Implementation Of Function - Function Management In Primary School

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Abstract: Improving the quality of national education has been done in line with the regulation of the national education system in the law number 20 of 2003 on SISDIKNAS which began by improving the curriculum, improving the quality of teachers, the provision of facilities and infrastructure, improvement of teachers’ welfare, improvement of school organization, and supervision. It is important to do, given the education related to the improvement of the quality of human resources (HR) of Indonesia. Along with the efforts made by the government above, public attention to the role of schools is also getting better. People increasingly expect the emergence of quality schools. To achieve a quality school is determined by the keoemimoian education that took place in school. In reality there are still many school leaders who are less able to direct changes in school in accordance with the demands of society. Whereas the various changes need to be responded to each school based on changes in education policy, both curriculum, teacher professionalism demands, personnel personnel, facilities and infrastructure, the needs of the community as a customer, as well as factors outside the economic development, science and technology. Earmshar in Oliver (2000: 174), argues that in the field of education in order to achieve customer needs today and the future required continuous curriculum development based on the conscience of the market that has been studied. Of course in the marketing plan of graduates, clarity of graduate soesifikasi must be built from the existing resource plan. This is related to what customers and products are in integrated quality management. The main customer of course education is the learner. That is people who receive education and training. While the product is a learning opportunity that must be achieved the needs of the element is the curriculum and learning resources.

Index Terms: Empowerment, community and principal

1 INTRODUCTION

School is one of the social institutions that have a strategic role in coaching the child's personality. In the school there is a process of culture for children (acculturation). Cultural transformation takes place through learning according to the curriculum that contains various fields of science and values prevailing in society. According to [1] describes the function of education as a social institution that ensures the survival of a nation's young generation. Both education in schools, families and in the community at its core to divert, and develop the culture so that people's lives survive in accordance with the ideals of the nation. Improving the quality of national education has been done in line with the regulation of the national education system in the law number 20 of 2003 on SISDIKNAS which started by improving the curriculum, improving the quality of teachers, the provision of facilities and infrastructure, improvement of teachers' welfare, improvement of school organization, and supervision. It is important to do, give the education related to the improvement of the quality of human resources (HR) of Indonesia. Along with the efforts made by the government above, public attention to the role of schools is also getting better. People increasingly expect the emergence of quality schools. To achieve a quality school is determined by the education leader that took place in school. In reality there are still many school leaders who are less able to direct changes in school in accordance with the demands of society.

Whereas the various changes need to be responded to each school based on changes in education policy, both curriculum, teacher professionalism demands, personnel personnel, facilities and infrastructure, the needs of the community as customers, as well as factors outside the economic development, science and technology. Based on [3] argues that in the field of education in order to achieve customer needs today and the future required continuous curriculum development based on the conscience of the market that has been studied. Of course in the marketing plan of graduates, clarity of graduate specification must be built from the existing resource plan. This is related to what actual customers and products in integrated quality management. The main customer of course education is the learner. That is people who receive education and training. While the product is a learning opportunity that must be achieved the needs of the element is the curriculum and learning resources. To that end, almost all schools have developed a variety of excellent programs in responding to the quality demands parents and society expect from each school. Change the school from a static state to more circumstances dynamic and creative towards the expected quality is the responsibility of the principal as manager. Because the principal must understand the strategy of school change in striving for the achievement of quality excellence as a school goal. According [4] quality is a blend of product traits that demonstrate its ability to meet customer needs, whether the stated needs or implied needs, present and future [4]. Further [4] also m, put forward in general understanding, quality can mean have the best nature and no more excessive. Quality is called absolute, and on the other hand the quality can mean the ability to meet customer needs called relative quality. Absolute quality contains the following meanings: (1) the best properties to be permanent or durable; (2) not everyone can have, and (3) exclusively. Relative quality is always changing according to customer changes, and the nature of the product is always changing according to the wishes of the community. The [5] suggests quality dikma within the educational context, including input, process, and educational output. It is further explained that educational input is everything that should be available because of the need for the process to take place.

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which is meant to be the resources and software and expectations as a guide for the continuity of the process. Input resources include human resources (such as chairmen, counselors, learners). And the rest of the resources (equipment, equipment, materials money and so on). While input devices include: organizational structure, legislation, job descriptions, plans, programs, and so forth. Input of expectations in the form of vision, mission, goals and objectives to be achieved. The readiness of input is needed to make the process work well. In other words, it can be concluded that the high-low quality of input can be measured from the level of input readiness, the higher the readiness of the input, the higher the quality of the input. The process of education is the process of changing something into something else. Something that affects the ongoing process is called input, while something from the result of the process is called output. The process is said to be of high quality if coordination and adaptation and input guidance is done in harmony, so as to create a pleasant learning situation (enjoying learning), able to encourage motivation and interest in learning, and really able to empower learners. The existence of quality improvement program, involving quality, involving all related parties, dividing the tasks and responsibilities and setting the quality standard that will be achieved is the main characteristic of management executed by the principal to achieve the quality advantage graduates with managerial skills of effective leadership. Salisbury (1996) explains: "education leaders who wish to guide their organizations into these new realms will need to understand the dynamics of change and be able to draw upon the necessary skills of managing that change. Change management is the key technology that education leaders must use guide change successfully ". The above opinion explains that to direct constructive change in educational institutions is determined by the managerial competence of education is determined by the managerial competence of educational institutions. With effective quality improvement management, the excellent quality of graduates will be achieved satisfactorily and also well. In this context, it is necessary to apply the management functions that enable the teaching program to run well, so that it is based on competence and leads to good service quality and the quality of the proud school graduates. According to [6] argues that management is the process by which unrelated resources are integrated into an integrated system to achieve the goals of the educational organization system. Educational managers integrate and coordinate the activities and work of a number of people involved in the professional managerial process. For that every manager of education must realize that managerial skills are very important in advance school, especially improve educational productivity. The rolling of the autonomy policy in education is an opportunity for the empowerment of educational institutions. This provides an opportunity for restructuring of educational institutions or schools, both in management and the curriculum. Implementation of the most basic autonomy of education lies in the granting of autonomy to managers of educational institutions. National education issues related to quality or quality, many responded by managers of education in accordance with the authority and ability in managing their educational institutions. So the implementation of the management system is decisive determining the direction of improvement of an educational institution, especially the improvement of the quality of learning the more autonomy it gives, but with the truth that has been rolled on the level of reality the way leaders of educational institutions respond to national education policy is very diverse and tends to slow, especially in the management system which is not fully oriented to quality improvement, school hardness in increasing financing, small community support, the number of environmental influences for student development, the target of curriculum implementation is too heavy, teacher guidance teachers tend to be lacking, because of the low cost of education. If understood more deeply, the management of educational organizations is not really haphazard, because the presence of educational organizations is a demand modernization, advances in science and technology in know draft coaching the potential of the human person as a civilized beings. Based on the above, the authors are interested in doing research about how the application of management functions in the pilot school. This research is interesting to be careful because the issue of quality improvement becomes crucial in advancing the quality of graduates.

2 RESEARCH METHODS

Research method in this research is qualitative method with literature review.

3 RESEARCH RESULT AND DISCUSSION

3.1 Management Function

In general management activities exist within organizations that are geared towards achieving organizational goals effectively and efficiently. [6] explains management is the ability to direct and achieve the desired results with the aim of human efforts das other resources. [7] argued that management as a process of cooperation between individuals and groups and other resources in achieving organizational goals is as a management activity. In other words, managerial activity is only found in the organization, whether business organization, government, school, industry, hospital and others. The process here presents the various functions and activities carried out by the manager and its members or subordinates within an organization. It can be concluded that management is the process of obtaining an action from others to achieve the desired goals. Managerial activity is done by the managers so can encourage personnel resources to work to utilize other resources so that mutually agreed organizational goals can be achieved. In line with the above opinion [3] argue that management processes are carried out by managers within an organization, in certain ways or activities they affect the personnel or members of the organization, employees, employees or workers to work according to procedures, division of labor, and supervised responsibilities to achieve common goals. In a broader perspective, management is a process of organizing and utilizing resources owned by the organization through the cooperation of members to achieve its objectives. In other words, organization is a place for management operationalization. Therefore, in it there are a number of basic elements that form management activities, namely: human elements (men), goods (materials), machinery (machine), methods (method) money (money) and market (market). The six elements of unit have their respective functions and interact or influence each other in achieving organizational goals, especially the process of achieving the goals effectively
and efficiently. Clayton [6] argues that management is the utilization of physical and physical resources through a coordinated and completed effort by working on the functions of planning, organizing, staffing, influence and control. Management carried out in school is school management. In this case, school management is to arrange for all potential schools to function optimally in support of the achievement of school goals [4] as the general responsibility or top leader, the headmaster becomes the person who arranged for teachers and other staff to work optimally by utilizing the facilities / infrastructure owned and potential community to support the achievement of school goals. Management activities cover a broad spectrum, because starting from how to determine the direction of the organization in the future, create organizational activities, encourage the establishment of cooperation among members of the organization, and oversee the activities in achieving the goal.

1. Planning

In order to achieve organizational goals effectively and efficiently, the first management activity that must be fully functioned in every organization is planning activities. Planning is the first step in any managerial activity in any organization. Therefore, planning will determine the existence of different performance (performance) of one organization with other organizations in the implementation of the plan to achieve the goal. [7] explain that planning is the process of determining what should be achieved and how to make it happen in reality. Means in the planning will be determined what will be achieved by making plans and ways to do the plan to achieve the goals set by managers at each level of management. [3] suggests that there are three main elements in planning activities: (1) data collection, (2) factual analysis and, (3) concrete preparation of plans. In planning there is a special purpose. These objectives are specifically written down and can be obtained by all members of the organization. And planning covers a certain period. Clearly, there are specific program actions to achieve this goal, because management has the clarity of understanding as the part they want. [2] says that planning is a series of actions that have been predetermined. With the planning, the various vision, mission, strategy, goals and objectives of the organization at the initial level use the decision making (decision making) which is also the core of management. Why do managers plan? Really planning gives direction, reduces the effect of change, minimizes reductions and arranges measures to facilitate monitoring. In other words, the planning process is the first step of management activities in every organization, because through this plan settled what will be done, when to do it, and who will do the activity. Although before reaching these steps required adequate data and information and analysis to establish a concrete plan according to the needs of the organization. While according to [4] a planning process should be able to answer five key questions, namely: (1) what will be done in a certain period of time? (2) Who is responsible for doing, and to whom is responsible? (3) What procedures, mechanisms, and working methods will be applied in the implementation of such activities to be well integrated? (4) Is there any activity scheduling clear and obedient, and (5) what are the true and accountable reasons why the various activities should be carried out? According to [6] the planning function includes managerial activities that determine the full objectives and tools to achieve those goals. Furthermore, it is argued that the elements of the plan consist of: (1) goals, (2) actions (action), (3) resources, and (4) implementation. [3] although all management functions are interrelated by managers, but every function of the organization must start from planning. It is also explained that planning is a process by which the system adapts to the various resources available to change the internal environment and strength. Indeed the function of planning within an organization or company to present an integrated decision system as the basic framework for the activities of the organization. Planning has evolved as a result of many important changes both in certain environments the organization must work as well as in the internal activities of the organization. Future planning becomes an increasingly important managerial activity in the industrial, social and political environment growing increasingly complex and increasingly emphasizing the planning function due to much uncertainty in the future. Planning can build coordinative efforts. Provide direction to managers and employees about what to do. When everyone knows where the organization is and what is expected to contribute to achieving the goal, it will increase coordination, cooperation and teamwork. The concept of systems in planning requires an organizational view as an integration of the various sub-systems of decision-making. The main function of top management planning is one of the designs of the system covering: (1) setting objectives, targets, policies, procedures and organizational relationships on a systematic basis for decision-making and planning guidelines on various levels of the organization, and (2) a series of information to and from these planning centers. The elements of planning according to [4] that must be filled in the manager in his work, namely: (1) goals, targets are integrated plan because the future special conditions that planners dream of will be fulfilled satisfactorily,(2) Actions, are the specificities to achieve the objectives, (3) resources, as for resources are the demands required for action, (4) implementation, the plan ultimately includes the means and objectives to be carried out in accordance with the purpose of action. Implementation includes the duties and commands of the person to plan the plans established, (5) the mission, is a continuous goal part, or reason for the existence of the company. In this case the mission is a statement that is broadly from the basic objectives and runa scope of an organizational unit. The mission statement of the organization provides direction and guidance for individuals, groups, and managers through the organization, and (6) goals, once the mission is understood, specific objectives can be developed. Goals are the final desires and outcomes of an activity. The targets set by each manager level in the organization, both the lowest level of the organization, should be consistent with the goals formulated at the highest level. The goal according to Siagian (1985: 34) should have four basic characteristics: (1) the goal must be stated in the text, (2) the goal must be measurable, (3) the target must be specific as a need of time allocation, and (4) must be challenging but achievable. Finally a goal that is too easy to achieve a little satisfaction when achieved. On the other hand, unattended goals are more frustrating than encouraging them. Therefore, goals must be challenging but achievable. Goals are developed at every level of management.
2. Organizing
Organizing is a second management function and is a strategic step to realize an organizational plan. According to [3] organizing is a process in which the existing work is divided into the components that can be handled and activities coordinate the results achieved to achieve certain goals. In line with the above opinion, [7] explains that organizing is an effort to create a clear working relationship between personnel, so that everyone can work together in good condition to achieve organizational goals. Organizations carried out on managers effectively, will be able to: (1) explain who will do what (2) explain who leads whom (3) describes the channels of communication (4) centralizing data sources to the goals [5].

3. Supervision
As one management function, supervision is the last action managers take on an organization. [2] argues that controlling is a process of observing or monitoring the implementation of organizational activities to ensure that all work underway is carried out in accordance with predetermined plans. With supervision, it is expected that deviations in various ways can be avoided so that the objectives can be achieved. What is planned to be carried out properly according to the results of deliberation and utilization of material resources will support the realization of organizational objectives. [3] explains that insight is interpreted as any activity to ensure the achievement of objectives as planned and examination of the existence of irregularities into the essence of supervision. This supervision can be done directly (direct control) or indirect control (indirect control). A supervisory process that will ensure standards for achieving objectives. As [5] explains that supervision is a systematic effort in determining what has been achieved that leads to a performance appraisal and the importance of correcting or measuring performance based on predetermined plans. Supervision made in the management function is actually a strategy to avoid deviations from the reasonable approach to inputs (quantity and quality of materials, money, staff, equipment, facilities and information), as well as monitoring activities (scheduling and appropriateness of organizational activities ), while the other is control of output (the desired product standard). Furthermore [6] argues that the objectives of monitoring are to ensure the following: (1) established policies and strategies in accordance with the spirit and spirit of the policy and strategy, (2) the budget available to support the various activities of the organization, (3) the members of the organization are truly oriented towards the ongoing life and progress of the organization as a whole and not (4) the provision and utilization of facilities and infrastructure in such a way that the organization derives the greatest benefit from the infrastructure and sanctuary, and (5) the quality standard of the work result is met as fully as possible, and (6) working procedures are obeyed by all parties.

4. Assessment
According[2], assessment is a very important element of the overall management process, because evaluation related to efforts to improve the effectiveness and efficiency of the organization in achieving its objectives. Furthermore, [4], suggests that the general objectives of the assessment are to: (1) explicitly and rationally identify a teaching program as a basis for determining the effectiveness of an assessment and the type of data required; (2) collecting data on the basis of needs; analyze data and make conclusions temporarily, (4) make decisions based on the results of data analysis, and (5) Implementation decision to improve the program organization. The most important thing that should be a concern in the assessment process that will be done by the principal should consider the object to be assessed, the criteria used, the data needed, and interpretation used as a reference. Besides, a leader is also responsible for organizational success, should perform this function programmatically and continuously, so that through this assessment activity will be obtained the facts obstacles and obstacles faced by the organization in achieving the objectives.

3.2 Effective School Management
Effective schools or excellent schools are in the field of school management. Characteristics according to Edmonds in Beare, et al (1989: 43) namely: (1) teachers have strong leadership. The principal gives high attention to improving the quality of learning, (2) teachers have high expectations conditions to support student achievement, (3) a non-rigid, cool atmosphere without pressure and conditioning in the whole process of learning or comfortable climate arrangements, (4) schools have a broad understanding of the focus of learning and school effectiveness with energy and school resources to achieve learning objectives on a periodic basis. Principals and teachers are aware that the progress of student achievement is related to the learning objectives. Schools can be both effective and efficient. Schools are effective because of the achievement of good results, while an efficient school is the use of resource-saving. To know the indicators of student achievement can be seen, among others, from absenteeism (attendance), behavior in schools, crime / fraud reports, and the results of state examinations. This excellent school is an effective and efficient school by promising the best graduates, competitive and comparative advantage. Competitive advantage is shared among graduates of the same type in the same department, while the compositions among graduates differ from one school to another. Efforts to increase the effectiveness of schools in the context of the importance of the school are effective as a movement toward integrated quality as stated by Edmonds in Beare et al. (1989: 47): (1) school effectiveness is about school. It has implications for the continuity of schooling and schooling in the present and in the presence of the current institutional framework, (2) Effective schools have implications for the existence of outcome measures on achievement score standards in reading and math. Back to the basic values of reading, counting in the curriculum, (3) effective schools also focus on productivity, efficiency and accountability. The consequences are related to the economic dimension, (4) determining the reaction in making the program objectives in social class life, opening up confidence in alternatives from conventional schools, and (5) effective schools usually involve some kind of evaluation and review. Effective school movements run with risk in supervision, especially political management and influence. Especially in determining curriculum form for children in school. Effective schools are endeavored for the demands of contemporary practice rather than directed as a shock to rapid social change and because until the end of the economic era of industries and the advancement of science and technology. Syafaruddin (2002) explains that education needs to be regulated and standardized to win competition and continuous
quality improvement. Therefore, school management must develop creative, innovative, modernization for the focus of education customers, so the managers, principals, teachers, and education supervisors should be concerned about quality improvement as the key to future education success. In achieving quality educational graduates as a discourse to achieve the expected human resources, the quality school is a choice or alternative that is expected to make it happen. According to Syafaruddin (2002), the steps that must be taken by the schools to achieve the above activities are as follows: (1) improvement of school education management, (2) inventory of professional education personnel; (3) school culture changes related to vision, mission, value, (4) improving education financing, and (5) optimizing community support for education. So in order to create a superior school or an effective school, the headmaster as a school manager must inevitably involve teaching / curriculum, student affairs, finance, facilities and infrastructure, and community relations.

3.3 Principal Leadership To Achieve School Quality
Leadership is the process of influencing others. The term of leadership in English is called "leadership". Stogdill in Keith Grint (1997: 234) explains that understanding leadership as an action affects group activities and achieving their goals. It consists of elements of the group (two or more persons), there is a purpose in the orientation of the activities as well as the division of responsibilities as a form of liability of the members. Hersey and Blanchard (1988: 135) argue that leadership is the process of influencing the activities of individuals or groups in the business towards the achievement of goals in certain situations. In other words, in the leadership process found the function of leaders, followers (members) and situations. Then Thoha (1995: 48) asserts that leadership is an activity to influence the behavior of others, or often affect human behavior both individuals and groups. Each manager is required to show the leader's behavior so that organizational goals can be achieved effectively. Managers in striving for the achievement of organizational goals run an organization with managerial skills that is effective leadership. From the description above can be concluded leadership is a process or ability to influence other people doing certain activities. Leadership covers the broad concept of human relationships. Especially when viewed in the leadership process contained interaction three important factors namely the function of leaders, followers (members), and the circumstances surrounding it. Means that under any circumstances, leadership can take place in industry, government organizations, political organizations, business as well as on educational activities in school. Even leadership can take place outside organizations such as in social and religious leadership. The leader is the person who is entrusted with the duty and responsibility to lead the organization. Leaders have the ability to lead, knowledge and knowledge, and experience must meet the skills and knowledge requirements such as arranging the division of labor, designing strategies, coordinating resources, and being cooperative to facilitate work in achieving goals. The ability of a leader in influencing, controlling the behavior and feelings of others to achieve goals is the substance of leadership itself. Leaders play a role in creating a voluntary feeling from members of their organizations doing work to achieve organizational goals. Leadership must exist if an organization wants to be effective. Therefore leadership in the organization is administrative leadership or managerial leadership. Therefore leaders in organizations are managers who perform management functions from planning, organizing, actuating, controlling and evaluating in order to achieve organizational goals effectively and efficiently. Leadership also consists of a set of functions or actions undertaken by individuals or leaders to ensure the execution of tasks, work climate group, member satisfaction associated with organizational goals. In other words, leadership takes place from the act of influencing them or subordinates and ending on the achievement of organizational goals or member satisfaction. If it is related to the principal's duties as a school leader then the principal should be the main agent of change that encourages and manages that all relevant parties are motivated and actively participate in the change [1] In the midst of quality competition among various educational institutions in the global age as it is today, then it should be that the leaders of educational institutions increasingly streamline their leadership. For leadership is a pillar for the rise of the world of education. The more qualified leadership of the leaders or managers of educational institutions, it is expected to create a conducive climate for the occurrence of qualitative changes to the process and graduates of educational institutions will be achieved. A principal who wishes to succeed in leading so that the teachers, employees and students endeavor and strive to achieve the objectives, namely: (1) to avoid the attitude and actions of force and act hard against teachers, employees and students, (2) the principal must capable of performing deeds that give birth to the ability to work energetically and confidently to teachers, employees and students by assuring that what is done is true, and persuading, persuading teachers, employees and students what is done is right [5]. In directing the change of school, every principal according to [3] can do 12 (twelve) step toward superior schools, namely: (1) plan the school as the center of community resources for lifetime, (2) ask customers both students and (4) serve all kinds of intelligence and all learning styles, (5) use teaching methods, study and best learning, (6) invest in primary sources, ie teachers as facilitators, (7) make all teachers as students, (8) plan a four-part curriculum: relate to personal growth, life skills, and learn about learning with all subjects; (9) judgment system; (10) use future technology , (11) take advantage of all community members as resources, and (12) give everyone the right to vote. The required principal leadership is capable of directing the birth of a quality culture so that each person will understand what the educational organization will achieve. Because it is ethical management that emphasizes human orientation (human oriented) is very important and an absolute requirement for quality improvement activities in schools to achieve comparative advantage and competitive advantage. This is where a credible and visionary leader is needed to ensure the formulation of quality improvement strategies for teaching and learning process and the quality of graduates to be achieved in accordance with the expectations of the community as an education customer.
4 Conclusion
Based on the findings and the results of the discussion, this research can be summarized as follows:

1. Implementation of planning functions in a good way, where process drafting through deliberations involving all components of the school (school committee, staff and teachers) and its implementation by dividing tasks to the field and personnel teachers communicate vision and mission according to standards established school.

2. The implementation of organizational functions is supported by the school management that seeks to divide the tasks to the teacher's field and personnel and delegates authority, conducting activities according to the agreed program.

3. Implementation of supervisory function is intended as a monitoring process on the readiness of teachers to prepare syllabus and RPP at the beginning of the semester, attendance of teachers and staff come to school, monitor the implementation of the learning process in the classroom, cleanliness of the toilet and the school environment with the intention that all work being done running in accordance with the specified plan.

4. Implementation of evolutions or fraud function is carried out through evolution system activities by reporting, and supervising principals in classes that are performing remedial enrichment of students' extra hours, extracurricular, and strengthening of religious exercises and supervising the use of time, funds and resources. The findings of this evaluation process are in line with the accountability principles developed in School Based Management (SBM).

In general, the implementation of management functions in good running. However, there are suggestions that can be recommended:

1. In connection with the application of management functions, it is suggested that the principal and all his / her citizens should always coordinate, cooperate and organize effective communication between them for the future.

2. Researchers are aware of many limitations in this study, both in terms of determining the focus of research, data collection time, limitations in data collection techniques, still lack of knowledge in data analysis, and limitations in making research construction it is expected that the research Furthermore developing and deepening the study in another background research.

Researchers suggest that the school and its staff involved paying more attention to the implementation of management functions especially in terms of supervision and assessment or evaluation.

References