

Leadership Skills for School Principals to Improve the Quality of School Management Through Training Management

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Abstract. Education and training management (diklat) is a key element in the development of competent and professional human resources. This research discusses effective strategies in training management, including planning, implementation, evaluation, and challenges faced in the implementation of training programs. With a qualitative descriptive approach, this study examines various methods to increase the effectiveness of training, including the use of digital technology, competency-based approaches, and the importance of continuous evaluation. The results of the study show that the effectiveness of training is greatly influenced by the readiness of the institution, systematic planning, and the involvement of participants in the learning process. This study contributes to providing insights for educational institutions and organizations in managing training more optimally to improve the quality of human resources in various sectors. Effective training management requires a combination of a well-thought-out planning strategy, organized implementation, and continuous evaluation. The application of digital technology and competency-based approaches has been proven to be able to increase the effectiveness of training programs. In addition, the success of the training is also greatly influenced by the commitment of the organization, the readiness of the trainers, and the active involvement of the participants. By applying the principles of training management optimally, educational institutions and organizations can improve the quality and competitiveness of human resources.

Keywords: leadership skills; school principals; improve the quality; management through; training management

INTRODUCTION

The development of knowledge and technology in the era of the industrial revolution (Jannah, 2020) demands a skilled and superior young generation. As an educational institution, schools have the main responsibility in shaping young generations who are able to compete, think critically, creatively, innovatively, and have communication, cooperation, collaboration, and confidence skills so that the role of school principals as leaders is very important. The success of school principals in improving the quality of education is highly dependent on their competence and ability to carry out their duties, roles, and functions (Rahmawati & Supriyanto, 2020).

Training Program for the development of leadership skills of school principals (Ariyanti, 2020) In improving school management is related to the importance of the role of the principal in managing and leading the school effectively. The principal as the main leader is responsible not only for the administration, but also for creating a good learning environment, improving the quality of education, and establishing harmonious

relationships with various parties such as teachers, students, parents, and the community.

The current condition of school principals faces challenges in carrying out their duties, especially in resource management (Putra, A. B., 2024), appropriate decision-making, and the implementation of effective education policies. Therefore, training and education in the development of principals' leadership skills are essential to improve their managerial and leadership abilities (Saragih, 2024).

Through this training program, it is hoped that school principals can develop skills in strategic planning, human resource management and infrastructure, data-driven decision-making, and the ability to motivate and empower teachers and staff, so that educational goals can be better achieved. With optimally developed leadership skills (Shofwani, 2024), the principal is expected to improve the overall management of the school, creating a quality and competitive educational atmosphere. Managerial competence in managing schools is very important for the principal to have, so a school principal must follow a training program on managing school management to improve the quality and quality of education

(Marce, 2020). Therefore, this research is important for school principals to improve the quality of school management through training management.

The objectives and benefits in this study include the objectives; (1) knowing the role of the head (Abidin & Muh. Rahbini, 2022) school to improve school management to create a conducive and effective learning environment., (2) know the type and form of training programs to develop the principal's leadership skills in improving school management., (3) know the challenges in the implementation of training programs and their solutions. The benefits of this study provide an understanding of the relationship between improved leadership skills and improved management (Nasir et al., 2023) school and its contribution to the quality of education.

A leader is an individual who plays a role in guiding and directing the actions of others to stay focused on the goals they want to achieve. Therefore, the main task of a leader is to direct, organize, and manage various activities in his leadership so that the goals that have been set can be achieved properly (Sonedi, 2018).

According to Reddin's three-dimensional theory (in Matutina et al., 1993), leadership styles have three main patterns: (1) Task-Oriented (TO), (2) Relationship-Oriented (RO), (3) Effectiveness-Oriented. Juridically, the meaning of education and training can be seen in two sources, namely, the first is Law of the Republic of Indonesia Number 20 of 2003 on the National Education System. Regarding the National Education System article 1, it is stated that Education is a conscious effort to prepare students through guidance, teaching, and/or training activities for their role in the future". Based on the above understanding, we can understand that education is a conscious effort made by organizing institutions (government agencies, non-governmental organizations, and so on to prepare a better generation in the future). From the above understanding, it can be concluded that training is part of educational activities (Dacholfany, 2024).

Education and training (diklat) have an important role in improving individual competence in various sectors, both in the formal education environment and in the world of work. Wahira et al. (2021) training management as a process of planning, implementing, and evaluating education and training activities (diklat) in an organization (Hartati, 2022). Effective training management requires the right

strategy, including systematic planning, efficient implementation, and continuous evaluation. Poor training management can lead to ineffectiveness of training programs, low skill levels of participants, and waste of resources (Amon & Harliansyah, 2022). Therefore, this study aims to identify the factors that contribute to the effectiveness of training and how organizations can optimize their processes to achieve maximum results.

Principal training as an effort to improve the competence of principals or prospective principals (Manalu & Kristianingsih, 2024) The principal was given a deepening of the material on improving school competence, especially the principal as a learning leader in the school. In line with the results of Nurasiah & Wahira (2021) research on the managerial competence of principals in junior high schools, it shows that: (a) school principals prepare school operational planning including the preparation of RKAS, RKS, and RKT. Based on the school's self-evaluation and quality report card., (b) The principal manages and develops the school towards an effective learning organization including providing motivation, guidance to teachers, supervising, and directing in the use of learning facilities in the classroom. Basically, the training management function consists of 4 parts, namely: (1) Planning, (2) Organizing, (3) Actuating, (4) Controlling.

METHODS

This study uses a quantitative approach, a survey method using Multivariate Structural Equation Model (SEM) analysis, based on the consideration that SEM has the ability to combine measurement models and structural models simultaneously when compared to other multivariate techniques. Have the ability to test direct and indirect influences. The software used to manage this data is the SPSS and AMOS programs as a descriptive statistical measurement tool.

The population in this study is the principal of elementary schools in the province of South Sulawesi. Sampling using the Slovin Formula technique To determine the sampling technique based on the Slovin formula, the confidence level and the permissible error rate of the study use 5%. With this information, it is possible to calculate the required sample size using the Slovin formula (Steinheimer & Koch, 2022).

The data collection technique carried out in this is by using questionnaires. Questionnaire is a data

collection technique that is carried out by giving a set of questions or written statements to respondents is large enough and spread over a large area (Sugiyono, 2010:199). The testing of the instrument are obtained that are valid and invalid, invalid instrumentas are discarded, questionnaires are distributed to respondents to obtain research data on all variables being studied.

RESULTS AND DISCUSSION

Schools as formal educational institutions require good and professional management so that educational goals can be achieved (Solechan et al., 2023). The principal has a major role in the educational process, so his existence greatly affects the achievement of these goals. The principal functions as a manager who manages the educational unit as a whole. Therefore, a school principal who has high work motivation and dedication will have a positive impact on the management of the school he leads. All components of education, such as educators and education personnel, students, curriculum, facilities, finance, public relations, organization, and implementation, need to be developed optimally to support the achievement of educational goals. As a very important educational leader, the principal is directly involved in the implementation of educational programs in schools. The following are some of the training programs carried out to improve the competence of school principals to improve the quality of education:

School Principal Strengthening Training Program (PKS)

In the world of education, school principals have a strategic role in managing and improving the quality of schools. As leaders, they are not only responsible for the administrative aspect, but also for the leadership of learning, supervision, and school development. To strengthen the competence of school principals, the Ministry of Education and Culture of the Republic of Indonesia held an Online Mode Principal Strengthening Training (PKS). In the study (Rochaendi et al., 2021) it was explained that evaluating the success of PKS training using the Kirkpatrick Evaluation Model, which measures aspects of reaction, learning, behavior change, and results obtained by participants.

The program uses a Cohort Based Courses (CBCs) model that is integrated through the Learning Management System (LMS). Learning

takes place intensively in the form of a six-week course, where participants learn with a community consisting of other principals with the guidance of a facilitator. Facilitators will encourage participants' involvement in discussions as well as joint exercises to improve their understanding and skills.

Operationally, PKS Training aims to strengthen character, improve conceptual understanding, and hone technical and leadership skills in managing educational units (Abrori & Muali, 2020). The main goal is to deepen the profile and improve the performance of the principal in leading and managing the school, so that the results and impact of the tasks carried out provide benefits for all school residents.

More specifically, PKS Training is designed to equip school principals with the ability to: (1) play the role of leader as well as manager of educational units, (2) master various competencies needed in carrying out their duties, (3) develop superior character and apply best practices, including in creating innovations both conceptually and technically, (4) have commitment and professionalism as dedicated educational leaders for all school residents, and (5) to be a role model in fostering positive attitudes, optimism, and creativity in the school environment he leads.

School Leadership and Management Training Program

The Center for the Development of Quality Assurance of Vocational Education (BBPPMPV) Agriculture held School Leadership and Management Training for graduates of the Driving Teacher Program (PGP) who currently serve as school principals.

As a follow-up, BBPPMPV BBL held a School Leadership and Management Training to Realize Quality Schools in 2024.

The training is intended for alumni of Driving Teachers who have been appointed as school principals. This program is a response to the revision of Permendikbud No. 26 of 2022, which adds aspects of leadership and mentoring of school residents in improving the quality of reflection-based learning in the Driving Teacher profile. However, currently the Driving Teacher Program has not specifically focused on the managerial aspect of the school. Therefore, this training is designed to improve the competence of school principals in leadership and education management, as well as strengthen the role of supervisors in assisting schools to realize quality

schools.

Leadership Training Action Learning-Based School Principal

Leadership in learning requires more attention from school principals to improve the achievement and quality of education in schools

(Wahyusumidjo, 2010). Action learning training begins by providing insight into the concept of learning leadership, followed by knowledge of learning management and teacher professional development. With the action learning approach, participants are trained to overcome and solve problems (Sulastrri et al., 2022).

In-depth discussion and reflection are carried out, where school principals are trained to formulate and implement actions on the problems faced (George, 2012). This training supports the improvement of learning leadership in a sustainable manner (Siswanto, 2015; Marzuki, 2010) and ended with an interview to evaluate the effectiveness of the activity.

The implication of this activity is the establishment of cooperation with the education office to improve the quality of education. The advantage of this training is that there has been no similar program before, as well as the improvement of critical thinking skills of school principals. However, the shortcoming of this training is the need for more time to improve the principal's competence in learning leadership so that improvements can be made in an ongoing manner.

Education is one of the main pillars in nation building. In the context of formal education, the principal plays a strategic role as a leader and manager who determines the direction and quality of the teaching and learning process. Therefore, improving the competence of school principals is an absolute necessity, one of which is through education and training programs. However, the implementation of training programs for school principals is inseparable from various challenges that hinder its effectiveness. For this reason, a deep understanding of the existing obstacles and the solutions that can be applied to overcome them are needed.

Challenges in the Implementation of Training Programs

One of the main challenges in the implementation of the principal training program is budget limitations. The cost of organizing training, including resource center honorarium,

participant accommodation, and the provision of facilities and infrastructure, often exceeds the budget capacity available at educational institutions. This causes the number of training participants to be limited and the quality of training is not optimal. Moreover, the allocation of the education budget is still largely focused on the infrastructure aspect, so that the aspect of human resource development has not received a proportionate portion (Munawwarah et al., 2024).

In addition, the inflexible training implementation schedule is a challenge in itself. Many school principals find it difficult to take part in the training because they have to continue to carry out daily tasks at school. The high workload makes some of them unable to participate in the training to the fullest. This schedule inconsistency not only affects participation, but also the effectiveness of mastery of training materials.

The next challenge is the quality and relevance of the training materials. In many cases, the material presented in the training is theoretical and not in accordance with the real needs in the field. When the training is not tailored to the local context and the specific problems faced by the principal, the training will lose its relevance and be difficult to implement in the work environment.

In addition, there are problems with evaluation and follow-up after training. Many training programs end without monitoring or follow-up assistance to ensure that the principal really applies the knowledge and skills gained during the training. This causes the results of the training often do not have a significant impact on improving the quality of education in their respective schools (Latifah, 2022). The low motivation of participants is also an obstacle that cannot be ignored. Some school principals attend training only as a formality, especially when the training is an administrative requirement for promotion. As a result, the enthusiasm to learn and apply the knowledge obtained is low.

Overall, the challenges in the implementation of the principal training program require serious attention from the organizers, be it the government, the education office, or training institutions. By overcoming these obstacles, it is hoped that the training program can have a significant impact on improving the competence of principals and the quality of education in Indonesian schools.

Solutions to Overcome the Challenges of Principal Training

To overcome these challenges, a strategic and

collaborative approach is needed. First, solutions to budget limitations can be done through budget optimization and strategic partnerships. Local governments can work with the private sector, donor agencies, or non-governmental organizations to support the financing of training programs. In addition, the use of technology can also reduce costs through cheaper and more flexible online training.

Second, in terms of time flexibility, training organizers need to develop an adaptive and contextual schedule, for example with a blended learning system that combines face-to-face and online training, or with a project-based training model that can be applied directly in their respective schools.

Third, the training material must be designed with contextual and applicative principles, in accordance with the real needs of the school principal. This can be done by actively involving school principals in the preparation of training curriculum, as well as increasing case studies and simulations based on real problems in the field. To ensure the sustainability of the training results, it is necessary to have a post-training mentoring program. Principals who have attended the training should get follow-up guidance from a professional facilitator or mentor to help them implement what they have learned effectively.

CONCLUSION

The role of the principal is essential as a manager, leader, and innovator in managing all school resources optimally. In creating a conducive and quality learning environment, school principals need to apply the principles of training management systematically, including in terms of planning, organizing, implementing, and evaluating learning programs. School principals also play a role in building a positive work culture, establishing effective communication between school residents, and supporting the development of teacher professionalism through training and continuous development programs. Effective training management requires a combination of a well-thought-out planning strategy, organized implementation, and continuous evaluation. The application of digital technology and competency-based approaches has been proven to be able to increase the effectiveness of training programs. In addition, the success of the training is also greatly influenced by the commitment of the organization, the readiness of the trainers, and the active involvement of the participants. By applying the

principles of training management optimally, educational institutions and organizations can improve the quality and competitiveness of human resources.

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