion

Education report cards are data obtained from the Curriculum Standards Agency Education Assessment (BSKAP) in accordance with SK BSKAP No. 33 of 2022 Changes to SK BSKAP No. 8 2022 Learning Outcomes of PAUD and Dasmen in the Independent Curriculum is the basis for implementing AKM in schools. The results of the AKM data processing carried out by the Center for Cultural Data and Statistics. This will be of great help to everyone education services to improve education quality assurance so that all data and aspects of the quality of education can be reported properly. Not only that, the data reported too be more transparent and open to public knowledge.

Table 3. Results of the analysis of the Merangin district education report cards for 2022

No.	Indicator Name	Mark Regency one/quota You	Achievements	Comparison			Rent The Mark
				Regency/City similar in national	Flat Average at province	Flat Average at national	
A.1	Literacy ability	1.63	Under competency minimum	1.68	1.68	1.7	1 - 3
A.2	Numerical ability	1.59	Under competency minimum	1.63	1.62	1.64	1 - 3
A.3	Character	2.04	Develop	2.05	2.04	2.08	1 - 3
A.3.1	Believing, Fearful of the Almighty God, and Noble	2.04	Develop	2.06	2.04	2.09	1 - 3
A.3.2	Mutual cooperation	1.99	Develop	2.01	2	2.04	1 - 3
A.3.3	Creativity	2.13	Develop	2.14	2.12	2.15	1 - 3
A.3.4	Critical Reason	2.03	Develop	2.03	2.01	2.05	1 - 3
A.3.5	Global diversity	1.99	Develop	2	2.01	2.03	1 - 3
A.3.6	independence	2.04	Develop	2.05	2.02	2.06	1 - 3

Data on the results of education report cards from the Merangin district education and culture office



Figur 1. Image of the AKM assessment process

Based on the table data above, there are two basic competencies that are measured through literacy and numeracy with achievements below the minimum competency includes competencies that assessed such as systematic logical thinking skills, reasoning skills using concepts and learned knowledge. AKM presents problems in a variety of ways context that students are expected to be able

to complete. AKM is meant to measure competency in depth, not just content mastery. Literacy is defined as ability to understand, use, evaluate, reflect on different types of texts written to develop individual capacities as citizens of Indonesia and citizens of the world and to be able to contribute productively to society. Numeration is ability think using mathematical concepts, procedures, facts, and tools to solve everyday problems in various types of contexts that are relevant to individuals as citizens Indonesia and the world.

This must be understood by the principal as the leader in the quality of education school will be created if education providers can be carried out effectively in the framework of conceptual work. This is in accordance with the results of The Global Monitoring Report 2005 (UNESCO, 2013, p. 30) stated that: "The Global Monitoring Report 2005 framed five major factors affecting quality: context, learners' cara cteristics input, teaching, learning, and outcome. In fact, in recent years, the quality of education is increasingly seen from the results learning, including literacy, numeracy, critical thinking skills, employability skills, responsible citizenship, and others. Data-driven planning aims to achieve continuous improvement and improvement of the quality of education. data-based planning also aims to provide improved budget spending effective and accountable in accordance with the needs of offices and educational units.

Education units and local governments can do self-reflection by analyzing data in Education Report Cards, identifying root causes, and compiling activity plans in the RKAS or RKPD to improve the quality of education. Unit education can do self-reflection as a part of data-based planning, by: 1). Studying and verifying data from educational units 2) Evaluating Education Report Card with real conditions, namely by making observations, looking at data and discussions with stakeholders in the education unit. 3). Analyze the condition of the unit education, such as with the teacher and the head of the education unit, to see what the conditions are educational units are in accordance with the standards or not. 4). Summarize the problems and roots problems encountered, based on joint analysis with stakeholders in the unit education. 6). Develop a plan based on the results of an analysis of the problems and the root of the problem that has been done.

Other opinions presented Benavot, A. (2004). states that: no matter what standards the public schools achieve, their quality depends on how much the community values their product. To sustain quality over time and across groups and communities, school leaders need to understand what people value. We need to be aware of how parents, staff, and other community stakeholders define quality at any point in time. Mappaenre, A. (2014) argues that the quality/ quality of schools can be identified from the number of students who have achievements, both academic achievements and achievements in other fields, as well as graduates who are relevant to the goals.

FurthermoreHamid, H. (2013) provide the following criteria for effective school principal leadership: (a). Able to empower teachers to carry out the learning process properly, smoothly and productively. (b). Completing tasks and work according to a predetermined time. (c). Establish harmonious relationships with the community, so that they can be actively involved in realizing the goals of education in schools. (d). Apply leadership principles that are in accordance with the maturity level of teachers and staff at school. (e). Work with the management team (f). Realizing school goals productively in accordance with the provisions set.

The leadership role of the school principal is influenced by many factors. According toFattah, N., 2009) factors that influence leadership effectiveness include: (a). Personality (b). Manager's expectations and behavior (c). Characteristics (d) Task requirements (e). Organizational climate and policies (f). Expectations and behavior of colleagues Based on these factors that the success of leaders in their activities is influenced by factors that can support the success of a leadership, therefore a goal will be achieved if there is harmony in the relationship or good interaction between superiors and subordinates, besides being influenced by the background of the leader, such as motivation for achievement, maturity and flexibility in social relations with attitudes of human relations.

4. Conlcusion

The analysis of the leadership role of school principals in Merangin district provides clear answers to the research questions:

1. **Role Optimization:** Principals have not fully optimized their roles as leaders and managers. Their responsibilities extend beyond traditional leadership to include proactive efforts in enhancing

educational quality. Principals need to integrate entrepreneurial strategies and managerial skills to improve performance effectively.

2. **Report Card Performance:** The education report cards reveal challenges in literacy and numeracy within junior high schools in Merangin district. To address these issues, schools should focus on analyzing input and process indicators to identify the root causes of poor performance. Data-based planning, supported by the Education Report Card team, is crucial for addressing these challenges effectively.

Methodological Limitations

The study's qualitative approach, while providing valuable insights, may limit the generalizability of the findings. The reliance on observational and interview data may not fully capture all variables affecting school performance. Additionally, the study is based on a specific district and may not account for broader regional or national contexts.

Recommendations for Future Research

Future research should consider employing a mixed-methods approach to provide a more comprehensive understanding of the factors influencing school report card performance. Quantitative data could complement qualitative insights, offering a broader view of educational challenges. Expanding the study to include multiple districts or regions could enhance the generalizability of the findings. Additionally, longitudinal studies could track changes over time to assess the long-term impact of interventions and leadership strategies on educational outcomes.

In summary, improving educational outcomes requires principals and stakeholders to optimize their leadership roles, utilize available resources effectively, and engage in strategic planning based on data. Education unit supervisors should support schools in interpreting report card data and applying it to enhance performance. Data-Based Planning (PBD) should be integral to decision-making processes to ensure that improvements are grounded in accurate, relevant data.

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