



The Role of Principal As An Educator In Building A Religious Culture in Public Elementary School Number 12 Semabu District Tebo

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Abstract

Principals are responsible for running the wheels of their school organization. This study tries to describe the data related to the role of the principal as an educator in building a religious culture at SDN 12 Semabu, Tebo Regency. With a descriptive qualitative approach where this research aims to understand or describe phenomena or events in an in-depth and detailed way. Observation, interview, and documentation techniques are the basis for data collection. The results of this study that the principal at SDN 12 Semabu Tebo Regency has been able to carry out his role as an educator or educator with several abilities, namely understanding his role as principal, supervising, and carrying out his duties as an educator. Meanwhile, the principal in building a religious culture provides religious guidance and emphasizes all Muslimah female students to wear the jilbab every day, attend Friday prayers in congregation, commemorate Islamic holidays, learn to read the Qur'an, and have a noble character with a culture of greetings, and smiles as a religious culture at SDN 12 Semabu. Some students follow other religions, of course, this is the obligation of SDN 12 Semabu to follow the applicable curriculum procedures.

Keywords: Implementation, school principal, educator, religious culture

Introduction

Education is often defined as continuous efforts made to produce people who are beneficial to themselves and their social environment (Orland-Barak & Yinon, 2007; Putri & Iskandar, 2020; Raharjo, 2020; Stanley et al., 2001). Education is often referred to as a long-

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term investment in human resources that has strategic value for the continuity of human life (Darmadi, 2015; Iskandar, 2019; Syafaruddin, 2003). It is not surprising that all countries place the education variable as something important and main in the context of nation and state development. Likewise, Indonesia places education as something important and primary (Falikhah, 2017; Szymkowiak et al., 2021).

In the contents of the preamble to the 1945 Constitution, Paragraph IV, it is emphasized that one of the national goals of the Indonesian people is "to make the life of the nation intelligent" (Fathurrahman, 2002). Based on the contents of the preamble to the 1945 Constitution, paragraph IV above, it can also be said that education is one part of human rights, so the State must be a good facilitator in providing appropriate education for its people (Stanley et al., 2001; Yukl, 2010). Many people have become aware that educational development is an event that will never be completed while human civilization is still running (Kurniawan, 2019).

From day to day, we always witness various initiatives to improve the quality of education, both from the government and society (Saputri et al., 2022). From a micro perspective, improving the quality of education is determined by the operationalization of management at the school level (Usman, 2016). The main role in running the school management lies with the school principal and the entire community, in joint or individual roles (Iskandar & Machali, 2020; Isnaini, 2016).

The principal is responsible for running the school organization. The principal's function is apart from being a manager, but also as a thinker and developer. The task in this framework is to think and develop his task within this framework is to think about school progress (Hasibuan et al., 2023; Rozi & Zubaidi, 2021). School principals are required to be professional master their work better than the average other personnel in the school, and have a high moral commitment to their work following their professional code of ethics (Vhalery et al., 2022). In independent learning, several principal components must be fulfilled as follows:

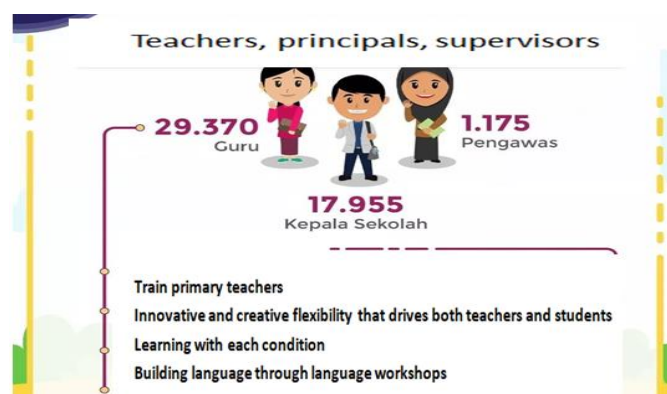


Figure 1. Principal components that must be fulfilled by principals, teachers, and supervisors

As a leader, the school principal is a subject who must transform his abilities through guidance, empowerment, or advice to the entire school community to achieve the institution's goals effectively and efficiently. The reality in the field shows that there are still many schools where student learning achievement is low, teachers and students are low, teachers and students lack discipline, teachers' ability to manage learning is low, and administrative staff are slow in serving students' needs (Iskandar & Putri, 2020; Kurniawan, 2019). These problems are a reflection of the principal's lack of ability to empower his staff, in addition to the low work ethic of the school community as a whole. School principals should

be able to manage all existing resources in the school effectively and efficiently to achieve educational goals.

In education, the principal is the dominant factor in school life (Isnaini, 2016; Zahari MS et al., 2020). The success or failure of a school in showing its performance depends a lot on the quality of the school principal's leadership. The quality of a school principal's leadership is determined by the competence possessed, the managerial skills mastered, and the leadership style that is appropriate to school conditions, especially the level of maturity and responsibility of teachers in carrying out educational and learning tasks at school. (Fathurrahman, 2002).

According to (Mullins, 2010; Tsui et al., 1995), education management strategies include "an efficient education system through the efficient use of resources and optimizing education financing by mobilizing educational resources by including community participation in management." Success in achieving educational goals does not lie in the systematic division of tasks, authority, and responsibility, nor the availability of budgets, nor does it lie in neat job descriptions and complete "rules of the game" in the form of procedures and work relationships, but lies incompetent personnel. in the sense of being able to carry out the assigned tasks.

Based on Article 3 of Law No. 20/2003 on the National Education System in Indonesia, the purpose of national education is to develop the ability and shape the character and civilization of a dignified nation to educate the nation's life. The purpose of national education is for students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and responsible. The above commandment is a reference that the head does not only carry out his role as a leader and educator but must implement a religious culture in all school members (Mandasari et al., 2023; Mansir & Purnomo, 2020; Muspiroh, 2018).

As a leader in a school, the principal must be able to set a good example and always be able to direct his subordinates to do positive things. Schools as organizations, where the principal is the leader, certainly need a leader figure who can move the wheels of the organization professionally. Thus, this research aims to look at " The Role of the Principal as an Educator in a Religious Culture at SD Semabu, Tebo Regency."

Literature review

The literature review of this research is based on similar research conducted by (Bermawi & Fauziah, 2016) the results of his research that the principal carries out supervision of professional competence following a predetermined schedule and supervision is very influential on the professional competence of teachers in carrying out their duties. The conclusion obtained with the implementation of the principal's supervision of professional competence and ability to solve the difficulties he faces at school well, the teaching and learning process at school will run smoothly so that the quality of education, especially in Banda Aceh State Elementary School, will improve as expected.

Research method

This research uses descriptive qualitative where this research aims to understand or describe phenomena or events in an in-depth and detailed way (Faisal, 1982; Sugiyono, 2019). The main focus is to provide an accurate picture of the subject under study without trying to measure or test a specific hypothesis. Using observation, interview, and documentation techniques, this research tries to describe the implementation of the role of the principal as an

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educator in state elementary school no. 12 Semabu Tebo Regency. The informants for the research were the principal, teachers, and students of SDN 12 Semabu Tebo Regency. This research data is presented according to field facts found at SDN 12 Semabu Semabu Tebo Regency.

Result/Findings and Discussion

The Role of the Principal of SDN No. 12 Semabu Tebo Regency

The school principal is one of the educational components that plays the most role in improving the quality of education. There is a close relationship between the quality of the school principal and various aspects of school life such as school discipline, school cultural climate, and a decrease in student misbehavior. Concerning motivation, the author has made observations about the role of the principal of SDN 12 Semabu. In observations, the author of SDN 12 Semabu has carried out his role as an educator at this school. For example :

"The writer saw the learning atmosphere at SDN 12 Semabu as quite conducive to a teaching and learning process. Occasionally the author sees the head of tampok supervising the implementation of the teaching and learning process. Occasionally visiting the teacher's room and administration room. When meeting with teachers, the head appears to have light discussions about the world of education. The atmosphere became lively and discussions developed. This head can activate a conducive educational atmosphere." (*Principal Interview March 3 , 2023*).

From observations it can be concluded that the head of SDN 12 Semabu has carried out his role as a principal well and is able to activate the academic atmosphere at SDN 12 Semabu so that it can foster a conducive learning climate. To find out whether the principal of SDN 12 Semabu has carried out the school's role as an educator, the author applies three measures, including:

In terms of teaching abilities, it can be said that the principal of SDN 12 Semabu already has this ability. In an observation, the author noted the following things:

"When making observations, the author saw that the students in class 2 were busy and there was no teacher. It turned out that the teacher was absent because he was sick. Seeing this condition, the principal entered the class and gave instruction to the student. "The teaching and learning process continues and the principal can guide the students in studying PPKN well, until the change of training arrives." (*Principal Interview March 3 , 2023*).

From the results of these observations, it can be concluded that the principal of SDN 12 Semabu has the ability to teach. This ability is demonstrated when the class is empty and requires a teacher. The school principal is able to portray himself as a good teacher. Apart from observing, the author also interviewed Mrs. Jusmita, a teacher at SDN 12 Semabu which explains as follows:

"Teaching is good. His father has good experience in teaching. He is a disciplined person and students don't dare to do anything when you teach. If you teach on time. Students who are late are usually punished first, and after that they are allowed to attend class. His explanations in teaching can be understood by students." (*Teacher Interview March 3 , 2023*).

Based on Jusmita's explanation above, it can be understood that the principal can carry out a teaching role. He can teach with discipline and skill. Thus, based on observations and interviews, it can be concluded that the principal of SDN 12 Semabu can teach.

The second measure to assess the implementation of the principal's role is the ability to improve the quality of learning carried out by teachers. From what Ernawati (teacher at SDN 12 Semabu) said, it can be concluded that the school principal has been able to make efforts to improve the quality of learning carried out by teachers. This form of effort can be seen in his work in reminding teachers to teach correctly. Thus, with the attitudes shown by the principal, the teachers of SDN 12 Semabu received clear directions and instructions to make the teaching and learning process at the school a success.

Besides Ernawati, the author also interviewed Hamidi who explained as follows:

"The principal often reminds us not to teach carelessly. This is often conveyed during teacher meetings or deliberations. "Besides that, the teaching content must not deviate from the RPP, he recommends that when teaching you can use the right methods." (*Teacher Interview March 3, 2023*).

If you pay attention to Hamidi's explanation above, it can be concluded that the principal of SDN 12 Semabu can encourage teachers in the form of the need to adhere to the RPP and use appropriate methods in teaching. Such encouragement will be of great benefit to teachers in efforts to improve the quality of learning. If you look at the concept of independent learning, the idea is that teachers must master the following:

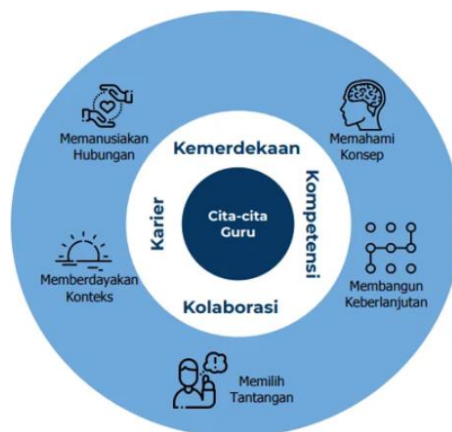


Figure 1. The concept of independent learning teachers

It should be noted that the concept of independent learning is not new in the world of education. Other countries in the world such as America, Brazil, and the Philippines have long implemented this concept. In Indonesia itself, the concept of independent learning has been started since Nadiem Makarim was elected Minister of Education, Culture, Research, and Technology. The idea of this idea is based on the essence of freedom of thought to create a happy learning atmosphere without being burdened with achieving certain scores or grades (Sibagariang et al., 2021).

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Of course, the concept of independent learning should first start in the mindset of teachers before they teach it to students. Teachers are required to be more effective in providing learning that is fun, meaningful, and has an impact on children's absorption capacity, therefore the Merdeka Mengajar Platform can provide facilities that teachers can use to create liberating learning. Independent Learning Teachers are teachers who are free to innovate without pressure, are not trapped, and are focused on teacher administrative tasks. The teacher's job is not just to transfer knowledge, but to make relationships and all processes more meaningful than just coming, sitting, teaching, and then going home (Hendri, 2017).

Carry out supervision

The principal as a leader in the school is required to be able to provide supervision or direction to all teachers so that they can carry out their duties as good teachers (Mulyasa, 2011). In terms of supervision abilities, the principal of SDN 12 Semabu has often carried out supervision at this school regarding the activities carried out by the teachers. The supervision provided and the enthusiasm to listen to and absorb the aspirations of the teachers are important abilities possessed by the principal of SDN 12 Semabu. By providing supervision and absorbing the aspirations of their subordinates, teachers feel motivated and enthusiastic to make teaching and learning activities a success.

The school principal always pays attention and can play his role in providing direction and solutions to problems faced by teachers. Directions are given regarding performance and procedures for guiding students. Thus, the role of the principal in providing supervision to teachers also takes the form of the ability to offer solutions to teachers who are facing problems, which is a very important contribution for teachers to remain enthusiastic in carrying out their duties.

Apart from Irzalti, Hakimah also explained that "The Principal of SDN 12 Semabu always cares about his subordinates, often providing direction for the continuity of teaching and learning activities" (*Teacher Interview March 3, 2023*). Apart from that, Ernawati also explained that "The Principal of SDN Semabu always pays attention to his subordinates, always motivates and supervises so that the teaching and learning process can run well" (*Teacher Interview March 3, 2023*). From the explanations of the three teachers above, it can be concluded that the principal of SDN 12 Semabu provides a lot of supervision and motivation to teachers to be able to carry out their duties well so that the teaching and learning process can achieve maximum results.

In line with that, the performance components of school leaders/principals also refer to National Education Ministerial Decree No. 13 of 2007 regarding the standardization of school principals, then National Education Ministerial Decree No. 28 of 2010 regarding the assignment of teachers as school/madrasah principals and National Education Ministerial Decree No. 35 of 2010 concerning the method/technique of teacher position programs. functionally (Asbari et al., 2019; Iskandar et al., 2019). The next assessment is to measure the performance of the school principal in the development and governance of the institution with other parties in implementing collaboration plans whose aim is to increase the quality of the principal's performance. In this case, the assessment is also seen from learning leadership in the context of implementation within the school by the school principal. Learning leadership consists of the following indicators:

Table 1 . Components of the performance of school leaders/principals in managerial supervision

Learning Leadership indicators that school principals must achieve
Collective implementation/action must be carried out following the vision and mission
Accommodating a concept of goal formulation to achieve high standardization in school achievement
Developing schools/madrasahs to become learning organizations
Creating a conducive and innovative school/madrasah culture and climate
Be an example of an inspirational leader
Facilitate cooperation to collaborate with the school community
Manage optimally and develop the learning curriculum to the planned vision and mission

Thus, from the explanation above it can be concluded that the role of the head of SDN No. 12 Semabu as an educator can be measured through three categories, namely: having the ability to teach, improving the quality of learning carried out by teachers, and carrying out supervision. In these three categories, SDN 12 Semabu has done well.

School Principal's Efforts to Optimize His Role as an Educator

Remind teachers to be more disciplined and professional in carrying out their duties. Teachers are an important element in a teaching and learning process. Therefore, its role is very determining for students' success in teaching and learning. The principal feels the need to continue to improve the quality, discipline and professionalism of teachers at SDN 12 Semabu. The efforts made by the school principal in this case are to continue to develop, direct and remind teachers, especially those who lack discipline, to increase their professionalism in carrying out their duties. The principal's efforts in this regard have been explained by the principal as follows:

"On various occasions, especially during meetings, I always remind teachers to try to improve their discipline and professionalism. I also encourage them to improve the quality of learning so that the teaching and learning process can run well." (*Principal Interview March 3 , 2023*).

Based on the principal's account, it can be concluded that the efforts made by the principal to make his role as an educator effective are to continually remind teachers to increase discipline and professionalism.

The second attempt was made by the principal of SDN 12 Semabu is inviting all elements of the school to work together to create a school that is conducive to the ongoing teaching and learning process. School is a place where the teaching and learning process takes place, therefore the situation and conditions will of course influence the course of the teaching and learning process that takes place there. In this case the principal explains as follows:

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“Schools must be a comfortable and enjoyable place for teachers and students to carry out the teaching and learning process. "Therefore, I invite all school members, both teachers and students, to work together to maintain school order, cleanliness, and security" (*School Principal Interview March 3, 2023*).

Teacher performance is important in supporting the success of the teaching and learning process. Therefore, it is appropriate that performance continues to increase. A school principal must always pay attention to teachers, especially teachers who have problems with errors in learning. A school principal should be able to offer solutions to solve problems being faced by teachers. In this case, the principal explains as follows:

“Sometimes there are teachers who complain when they encounter problems in teaching. For this reason, I usually call him and ask about the problem. That way, I will find out the root of the problem and try to provide a solution for him to overcome his problem" (*Teacher Interview March 3, 2023*).

In connection with some students who are not disciplined, the principal will summon them and their parents. This summons is intended to provide advice, direction, and a strong warning so that the students realize their wrong attitudes and actions so far. Apart from that, this summons also aims to invite parents to participate in supervising their children so that they go to school as well as possible. This was stated by the principal as follows:

"We often summon children who are naughty and disrupt the teaching and learning process along with their parents. When I advise this child, I usually specifically direct the parents to supervise their child. They must take part in controlling their children's education so that their children will be better at school." (*Principal Interview March 3, 2023*).

In this context, the implementation of the principal of SDN 12 Semabu refers to the steps and actions taken by a school principal to manage and lead the school effectively. So this effort must be maintained even though there are obstacles in the process of implementing the principal's performance.

The Role of the Principal as an Educator in a Religious Culture at SDN 12 Semabu Semabu, Tebo Regency

The public school SDN 12 Semabu emphasizes Islamic religious culture as its hallmark. The goal of SDN 12 Semabu is to produce graduates who are strong, intelligent, skilled, virtuous, and devoted to God Almighty. Another goal is to build high-quality resources to help good institutions compete at the national level. A strong strategy is needed to build the image and excellence of an educational institution (Al-Mahali, 2019; Tichy et al., 1982). This strategy should include strategies to improve the quality of education and human resources as well as the development of a religious culture, which is the hallmark of SDN 12 Semabu. Therefore, it should be implemented in concrete programs with high commitment from all elements of SDN 12 Semabu educational institution, including teachers, students, employees, and the principal.

The creation of a religious culture is a program that incorporates Islamic values. If this Islamic-based program is run well, students' attitudes will be affected in living their daily lives as mentioned in the objectives. To support the success of the program, not only the principal is responsible, but also teachers and other school employees participate. The creation of a religious culture is a program that incorporates Islamic values has been stated in the Qur'an as follows:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ ۗ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ ۗ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Meaning: *O you who believe! When it is said to you, "Make room in the assemblies," then make room, and Allah will make room for you. And when it is said, "Stand up," then stand up, surely Allah will raise those who believe among you and those who are given knowledge a few degrees. And Allah is Exhaustive of what you do (QS AL Mujadilah: 11) (Syarif & Idris, 2018).*

In the above verse, Allah commands Muslims to avoid whispering and secret talks, because it will cause bad feelings for other Muslims. In addition, Allah commands Muslims to do things that foster a sense of brotherhood at every opportunity. This is the reference for the principal of SDN 12 Semabu in improving religious culture in carrying out the teaching and learning process at SDN 12 Semabu.

After conducting direct observations and interviews with students, teachers, and the principal at SDN 12 Semabu, the researcher found that this is the first study on religious culture at SDN 12 Semabu. This culture includes BTQ learning which is conducted once a week, according to the learning schedule in each class, and daily prayer recitation. Students in grades four, five, and six perform duhur prayer in congregation in shifts from Tuesday to Thursday. Friday and Saturday prayers are not held because they go home.

Celebration of Islamic Holidays starts earlier than usual or even before duhur time. Every day, the recitation of Asmaul Husna is done simultaneously and students clean the school environment, with each student picking up trash that looks scattered. This is in line with the findings of an interview conducted with Sugiarti, the head of SDN 12 Semabu. She stated that:

“I want the people of this school to behave Islamically following religious norms and teachings, especially the students. Therefore, I emphasize to all Muslim female students to wear the jilbab every day, attend Friday prayers in congregation, commemorate Islamic holidays, learn to read the Qur'an, and behave with a culture of greetings, salutations, and smiles as a religious culture at SDN 12 Semabu.” (Principal Interview March 3, 2023).

SDN 12 Semabu has a religious culture that can be seen in the attitudes and behaviors of students, teachers, employees, and all of its citizens. The commitment of the entire school community and the principal's written policies are not all understood and implemented by everyone. This is one of the basic principles of every citizen of SDN 12 Semabu in carrying out their activities. Although it is a public elementary school. SDN 12 Semabu is very concerned about religious tolerance. If there are students who follow other religions, it is SDN 12 Semabu's obligation to follow the applicable curriculum procedures.

Conclusion

The explanation above it can be concluded that the principal at SDN 12 Semabu Tebo Regency has been able to carry out their role as an educator by having several abilities, namely understanding his role as a school principal, supervising and carrying out his duties as an educator. School principals also can teach, being able to improve the quality of learning carried out by teachers. Obstacles encountered by school principals in carrying out their role: obstacles originating from teachers and students who are not disciplined. Meanwhile, the efforts made by the school principal to optimize his role as an educator include: reminding teachers to be more disciplined and professional in carrying out their duties, trying to create a conducive school atmosphere, providing advice, and seeking solutions for teachers who encounter learning obstacles, and providing advice and stern warning to undisciplined students. Meanwhile, the principal in building a religious culture provides religious guidance and emphasizes all Muslimah female students to wear the jilbab every day, attend Friday prayers in congregation, commemorate Islamic holidays, learn to read the Qur'an, and have a noble character with a culture of greetings, and smiles as a religious culture at SDN 12 Semabu. Some students follow other religions, of course, this is the obligation of SDN 12 Semabu to follow the applicable curriculum procedures.

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