

## Empowering the Quality of School Resources in Improving the Quality of Education

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### Abstract

#### ARTICLE INFO

##### Article history:

Received

December 01,  
2020

Revised

January 15, 2021

Accepted

January 18, 2021

The aim of this study was to enhance empowering the quality school resources in improving the quality of education in SMA Pasundan 3 Cimahi West Java. The researchers used qualitative research. Observation, interviews and documentation was used in this collecting the data. The result showed that empowering school resources was increasing human resources, especially teachers and students, school facility and infrastructure in improving school quality, and alternative ways to improve the quality of education by improving quality teacher education, increasing teaching hours for teachers who lack teaching hours, adding school infrastructure needed by using funds and increasing education development in sub urban areas.

**Keywords:** Empowering Quality School, School Resources, Quality Education

Published by

Website

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## INTRODUCTION

The characteristic of an education crisis in Indonesia is that teachers have not been able to show (*work performance*) adequate. This shows that teacher performance has not been fully supported by an adequate degree of competency mastery, therefore it is necessary to have comprehensive efforts to improve teacher competence (Danim, 2012). Education is very important because education is one of the determinants of the quality of Human Resources. Education is the most important indicator in the development of a nation.

Becoming a professional educational staff will not be realized without efforts to improve it, as for one way to make it happen is by developing this professionalism requires support from parties who have an important role in this is the principal, where the principal is an educational leader who is very important because the principal is directly related to the implementation of educational programs in schools. The principal must be able to improve the vision and mission by utilizing the talents, skills and abilities of its members and be able to direct all members and the school as an educational organization into a change of mindset

(Hartiwi, H., Kozlova, A. Y., & Masitoh, 2020; Yang, 2014; Quin, et al., 2015). The principal as the leader of the educational institution functions as the person in charge of all educational activities in the school.

The achievement of educational goals is highly dependent on the skills and leadership policies of the principal who is one of the educational leaders. The leadership of the principal is very supportive of achieving effective and efficient school management (Sagir, 2017; Beare, Caldwell, & Millikan, 2018)). In addition, the staff has a very strategic role in shaping the knowledge, skills, and character of students. Therefore, professional education staff will carry out their duties professionally so as to produce higher quality graduates (Fattah, 2015). A person in a leadership position has the ability to read the situation to be faced and adapt his leadership style to the demands of the situation he is facing, even though this adjustment is only temporary (Astuti et al, 2020). Leadership includes three meanings, namely effort, the ability to run a business, and an authority that makes someone considered capable of leading. Institutional leaders must be able to play an active role and be able to strategically position themselves in directing the institution. The success and effectiveness of a school principal in leading can be pursued by respecting each other, working together and having knowledge about the behavior of subordinate. Because the principal is a professional official in the school organization who is in charge of managing all organizational resources and collaborating with teachers in educating students to achieve educational goals.

With the professionalism of this school principal, the professional development of educational personnel is easy to do because according to its function, the principal understands the stagnation of the competencies he previously had, but increases and develops well so that teacher professionalism will be realized (David, 2016). Because professional education staff not only master the right fields of science, teaching materials, and methods, but are able to motivate students, have high skills and broad insight into the world of education. Professional teachers are believed to be able to make students think and behave creatively (Bakar, 2018). The ability of teachers to attract students' interest in learning is the initial stage of a meaningful learning process that can make students active and motivated to develop all abilities in the classroom ...Based on the explanation above, the writer is interested in making a research entitled Empowering the Quality of School Resources in Improving the Quality of Education in SMA Pasundan 3 Cimahi West Java.

## **METHOD**

The type of research conducted by researchers is qualitative research with the consideration that in this study the researcher intends to obtain a clear picture of how the strategy for empowering school resources in order to improve the quality of education at SMA Pasundan 3 Cimahi West Java. This study uses

interviews, documentation and observation in data collection. The number of respondents in the interview activity was 10 teachers who were in SMA Pasundan 3 Cimahi West Java. Analyzing the data used data reduction. Reducing data means summarizing, selecting main things, focusing on important things, looking for themes and patterns, which will provide a clear picture and make it easier for researchers to collect data. Presentation of Data After the data is reduced, the next step is to present the data. In this study, the presentation of data as a form of short descriptions, tables and the like. Then verify / draw conclusions. The third step in qualitative data analysis is drawing conclusions. The conclusions expressed in qualitative research must be supported by valid and consistent evidence so that the conclusions put forward are new findings that are credible and can answer the formulation of the problem formulated.

## **RESULT AND DISSCUSSION**

### **Strategy in Empowering Quality School Resource**

A planning is a series of basic plans, actions and activities made by top leaders to be implemented by all levels of an organization in order to achieve organizational goals. Strategic planning is a result-oriented process to be achieved over a period of one to five years by taking into account the potential opportunities and constraints that exist or may arise. Strategic plans contain a vision, mission, goals, objectives, ways of achieving goals and objectives which include policies, programs and realistic activities by anticipating future developments.

Strategy is a measurable plan in achieving a planned goal so that the maximum goal is achieved (Sari, & Suhono, 2017). This was done by the highest leadership in carrying out the activity program for one year. This can be seen from what the Principal does by making an annual budget, namely in the form of a School Expenditure Opinion Budget Plan, which is made annually according to the activities and needs of the school that are needed every year. Each school principal makes a RAPBS which is not the same according to the conditions and conditions of the school where urban schools require more funds than in rural areas or in suburban areas. Meanwhile, the teacher's strategy in planning teaching and learning activities is in the form of SKH, SKM, SKB and making semester programs, as well as making annual programs.

Empowerment is any process that provides greater autonomy to workers through exchanging relevant information and provisions on supervision of factors that influence persuasion. Empowerment of school resources at SMA Pasundan 3 Cimahi West Java basically gives the principal and teachers the right to provide education and supervises and improves the work performance of the principal, teachers and students. In order to improve education for students, educated and experienced teachers are needed so that students can understand what the teacher teaches. Teachers must also be able to understand the character of students so that

the teaching and learning system in the classroom can run well (Maba, et al., 2018). Professional teachers have social responsibility manifested through teacher competence from the social environment and have effective interactive abilities.

To improve the work performance of school principals before being appointed as school principals, they are required to take part in the Candidate School Principal Education and Training as the main requirement to become principals for both elementary, junior high and senior high schools, this training is carried out by the Education Office in collaboration with the Regional Civil Service Agency. Principals of elementary schools in improving their work performance hold training and education at both the city and provincial and national levels. In order to improve the quality of work of SMP Principals, a School Principal Working Group was formed, whose members consist of Heads of Public and Private Junior High Schools in SMA Pasundan 3 Cimahi West Java. Meanwhile, teachers improve work performance by participating in training provided by the City Education Office, Provincial Education Office and Training Centers related to education. As well as participating in the Teacher Working Group activities held by each cluster and each UPTD in SMA Pasundan 3 Cimahi West Java.

The formulation of strategies carried out by schools in determining positions as deputy principals, heads of study programs/fields of expertise, and heads of other fields is carried out by providing opportunities for school personnel to propose personnel who are considered competent in occupying these positions. The deliberation approach is carried out through a teacher council meeting to determine the position of personnel in accordance with the suggestions that have been given through the meeting which is the final determination of policy formulation. The formulation of the strategy in determining the position is the role of the principal in empowering human resources in the aspect of personnel involvement in policy formulation (Masri & Jaaron, 2017; Allui & Sahni, 2016; Davidescu, et al., 2020). The strategy carried out by the principal as a bottom-up strategy. This strategy is important because the involvement of personnel in determining a policy is a step to increase personnel understanding and awareness of the same role in the organization.

Strategy formulation in determining programs in schools is based on the applicable curriculum and adapted to school conditions and regional needs. Programs that have been formulated as school activities include learning programs, production units, internships, regional centers, developing cooperative relationships, developing resources, and developing the realization of school existence. division of labor.

Program preparation is carried out on a bottom-up basis through their respective fields of expertise, and they are given the authority to determine and formulate various programs in accordance with the curriculum and prevailing conditions. Each head of the field of expertise formulates and determines the

program based on deliberation in the teacher council meeting. The principal and internal school members have combined the internal and external needs of the school. However, schools have not maximally involved external school members in the strategic formulation of education in schools.

The empowerment strategy carried out in education is based on the formulation of the school's vision, mission, and goals as outlined in the school development master plan. The empowerment strategies carried out include (1) teaching and learning process (PBM), (2) production units, (3) internships, (4) cooperative relations activities, (5) resource development, and (6) socializing the existence of schools. The empowerment of the programs mentioned above is carried out by schools based on the curriculum and national education goals that are adapted to school conditions, the needs of DU/DI, and regional needs such as the existence of a local curriculum that is given to students in the form of peace education.

The approach and breakthroughs made by the school are urgent to develop school activities in accordance with the needs of the business world and society. The role played by the principal in developing ideas and realizing ideas is a picture of innovative leadership that is in accordance with management approach school-based. In order for school activities to be more effective, a more proactive role is needed to utilize the internal and external members of the school. The ability to anticipate environmental changes with continuous control will ensure the existence of the organization. Continuous control will enable the implementation of the established strategy to run smoothly, monitor organizational performance, review the occurrence of deviant evaluations, and even carry out constructive initiatives. The management empowerment strategy is believed to be an effective instrument in carrying out various policies related to the readiness of schools to develop their curriculum and programs so that they can be adjusted at any time.

School resources are the process of dealing with various problems within the scope of the school to be able to support school activities in order to achieve predetermined goals which include: human resources, namely the principal, teachers, administrative staff and students (Annur, & Suhono, 2019). Facility infrastructure such as desks and chairs, study books, visual aids and others, and sources of school funds in the form of APBD funds. Therefore, teachers are the main human resource that needs to be given the main priority in order to increase the ability to educate quality students. Regarding human resources in improving education in schools, which is not important, namely school facilities and infrastructure. From the research results, it can be concluded that the strategy carried out for school principals and teachers is programmed periodically in the form of planning the year for both principals and teachers. Human resources and school infrastructure support each other in improving the quality of education for

school students and for educational development, especially at the junior high school level in SMA Pasundan 3 Cimahi West Java.

### **Alternative Ways in Improving the Education Quality**

In the view of the general public it is often found that the quality of schools or the excellence of the school can be seen from the physical size of the school, such as the building and the number of extracurriculars provided. There are also people who think that the quality of the school can be seen from the number of school graduates who are accepted at the next level of education. In order to understand the quality of formal education in schools, it is necessary to look at formal education in schools as a system. Furthermore, the quality of the system depends on the quality of the components that make up the system, as well as the process that takes place to produce results. The Cimahi City education office is only the one who coordinates the activities while the school principal, teachers and students are the ones carrying out activities so that it can be interpreted that a school is progressing or not depending on the school itself in improving the quality of its education. The purpose of school-based quality improvement management is to improve the quality of education in general, both regarding the quality of learning, the quality of the curriculum, the quality human resource both teachers and other education personnel, and the quality of education services in general. In the aspect of teachers, students, and teaching materials are the dominant elements in the learning process in the classroom (Kartini and Kristiawan, 2019).

From the above objectives, it can be seen that improving the quality of education is not only for teachers, students and parents of students to support each other in improving the quality of education in schools. The role of the principal in improving the quality of education can be explained as follows: (1) the principal uses a systems approach as a basis for thinking, how to manage, and how to analyze school life; causal thinking, interdependent and integrated thinking, eclectic thinking, and syncretic thinking; 2) the principal has complete and clear management input, which is shown by completeness and clarity in tasks including what must be done, which is accompanied by functions, authorities, responsibilities, obligations, and rights, and 3) the principal understands, lives, and implements role as manager: coordinating and harmonizing resources to achieve goals), leaders, namely mobilizing and empowering human resources, educators: inviting favors to change, entrepreneurship: making things happen, supervisors: directing, guiding and giving examples, creators of work climate, administrators, reformer, regulator, and motivator.

## CONCLUSION

The result show that the strategy for empowering school resources that is carried out is increasing human resources, especially teachers and students, improving school infrastructure in supporting school progress and improving school quality, and alternative ways of improving the quality of education by improving the quality of teacher education by S1 education, increasing teaching hours for teachers who lack teaching hours, increasing school infrastructure needed by using BOS funds and DAK funds and increasing education development in suburban areas

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