

THE INFLUENCE OF ENVIRONMENTALLY SOUND PRINCIPAL MANAGEMENT ON IMPROVING THE QUALITY OF SD NEGERI 1 PANDOWAN KAPANEWON OF GALUR

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ABSTRACT

The lack of maximum environmental management and low academic and non-academic achievement are real impacts that occurred at SD Negeri 1 Pandowan due to the implementation of environmental-based school management. This study aims to describe how the principal's management of environmentally sound improves the quality of education at SD Negeri 1 Pandowan. This research method is qualitative research with a phenomenological approach. This study resulted in the management of environmentally sound principals implemented at SD Negeri 1 Pandowan having a positive impact on improving school quality, indicated by increasing academic scores and increasing school rankings on USBN activities at the sub-district level for several years. Meanwhile, non-academic scores have been shown by the championships at the *kapanewon* and district levels. The impact of implementing environmentally sound principal management for teachers/schools is increased relation and cooperation among school residents, community, teacher's creativity in learning, and leading to a school environment that becomes clean, beautiful, cool, no flood, the achievement of championship and contest in regional and sub-district level. In addition, the community's trust in a local school is increased, which is seen from parents' interest in sending their children to SD Negeri 1 Pandowan. Also, material and non-material aids are inclined as well as among stakeholders build harmonious relations.

ABSTRAK

Belum maksimalnya pengelolaan lingkungan dan serta rendahnya prestasi sekolah baik akademik maupun non akademik merupakan dampak nyata yang terjadi di SD Negeri 1 Pandowan sebagai akibat belum diterapkannya manajemen sekolah berbasis lingkungan. Tujuan dari penelitian ini adalah untuk mendeskripsikan bagaimana manajemen kepala sekolah berwawasan lingkungan untuk meningkatkan mutu pendidikan di SD Negeri 1 Pandowan. Metode penelitian ini berupa penelitian kualitatif dengan pendekatan fenomenologi. Hasil penelitian ini menunjukkan bahwa manajemen kepala sekolah berwawasan lingkungan yang diterapkan di SD Negeri 1 Pandowan berdampak positif terhadap peningkatan mutu sekolah yakni peningkatan nilai akademis ditunjukkan dengan peningkatan peringkat sekolah pada kegiatan USBN di tingkat kecamatan beberapa tahun. Sedangkan pada nilai nonakademis ditunjukkan dengan pemerolehan kejuaraan lomba di tingkat *kapanewon* dan kabupaten. Dampak terhadap guru/sekolah antara lain meningkatkan hubungan kerja sama antara warga sekolah dengan masyarakat, kreatifitas guru dalam pembelajaran meningkat, lingkungan sekolah menjadi bersih, asri, sejuk, rindang dan terhindar dari banjir, sekolah berhasil meraih beberapa kejuaraan dalam lomba, kepercayaan masyarakat terhadap sekolah meningkat, dan hubungan di antara *stake holders* harmonis.

1. INTRODUCTION

Nowadays, the demand for high managerial competence and creativity for the principal to carry out his duties is one of the critical factors for the success of school programs (Kompri, 2017, p. 23). Because the Principal, as an educator and manager, has a fundamental and strategic role in implementing education in the school and the surrounding environment. The challenge for a principal is to be a driver or pioneer of institutional change in the school he leads. According to Blachard in Syafaruddin (2002: 62), the organization's development and productivity are achieved by effective leadership. It will produce quality on an ongoing basis in educational institutions. Principals who have superior managerial abilities in carrying out tasks by their competencies, have commendable personalities, and have a complete understanding of educational insights will be able to improve the quality of education and benefit the environment in particular and the broader community in general.

One of the primary duties and functions of the principal as a manager is to manage and develop all the school's resources. In which the school environment is very influential on success in managing education. A clean, beautiful, comfortable, and shady environment will make people feel at home. The purpose of National Education, as mandated in the 1945 Constitution, is to educate the nation's life, and develop the whole Indonesian people, being people who have faith and piety in God Almighty, have a noble character, have knowledge and skills, are physically and spiritually healthy, have matured and independent personality, and involved in the community and national responsibility (UU Sisdiknas No 20, 2003).

There earlier research conducted by Meila Hayudiyani et al. in 2020, entitled *The Principal's Strategy to Improve the Quality of Education Through School Excellence Programs* stated that the quality of schools is described in learning programs that become brands to be offered to the community as users of educational services provided by schools. This study aims to describe the principal's strategy for improving the quality of education at school through school excellence programs based on spirituality, learning, and *life skills*. The study's results found that school excellence programs can impact improving the quality of education (Hayudiyani, 2020, pp. 89-95). Then, the research conducted by Marjan in 2019 entitled *The Effect of Principal Managerial Competence on Improving the Quality of Education at SMPN 3 Sungguminasa* resulted in that there is an influence between the managerial competence of the principal on improving the quality of education at SMPN 3 Sungguminasa, obtained t value = 4,074. In contrast, the value of the t table = 1,966 means that the t value is greater than the value of the t table. This proves that the principal's managerial competence significantly affects the quality of education at SMPN 3 Sungguminasa. It can be concluded that the influence of the managerial competence of the principal on improving the quality of education at SMPN 3 Sungguminasa, in this case, the variable X on Y, is positive for a significant influence (Marjan, 2019).

In this study, there are several differences from previous research, namely the study's subject, the research place, and the problem under study. SD Negeri 1 Pandowan is an elementary school in Kulon Progo Regency that is trying to provide quality and character education in preparing its students to have provisions and be ready to take education to a higher level of education and care about the environment. The problem obtained at the initial observation was that school management was not yet environment-based, so environmental management and school achievement were not optimal. The setting of SD Negeri 1 Pandowan has not been as expected because the large school environment looks arid, garbage is scattered everywhere, and flooding happens when the rainy season comes because the school location is lower than the road. In addition, the quality of the school could be more optimal, as shown by the low average score of USBN, and the championship results remain not optimal.

Based on the problems found in the field, the principal made an innovation to improve the quality of the school, namely by implementing environmentally friendly principal management, which is the priority scale for the development of SD Negeri 1 Pandowan with the research statement, namely: How can environmentally sound top management improve the quality of SD Negeri 1 Pandowan?

This study aims to describe how the principal's management is environmentally sound to improve the quality of education at SD Negeri 1 Pandowan. Meanwhile, the benefit of this research is to develop environmentally sound management knowledge for the principal and improve the principal's ability to manage the school. In this study, the principal limited the studied problem to working environmentally sound principles to enhance the quality of education at SD Negeri 1 Pandowan.

2. METHOD

The type of research used is qualitative research with a phenomenological approach. Sugiono (2017:8) mentioned that qualitative research methods are often called natural research methods because they are carried out in natural settings. According to Creswell (2014:450), the phenomenological approach delays all judgments about natural attitudes until an individual basis is found. According to Schutz, the phenomenological approach examines how members of social structure reshape the nature of everyday life (Denzin, 2009, p. 336). Meanwhile, according to Husserl (1998), phenomenological researchers try to find things that are necessary (essential), invariant structures (essence), or fundamental meanings of experience and emphasize the intensity of consciousness where experience consists of items that appeared from the outside and things in the individual consciousness based on memory, *image* and meaning (Hardiansyah, 2013, pp. 22-23). The phenomenology procedure is as follows:



Figure 1. Phenomenological Research Procedure

The research procedures carried out in this study are 1). Identifying phenomena, 2). Confining someone's experience (phenomenological reduction), 3). Collecting data, 4). Analyzing transcription becomes a strong statement and forms a theme (eidetic reduction), 5). Developing a description of the intentionality of the consciousness with the help of the elements noema and noesis (transcendental reduction). Then the last 6). Conveys the overall essence of the experience (Creswell, 2014, pp. 110-111).

The data and information collection techniques used in this study were as follows: 1) observation was carried out by researchers by observing the initial state before and after the action was carried out, 2) an interview was carried out with teachers, students, and parents to obtain detailed and in-depth information regarding the impact of the implementation of the action, 3) documentation studies are in the form of program reports, photos, and other data related to the implementation of environmentally sound principal management.

This study uses interactive model data analysis techniques, namely qualitative data analysis models, where researchers process data collection, data reduction, data presentation, and interactive data inference. 1). Data reduction, i.e., assignment, focus, simplification, and transformation of data, is carried out in several ways, including coding or making notes and summaries. 2). Data presentation is the initial data processing to analyze and conclude the data. Data presentation can be performed by creating matrices, tables, images, grooves, curves, etc. 3). Concluding is understanding the data's patterns, flows, or explanations. In this process, researchers try to gain an understanding of the data they have. 4). Data verification is a re-examination of the data's correctness. At this stage, the researcher conducts a review for data validity to match the actual circumstances (Moleong, 2008, p. 248)

3. RESULTS AND DISCUSSION

Environmentally Sound Principal Management

Management is a series of typical processes consisting of planning, organizing, implementing, and carrying out to determine how to achieve predetermined goals using human resources and other resources. Gunawan (2017: 27) also stated that management is a process of planning, organizing, implementing, and supervising to optimize the use of resources and the implementation of tasks to achieve organizational goals effectively and efficiently. (Terry (1997:4). In later developments, the word *management* was used in context with several variations in meaning with the word *administration*. Both have similar meanings that, mean organizing, arranging, or managing. The management of an organization is undoubtedly intended to achieve the goals that have been set. Therefore, the intended purpose is a condition that must be performed effectively and efficiently. In achieving goals, management activities must unite thoughts, feelings, wills, materials, energy, money, machines, and the entire facilities required to achieve what is expected effectively and efficiently.

Stoner quoted James A. F., explaining that management is the process of planning, organizing, directing, and supervising the organization members' efforts and using other resources to achieve the organization's goals (James, 1982, p. 8). The word management comes from Latin under the origin of the word *manus*, defined as *tangan* and *agere*, which means to perform. If the two terms are combined into the *managere*, the meaning becomes to handle (Husaini Usman, 2008, p. 4). Suharsimi Arikunto (2000: 6) also suggests that management can be interpreted as structuring or arrangement. It is further explained that management refers to the rights and authorities of the superior party and the regulation of the activities of the staff/subordinates under which it is authorized.

In general, the principal can be interpreted as the leader of a school or institution where the place receives and gives lessons. This aligns with what Wahjosumidjo (2002:83) expresses: "The principal is a functional teacher who is given the task of leading a school where the teaching and learning process is held, or a place where the interaction occurs among teachers who deliver the lesson and the students who study the lesson." At the same time, Rahman et al. (2006:106) reveal that "A principal is a teacher (available position) who is appointed to occupy a structural position (principal) in a school."

The principal's leadership is related to the various tasks and functions he must complete to realize an effective, productive, independent, and accountable school (Mulyasa, 2017, pp. 22-45). The principal of a school/madrasah is a professional office at a school/madrasah organization who is in charge of regulating the entire organizational resources and collaborating with teachers in educating students to achieve educational goals (Gultom, 2011, p. 10). In empowering the school/madrasah environment and the surrounding community, the principal is the key to success, paying attention to what happens to students at school and what parents and the community think about the school.

Improving school quality also cannot be separated from the role of the principal as a school's leader and manager (Yudi, 2012). The principal certainly has strategies that are considered appropriate to improve the quality of the school by seeing the potential that exists in the school, such as teacher quality, qualifications of educational personnel, facilities, and infrastructure to support the process of learning activities, student achievement, and excellent school programs offered to the community to achieve academic goals (Mahardhani, 2015). The strategies implemented by the principal in improving the quality of schools through excellent programs are the key to the success of the school to implement these excellent programs (Saifulloh, Muhibbin, & Hermanto, 2012). These programs necessarily need to be carefully formulated by the principal. Principals also need to look at the trends in the community to see what kind of schools are actually in demand by the community so that the excellent programs compiled can be right on target (Navy, 2013).

According to the Regulation of the Minister of National Education Number 28 of 2010, the Principal of a School/Madrasah is a teacher who is given the additional task of leading a Kindergarten/Roudhotul Athfal (TK/RA), Inclusive Kindergarten (TKLB), Elementary School/Madrasah Ibtidaiyah (SD/MI), Inclusive Elementary School (SDLB), Junior High School/Madrasah Tsanawiyah (SMP/MTs), Inclusive High School (SMPLB), High School/Madrasah Aliyah (SMA/MA), Vocational High School/Madrasah Aliyah Vocational (SMK/MAK), or Inclusive

Senior High School (SMALB), which is not International based School (SBI) (Permendiknas, 2010). Based on some aforementioned meanings, it can be concluded that the principal is a teacher who can lead the entire school's resources to be utilized optimally to achieve common goals.

According to the Law of the Republic of Indonesia No. 4 of 1982 concerning Basic Provisions of Environmental Management and the Law of the Republic of Indonesia No. 23 of 1997 concerning Environmental Management, it is stated that the environment is the unity of space with all states power objects and living things, including humans and their behavior that affects the survival of life fairies and the welfare of humans and other living beings. The author chose environmental management as a means of improving school quality because environmental management is organized with the principle of responsibility, sustainable principles, and the principal benefits aimed to realize sustainable development with an environmental perspective in the context of the development of the whole Indonesian people and the development of the Indonesian people as a whole who have faith and piety in God Almighty. The implementation of environmental management is integrated into students' learning and self-development with the expectation of improving the school's academic and non-academic achievement.

The indicators used as a reference in the development of environmentally sound school policies are contained in the Adiwiyata guidebook issued by the Ministry of Environment in 2013, namely:



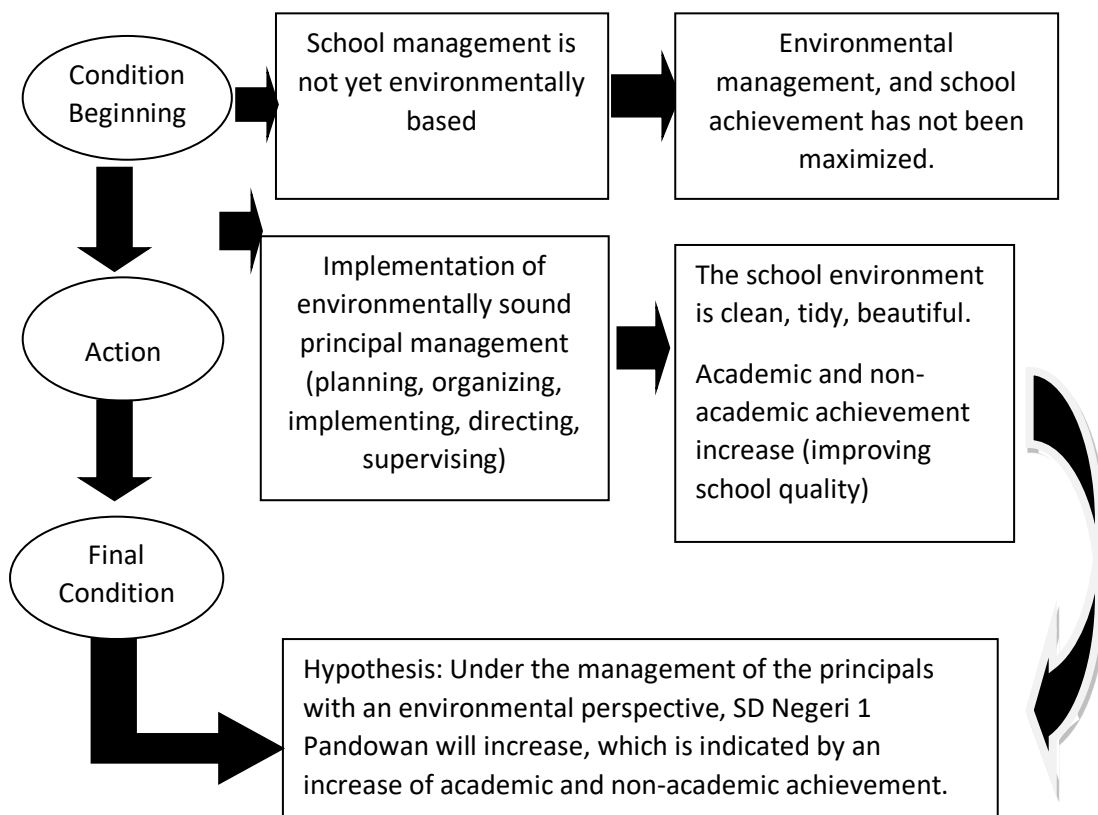
Figure 2. Indicators of environmentally sound school policy development

The above-shown figures state that the indicators for developing environmentally sound school policies include: 1) The school's vision, mission, and objectives outlined in the curriculum contain environmental protection and management policies. 2) The curriculum has a compulsory lesson structure, local content, and self-development related to environmental protection and management policies. 3) There are minimum criteria for completion of learning in compulsory subjects and local content related to environmental education. 4) RKAS lists efforts to protect and manage the environment, including student affairs, curriculum, learning activities, and capacity building of educators and education personnel. 5) The availability and sufficiency of infrastructure, school environmental culture, community participation, and partnerships, as well as improving quality development (Ministry of Environment, 2013).

The Effect of Environmentally Sound Principal Management on Quality Improvement at SD Negeri 1 Pandowan

Environmental management is a means of improving the quality of schools because environmental management is carried out under the principle of responsibility, sustainable principles,

and the principle of benefits aimed to realize sustainable development with an environmental perspective in the developmental context of the whole Indonesian and ultimately the development of the Indonesian who have faith and piety in God Almighty. The implementation of environmental management is integrated into students' learning and self-development to improve the school's academic and non-academic achievement.



Environmentally sound principal management by empowering existing school resources is appropriate under the collaboration, communication, and coordination approach because environmentally sound principal management comes from the meaning of education from, by, and for the community.

a. Results or Impact achieved from the chosen Strategy

Through collaboration, communication, and coordination approach, several programs and targets and the results of environmentally sound principal management can be formulated as follows:

<p>a) Program and the Implementation of the lesson plan</p>	<ul style="list-style-type: none"> ✓ Preparing a lesson plan is the first step in implementing school management. The lesson plan is prepared by involving the principal, teachers, education staff, and school committees. ✓ Implementation of a lesson plan with a priority scale of environmental management by integrating into the school curriculum (KTSP), and implementing in teaching-learning activity and spiritual self-development, Scouting, <i>Kemataraman</i> (compulsory extracurricular from Kulon Progo regency), the practice of Pancasila. ✓ Supervision is carried out through monitoring and evaluation. ✓ Performance improvement based on monitoring and evaluation results
<p>b) Development Goals</p>	<p>students, educators, and education personnel.</p>

<p>c) The impact of implementing environmentally sound principal management.</p>	<ul style="list-style-type: none"> ✓ Students: Students' concern for the environment increases, students' creativity and entrepreneurship increase, and academic and non-academic scores increase. The increase in academic scores is shown by the school's ranking in obtaining the average test score at the sub-district level in 2016/2017 at rank 11, in 2017/2018 ranked 7th, and in 2018/2019 ranked 3rd. The increase in non-academic scores is shown by the acquisition of championships in competitions participated by schools at the sub-district and district levels. ✓ Teachers/schools: the increase of relations and cooperation between school residents and the community, teacher reactivity in learning, and school environments became clean, beautiful, cool, shady and avoided from floods, school managed to win several championships in sub-district and district level competitions. In addition, the community's trust for school has increased, which judging from the community's interest in sending their children schooling to SD Negeri 1 Pandowan, and material and non-material assistance has also increased, and the relationship among school <i>stakeholders</i> remains harmonious.
<p>d) The encountered obstacles</p>	<ul style="list-style-type: none"> ✓ School physical and psychological environment has not been yet managed optimally providing that it looks arid, shabby, and disorganized. ✓ Social relations between educators and education staff are not harmonious, resulting inconvenience for school residents. ✓ The lack of educators for extracurricular activities is triggered by inadequate educators for extra-curricular activities at SD Negeri 1 Pandowan. It causes by the lack of available competence of the educators is less than optimal. Meanwhile, to take energy from outside is constrained by limited funds. ✓ The school location close to the highway. In which it requires special attention, especially in terms of traffic safety, which to address this is by working with the Galur Sector Police, and the DIY Transportation Department to socialize traffic order to all school residents.
<p>e) Supporting factors</p>	<ul style="list-style-type: none"> ✓ Characteristics and potential of learners. Students at SD Negeri 1 Pandowan consist of 6 study groups, namely 169 students. This large number of students can be ascertained that their abilities are widely diverse and it can be seen as a fairly developed potential. Each child has different talents and interests, some excel in academic achievement, others excel in non-academic fields. The background of the economic situation, the education of parents, and the geographical location of the place of residence can be viewed as a diversity of potentials. ✓ Availability of the documents for quality assurance. In 2018, SD Negeri 1 Pandowan assisted an Internal

	<p>Quality Assurance System. The advantage of this program is that the principal is experienced in implementing Quality Assurance at the previous workplace (SD Negeri Brosot); furthermore, he already recorded the document for quality assurance. Quality is seen as vital, because quality more emphasizes on customer delight and happiness, and not only a satisfaction. Quality is related to the involvement of the entire stakeholders and emphasizes on the continuous improvement. Quality assurance is part of school management innovation; therefore, the application must provide benefits for all parties, such as teachers, administrative staff, students, and the community.</p> <ul style="list-style-type: none"> ✓ The dedication of most educators and education staff is relatively high. This strongly supports the implementation of the school's internal quality assurance program. ✓ The competence of teachers in the academic field is relatively high, which at SD Negeri 1 Pandowan consists of 8 people. Of those, they a person passed master degree and six graduated from bachelor degree. ✓ The support from the community. Community support is not only in material support, but innovative thinking along decision making in planning and implementing strategic programs is actually indispensable. The role of parents and society in creating a learning environment is imperative, such as manners, healthy lifestyle, clean culture, faith and devotion. The form of support from parents and the community towards improving the quality of the school is realized by taking time to attend meetings and coordination, providing information, ideas, trust, willingness, and voluntary monetary donations through <i>Infaq</i>.
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b. Development Alternatives

Individual and institutional level requires to carry out alternative developments, such as follow.

<p>a) The individual level</p>	<ul style="list-style-type: none"> ✓ Encouraging vision into action, such as concerning on and handling disciplinary issues firmly, quickly and correctly, providing knowledge of how to behave in discipline, fostering a brotherhood over school environment, and allocating existing resources for discipline enforcement, conducting education and training related to the discipline to teachers, staff, and students, providing <i>rewards</i> and <i>punishments</i>, and managing small steps taken to pay attention, such as: greetings, and implementing standard operating procedure for Strengthening Character Education in the morning and afternoon. ✓ The form of the activity has written that the school programs and implements morning assembly starting at 6.45 to 07.00 WIB. This activity mainly aims to increase the discipline of the entire school residents and foster learning motivation, self-confidence, honesty, courage, and respect/care for others.
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b) Level institutions (matters related to school management)	<ul style="list-style-type: none">✓ Studying school conditions both physical and non-physical,✓ Making the necessary and possible planning,✓ Drawing up systems, mechanism and procedures of activities,✓ Developing settings and new constructive habits,✓ Conducting the renovations of physical, spaces, office buildings,✓ Formulating the philosophy, vision, mission, and <i>branding</i> of the school,✓ Empowering education personnel and the community.
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Quality improvement means making changes. The changes start from setting the vision, mission, goals, and objectives, then emphasizing the proximity of the strategy in:

- 1) Planning; by describing what is to be achieved and how to achieve it and marking the goals that have been completed.
- 2) Reviewing, targeting, and proposing the targets' achievements; then studying and constantly revising according to field conditions.
- 3) Entrepreneurship; is an attempt to do something unfamiliar due to required conditions. (explanation)
- 4) Emergencies are the need for measuring to deal with something previously not anticipated.

4. CONCLUSION

Based on the research results on the influence of environmentally sound principal management on quality improvement at SD Negeri 1 Pandowan, it can be concluded that environmentally-sound top management affects the quality of the improvement at SD Negeri 1 Pandowan. Through collaboration, communication, and coordination, several environmentally sound programs have been formulated, such as taking the first step in implementing school management to prepare a lesson plan. A lesson plan was prepared by involving principals, teachers, education personnel, and school committees; applying the lesson plan with a priority scale of environmental management by integrating it into the school curriculum (KTSP) and implementing teaching-learning activity and self-development on spirituality, scouting, *Kemataraman* (compulsory extracurricular on the activity character building from Kulon Progo Regency), practicing Pancasila; monitoring and evaluation through supervising; Performance improvement based on monitoring and evaluation results. The targets of the program are students, educators, and education staff. Implementing environmentally sound principal management for students includes environmental concern, raised creativity and entrepreneurship, and improved academic and non-academic scores. The acquisition of the school shows academic achievement ranked 11 in the sub-district level in 2016/2017, 7th in 2017/2018, and 3rd in 2018/2019—the increase in non-academic achievement by the acquisition of championship followed by participants over regional and sub-district levels. The impact of implementing environmentally sound principal management for teachers/schools is increased relation and cooperation among school residents, community, teacher's creativity in learning, and leading to a school environment that becomes clean, beautiful, cool, no flood, the achievement of championship and contest in regional and sub-district level. In addition, the community's trust in a local school is increased, which is seen from parents' interest in sending their children to SD Negeri 1 Pandowan. Also, material and non-material aids are inclined and among stakeholders build harmonious relations.

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