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**Proceeding Medan International Conference Economics and Business**

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Volume 1, Year 2023

"Entrepreneurship on Global Economics Development in the Era of Society 5.0"

**The Principal's Strategy in Improving Process Standards in Madrasah Tsanawiyah****Aisyah Amini ZA<sup>1\*</sup>, Elfrianto<sup>2</sup>, Faisal Rahman Dongoran<sup>2</sup>**<sup>1</sup>Postgraduate Program Student, Universitas Muhammadiyah Sumatera Utara  
Jl. Kapten Mukhtar Basri No. 3 Medan, Indonesia<sup>2</sup>Master of Higher Education Management, Universitas Muhammadiyah Sumatera Utara**\*Email:** [aisyahamini856@gmail.com](mailto:aisyahamini856@gmail.com)**ABSTRACT**

This research is motivated by the importance of learning according to standard processes in schools. The purpose of this research is to explain the principal's strategy in improving process standards at Madrasah Tsanawiyah Negeri 4 Mandailing Natal. Learning in accordance with certain process standards requires a school principal's strategy, starting from planning, implementation and evaluation as well as models so that learning can run well. The method used in this research is descriptive analysis using a qualitative approach, the data sources are the Head of Madrasah, Deputy Head of Madrasah for Curriculum and teachers at Madrasah Tsanawiyah Negeri 4 Mandailing Natal. Data collection techniques with observation, interviews and documentation. The research procedure starts from planning, data collection, data reduction, analysis and conclusion. Qualitative data analysis techniques use the Miles and Huberman model. Test the validity of the data through credibility, dependability and confirmability. The credibility test was carried out by means of source triangulation and the Instructional System Development Procedure Model (PPSI) technique triangulation. The results of the study show that: 1) The principal's strategic planning in improving process standards, namely: a. setting process standard goals, b. developing syllabus and lesson plans, c. pre paring lesson plans 2) implementing the school principal's strategy in improving process standards, namely: a. Forming study groups/subject groups, b. Training-based learning, c. Learning with aflicative skills and d. Utilization of learning media 3) evaluation of the school principal's strategy in improving process standards is to supervise at least once a year. 4) the model of the principal's strategy in increasing process standards is coaching the learning process, supervision, reporting and follow-up

**Keywords:** Strategy, Principal, Process Standards

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## Proceeding Medan International Conference Economics and Business

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Volume 1, Year 2023

“Entrepreneurship on Global Economics Development in the Era of Society 5.0”

### INTRODUCTION

The Government has established regulations on National Education Standards as outlined in Government Regulation Number 19 of 2005 concerning National Education Standards as amended by Government Regulation Number 32 of 2013. Both regulations explain that the National Education Standard is the minimum criterion regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia (NKRI) which aims to ensure the quality of national education in order to educate the nation's life and shape the character and civilization of a dignified nation.

The National Education Standards include eight standards, namely graduate competency standards, content standards, process standards, educator and education personnel standards, infrastructure standards, management standards, financing standards and educational assessment standards. Process standards are regulated in the Regulation of the Minister of Education and Culture (Permendikbud) Number 22 of 2016 concerning process standards for primary and secondary education units on June 6, 2016. Process standards can be described by each educational unit conducting learning planning, conducting learning processes, assessing learning processes and outcomes and supervising the learning process for the implementation of an effective and efficient learning process. Setting standards for the educational process is a very important and strategic policy for equitable distribution and improvement of education quality. Through the standards of the educational process, each teacher and/or school manager can determine how the learning process should take place.

A leader must be required to have intelligence in mastering the situation and conditions owned by the organization, so as to be able to implement a program development and mobilize the organizational resources he has. One of the factors that determine the effectiveness of the process standard improvement program is the accuracy of using strategies, the use of various strategies lies in a leader to be able to understand several strategies, will be able to choose and determine which strategy will be prioritized to achieve a goal. Elfrianto (2022) stated that the principal supervises to provide direction and guidance to improve and improve and develop the level of teacher proficiency in teaching in the classroom.

The principal has a direct role that will affect the performance of teachers with the smooth implementation of the teaching and learning process and is also responsible for improving student achievement (Silalahi, 2022). Based on this, a principal must have an excellent ethos and performance. Schools managed by professional leaders or principals will use and increase the potential of the organization to achieve common goals (Amini and Bahri 2021). Whether we realize it or not, the success of a school is also defined as the success of the Principal who plays a role in it, namely being able to carry out his duties as a leader, being able to manage the resources owned and being responsible for realizing the ideals of the school.

Leadership is the ability of superiors to move and influence subordinates to work together so as to produce work effectively and efficiently (Dongoran, 2019). The principal as a leader has a direct role that will affect the performance of teachers with the smooth implementation of the teaching and learning process and is also responsible for improving student achievement. Based on this, a principal must have an excellent ethos and performance. Schools managed by professional leaders or principals will use and enhance the potential of the organization to achieve common goals. Whether we realize it or not, the success of a school is also defined as the success of the Principal who plays a role in it,

**Proceeding Medan International Conference Economics and Business**

Volume 1, Year 2023

“Entrepreneurship on Global Economics Development in the Era of Society 5.0”

namely being able to carry out his duties as a leader, being able to manage the resources owned and being responsible for realizing the ideals of the school.

The duties and functions of the principal that must be carried out in developing the school effectively, efficiently, productively and accountably there are ten keys to successful leadership of the principal include; complete vision, responsibility, example, providing the best service, developing people, fostering a sense of unity and unity, focusing on learners, management that prioritizes practice, adapting leadership styles, and utilizing the power of expertise (Siburian, 2022). The principal is competent in carrying out academic and managerial supervision. Using appropriate techniques and approaches in order to improve the quality of the educator profession, having social competence includes being able to work together, participate in social activities, and have sensitivity to parents or other groups.

The standard process starts from making a learning plan designed in the form of a syllabus and making a Learning Implementation Plan (RPP) which refers to the Content Standard. Then continued with the implementation of learning which is the implementation of RPP consisting of introduction, core, and closing activities. After that, an assessment of the learning process and outcomes is carried out and supervision of the learning process is carried out through monitoring, supervision, reporting and follow-up activities.

Process standards are criteria regarding the implementation of learning in educational units in educational units to achieve graduate competency standards (Rusman, 2018). The standard of the educational process is related to the implementation of learning, which means that the standard of the educational process contains how the learning process should take place. Thus, the standard of the educational process can be used as a guideline for teachers in managing learning. In Permendiknas No. 41 of 2007 process standards include planning the learning process, implementing the learning process, assessing learning outcomes, and supervising the learning process for the implementation of an effective and efficient learning process.

In education, teachers are the most decisive component of the education system as a whole, which should receive central, first and foremost attention. This one figure will always be a strategic highlight when talking about education issues because teachers are always related to any component in the system stating to improve education (Aktar, 2022). Teachers play a performance role is not the main thing in the development of easy education for leaders or heads, especially those organized by schools.

Process standard indicators are goals or process points that will be measured as a basis for assessing and seeing the level of process standards. Standard process indicators can be used both in the planning, implementation and evaluation stages. Thus, predictors are needed in measuring and assessing process standards. The indicators and sub-indicators of process standards are as follows:

**Table 1.** Process Standard Indicators and Sub Indicators

<b>1. The school plans the learning process according to the provisions</b>
Refers to the syllabus that has been developed
Leads to the achievement of competencies
Prepare plan documents completely and systematically
Get evaluations from principals and school superintendents
<b>2. The learning process is carried out appropriately</b>
Manage your class before you start learning
Encourage students to find out
Leads to the use of a scientific approach
Conduct competency-based learning

## Proceeding Medan International Conference Economics and Business

Volume 1, Year 2023

“Entrepreneurship on Global Economics Development in the Era of Society 5.0”

Apply learning methods according to student characteristics
Utilizing learning media in increasing learning efficiency and effectiveness
Using a variety of learning resources
Manage classes when closing a lesson
<b>3 . Authentic supervision and assessment are carried out in the learning process</b>
Conduct a comprehensive authentic assessment
Utilize authentic assessment results
Monitoring the learning process
Supervise the learning process to teachers
Evaluate the learning process
Follow up on the results of supervision of the learning process

### METHOD

This research was conducted using a descriptive qualitative approach. This research was conducted at Madrasah Tsanawiyah Negeri 4 Mandailing Natal, Jl.Medan-Padang, Huraba Village, Siabu District, Mandailing Natal Regency, North Sumatra. The data in this study is divided into two forms, namely primary data (principal) and skunder data (supporting). Primary data from this study were obtained from informants, namely school principals, vice principals for curriculum, and teachers at Madrasah Tsanawiyah Negeri 4 Mandailing Natal, Siabu District, Mandailing Natal Regency. Secondary data in this study were obtained from documents, photographs and other supports as a complement to the primary data. In this study, researchers used three techniques, namely observation, interviews and document studies. Data analysis techniques using the Miles Huberman model in the form of data collection, data reduction, data presentation and conclusions. Test the validity of data through credibility, depenability and confirmability. Credibility tests are performed through source triangulation and engineering triangulation.

### RESULT AND DISCUSSION

#### Principal's Strategy Planning in Improving Process Standards in Madrasah Tsanawiyah Negeri 4 Mandailing Natal.

Through planning, strategies, policies, and/or programs will be decided to achieve goals. The standard process starts from making a learning plan designed in the form of a syllabus and making a Learning Implementation Plan (RPP) which refers to the Content Standard. The stages carried out by Keapala Madrasah Tsanawiyah Negeri 4 Mandailing Natal for strategic planning in improving process standards are as follows:

a. Setting Process Standard Objectives

The headmaster sets clear goals in improving the standard of process in the school. These goals should be specific, measurable, realistic, and relevant to the needs of the school. Setting process standards is a very important and strategic policy for equitable distribution and improvement of education quality. Through process standards each teacher must be able to determine how the learning process should be carried out.

b. Development of Syllabus and RPP

Syllabus and lesson plan development is an important part of the learning process in schools. Syllabus is used to plan and organize learning materials to be taught during a semester or one school year, while RPP is used to detail the daily learning plan that will be run by teachers. Syllabus and lesson plans help teachers plan and organize the learning process to be effective and efficient, and provide direction for students about what to learn and how they will learn. The following table is about the monthly report which is one of the developments of the RPP and Syllabus.

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## Proceeding Medan International Conference Economics and Business

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Volume 1, Year 2023

“Entrepreneurship on Global Economics Development in the Era of Society 5.0”

c. Develop a Learning Plan

In accordance with the mandate of Government Regulation Number 19 of 2005 concerning National Education Standards, the process standards include planning the learning process. A teacher before carrying out learning activities must first make a lesson plan.

### **Implementation of the Principal's Strategy in Improving Process Standards**

The implementation of the principal's strategy in improving process standards is the process of implementing steps or actions taken by the principal to improve the quality of process implementation in schools by establishing appropriate strategies. The purpose of implementing the principal's strategy is to improve the quality of learning. To improve the standard of processes in schools, principals can do several things, including the following:

a. Formation of Study Groups/Subject Groups

Subjects are teaching materials based on scientific majors that will be taught to students as learning materials through certain methods and approaches. The subject group includes the religious and noble morals subject group, the citizenship and personality subject group. Science and Technology subject group, Aesthetics subject group and Physical subject group, sports and health.

b. Competency-Based Learning

Competency-based learning is a learning approach that focuses on developing the competence or ability of students in mastering a particular field. Competency-Based Learning is based on the idea that education should provide abilities and skills that can be applied in real life.

c. Learning with applicative skills

Applicative learning means a learning activity that requires students to do direct practice to better understand the material. More simply, we can use the term "learning by doing", learning by direct practice.

d. Utilization of Learning Media

Learning media can be used to help the teaching and learning process become more effective and efficient. The use of appropriate and creative learning media can help improve the quality of the teaching and learning process and help students understand the subject matter.

### **Evaluation of the Principal's Strategy in Improving Process Standards in Madrasah Tsanawiyah Negeri 4 Mandailing Natal**

The evaluation aims to correct, review school activities that have been carried out well according to what plan is less than optimal. In this evaluation activity, you will be able to find out the obstacles, constraints, and shortcomings that occur in the process of implementing learning process activities. In this evaluation, it will be used as a benchmark for the success of the implementation of activities and will be given inputs during the evaluation at the meeting after the implementation activities are completed. The implementation of learning evaluation is carried out through monitoring, supervision, evaluation, reporting, and follow-up activities periodically and continuously. Supervision of the learning process is carried out by the principal and supervisors. The process of evaluating process standards is as follows:

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## Proceeding Medan International Conference Economics and Business

---

Volume 1, Year 2023

“Entrepreneurship on Global Economics Development in the Era of Society 5.0”

a. Monitoring

Monitoring of the learning process is carried out at the stages of planning, implementing and assessing learning outcomes. Monitoring is done through focus group discussions, observations, record keeping, recording, interviews and documentation.

b. Supervision

Supervise the learning process at the planning, implementation and assessment of learning outcomes carried out through examples, discussions, consultations or training.

c. Reporting

The results of monitoring, supervising and evaluating the learning process are compiled in the form of reports for the benefit of follow-up professional development of educators on an ongoing basis. Reports that must be made by teachers on the learning process include, monthly final test result reports, student attendance reports, student attitude and behavior reports. By conducting evaluations, to determine the success rate of the teaching and learning process that has been carried out by teachers of each subject within a certain period of time, to determine the follow-up of assessment results in the implementation of learning and provide accountability for each learning activity carried out.

d. Follow-up

The follow-up of the supervision carried out by the head of the Madrasah is to carry out the results of discussions or input given by the head of the Madrasah to subject teachers. Follow-up of supervisory results is carried out in the form of strengthening and rewarding teachers who show performance that meets or exceeds standards and provides opportunities for teachers to participate in continuous professional development programs.

### CONCLUSION

Based on the description of the results and discussion above, it can be concluded that: Planning the principal's strategy in improving process standards in the form of Setting Process Standard Goals, Syllabus Development and RPP and Preparing Learning Plans. The implementation of the principal's strategy in improving process standards is in the form of Learning Group Formation, Competency-Based Learning, Learning with afflitive skills and Utilization of Learning Media. Evaluation of the principal's strategies in improving the standard of the process from observation to the classroom, reviewing the teaching plan and notes in class also provides useful feedback.

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**Proceeding Medan International Conference Economics and Business**

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Volume 1, Year 2023

“Entrepreneurship on Global Economics Development in the Era of Society 5.0”

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