

Principal's Management and Leadership in Superior Schools

Sugeng Utomo

Lecture of Faculty of Teacher Training and Education in Unisda Lamongan, Islamic University of Darul Ulum Lamongan, Indonesia

Abstract

The purpose of this research is to describe the substance the effective principal's management to increase the quality of public elementary school/MI (Islamic elementary school) in Malang and the effective principal's leadership to increase the quality of public elementary school/MI in Malang. This research was conducted by using multi cases qualitative research approach in three super elementary schools in Malang, those are MIN Malang 1, SDN Kauman I and SDN Madyopuro IV. Data was collected by observation, interviews, and documentation. The collected data was analyzed descriptively by: (a) data reduction, (d) data presentation, (c) drawing conclusion, (d) individual data analysis, (e) cross cases data analysis. Data analysis was conducted through case data analysis and continued by with cross-cases analysis. Research finding shows that the substance of effective management in three super elementary schools/MI in Malang (a) studentship management; (b) curriculum management; (c) human resources management; (d) tools and equipments management, (e) human relation management in which all of the managed professionally. The effective principal's leadership refers to vision, mission, and objectives of SD/MI by implementing the establishing, empowering to teachers and staffs as well as students.

KEYWORDS: management, leadership, principal, favorite.

INTRODUCTION

There are two factors which require each agency to improve the quality of education, which are the factor of challenges of globalization, and the factor of awareness of parents or society to the needs of qualified education. The first factor is global competition in the free market era that leads to more intense competition, not only including products and services but also the quality of human resources (HR). Improving the quality of human resources (HR) can be achieved through the qualified education as well, namely implementing the learning process, providing the learning facilities, carrying out management of a good education and the availability of good quality of teachers. And the second factor is the increasing awareness of parents to the qualified education. The awareness of parents towards improving the quality of education is characterized by parents seeking qualified education institutions (Juran, 1996: 3).

Elementary School has at least two functions. First, through elementary school, or *madrasah ibtidaiyah* (islamic elementary school), learners are equipped with the basic capabilities (basic skills) in reading, writing and arithmetic that are specifically a component and the entire school program (Townsend, 2004; Sergiovanni, 1997; Scheerens, 2002). Second, elementary school is six-year-education-program that serves as a stage to continue the three-year program to SLTP (junior high school) and the equal level (PP. 28/1990, art. 1), which is also a

prerequisite to follow the level of the next-higher levels, which are Secondary Education and College.

Among all 53 Islamic elementary schools in the Municipality of Malang, there is an Islamic Elementary School which has so much achievement and is used as pilot project of *madrasah* in national level, namely the State Islamic Elementary School (MIN) Malang I, which is located at Jalan Bandung 7c, Malang (Jawa Pos, June 2nd, 2004). MIN Malang I is a *madrasah* which implements the curriculum set by the Ministry of National Education and the curriculum set by the Ministry of Religious Affairs.

The achievement of those three elementary schools is because they are supported by a learning process, learning facilities, adequate library facilities, teacher room, Principal room and administration room which are adequate, and the adequate classroom, school facilities as well as the other facilities that support the learning activities. Given this, it will lead the schools to carry out the educational process and can be managed effectively.

The research on Superior Schools by associating with the success of the leadership of Principal also has done a lot, such as a research of Edmonds (1999) who studied the schools which are always improving their performance led by the principal well; Havelock (1993), who examined principal as agents of change; De Roche (1995), who surveyed 2000 principals to identify a good school management; and the National Educational Association (in Sergiovanni & Elliot, 1995) who examined good and bad principals' leadership at school; Fullan (in Hopkins & Wideen, 1994) who found out that principal is an agent for the improvement of schools; Croghan (1993) who examined the competence of the principals of Superior Schools in secondary school in Florida; Hallinger and Leithwood (1994), who examined the impact of the positive leadership of the school principal in Superior School through learning. These studies have the closeness to the conclusion that effective school is always led by the superior principal as well, also as the conclusion of the research of Rutherford (1994) which states that the principal of the Superior School has a clear vision, and is able to translate it into the target schools that develops into expectations internalized and approved by teachers and students.

Among a number of studies about the effort of the principals of Superior Schools, the research of Blumberg and Greenfield (1990) found that the characteristics of the principals of Superior Schools are classified in eight typologies, which are principals as: the organizer, the value-based juggler, the authentic helper, the broker, the humanist, the catalyst, the rationalist and the politician. The research of Austin (1999; cited Sergiovanni, 1997) also found that the school which has great achievement of students has a principal who is involved in the teaching program as compared with the principal who is not directly involved. Meanwhile, Rutter (cited Sergiovanni, 1997) concluded in his study that the principal is the key to success for improving the quality of student output.

In Indonesia, the research on elementary schools which have great achievement is still not conducted yet. Shaeffer (1999) is a qualitative researcher who focused his study on the profile of the primary school in Salak (Turen) Malang. In that study, Shaeffer draws attention to the role of primary schools in the social change in the society of developing countries. However, the research of Shaeffer is emphasizes more on the historical aspect, description and comparison of those three elementary school profiles, and also relating a little with the existence of *madrasah ibtidaiyah* as a part of elementary school, including the leadership role of the school principal.

Another study on primary school has been done by Bafadal (1994) with a qualitative approach to those three State Elementary Schools (SDN) which is good in Sumekar (Sumenep), Panjura (Madura), with a focus on the process of change. Bafadal research on those three good State Elementary School has been discussing the role of the principal as one of the actors of change into a good school.

The other study related to *madrasah* was conducted by Daulay (1991). In that study Daulay compared the curriculum of Islamic education in *pesantren*, *madrasah*, and elementary and secondary schools. However, the research of Daulay is only limited to the stage of comparison of the curriculum, so that the research result is more theoretical with approach of content-analysis and not specifically observe *madrasah* and the leadership of principals. The results of the study as described above basically do not discuss about the essential issues and the process of development of primary schools and *madrasah* which have great achievement. Meanwhile, according to the studies of Kyte (1992), Sergiovanni (1997), Greenleaf (1997), Dubin (1991), and Lipham (1995), it is mentioned that the success of the school depends on the quality of the principal's leadership, so that the study of the principal's leadership in Islamic elementary schools (Madrasah Ibtidaiyah) and Elementary school also socio-cultural-religious and geographical root which background them in accordance with Indonesian atmosphere is very important.

Although the condition of schools in Indonesia is different from countries that are already developed, the study on the quality of principal's leadership is also crucial. According to Nurcholis (2005), the great and qualified school or a school which has great achievement is often called superior school, Superior School, and qualified school because it can improve the quality of education. Qualified schools are expected to produce superior humans who are very useful to build this country. Undeniably, every parent wants their children to be superior humans. It can be seen from the enthusiasm of people to enroll their children to superior schools. The main issue in this study is how the principals' management and leadership of the Superior Schools becomes the main motivating factor that determines the quality of education, both at the level of pre-schools and schools, because principals have a position, and an important role in maintaining and improving the quality of schools.

Based on the description of the research context mentioned above, then research on the management and leadership of superior principal should be carried out. Research on the management and leadership of the superior principal is interesting to be studied, analyzed and researched because the success of an educational institution is determined by the management and leadership of the superior principal.

RESEARCH METHODOLOGY

The location of this research is at MIN Malang I, SDN Kauman I Malang, and SDN Madyopuro IV Malang. MIN Malang I is an elementary school in the shade of DEPAG by implementing the curriculum of DIKNAS and implement curriculum of DEPAG. The academic and non academic achievements are not only in the national scale but also in international scale. SDN Kauman I is elementary school in Malang city which since 2007 pioneered international school, academic and non academic achievement also stands out, even in 2007 they got the best NEM in East Java. Therefore, the Head of the Department of Education of East Java pointed SDN Kauman I to set the international standard school. SDN Madyopuro IV is a very simple school in Kedungkadang sub-district, but its academic and non academic

achievement shows outstanding achievement. Even many students got score of 10 in Mathematics.

Those schools are schools that have great academic and non academic achievements in Malang city. This study used a qualitative approach with the design of multi-case. Because all those three cases of study is different. Data collected technique was performed in three ways, which are: (1) in-depth interviews, (2) passive participative observation, (3) the documentation study. The selection of informants in this study used Snowball Sampling technique. The data were analyzed descriptively, with the cycle; (a) data reduction, (b) the presentation of the data, (c) conclusion. (d) analysis of individual data, (e) cross-case analysis of the data. In order to obtain the validity of the data carried by four criteria: (1) the credibility of the data, (2) transferability, (3) the data dependability, (4) conformability.

RESEARCH DISCUSSION AND RESULT

DISCUSSION

Discussion cross-cases in this study include: (1) The Principals' Management of Superior School and (2) The Principal's Leadership of Superior School in improving the quality of education.

Principal's Management of Superior School

School principal is the person who is assigned the responsibility of managing the school, collecting, utilizing and mobilizing the full potential of school optimally to achieve the goals. Principals as "Human resource manager": according to Mondy, Noe and Premaux (1999: 10) is individuals who normally act in an advisor or staff capacity when working with other line managers regarding human resource matters.

The role of the principal is very crucial in determining the daily, weekly, monthly, semi-annual, and annual working operations that can solve various problems of education in schools. Solving various problems of this as a commitment to improve the quality of education is done through teaching supervision activities by the principal, consulting, and crucial improvements to improve the quality of learning. (Mondy, Noe and Premaux, 1999: 10)

Three study sites have carried out management substance, including the management of school, which are: management of student, School-Based-Management (MBS), provide guidance to the student, library management, implementing the learning process and provide adequate learning infrastructure. However, the achievement of education quality improvement in those three different locations is different in their implementation. Differences in the implementation of the management of student as in the location 1, location 2 and location 3 are illustrated in a statement:

- P.st1. Mmanagement of class rotation based on achievement grouping can be an evaluative tool for students' academic progress and can improve student learning achievement individually.
- P.st2.. The strict grade promotion system is in accordance with the academic standard which is established by school, it has increased the competition among the students to always improve the quality of learning.
- P..St3. These rules have been written and disseminated to students, parents, and the society, in order to understand and implement the rules,

which is to educate students to be able to maintain the good image of themselves, family and school.

In carrying out the learning process, the availability of learning facility is very important in order to support teaching and learning process, especially laboratory facilities. In three locations, which are Location 1, Location 2 and Location 3, there is a difference in managing or its management as illustrated on:

- P.st1 The provision and management of the Facilities of Science, English, and Arabic, Computer Laboratory, and Mini Gardens, with a circular method, from the theory to practice and back to theory becomes an effective supporting learning for students.
- P.st2 Facilities, school facilities and infrastructure which are appropriate in the quantity and quality, such as buildings and classrooms, libraries, and laboratories become effective supporting learning for students, as well as management that is both effective and efficient; it can accelerate and improve the implementation of teaching and learning activities in schools.
- P.st3. The facilities and the rooms which are very adequate, both quantitatively and qualitatively, such as classrooms, principal and teacher rooms, BP room, laboratory room, and worship space, can support the success of the implementation of teaching and learning activities in schools.

From the findings about learning facilities in the three research sites, there are some differences of the Principals in managing the learning facilities, especially related to the laboratory facilities.

The school library is a facility to support learning activities. In order to be able to support the learning process effectively, library needs to be managed. From the management school libraries in the three study sites, there is a difference in its implementation, this is reflected on the statement in those three locations, which are:

- P.st1. A good library management with the availability of adequate textbooks, reading books and electronic devices can enhance the quality of student learning activities.
- P.st2 In managing the library, Principal through the Vice-Principal has performed supervision and Vice Principal report to the Principal. But the number of available book still needs to be added and management needs to be improved, particularly in the service to students.
- P.st3 Library management at Madyopuro State Elementary School gives emphasis on students' discipline in the borrowing process. This is evidenced by the existence of fines imposed for borrowers who are late to return the books they borrow.

From the curriculum implemented in three research locations, which are location 1, location 2 and location 3, there are differences in implementation, as revealed in statements at location 1, location 2, and location 3 are as follows:

- P.st1 Curriculum which is applied refers to Permen diknas 22, 23, 24, 2006. Law no. 19 About SPN, we began to implement curriculum 2004 from 2004, which is KBK curriculum (Competency-Based Curriculum), and from 2006/2007 began to implement curriculum standards MIN Malang I. The content standards and competency standards refer to Permen diknas 22, 23, and 24.
- P.st2 The curriculum also was developed in accordance with Law No. 20 of 2003 on the national education system. One of the articles 50.3 government and local government, there is international school education unit. The Curriculum is adapted and implemented from various curricula 2007/2008 and international curriculum (Singapore and Australia). Singapore International School).
- P.st3 The implementation of learning and teaching activity uses Curriculum 2006/2007, *Kurikulum Tingkat Satuan Pendidikan* (KTSP). KTSP was arranged by the Principal, Teachers, and School Committee, which is valid for one year. The facilities and instructional media learning facilities; (a) active, innovative, creative, effective and fun learning (PAIKEM); (b) adequate facilities and infrastructure; (c) the adequate learning media (*Prota, promes*, syllabus, lesson plans, Jurnal, and evaluation tools; (d) Portofolio. If we look at the charters and trophies that have been displayed in the closet, it shows the huge achievements that have been achieved by SDN Madyopuro IV.

The statement above illustrates that there are differences in the implementation of the curriculum at those three locations. In the location 1, implementation of the curriculum is based on the Decree of the Minister of Religious Affairs No. 372/2005 dated December 22nd, 2005 on Guidelines of KTSP Curriculum for *Madrasah Ibtidaiyah*. Thus, the curriculum combines the religious curriculum and the general curriculum. In Location 2, the implementation of the curriculum integrates and adopts curriculum of the Department of National Education with the International curriculum. While location 3 uses the curriculum of Department of National Education, but teachers are involved in trainings, upgrading courses such as; lesson plan (RPP), the class administration, journals, syllabus, and *promes*. KKG is held once a month per class, and also KKS (*Kelompok Kerja Kepala Sekolah*) for principals every month.

Leadership of Principals of Superior Schools

Discussion on the leadership of Principal of Superior School is about: the vision, mission and objectives, organizational structure, as well as the efforts of Principals in improving the quality of education at those three sites, including: teacher recruitment, increasing the potential of teachers, and improving the students' activity and insight.

The three research sites, which are location 1, location 2 and location 3. There is a difference on vision, mission and goals of the study as follows:

- P.st1 : Vision of the realization of a national standardized *madrasah* which is reliable and Islamic. Mission (a) create an Islamic

atmosphere of *madrasah*, (b) organize innovative and insightful technology learning, (c) create adaptive, competitive, and cooperative human resources by developing multi-intelligence, (d) make the environment of *madrasah* as a learning resource, (e) building an image of *madrasah* as a reliable partner for society in the field of education. Institutional objectives (a) capable of reading Quran properly and fluently, (c) accustomed to the five daily prayers in an orderly manner, (d) capable of memorizing 25 short *surahs* and 10 *hadith*, (e) cultured, respect their parents and teachers, love their siblings and friend, (f) have competitiveness, accepted at the superior secondary schools in Malang city.

P.st2: The vision of creating superior human resources who have great morality. Mission (a) improve academic and non academic competition, (b) improve the teacher quality and professional competition, (c) improve the quality of learning facilities and infrastructure, (d) improve the quality of learning that grips. (e) organize information-and-communication –technology-based school, and (f) conduct bilingual learning. The goal of producing quality graduates at the national standard as well with international standard.

P.st3: The vision of creating superior human resources who are pious and have great morals. Mission (a) improve academic and non-academic competition, (b) improve the quality of competition and professional teachers, (c) improve the quality of the facilities and infrastructure of learning, (d) improve the quality of learning that grips, (e) organize information-and-communication-technology-based school, (f) conduct bilingual learning. The goal of producing quality graduates in the national standard.

There is a difference in the organizational structure at location 1, but the organizational structure of location 2 and location 3 is similar, this is illustrated on the statements contained in all three research sites as follows:

P.st1 : The organizational structure of MIN I Malang requires the Vice Principal. There are 3 Vice Principals, and they carry out their duties in accordance with the task they have. The existence of Vice Principals is due to the huge number of students in MIN I Malang, the number is nearly three times of number of students in other public primary schools.

P.st2: The organizational structure of SDN Kauman I consists of the Principal, School Board, curriculum affairs, student affairs, staff affairs, infrastructure affairs, financial affairs and public relations affairs, as well as teachers. Principals and School Board have relation in the coordination. While the principal and unit labor affairs as well as teachers have relation in the command.

P.st3: The organizational structure of SDN Madyopuro consists of principal, school committee and Administration and Functional Position (Teacher) and also Library Unit. The Principal and School Committee have relation in the coordination, while Administration and Functional Position (Teacher) and also Library Unit have relation in the command. It does not have any Vice Principal.

In understanding the meaning and significance of school organization in the context of the school as an organization, the concept of the organization theoretically according to the views of experts should be conceived first. Opinions of experts on the organization as stated by Sagala (2004), which are (1) organization is an institution that gives breath to the lives of the organizational structure and enables people to pursue a goal that cannot be achieved by individuals alone (Gibson and Donnelly, 1996: 70); (2) the organization as a social entity or grouping of humans who are formed deliberately and there is a bond to achieve certain goals of social units or grouping of people who are deliberately formed and reshaped (design) with full of consideration in order to achieve certain goals (Etzioni, 1985); (3) organization is training of relationship of authority which is meant to achieve structural coordination, both vertically and horizontally among the positions that have been assigned specific tasks, which are required to achieve the objectives (Koontz and Donnel, 1986); (4) organization is social entity which is coordinated consciously with a restriction that is relatively identifiable, it consists of two or more persons, functioning on the basis of relatively continuously to achieve a goal or set of goals shared or group of destinations (Robbins, 1991: 4) and (5) organization is a group of individuals as a system of cooperation, which is coordinated consciously and carried by two people or more, it can also be expressed as a stand-alone system and interconnected various activities (Barnart, 1964).

Principal in an effort to improve the quality, consisting of: improving the potential of teachers, and improving the students' activity and insight. To increase the potential of teachers, those three locations implement the action as expressed in the statement:

P.st1: To increase the potential of teachers, training is always held for teachers of MIN. The purpose of training is conducted to improve teachers' professionalism. Training is conducted both internally and externally. Internal training is implemented by the Principal, Vice Principals and Supervisors. External training is conducted by the Ministry of Religious Affairs and the Department of Education.

P.st2 and st 3: Improving the potential of teachers is implemented through education and training conducted by the Municipal Education Office. In addition, the education and training conducted by the Teachers Working Group (KKG) and the Provincial Training is involved.

In those three research sites, the activity to improve students' activity and insight is implemented through extracurricular activities, it is revealed from the statements in those three locations, which are:

P.st1 : Improving the students' activity and insight is performed through extracurricular. Extracurricular undertaken are scouts, school medical center, English, and art galleries, master of ceremony (MC), the art of reading Qur'an, *karawitan*, fashion show, drum bands, martial arts, and *angklung*. The implementation of extracurricular is structured and scheduled.

P.st2 : Improving the students' activity and insight is performed through extracurricular. Extracurricular is carried out in accordance with the students' interests and talents, such as; drum band on Saturday and Sunday, scout on Friday, *karawitan* on Saturday, dance on Wednesday, *angklung* on Saturday, karate on Thursday, computer on Monday, painting on Saturday, English on

Tuesday and Thursday and presenting on Saturday, and there is 5 s extracurricular program, that greet, smile, salute, polite, and courteous, as well as activities of dhuhur prayers in congregation.

P.st3 : Improving the students' activity and insight is implemented through extracurricular. Extracurricular undertaken are English, dance, musical, and scouts. The implementation of extracurricular is structured and scheduled, such as scouts on Sunday, *karawitan* on Wednesday, dancing and painting on Saturday, while English on Thursdays and Saturdays.

Those three research sites have similarities in improving the activity and insights of students, which is implemented through extracurricular activities. For location 1, the extracurricular activities are adapted to the vision and mission, so that there is no additional form of activity, which are the art of reading al-Quran (*qiroah*), and *qasida*. While the location 2 and location 3 have a similarity because the vision and mission is same on both sites.

RESULT

From the exposure result of the research in the field, it is found as follows; effective management in all three research cases are as follows: case 1 (one), a) management of class rotation based on the achievement grouping can be an evaluative tool for students' academic progress and can improve individual student learning achievement; b) Provision and Management of the Facility of Science, English and Arabic Laboratory, Computer, and Mini Gardens, with a circular method from the theory to practice and back to the theory becomes effective supporting learning for students; c) A good library management with the availability of textbooks, reading books and electronic devices which can adequately enhance the quality of student learning activities; d). Curriculum applied refers to the Permen diknas 22, 23, 24, 2006. Law no. 19 about SPN, starting from 2004 applied curriculum 2004, which is curriculum KBK (Competency-Based Curriculum), and started from the 2006/2007 started implementing standard KTSP MIN Malang I.

The research findings in the case of two (2) are: a) The grade promotion system which is strict and in accordance with the academic standard established by schools has increased competition among the students to always improve the quality of learning; b) facilities, school facilities and infrastructure which is appropriate in the quantity and quality, such as buildings and classrooms, libraries, and laboratories, become effective supporting learning for students, as well as management that is both effective and efficient, it can accelerate and improve the implementation of teaching and learning activities in school; c) In managing library, Principal, through the Vice-Principal supervise and report to the principal. d) The curriculum was developed in accordance with Law No. 20 of 2003 on the national education system. One of the articles 50.3 government and local government is international school education unit. Curriculum was adapted and implemented from various curricula 2007/2008 and international curriculum (Singapore and Australia).

For effective leadership in the three cases, which is case 1, are; a) Vision of the realization of a national standard *madrasah* which is reliable and Islamic. Mission (1) create an islamic atmosphere of *madrasah*, (2) conducting innovative learning and insightful technology, (3) create adaptive, competitive, and cooperative human resource by developing multi-intelligence, (4) make the environment of *madrasah* as a learning resource, (5) building the image of *madrasah* as a reliable partner of society in the field of education. Institutional objectives (1) capable of reading Quran

correctly and fluently, (2) is accustomed to the five daily prayers in an orderly manner, (3) is able to memorize 25 short *surahs* and 10 *hadiths*, (4) respect their parents and teachers, loving siblings and friends, (5) have competitiveness, accepted at the superior secondary school in Malang. b) Structure of the organization of MIN I Malang requires the Vice Principal. There are 3 Vice Principals and they carry out their duty in accordance with the task they get.

The existence of Vice Principal is because of the huge number of students in MIN I Malang, it is nearly tripled the number of students in other public elementary schools. Thus, the organizational structure of the school is different from other public elementary schools. (c) To increase the potential of teachers, teachers of MIN are always trained. The purpose of training is to improve professionalism. Training which is conducted both internally and externally. Internal training is implemented by the Principal, Vice Principal and Supervisors. The externally training of students is implemented by the Ministry of Religion and Department of Education. (c) Increasing the activity and the insight of students is implemented through extracurricular. Extracurricular undertaken are scouts, school health, English, art galleries, master of ceremony (MC), the art of reading the Qur'an, musical, art fashion show, drum bands, martial arts, and the art of *angklung*. Implementation of extracurricular is structured and scheduled.

In the case two (2) is; a) Vision in building superior human resource who have great morality and in international standard. The school's mission is: (1) improve academic and non academic competition; (2) improve the quality of competition and professional teachers; (3) improve the quality of learning facilities and infrastructure; (4) improve the quality of learning that grips; (5) Organize information-and-communication-technology-based school and (6) organize a bilingual learning. The goal of producing graduates who have national quality and also international quality. b) The school organizational structure of SDN Kauman I consists of Principal, Vice Principal, School Board, Curriculum affairs, student affairs, staff affairs, infrastructure affairs, financial affairs and public relations affairs, as well as teachers. Principals and School Board have relation in coordination. While the principal and unit labor affairs as well as teachers have relation in command. c) Increase the potential of teachers, which is implemented through education and training conducted by the Municipal Education Office. In addition, it is included in the education and training which is conducted by the Teachers Working Group (KKG) and the Provincial Training. d) Increase of the activity and insight of students is implemented through extracurricular. Extracurricular carried out is in accordance with the interest and the talent of students. Such as; drum band on Saturday and Sunday, scout on Friday, *karawitan* on Saturday, dance on Wednesday, *angklung* on Saturday, karate on Thursday, computer on Monday, painting on Saturday, English on Tuesday and Thursday also presenting on Saturday, and there is also 5 s extracurricular program, which is greet, smile, salute, polite, and courteous, as well as activities of dhuhur prayers in congregation.

The findings of the three cases on the leadership of Superior Principal are; a) The vision of the creation of human resources who are pious and have good morals Majesty. Mission (a) improve academic and non-academic competition, (b) improve the quality of competition and professional teachers, (c) improve the quality of the facilities and infrastructure of learning, (d) improve the quality of learning that grip, (e) organize information-and-communication-technology-based school. The aim of producing graduates who qualified in nationwide. b) The school organizational structure of SDN Madyopuro consists of Principals, School Committee and also

Administration and Functional Position (Teachers) and Library Unit. Principals and School Committee have relation in coordination, while Principal Administration and Functional Position (Teachers) and Library Unit have relation in command. It does not have Vice Principal. c) Increase the potential of teachers, which is implemented through education and training conducted by the Municipal Education Office. In addition, it is included in the education and training conducted by the Teachers Working Group (KKG) and the Provincial Training. d) Increase in the activity and insight of students is implemented through extracurricular. Extracurricular which are conducted are English, dance, *karawitan*, and scouts. The schedule of extracurricular is structured and scheduled, such as scouts on Sunday, *karawitan* on Wednesday, dance and painting on Saturday while English on Thursday and Saturday.

CONCLUSION

In accordance with a research focus, the exposure of data and research findings on each site or at three sites, then the conclusion obtained is as follows:

The conclusion of effective management is as follows:

1. Site 1 gives emphasis on the management of class rotation based on achievement grouping which is achieved by students. The activity is used as an evaluative tool for student's academic progress and it can improve individual achievement of students. Site 2 gives emphasis on strict grade promotion system and it is in accordance with the academic standard which is established by the school. Site 3 gives emphasis on the order and discipline of students. Socialization to parents of students and students of SDN Madyopuro then is conducted so that the order and discipline of students goes well.
2. From the finding about learning facilities at those three research sites, there is no difference found in Principal in managing learning facilities, especially which concerns on the laboratory facilities.
3. The findings on those three sites, which are site 1, site 2 and site 3, show that there is a difference in managing library. The library management in site 1 gives more emphasis on management with the electronic devices and provides high-quality books for students. The library management in site 1 gives more emphasis on supervision; the supervision is performed by the Vice Principal. And the library management in site 3 gives more emphasis on the students' order and discipline.
4. In the implementation of the curriculum at those three sites, there are some differences. In site 1, the implementation of the curriculum is based on the Decree of the Minister of Religious Affairs No. 372/2005 dated December 22nd, 2005 on Guidelines of KTSP Curriculum for *Madrasah Ibtidaiyah*. Thus, the curriculum combines the religious curriculum and the general curriculum.

The Leadership of Principals of Superior Schools can be concluded as follows:

1. There is a difference in the vision, mission and goals in those three research sites, especially found on site 1.
2. The difference in the organizational structure of the school in its implementation is because of the workloads authority and responsibility of the organization, such as the organization of schools on the site 1, site 2 and site 3.
3. Pelaksanaan peningkatan aktivitas dan wawasan siswa mempunyai persamaan peningkatan aktivitas dan wawasan siswa dilaksanakan melalui kegiatan ekstrakurikuler. Improving of the activity and insights of students has similarities. It is performed through extracurricular activities.

REFERENCES

- Bafadal, I. 1992. *Supervisi Pengajaran*. Jakarta: Bumi Aksara.
- Bafadal, I. 1995. *Proses perubahan di Sekolah: Studi Multi Situs pada tiga Sekolah Dasar yang Baik di Sumekar*. Disertasi tidak sipublikasikan. PPS IKIP Malang.
- Bafadal, I. 2003. *Manajemen Peningkatan mutu Sekolah Dasar, dan Sertifikasi Menuju Desentralisasi*. Jakarta: Bumi Aksara.
- Bogdan, R.C & Biklen, S.K. 1998. *Qualitative Research for Education*. Boston: Allyn and Bacon.
- Dirjen Dikdasmen. 1993/1994. *Panduan Guru Sekolah Direktur Pendidikan Dasar*. Jakarta: Depdikbud.
- Gibson, J. L., Ivanevich, J.M., & Donnely, Jr. J. H. *Organisasi dan Manajemen: Perilaku, Struktur dan Proses*. Alih Bahasa: Djoerban Wahid. 1989 Jakarta: Erlangga.
- Hanson, E.M. 1985. *Educational Administration and Organizational Behavior*. Boston: Allyn and Bacon, Inc
- Hanson, E.M. 1995. *Educational Administration and Organizational Behavior*. Boston: Allyn and Bacon, Inc
- Harahap, B. 1983. *Supervisi Peningkatan Mutu, Pendidikan yang Dilaksanakan oleh Guru, Kepala Sekolah, Pengawas dan Pengawas Sekolah*. Jakarta: Damai Jaya.
- Juran, J.M. 1996. *Merancang Mutu*. Jakarta Binaman Presindo.
- Kaluge, L. 2001. *Mempedulikan Anak Sekolah Dasar Berkualitas: Sebuah Studi Kasus. Di Bantaeng Sulawesi Selatan*. *Jurnal Pendidikan Dasar*, 2 (2) 13 23.
- Sergiovanni, T.J. 1971. *The Administration Process*. New Delhi: Prentice Hall.
- Sergiovanni, T.J. and Robert J. Starrat, 1993. *Supervision, Human Perspectives*. New York: McGraw-Hill Book Company.
- Sergiovanni, T.J., and Carver, F.D. 1980. *The School Executive: A Theory of Administration*. (2nd ed). New York: Harper and Row. Publishers.
- Sergiovanni, T.J., and Elliot, D.I. 1975. *Educational and Organizational Leadership in Elementary Schools*. Englewood Cliff. New Jersey: Prentice-Hall, Inc.
- Sonhadji, K.H., 1995. *Teknik Observasi dan Dokumentasi*. Makalah disampaikan dalam Lokakarya Tingkat Lanjut Penelitian Kualitatif Angkatan IV. Lembaga Penelitian IKIP Malang, Malang, 20 Nopember-5 Pebruari 1996.
- Undang-Undang Republik Indonesi Nomor 25 Tahun 2000 tentang Program Pembangunan Nasional (*PROPENAS*)”.
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003. Tentang Sistem Pendidikan Nasional. Bandung: Citra Umbara.
- Undang-Undang Republik Indonesia Nomor 32 Tahun 2004 tentang Pemerintahan Daerah”.
- Universitas Negeri Malang. 2000. *Pedoman Penulisan Karya Ilmiah: Skripsi, Tesis, Disertasi, Artikel, Makalah, dan Laporan Penelitian*. UM Press.
- UUD Republik Indonesia 1945 dan Perubahan (Amandemen). Surabaya: Kartika.
- Yulk, A. G. 1994. *Leadership in Organizations*. Englewood Cliffs: Prentice Hall.