

## Improving The Effectiveness of School Management: Training of School Principals In The Preparation of Lesson Plans, Improvement of Facilities and Infrastructure, and Handling Delays In Submitting Student Assignments

Dikalni<sup>1</sup>, Yorenda Louise<sup>2</sup>, Noprima Manuramadanti<sup>3</sup>, Uci Purnama Sari<sup>4</sup>

<sup>1234</sup>STIT Al-Quraniyah, Manna, Bengkulu Selatan, Indonesia

\* Corresponding-Author. Email: [dikalniputri@gmail.com](mailto:dikalniputri@gmail.com)

### Abstrak

Meningkatkan efektivitas manajemen sekolah sangat penting untuk mencapai tujuan pendidikan. Masalah penelitian ini adalah bagaimana kepala sekolah mendapatkan pelatihan untuk menyusun dan mengembangkan Rencana Pelaksanaan Pembelajaran (RPP) yang efektif. Beberapa guru tidak memiliki perangkat pembelajaran yang lengkap dan terinci sam dengan mata pelajaran yang diajarkan, yang menyebabkan proses pembelajaran tidak berjalan secara efektif dan efisien. Pengelolaan sarana dan prasarana sangat penting karena lembaga pendidikan akan terpelihara, jelas berguna, dan dapat membantu proses pembelajaran. Para Pihak sekolah harus bertanggung jawab atas sarana dan prasarana, terutama kepala sekolah, dan menangani keterlambatan tugas sekolah, seperti membuat tugas rumah terlambat atau tidak. Penelitian ini menggunakan pendekatan Kualitatif. Penelitian kualitatif adalah salah satu jenis penelitian yang dapat digambarkan dengan baik dan biasanya menggunakannya. Untuk mencegah keterlambatan dalam pengumpulan tugas, siswa harus menanyakan kembali materi yang belum mereka pelajari. Penelitian ini mengkaji peran pelatihan kepala sekolah dalam penyusunan Rencana Pelaksanaan Pembelajaran, peningkatan sarana dan prasarana, dan menangani keterlambatan pengumpulan tugas siswa. Penelitian ini menemukan bahwa pelatihan ini membantu kepala sekolah menyusun RPP yang lebih baik, meningkatkan kualitas sarana dan prasarana, dan Penemuan penelitian ini memiliki konsekuensi yang signifikan bagi kebijakan dan praktik manajemen sekolah. Untuk meningkatkan kinerja manajemen sekolah, pelatihan kepala sekolah yang berkelanjutan dan berkualitas tinggi diperlukan. Selain itu, institusi pendidikan harus meningkatkan sarana dan prasarana, serta menerapkan metode untuk mengurangi keterlambatan pengumpulan tugas.

**Kata Kunci:**Manajemen Sekolah, Pelatihan Kepala sekolah, Rencana Pelaksanaan Pembelajaran, Keterlambatan Pengumpulan Tugas Siswa

### Abstract

*Improving the effectiveness of school management is essential to achieving educational goals. The problem of this research is how school principals receive training to prepare and develop effective Learning Implementation Plans. Some teachers do not have complete and detailed learning tools for the subjects taught, which causes the learning process to not run effectively and efficiently. Management of facilities and infrastructure is very important because educational institutions will be maintained, clearly useful, and can help the learning process. School officials must be responsible for facilities and infrastructure, especially the principal, and handle delays in school assignments, such as making homework assignments late or not. This research uses a qualitative approach. Qualitative research is one type of*

*research that can be well described and commonly used. To prevent delays in submitting assignments, students must ask again for material they have not studied. This research examines the role of school principal training in preparing Learning Implementation Plans, improving facilities and infrastructure, and dealing with delays in submitting student assignments. This research found that this training helped school principals prepare better lesson plans, improve the quality of facilities and infrastructure, and the findings of this research have significant consequences for school management policy and practice. To improve school management performance, continuous and high-quality principal training is needed. In addition, educational institutions must improve facilities and infrastructure, as well as implement methods to reduce delays in submitting assignments.*

**Keywords:** *School Management, Principal Training, Learning Implementation Plans, Delays in Collecting Student Assignments.*

## **INTRODUCTION**

Education is very important, especially in Indonesia, to improve people's welfare. Education is defined as a planned and deliberate effort to create an environment and learning process that allows students to actively develop themselves, society, nation and state. Education, also known as science, is a vital need for every society, according to Esmail (2020). Education is also defined as the habit of acquiring knowledge through scientific pursuits and activities. Education is a broad concept that not only includes learning in space and time, but is also a process in which humans consciously understand, absorb and appreciate events that occur over time (Utaminingsih, Hariyadi & Sofiyati, 2024).

Education is very important for all aspects of human life, even more important than life itself. The Human Development Index (HDI) assesses education and consists of education indices, decent living standards and life expectancy. Improving the quality of education is very important (Dasic et al., 2020). Keeping in mind how important education is to human life, the use of high-quality learning approaches is essential. Innovative and new learning methods are urgently needed, and conventional learning approaches are no longer relevant. Research shows that school principals do not receive sufficient training on how to create lesson plans, improve school facilities and infrastructure, and deal with late student assignments.

The principal of Aisyiyah Manna Vocational School must understand four main competencies: managerial, social and professional so that teachers can create effective lesson plans (Istiqomah & Purwanto, 2023). Before teachers start teaching in class, they must provide the lesson plan components. Teachers can cause material to be out of sync and teaching materials that are not up-to-date if they do not understand the standards when compiling them, according to Fuadi, Nasution & Wijaya (2023). Research conducted by Audina & Harahap (2022). entitled Analysis of Learning Implementation Plans (RPP) for Indonesian Language Subjects (Study of RPPs Prepared by Middle School Indonesian Language Teachers in Cimahi City) identified several problems faced by teachers when they prepare the lesson plan. Studies show that when teachers create lesson plans that include learning objectives, learning techniques, and assessment tools, they are less able to adapt to the national education regulations. The principal does not do anything to increase the teacher's interest and ability in preparing Learning Implementation Plans (RPP). However, appropriate training activities are expected to increase teacher interest and ability in creating lesson plans. Researchers want to make training in preparing lesson plans more interesting, fun and eliminate boredom. To do so, they have chosen highly relevant in-home training activities.

Very important educational resources, infrastructure and facilities, must be managed well. They are also very important for educational management. Educational facilities and

infrastructure, such as administrative equipment, buildings, and facilities used directly in the classroom, are an important part of educational management and are very important for the learning process. It is easier for students to understand learning if the teaching and learning activity program uses appropriate facilities. In terms of procurement, management, care and maintenance. Many managers do not understand the facilities and infrastructure needed (Mohzana et al., 2023). Adequate resources may be required to improve the quality of learning and Handling of delayed student assignments: Tardiness is not always a serious offence. However, this behavior can have a negative impact on students, from an academic and non-academic perspective. if allowed to continue. According to Pratiwi, one of the common problems faced by teachers and schools is assignments that are not fulfilled on time. This can disrupt management, the learning process and the quality of education. Students fail in school because of this indiscipline. This indiscipline also occurs among students. Expectancy theory was created by Victor Vroom. This theory explains why students are motivated to achieve goals that they consider to be valuable and achievable. If an assignment seems too difficult or irrelevant, students may procrastinate or not complete it. Therefore, it is very important to be able to implement profitable strategies to overcome delays in submitting assignments.

## **METHOD**

This research is qualitative in nature by taking a descriptive approach in collecting data. In this research, data collection techniques are carried out through interviews, observation and documentation. The principal, teachers and community of Aisyiyah Manna Vocational School were the research subjects. This research collected images, videos and written documents. Data analysis uses data reduction by providing presentation and drawing conclusions. Data reduction is the process of simplifying and focusing attention on the data that has been collected, while data presentation is the process of changing data into a format that is clear, easy to understand and easy to communicate. Drawing conclusions is the process of finding the meaning and results of the words that have been analyzed. Data validity techniques use triangulation of source, time and technique. Data collected from various sources is called source triangulation. These sources can be individuals, documents, such as books, articles, or reports, and places, such as research sites, archives, or museums. Time triangulation means collecting data at different times. This can be achieved by conducting research at different times, looking at research phenomena at different times, and interviewing informants at different times, so that they can provide more complete and in-depth information. Triangulation techniques, Various uses of the same data collection techniques, such as interviews, observation, and documentation. This research was conducted on April 22 2024 at SMKN Aisyiyah Manna.

## **FINDINGS AND DISCUSSION**

From the research results obtained from improving the effectiveness of school management, training principals in preparing lesson plans, improving facilities and infrastructure, handling delays in submitting student assignments. There are obstacles in improving the effectiveness of school management, where based on sources the researcher obtained from Mrs. Eneng Rukmiati, she said that every school has obstacles in learning, which can hinder the teaching and learning process. Due to lack of management, the effectiveness of school management can hamper the learning process so that it does not run well.

The effectiveness of school management is also largely determined by the school's ability to improve organizational performance through efforts to empower the school by involving the school community in meeting school needs and by providing democratic, professional leadership and supported by a high-quality work team. Apart from that, to overcome the lack of effectiveness of school management, Mrs. Eneng believes that improving the effectiveness of school management requires training of school principals in preparing lesson plans, improving facilities and infrastructure, handling delays in submitting student assignments. Training school principals in preparing lesson plans can increase the effectiveness of school management, for example by analyzing the curriculum, preparing learning objectives and designing learning activities. Facilities and infrastructure must also be improved to support learning carried out in the classroom. The presence or availability of facilities and infrastructure can increase the effectiveness of school management. Delays in collecting student assignments also become obstacles in the learning process, resulting in unsustainable learning making it difficult to achieve learning goals. Based on the results of this research, several obstacles in increasing the effectiveness of school management need attention to improve the training of school principals in preparing RRP, and the need to improve facilities and infrastructure in the learning process and to overcome delays in collecting student assignments. There are strategies used to overcome this problem.

#### A. Training for School Principals in Preparing RPPs

Learning tools are the key to school success. Professional teachers definitely know how to organize learning. To support this, high-quality learning tools must be used. A very important learning method is the Learning Implementation Plan (RPP). All activities, including the learning process, require planning and planning. The process of determining what must be done during learning activities to achieve specified learning competencies is known as learning planning. This activity must be carried out by the teacher as the first step in the learning process. As stated by Musliminn (2023), In schools, it is very important to provide training on making lesson plans that comply with the latest format. This is especially true for teachers, as they are tasked with planning and designing lessons before class begins. Ghanbari, Rajaeepour & Seyadat (2023). stated that school effectiveness is a measure of school performance. It is measured by an open social-systems model, involving school structure, culture and climate, power and politics, and the work motivation of individuals within the organization.

Transformational Leadership Theory This theory was put forward by Bernard Bass, who emphasized that school principals inspire and motivate teachers in achieving common goals. The results of research at SMKN Asiyiyah Manna show that training principals in making lesson plans is necessary because it can help school principals understand the format, components and structure of lesson plans in accordance with the latest curriculum and increase the principal's ability to make lesson plans that are organized, clear and easy to understand. As well as guiding school principals in choosing appropriate learning methods and even strategies according to learning objectives. Therefore, school principals need more in-depth training on how to create calm lesson plans. Things that teachers need to pay attention to when implementing the Learning Implementation Plan (RPP) in schools are the policies set by the Minister of Education and Culture of the Republic of Indonesia through circular letter No. 14 of 2019 aims to ensure that the preparation of RPPs is carried out with the principles of efficiency, effectiveness and focuses on the interests of students. It is hoped that appropriate training can increase teacher interest and skills in preparing learning plans. As a leader, the principal is responsible for the members of his school, including teachers and administrative staff.

## B. Improvement of school facilities (facilities and infrastructure)

In managing school facilities, such as facilities and infrastructure, it is very important so that it will be useful in education. The school principal, who directly handles school facilities, must be responsible for managing these facilities and infrastructure. Apart from that, school residents should be able to maintain and pay attention to school facilities. Learning Environment Theory was founded by John Dewey, emphasizing that student motivation and learning outcomes can be improved in a learning environment if you have school facilities such as rooms in the school, laboratories and libraries. You can make your learning environment better. Therefore, in educational institutions such as schools, the management of school facilities must be deepened. So the school principal must plan and record all costs for facilities at the school. If all management steps run well, it will have a positive impact on students in the teaching and learning process and achieving educational goals effectively and efficiently. Therefore, education administrators, including the government, school principals, teachers and other school staff members, must continue to strive to improve the quality of education in line with the times.

Because school facilities and infrastructure are limited, student learning outcomes are clearly affected. In other words, the educational process and learning problems in schools are not only borne by teachers; they are also supported by the existence and completeness of educational facilities and infrastructure. With the increasing development of technology and science, the use of teaching aids and practical tools in education is necessary to increase student motivation and save time. The teaching and learning process must be optimized to achieve learning objectives. Learning is a system consisting of several parts: objectives, content, or materials, methods, media, and evaluation. To be effective and useful, learning activities must be carried out systematically with directed and orderly steps in a systemic manner taking into account all aspects. According to Anwar (2013), the function of educational leadership refers to various activities or actions carried out by a school principal to encourage teachers, employees, students and society as a whole in implementing educational programs. The results of research at SMKN Asiyiyah, according to Patimah (2022), Sari & Noor (2022) & Sofia et al., (2023), pointed out that infrastructure and facilities are still lacking, so improvements are needed.

Facilities and infrastructure are very important to support the smooth running of the educational process in schools (Mohzana, 2023). Therefore, schools must have standard educational facilities so that the learning process can run well. Elyani (2022) states that educational facilities include equipment and supplies that are directly used to support the educational process, especially in teaching and learning activities. Educational facilities also include school yards, school gardens, and road access to schools. In addition, according to Ahmad (2021), educational infrastructure includes all equipment, materials and furniture that are used directly in the educational process at school, as well as various basic equipment that indirectly helps carry out the educational process at school.

## C. Handling Delays in Collecting Student Assignments

Delays in submitting assignments are one of the problems often faced by teachers in schools. This can disrupt administration, disrupt the learning process, and reduce the quality of learning. This indiscipline causes student achievement to decline at school. Students also experience this indiscipline. Victor Vroom developed expectancy theory, which explains that students are motivated to achieve goals that they believe are achievable and have value to them. Students may delay or not complete assignments if they find them too difficult or irrelevant. Therefore, implementing useful approaches to overcome assignment submission delays is essential. Delays in collecting student assignments occur when students do not complete the assignments given by the teacher at the specified time. This can be a common

problem in educational environments and can have a negative impact on the teaching and learning process and student learning outcomes. Undisciplined students are often distracted while doing assignments, causing delays and taking longer. Students who are given too many assignments from different subjects may have difficulty completing them on time. In addition, students use learning styles that are not appropriate to the assignment so that students take longer to complete it. Additionally, students who do not have adequate access to learning resources, such as study resources, may also take longer to complete.

Activities aimed at cultivating and developing the mind are known as learning processes. Thorndike describes learning as a reciprocal relationship between stimulus (in the form of movements, thoughts, or feelings) and response (in the form of movements, thoughts, or feelings). Certain factors and conditions influence the success of the teaching and learning process. These factors include students, educators, families, as well as methods, materials, facilities and infrastructure. Although tardiness is not always a serious violation, this behavior can have a negative impact on students in academic and non-academic terms. The habit of being late will develop. According to Pratiwi & Pratiwi (n.d.), late behavior is included in the category of maladaptive behavior and must be treated immediately to prevent this behavior from continuing to develop in students.

## CONCLUSION

From the research results, it can be concluded that at SMKN Asiyiyah Manna the research has a number of challenges faced in education such as training principals in preparing lesson plans, improving facilities and infrastructure and handling delays in submitting student assignments. Ways that can be done to improve the training of school principals in preparing lesson plans are by designing training programs that are comprehensive and in accordance with identified student needs. RPP development is carried out at the beginning of each semester or academic year to ensure the availability of RPPs before the learning process begins. This process can be carried out by individual teachers or in teacher working groups (KKG) in school clusters, with coordination and supervision from supervisors or education offices. The challenges of facilities and infrastructure in the learning process must be overcome so that the learning process is in accordance with the stated objectives. Improving facilities and infrastructure can support the efficiency of the teaching and learning process. Steps taken to improve facilities and infrastructure include regular and comprehensive needs analysis as well as preparing realistic and measurable procurement and development plans. Delays in collecting student assignments are also a problem in learning, making learning unsustainable and making it difficult to achieve learning goals.

## REFERENCES

- Ahmad, M. (2021). Management of facilities and infrastructure in schools. *Akademika*, 10(1), 93-104.
- Audina, R., & Harahap, R. D. (2022). Analysis of learning implementation plans (RPP) for prospective biology teacher students. *BIO-INOVED: Jurnal Biologi-Inovasi Pendidikan*, 4(1), 17-23.
- Dasic, B., Devic, Z., Denic, N., Zlatkovic, D., Ilic, I. D., Cao, Y., ... & Le, H. V. (2020). Human development index in a context of human development: Review on the western Balkans countries. *Brain and Behavior*, 10(9), e01755.
- Elyani, F. (2022). Implementation of National Standards of Educational Facilities and Infrastructure. *Indonesian Journal of Education (INJOE)*, 2(2), 128-137

- Esmail, H. A. H. (2020). The Contribution of Education Expenditure in Saudi Universities to Achieve Economic Development. *International Education Studies*, 13(3), 90-99.
- Fuadi, A., Nasution, W. N., & Wijaya, C. (2023). Management of Teacher Professionalism Development: A Multi-Site Study of State Madrasah Aliyah in Langkat Regency. *Tafkir: Interdisciplinary Journal of Islamic Education*, 4(1), 180-199.
- Ghanbari, M., Rajaepour, S., & Seyadat, S. A. (2023). Effective Accountability Model of Public School Principals. *School Administration*, 11(4), 56-75.
- Istiqomah, D., & Purwanto, N. A. (2023). Teacher Competency Development Through On-The-Job Training: A Case Study at SDIT Lan Tabur Purwodadi. *Eduvest-Journal of Universal Studies*, 3(9), 1582-1592.
- Mohzana, M., Murcahyanto, H., Fahrurrozi, M., & Supriadi, Y. N. (2023). Optimization of Management of Laboratory Facilities in the Process of Learning Science at High School. *Jurnal Penelitian Pendidikan IPA*, 9(10), 8226-8234.
- Mohzana, M., Murcahyanto, H., Fahrurrozi, M., & Supriadi, Y. N. (2023). Optimization of Management of Laboratory Facilities in the Process of Learning Science at High School. *Jurnal Penelitian Pendidikan IPA*, 9(10), 8226-8234.
- Muslimin, M. (2023). Enhancing teachers' competence in developing lesson plans through continuous guidance: a school action research. *Didaktika: Jurnal Kependidikan*, 17(1), 83-98.
- Patimah, P. (2022). Penerapan Brainstorming Untuk Meningkatkan Kompetensi Guru Kelas Dalam Menyusun Rencana Pelaksanaan Pembelajaran. *Educativo: Jurnal Pendidikan*, 1(2), Page: 658–664. <https://doi.org/10.56248/educativo.v1i2.90>
- Sari, E., & Noor, A. F. (2022). Kebijakan Pembelajaran Yang Merdeka: Dukungan Dan Kritik. *Educativo: Jurnal Pendidikan*, 1(1), Page 45–53. <https://doi.org/10.56248/educativo.v1i1.7>
- Sofia, I., Nafla, S. A., Siraj, S., Situmorang, S., Wulandari, T., & Hidayatullah, T. Y. (2023). Kompetensi Guru Dalam Pelaksanaan Evaluasi Pembelajaran . *Educativo: Jurnal Pendidikan*, 2(1), Page 183–188. <https://doi.org/10.56248/educativo.v2i1.125>
- Utaminingsih, S., Hariyadi, A., & Sofiyati, D. (2024). Analysis of Learning Leadership Management Based on Soft Skill. *Uniglobal Journal of Social Sciences and Humanities*, 3(2), 18-25.