

EMPIRICAL STUDY OF MANAGEMENT OF EDUCATION BASED ON PRINCIPAL MANAGEMENT SYSTEM TO IMPROVE THE QUALITY OF EDUCATION IN ELEMENTARY SCHOOLS

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Abstract. This study aims to analyze the management of education based on the principal's managerial system in an effort to improve the quality of education in elementary schools. The method used is a literature study, which examines various sources related to the functions, duties, and responsibilities of the principal, as well as the managerial skills needed. The function of the principal as an educational leader is very crucial in creating a conducive learning environment. His duties and responsibilities include planning, organizing, implementing, and evaluating educational programs. In addition, the principal's managerial skills are divided into four categories: conceptual skills that enable the principal to formulate an educational vision and mission; administrative skills that support resource management; human skills that are important in building interpersonal relationships; and technical skills needed to implement educational policies effectively. The results of this study indicate that good mastery of managerial skills by the principal contributes significantly to improving the quality of education in elementary schools. This study is expected to provide insight for policy makers and education practitioners in optimizing the role of the principal in educational management. This study also highlights the importance of training and professional development for principals to improve their managerial skills. With the right training, principals can be more effective in carrying out their functions and responsibilities, and are able to face the challenges that arise in the world of education. In addition, collaboration between principals and teachers, parents, and the community is also a key factor in creating a quality education ecosystem. Through a good managerial approach, it is hoped that elementary schools can achieve higher education goals and produce graduates who are ready to face future challenges. This study provides recommendations for the development of training programs that focus on improving the managerial skills of principals as a strategic step in improving the quality of education at the elementary level.

Keywords: Education Management; Managerial System; Principal; Education Quality; Primary School

I. INTRODUCTION

Education is a need and demand of society that is expected to be able to realize a complete Indonesian human being with quality. In other words, humans really need education and cannot be separated from their lives, because education is an absolute effort for humans to be able to develop their potential through the learning process (Suharyanto, 2013). To meet these needs and demands. Formal education is held in schools, this means that schools are an organization to realize the implementation of education. The implementation of education certainly requires management to achieve the expected goals. As stated in Law of the Republic of Indonesia Number 2 of 1989 Article 10 paragraph (2) it is stated that schools are a place for organizing the teaching and learning process, so it can be said that schools are organizations that have the authority to organize the teaching and learning process to realize national education goals. To achieve educational goals, leaders or principals have a very large responsibility for the smooth running of educational activities in the schools they lead, especially in terms of mastering managerial skills. This is in accordance with what Wahyudi

(2012:69) said that to become a successful principal you must have basic skills or expertise.

There are four areas of managerial skills, namely: 1) Conceptual skills, skills that must be possessed by the principal to determine the concept, 2) Administrative skills, skills to work together by utilizing all sources related to utilizing and empowering all available sources through planning, organizing, controlling, mobilizing, motivating, staffing, monitoring, and supervision activities, 3) Human skills (human relationship skills), the ability to develop harmonious relationships with all members of the institution or organization, 4) Technical skills, the ability to use knowledge, methods, procedures, techniques and reason needed to carry out specific tasks obtained through experience, education, and training. These four managerial skills are needed to carry out managerial tasks effectively (Amin, 1993:9-10). The principal as a manager in a school is required to have reliable skills so that the wheels of the organization run healthily, wisely and intelligently in creating decisions that can be used as a basis or reference for school residents. The principal is an educational leader who has a very decisive

role in developing an educational institution, including as the holder of control in an educational institution, even the success of an educational institution is very dependent on the leadership of the principal (Yogi Irfan Rosyadi, 2015).

The principal as a leader has the task of preparing plans, organizing all forms of activities, directing activities, carrying out supervision, carrying out evaluations, determining policies, making decisions, organizing the learning and teaching process, organizing administration, organizing student organizations, organizing school relations with the government and the community (Abu: 2014). This means that the school management is required to be able to carry out quality management in the best way according to the circumstances and situations of the environment. In educational organizations, management is also applied to educational staff, intended to improve the services of the educational organization. Management is a form of work, in which in carrying out the work must carry out certain activities known as administration which include planning, organizing, directing and controlling organizational resources, motivation and control, this is in line with the opinion of (Kristiawan and Bengkulu, 2017) regarding the function of planning, among others, as a guideline in implementing, controlling, determining the strategy for implementing activities, and as a guideline in determining goals or frameworks for achieving goals. Schools as an organization cannot be separated from good leadership and management. The principal's management is the principal's effort to carry out the management function of school resources in achieving educational goals (Karwati and Priansa, 2013: 119-121).

The management process has several stages, namely: determining objectives, formulating strategies, planning, determining work programs, organizing, mobilizing human resources, monitoring operational activities, supervision, assessment and creating and using feedback systems (Siagian, 2011: 33). Based on this indicator, it can be explained that the principal must have the ability to plan work programs (planning), realize and carry out the performance of an organization in the organizational structure or agency he leads (organization), move to provide examples to subordinates before moving, working on, implementing the work program of the office he leads together (actuating), and after everything runs and is carried out well according to the program, then as a leader he must control the performance of his subordinates whether it is running for a moment, or running normally, or not running (controlling), and it is the duty of a leader to carry out control/supervision if there is a problem in the field, then the leader is also obliged to find a solution. With participatory management, it means that the principal needs a regular work system to synergize the diversity of people with various main tasks and functions so that they end up in one corridor of education and learning at the school complex level (Danim, 2013: 74).

The principal is responsible for organizing, managing, implementing, and controlling educational activities developed in the school. The progress of a school is in the hands of the principal, because the role of the principal is very strategic and determines the development of the school, especially in mobilizing and empowering school components

such as teachers and The principal must fully understand the management of the school and must have a target for the progress of the school. School management outlines the concept of participation at the lowest level, namely the school with all its communities. The school community, in question, is the principal, teachers, administrative staff, school committee administrators, parents of students, caring communities, and students.

II. RESEARCH METHODS

This study uses a literature study approach (library research) to systematically analyze and review various library sources relevant to the management of education based on the managerial system by the principal and its impact on improving the quality of education in elementary schools. This approach was chosen because it aims to obtain a comprehensive understanding of the concepts, theories, and findings of previous studies related to the topic without collecting field data directly. The data used in this study are books, scientific journals, articles, research reports, and other related documents published within a certain time frame to ensure the relevance and novelty of the information. The data collection process was carried out through literature searches in digital libraries, academic journal databases, and other trusted sources using keywords such as "school management", "principal", "managerial skills", "quality of education", and "elementary school". Data analysis was carried out descriptively-qualitatively by grouping and interpreting information obtained from various sources to identify the main managerial skills that must be possessed by the principal and effective education management strategies in improving the quality of education in elementary schools. Furthermore, this study presents a synthesis of the study results as a basis for formulating practical and theoretical recommendations. With this literature study method, the research is expected to provide a comprehensive and in-depth picture of the managerial role of the principal in managing education in elementary schools as an effort to improve the quality of education.

III. RESULTS AND DISCUSSION

Management as an ability that later became the forerunner of a profession (Engkoswara and Komariah, 2012: 85). There is another opinion that says that the management process has several stages, namely: Determining Goals, formulating strategies, planning, determining work programs, organizing, mobilizing human resources, monitoring operational activities, supervision, assessment and creation and use of feedback systems (Siagian, 2011: 33). Management is the application of functions: planning, organizing, directing, reporting, coordinating, financing, and supervision by using and utilizing available facilities and resources (Sagala, 2010: 56). Efforts to improve the quality of education in schools need to be supported by the managerial abilities of the principal, School managers must compile tasks by prioritizing the main goals of the organization. In an effort to achieve goals, they must delegate their tasks to staff (Pramono, 2013: 18).

School management includes efforts to plan work programs (planning), realize and run the performance of an organization in the organizational structure or agency he leads (organization), move to provide examples to subordinates before moving, working, implementing the work program of the office he leads together (actuating) and after everything runs and is carried out well according to the program then as a leader must control the performance of his subordinates whether it runs for a moment, or runs normally, or does not run (controlling) and it is the duty of a leader to carry out control or supervision if there is a problem in the field then the leader is also obliged to find solutions and ways out, thus the leadership of the organization will run well according to what is expected together (Kompri, 2014: 2-4). With the functioning of the role of the principal, it is believed that the school he leads will experience development and improvement in the quality of education, as well as fulfillment of the participation of the school community. The active role of the principal has not been able to be carried out optimally, because there are several inhibiting factors in these efforts which may be hampered by the technical implementation in the process of improving the quality of education. According to Mc. Farland quoted by Sagala (2009: 145) stated that leadership is a process in which leaders are described as giving orders or direction, guidance or influencing the work of others in choosing and achieving predetermined goals.

To achieve educational goals, leaders or principals must have the skills to be able to carry out their functions and duties, so managers need various basic abilities and skills, namely: conceptual skills, administrative skills, human relationship skills, and technical skills. These four managerial skills are needed to carry out managerial tasks effectively (Amin, 1993: 9-10). Therefore, educational management requires potential and competent leaders so that all educational management can carry out their duties and functions according to the targets that have been set. The success of an educational institution requires people who are able to lead schools and are professionals in the field of education (Wahyudi, 2012: 63). The function and role of the principal is one of the factors that can encourage the school to realize its vision, mission, goals and targets through school programs that are implemented in a planned and gradual manner.

A. Functions and Roles of the School Principal

The principal can be interpreted as a functional teacher who is given the task of leading a school where the teaching and learning process is held, or a place where interaction occurs between teachers who give lessons and students who receive lessons (Wahjousumidjo, 2008). The principal is a teacher (functional position) who is appointed to occupy a structural position in a school (Rahman, 2006). Based on the Decree of the Minister of National Education Number 162 of 2003 concerning Guidelines for Assignment as a Principal, it is stated that the duties of the principal are as an educator, manager, administrator, supervisor, leader, entrepreneur, and climate creator. The principal must also have the competencies as stated in the Regulation of the Minister of National Education Number 13 of 2007 concerning the Standards of School/Madrasah Principals consisting of 5

competencies including managerial competency, entrepreneurial competency, supervisory competency, personality competency, and social competency.

Based on this understanding, it can be concluded that the principal is a teacher who has the ability to lead all resources available in a school so that they can be utilized optimally to achieve common goals. The education office has determined that the principal must be able to carry out his/her work as an educator, manager, administrator, and supervisor (EMAS). In further developments in accordance with the needs of society and the development of the times, the principal must also be able to act as a leader, innovator, and motivator in his/her school. Thus, in the new paradigm of educational management, the principal must at least be able to function as an educator, manager, supervisor, leader, innovator, and motivator (E. Mulyasa, 2011).

a. Principal as Educator (Teacher)

In carrying out his function as an educator, the principal must have the right strategy to improve the professionalism of the education staff in his school. As an educator, the principal plays a role in planning, implementing, assessing learning outcomes, guiding and training, researching and serving the community (Usman, 2009). Creating a conducive school climate, providing advice to school residents, providing encouragement to all education staff, and implementing an interesting learning model in his function as a teacher, the principal must try to instill, advance, and improve at least four types of values, namely mental, moral, physical, and artistic development (E. Mulyasa, 2011). As an educator, the principal must always try to improve the quality of learning carried out by teachers, various experiences of the principal greatly support the professionalism of the principal, experience while being a teacher, being a vice principal, or being a member of a community organization. Efforts that can be made by the principal to improve his/her work as an educator, especially in improving the performance of education personnel and student learning achievement can be described as follows:

- 1) Involving teachers in training courses to increase teachers' insight. The principal must also provide teachers to improve their knowledge and skills by studying at a higher level of education
- 2) The principal must try to motivate the student learning outcome evaluation team to work harder, then the results are announced openly and displayed on the bulletin board. This is useful for motivating students to study harder and improve their achievements.
- 3) Using effective learning time at school, by encouraging teachers to start and end learning according to the specified time, and using it effectively and efficiently for the benefit of learning (Basri, 2014).

b. Principal as Manager

A manager or principal is one of the components of education that plays a very important role in improving the quality of education. The quality of education can be improved if the principal involves various elements. These elements include the board of teachers, students, school administration staff and the community, all of whom must

support each other and work together to achieve the goals that have been set. To achieve the goals that have been set while also being able to move and motivate the people involved, good and quality management is needed (Yusnidar, 2014). As a manager at school, the principal has a legal role to develop staff, curriculum, and implementation of education at his school. This is where the effectiveness of the principal's management depends on their ability to work together with teachers and staff, as well as their ability to control budget management, staff development, curriculum development, pedagogy, and assessment. In addition, to develop and realize good school management, the principal must have the ability according to the demands of his duties.

Government Regulation Number 19 of 2005 concerning National Education Standards, article 38 states that the criteria for becoming a principal include: 1) having the status of a teacher; 2) have academic qualifications and competencies as learning support in accordance with applicable laws and regulations; 3) have teaching experience of at least 5 (five) years in schools, and 4) have management and entrepreneurial skills in the field of education (Sasmedi, 2015). The principal as a manager and administrator of educational institutions has a large role in creating a conducive atmosphere in his work environment. This conducive atmosphere is an important factor in creating high-achieving teachers. Teachers as educators have a very important role in the progress of the nation, teachers as one of the determining factors for the success of education. therefore, in every effort to improve the quality of education in the country, it cannot be separated from various things related to the existence of the teacher himself (Mahardhani, 2015). Iskandar (2013) showed that teacher empowerment by the principal affects school achievement by 40%, while the remaining 60% is influenced by other variables. this shows that teacher empowerment by the principal plays a very important role.

c. Principal as Administrator

The principal as an administrator has a very close relationship with various administrative management activities that are in the nature of recording, compiling and documenting all school programs. Specifically, the principal must have the ability to manage the curriculum, manage student administration, manage personnel administration, manage facilities and infrastructure administration, manage archival administration, manage financial administration. The principal as an administrator, who is actually a qualified teacher who is given additional duties to lead the school, according to Hoy and Miskel (2008:305). The failure and success of the school are largely determined by the principal, because the principal is the controller and determiner of the direction that the school wants to take towards its goals (Mulyasa, 2011:158). Without good administration and leadership, it is difficult for the school to run smoothly towards the educational and teaching goals that the school should achieve (Purwanto, 2012:14).

The principal as an administrator plays a role as a regulator of the implementation of the administrative system in the fields of: students, curriculum and learning, personnel, finance, administration, facilities and infrastructure, and

public relations, with an orientation on the program of activities: managing the administration of teaching and learning and guidance, managing student administration, managing financial administration, managing the administration of facilities and infrastructure and managing the administration of the school committee. The principal as an educational administrator is responsible for the smooth implementation and teaching in his school. Therefore, in order to carry out his duties properly, the principal should understand, master, and be able to carry out activities related to his role as an educational administrator (Purwanto, 2012:106).

d. Principal as Supervisor

Legislation has outlined that the principal in an educational unit holds two important positions to ensure the continuity of the educational process. First, the principal is the overall manager of education in the school. Second, the principal is the formal leader of education in his school (Moch.Idoch Anwar, 2004: 86). The principal as a formal leader is responsible for achieving educational goals through efforts to move subordinates towards achieving the educational goals that have been set. Of course, he is tasked with carrying out leadership functions, both functions related to achieving educational goals and creating a conducive school climate for the implementation of the teaching and learning process effectively and efficiently. The role of the principal in fostering the professional attitude of teachers, so that they are easily moved in carrying out their duties, the principal must:

- 1) foster harmonious cooperation with his staff,
- 2) help teachers to understand the applicable curriculum and explain it in more detail,
- 3) foster good relations between the school and the community, and
- 4) organize education and foster staff (Mantja, 2002: 56).

The relationship of coaching by the principal to teachers, especially in improving the ability to manage learning in the classroom is called teaching supervision. As a leadership element in the school organization system, the principal deals directly with the implementing elements of the teaching and learning process, namely teachers. From the concept of supervision as a process of helping teachers to improve and enhance learning and curriculum (Oliva, 1984: 32). The leadership of the principal as a teaching supervisor is associated with educational quality management as an effort to care about efforts to improve the quality of education in the educational unit he leads. In this connection, educational quality can be interpreted as the ability of the educational unit, both technically and professionally, to support the learning process of students well so that they can achieve optimal learning achievement. Suharsimi Arikunto, quoted by Sam M Chan and Tuti T. Sam (2005: 91), stated that the key to the success of the principal as a supervisor in his school is to try to improve the ability of the teachers and staff to jointly develop a conducive teaching and learning situation.

e. Principal as Leader

The Principal as a leader must be able to provide guidance and supervision, increase the willingness of educational staff,

open two-way communication, and delegate tasks. The Principal as a leader must be able to:

- 1) Encourage the emergence of a strong will with enthusiasm and confidence of teachers, staff and students in carrying out their respective duties.
- 2) Provide guidance and direction to teachers, staff and students and provide encouragement to spur and stand in front for the sake of progress and provide inspiration for the school in achieving its goals (Wahjosumidjo, 2013:105).

The abilities that must be realized by the Principal as a leader can be analyzed from personality, knowledge of educational staff, school vision and mission, decision-making ability, and communication skills. The personality of the principal as a leader will be reflected in the following characteristics: honest, confident, responsible, brave in taking risks and decisions, big-hearted, stable emotions, role models (E. Mulyasa, 2011).

f. Principal as an Innovator

The implementation of educational innovation cannot be separated from an innovator or implementer of the innovation itself. Schools as educational institutions and principals as educational innovators in schools are responsible for the success of an educational institution as a whole. According to Mulyasa (2011:98) In managing schools, the role of the principal includes EMASLIM (Educator, Manager, Administrator, Supervisor, Leader, Innovator, and Motivator). According to Komariah et al. (2005:23) The principal is an innovator in schools, innovators are reformers, pioneers, or people who are the quickest to open up and accept innovation, even become innovation seekers. The principal as an innovator must have the right strategy to establish harmonious relationships with the environment, seek new ideas, implement new ideas, integrate every activity, provide an example to all education personnel in the school, and develop innovative learning models (Mulyasa, 2011:118). Furthermore, Marno (2007:55) stated that the principal as an innovator in carrying out his role must have new ideas and be able to implement new ideas and have the ability to manage the school environment.

g. Principal as Motivator

As a motivator, the Principal must have the right strategy to provide motivation to education personnel in carrying out various tasks and functions. A good principal is able to motivate teachers in creating teamwork satisfaction with intensive communication, transparent administrative management and providing convenience for teachers to go back to college and support teachers in motivating learning activities at school and providing opportunities for teachers to convey suggestions and criticisms (Juwita, 2016). This motivation can be fostered through the arrangement of the physical environment, arrangement of the work atmosphere, discipline, encouragement, effective appreciation, and provision of various learning resources through the development of learning resource centers. Each education personnel has special characteristics, which are different from each other, so that they require special attention and service from their leaders, so that they can use their time to improve

their professionalism. The principal always builds good work motivation for all teachers. Because the principal believes that with the ability to build good motivation will build and improve work effectiveness and efficiency. With high motivation, supported by the ability of teachers, it can spur overall teacher performance (Hafid, 2017).

The principal as an educational leader has the responsibility to improve the performance of teachers in his school. Therefore, the principal must understand performance management in order to improve the effectiveness and efficiency of the programs he designs in order to improve teacher performance and achieve school organizational goals (Fitrah, 2017). The principal must have conceptual skills to think about strategies to improve teacher performance and school organizational performance comprehensively (Khozin, 2019). Based on this explanation, the programs designed by the principal are crucial because they can affect the performance of all school residents, namely teacher performance, staff performance, and student learning achievement.

B. Duties and Responsibilities of the Principal

A principal should fully understand what his duties and roles are in the school. If the principal is able to understand his duties and roles as a principal, he will find it easy to carry out his duties, especially regarding the school management that he will develop. One of the principal's core duties is to try to solve educational problems if there are deviations in management and to help develop teachers' teaching abilities so that better education and teaching and learning processes are realized. This task is not an easy job because this job is more of a professional service. The principal as the leader of a formal educational institution has the duty and responsibility to manage all resources to achieve educational goals (Triana, 2015). The principal as a leader in the school has important responsibilities that are closely related to the achievement of educational goals. The principal has an important role in school meeting activities. The principal also has a very important task in decision-making, because the success of a leader is largely determined by decision-making skills. The decision-making process will have a broad impact on the organizational mechanisms he leads (Usman, 2014). Related to the principal's duties as a meeting leader. There are two main functions of the principal, namely: (1) Task related or problem solving function, in this function the leader provides advice in solving problems and provides information and opinions; (2) Group maintenance function or social function includes: the leader helps the group operate more smoothly, the leader gives approval or complements other group members, for example bridging groups that are having differences of opinion, paying attention to group discussions. An effective leader is a leader who is able to display both functions clearly (Wahjosumidjo, 2003).

The principal as the leader of a school basically has the task and responsibility to achieve learning goals effectively and efficiently. The main duties of the Principal include seven areas of work, namely: (1) academic fields related to the teaching and learning process inside and outside the school, (2) school administration and finance, (3) student affairs, (4)

personnel, (5) school buildings and equipment, (6) teaching equipment and (7) school and community relations (Nawawi, 1985).

In general, the duties and roles of the principal have five dimensions of competence as stated in the regulation of the Minister of National Education Number 13 of 2007 concerning the Standards of School/Madrasah Principals, namely personality, managerial, entrepreneurial, supervisory, and social competence (Rusman, 2009). This means that behavior can change even though it has been planned, but this change is based on rational considerations (Helmawati, 2014:138-142). In detail, the competencies that must be possessed by the principal according to Permendiknas No. 13 of 2007 are:

a. Personality:

- 1) Having noble character, developing a culture and tradition of noble character, and being a role model of noble character for the community at school/madrasah
- 2) Having integrity of personality as a leader
- 3) Having a strong desire in self-development as a principal/madrasah
- 4) Being open in carrying out main tasks and functions
- 5) Controlling oneself in facing problems in work as a principal/madrasah
- 6) Having talent and interest in the position as an educational leader.

b. Managerial

- 1) Preparing school/madrasah planning for various levels of planning
- 2) Developing school/madrasah organization according to needs
- 3) Leading schools/madrasah in order to optimally utilize school/madrasah resources.
- 4) Managing changes and development of schools/madrasahs towards effective learning organizations
- 5) Creating a conducive and innovative school/madrasah culture and climate for student learning
- 6) Managing school/madrasah facilities and infrastructure in order to optimize their utilization
- 7) Managing school/madrasah and community relations in order to establish support for ideas, learning resources, and school/madrasah development
- 8) Managing students in order to accept new students, and place and develop student capacity
- 9) Managing curriculum development and learning activities in accordance with the direction and goals of national education.
- 10) Manage school/madrasah finances in accordance with the principles of accountable, transparent, and efficient management
- 10) Manage school/madrasah administration in supporting the achievement of school/madrasah goals
- 11) Manage special school/madrasah service units in supporting learning activities and student activities at school/madrasah
- 12) Manage school/madrasah information systems in supporting program preparation and decision making

13) Utilize advances in information technology to improve school/madrasah learning and management

14) Monitor, evaluate, and report on the implementation of school/madrasah program activities with proper procedures, and plan follow-up actions.

c. Entrepreneurship

- 1) Creating innovations that are useful for school/madrasah development
- 2) Working hard to achieve school/madrasah success as an effective learning organization
- 3) Having a strong motivation to succeed in carrying out their main tasks and functions as school/madrasah leaders
- 4) Never giving up and always looking for the best solution in facing obstacles faced by schools/madrasahs
- 5) Having an entrepreneurial instinct in managing school/madrasah production/service activities as a source of learning for students.

d. Supervision

- 1) Planning an academic supervision program in order to improve teacher professionalism.
- 2) Carrying out academic supervision of teachers using the right supervision approach and techniques
- 3) Following up on the results of academic supervision of teachers in order to improve teacher professionalism.

e. Social

- 1) Collaborating with other parties for the benefit of the school/madrasah
- 2) Participating in social community activities
- 3) Having social sensitivity towards other people or groups.

C. Principal Managerial Skills

Etymologically, the term skill comes from English, namely skill, which means expertise or ability. In terminology, skill is the ability to carry out tasks based on job competency and the results can be observed. Managerial skills are needed to carry out managerial tasks effectively, but the types of skills differ according to the level of managers in the organization (Wahyudi, 2012: 68). Managers hold very important control in realizing organizational effectiveness. How far the organization achieves its goals and meets the needs of the community depends greatly on how well the managers of the organization in question operate their jobs. When managers are not good at operating their jobs, the organization will certainly not succeed in achieving its goals properly. To become a successful principal, you must have basic skills or expertise. There are four areas of managerial skills, namely: 1) Conceptual skills, 2) Administrative skills, 3) Human relationship skills, 4) Technical skills (Wahyudi, 2012: 69).

1. Conceptual Skill

Conceptual skills are skills that must be possessed by the principal to determine strategies, plan, formulate policies, and decide on something that happens in the organization including schools as educational institutions. For this purpose, educational managers need concepts that are based on an

understanding of the organization, how to solve problems, and maintain and improve organizational development. So the ability of managers in general, especially managers, should have sufficient ability to make comprehensive, integrated and economical educational planning. With this ability, in turn, it can also provide a positive effect on every effort to improve the quality of educational institution output (Wahyudi, 2012:70).

2. Administrative Skill

Simply put, administration comes from the Latin words "ad" and "ministro". Ad means "to" and ministro means "to serve". It can be freely interpreted that administration is a service or devotion to a particular subject. Administrative skills are the entire process of skills in working together by utilizing and empowering all available resources through planning, organizing, controlling, mobilizing, motivating, staffing, monitoring and supervision, and evaluating activities to create an effective, efficient and quality education system (Engkoswara dan Komariah, 2010:52).

3. Human Relationship skill

Human relationship skills are the ability to develop harmonious relationships with all members of an institution or organization. These skills are demonstrated in the way a manager relates to others, including the ability to motivate, provide facilities, coordinate, guide, communicate, and resolve conflicts (Draf, 2002:17).

4. Technical Skill

Technical skills are the ability to use knowledge, methods, procedures, techniques and reasoning needed to carry out specific tasks obtained through experience, education and training. (Kamaluddin and Alfan, 2012:161) mention the forms of technical principal activities as follows:

- 1) The principal supervises teachers in class,
- 2) The principal evaluates and revises the teacher's teaching program,
- 3) The principal creates a program for implementing teaching activities by linking the curriculum with the time, facilities and personnel available,
- 4) The principal manages the student evaluation program,
- 5) Coordinates the use of teaching tools,
- 6) Assists teachers in improving teaching.

In the end, it can be concluded that the technical skills needed by the principal are those that are closely related to the application of knowledge about how to manage classes using teaching methods, student evaluation techniques, techniques for creating learning event units, techniques for managing educational facilities and infrastructure, and techniques for directing and coaching teachers in schools.

IV. CONCLUSION

This literature study confirms that the management of education based on managerial systems by the principal has a crucial role in improving the quality of education in

elementary schools. Through literature analysis, it was found that the managerial skills possessed by the principal, such as leadership, decision-making, effective communication, and resource management, greatly influence the success of the education process. Principals who are able to apply managerial skills well can create a conducive learning environment, increase teacher motivation and performance, and encourage active student participation. In addition, effective management strategies resulting from this study can be a reference for principals in planning and implementing quality education programs.

From the results of this study, it is recommended that principals continue to develop their managerial skills through training and professional development, as well as collaboration with other stakeholders. Education policies that support strengthening school management also need to be strengthened to achieve the goal of continuously improving the quality of education. Overall, this study provides important insights into the importance of the role of the principal in education management and its impact on the quality of education in elementary schools, and emphasizes the need for a systematic managerial approach in efforts to improve the quality of education in Indonesia.

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