

## **Managerial for Schools in Rising The Etos Of Educational Energy Work in SMPN 02 Bandar Mataram Lampung Tengah**

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<b>Keywords:</b>	<b>Abstract</b>
<i>Managing Director, Work Ethics, Education Power.</i>	<i>The principal's managerial skills are instrumental in determining the success of the school's education programme. Principals need to be able to fulfil their roles as educators, managers, administrators, supervisors, leaders and motivators, which require special skills and a deep understanding of school dynamics. Research at SMPN 02 Bandar Mataram shows that the principal has succeeded in carrying out his role well, so that school management runs effectively, despite facing challenges from the work ethic of education personnel. These challenges come from internal factors, including cultural diversity, educational, economic and social backgrounds, as well as external factors, such as work wages, work climate, attitude cultivation and time allocation. In overcoming these obstacles, principals strengthen communication and cooperation among education personnel, and increase their motivation and commitment to their duties and responsibilities. The right approach creates a conducive work environment, which in turn improves the work ethic of education personnel. The positive impact of these efforts can be seen in the achievement of educational goals at the school, ensuring that planned programmes can run optimally and deliver the expected results.</i>
Manajerial Kepala Sekolah, Etos Kerja, Tenaga Pendidikan.	Keahlian manajerial kepala sekolah sangat berperan dalam menentukan keberhasilan program pendidikan di sekolah. Kepala sekolah perlu mampu menjalankan peran sebagai edukator, manajer, administrator, supervisor, leader, dan motivator, yang menuntut keahlian khusus serta pemahaman mendalam tentang dinamika sekolah. Penelitian di SMPN 02 Bandar Mataram menunjukkan kepala sekolah telah berhasil menjalankan perannya dengan baik, sehingga pengelolaan sekolah berjalan efektif, meskipun menghadapi tantangan dari etos kerja tenaga kependidikan. Tantangan ini berasal dari faktor internal, termasuk keragaman budaya, latar belakang pendidikan, ekonomi, dan sosial, serta faktor eksternal, seperti upah kerja, iklim kerja, penanaman sikap, dan alokasi waktu. Dalam mengatasi kendala tersebut, kepala sekolah memperkuat komunikasi dan kerjasama antar tenaga kependidikan, serta meningkatkan motivasi dan komitmen mereka terhadap tugas dan tanggung jawab. Pendekatan yang tepat menciptakan lingkungan kerja yang kondusif, yang pada gilirannya meningkatkan etos kerja tenaga kependidikan. Dampak positif dari upaya ini terlihat dalam pencapaian tujuan pendidikan di sekolah,

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memastikan bahwa program-program yang direncanakan dapat berjalan secara optimal dan memberikan hasil yang diharapkan.

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Received : 5 Januari 2023; Revised: 25 Februari 2023; Accepted: 1 April 2023

<http://doi.org/10.55080/jpn.v2i1.110>



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## 1. Introduction

Management is very important in all areas of life. With leadership, the performance of an organization can run to the maximum. The same goes for educational institutions. With good management, then an educational institution will be able to grow optimally as expected. In an educational intuition, the ability to manage well is very much needed especially for a head of school (Hadziq, 2016). Because the head of the school must have good managerial skills in order to improve the human resources that exist in the school, namely teachers.

Management competences include: preparing school planning for the level of implementation; developing school organization according to needs; leading the school in order to optimally deploy school resources; managing change and development of the school towards selective learning organization; creating a culture and climate of school that is conducive and innovative for the pupils; manages teachers and staff to deploy human resources optimally; manage school facilities to enhance the professionalism of teachers by applying academic supervision and supervision techniques to teachers with a view to improving teacher professionalism. (Soko & Samo, 2022)

Education is a need and demand of society that is expected to be able to realize Indonesian human beings entirely qualified. To meet those needs and demands. Education is formally organized in schools, which means that the school is an organization to realize the maintenance of education (Budi, 2020).

In an effort to increase human resources is an urgent need that needs to be prioritized by governments in an era of globalization and information in various fields such as today. One of the strategies for improving the quality of human resources is the improvement and perfection of national education at every level in order to national education goals (Tulyakul et al., 2022).

The government has always worked to build education to improve quality, among other things through curriculum improvement, improvement of educational facilities, development and improvements of teaching materials, teacher training and other educational resources (Hadziq, 2016). However, in reality, the government's efforts are not meaningful enough and are not capable of delivering maximum results in improving the quality of education. (Aljundi, 2022).

In connection with the management research of the head of the school in improving the work ethos of the educational force at SMPN 02 Bandar Mataram Lampung Tengah. The skills that teachers must have, then every teacher at SMPN 02 Bandar Mataram must know and understand the various skills that must be mastered before carrying out teaching in the classroom. It is not just the ability to develop and demonstrate behavior by learning certain skills, but the combination and application of a skill and knowledge that is interlinked and ultimately refers

to real behavioral forms (Udin et al., 2022). It shows how important it is for teachers to have optimal basic skills in the implementation of teaching. Performance is the capital in cultivating creativity and productivity in the execution of their duties. Performance is characterized by the increased willingness of a person to carry out his or her work as well as his/her willingness to cooperate with fellow staff or other employees in achieving the goals of the organization. It means that performance is the basic energy that grows within a person.

## 2. Methods

As far as this type of research is concerned is a case study as revealed by Yin (2009) case studies are contemporary empirical investigations in the context of real life, especially when the boundaries between phenomena and context are not so clear. The case study plan was selected to help explore the management of the head of the school in improving the work ethos of the educational force in Sekolah Menengah Pertama Negeri (SMPN) 02 Bandar Mataram Lampung Tengah. The research is aimed at finding out the manager of the Head of school in enhancing the work Ethos of education force in the SMPN 02. Next dig the meaning of what is happening, to reveal the values that match in Management in improving the work ethos of the educational force. To that goal, researchers go directly to the field to meet with the head of the school to gather research data, while conducting data analysis during the research process. For that, this research uses a qualitative approach.

A qualitative approach according to Corbin and Strauss is a form of research in which researchers in collecting and analyzing data become part of the research process as co-informers who provide data (Ayu & Budiasih, 2013). According to Mantra (2004) in the book Moleong (2007), qualitative method is a research procedure that produces descriptive data in words or words of people and observable behavior (Sugiyono, 2019). Qualitative Method seeks to reveal the various uniqueness that exists in individuals, groups, societies, and/or organizations in everyday life in a comprehensive, detailed, in-depth, and scientifically accountable manner. (Sukidin, 2002). In order to be able to answer questions in research, To avoid data errors, checks and balances were carried out in the analysis process before making research conclusions. (Ikhwan, 2021).

According to Lofland, quoted by moleong, the primary source of data in qualitative research is words or actions, the rest is additional data like documents and so on. As for data sources, researchers will search for the data needed in this research using data collection techniques. (wawancara, observasi, dan dokumentasi) (Hadziq, 2016). Researchers are present as research instruments to further study the data that has been obtained. Here is the data that the author will look for in the field: a). Primary Data Primary data is data directly collected by the researcher from its first source. The primary data in this study is data obtained by researchers from interviews with: the head of school, waka sarpras/curriculum, educators and teachers and students. The research used is group research, then develop the research into guidelines for interviews, and blangko or from documentation of interviews. The interview guidelines are used to search for data and information about the Chief School Manager in improving the work ethos of the educational force at SMPN 02 Bandar Mataram Lampung Tengah; b). Secondary data The secondary data is usually structured in the form of documents,

e.g. data on the geographical situation of a region, data on productivity of a college, data about food supplies in a region and so on.

Secondary data obtained by the author directly from the parties concerned, such as the historical profile of "SMPN 02 Bandar Mataram", the data of supporting or supporting sarpras/curriculum, and the number of students in the SMPN 02 Kota Mataram Lampung Tengah from various literature relevant to the discussion of research.

### **3. Result and Discussion**

#### *3.1. Managing Director of the School in improving the work ethos of the educational force*

According to the general understanding, a head of school or school leader is someone who holds a significant leadership position in an educational organization. A Soetopo and Soemanto Educational Leadership is the ability to influence and motivate others to educational goals freely and voluntarily (Nurussalami, 2015). The head of the school in this regard directs and utilizes the various resources available is very determining and has a significant position in determining the success of the learning process in the school. The Head of school as the leader of education in the School must have a good appearance or performance of leadership, where according to (Tanjung et al., 2021) what is meant by performance is the activity of management of the resources of the organization to the organization's goals. The purpose of performance is to adjust the expectations of individual performance with the organization goals, the consistency between the efforts of achieving individual goals with the goals of the organisation will be able to realize good performance. In short, what is meant by performance in the context of education is a measurable achievement, contribution or result of educational work (Soko & Samo, 2022).

The duties of the head of the school include the activities of planning the program of work with teachers, and implementing the program, organizing and organizing the teachers' activities, working or directing the implementation of the activities towards the achievement of the goals of the organization, involving teachers in decision-making, facilitating the execution of the teaching learning program, creating a conducive working climate, evaluating the performance of the teacher's work and creating a functional and robust school organization (Rahman et al., 2022).

The school head's work programme in the form of training to improve the performance of teachers at SMPN 02 Bandar Mataram was carried out with: a). Construction at the beginning of the new school year was followed by the whole teacher in the school's annual meeting and the program has been prepared together with the teacher, so that what has been scheduled can be implemented well; b). There is development in the activities of the teacher group, so that the teacher can solve problems jointly in the KKG activities can be the best solution for the teacher to gain new knowledge and methods in teaching from other teachers who are joined in a group of teachers activities; c). Class visits conducted by the head of the school formally to see the teacher's readiness to teach, make class administration, as well as see the readiness of teacher for promotion; d). Conduct discussion in the face of school issues, The purpose of this work programme, based on the results of research, is to provide assistance and service to teachers in an effort to improve

knowledge, ability, and teaching, thus cultivating the professional attitude of teachers. Mulyasa (2009) states that: Supervision is a process designed specifically to help teachers and supervisors in learning the daily tasks at school, so that they can use their knowledge and abilities to provide better service to the parents of pupils and school participants, as well as to make the school a more effective learning community.

The results of interviews with principals in placing teachers who teach in each class are carried out by the principal by holding a meeting at the end of the school year, so that at the beginning of the year the subject teacher is clear and the teacher is ready to carry out his duties. Principals should assess teachers based on the ability and creativity of the teacher, because at the primary school level, especially in the early grades, principals generally still place senior/old teachers and have been teaching for a long time, then in higher grades given to junior/young teachers who have a high level of creativity, because usually at this level students are most often left behind in various fields of study with other schools in activities that require skills and a high level of creativity of teachers and students.

The results of the interview with the principal revealed that the placement of teachers in grades I and II is occupied by teachers who have teaching experience, because in the early grades the thematic learning system is introduced.

Based on the interview results, it can be concluded that the principal's work programme must be understood by the teacher when the head or supervisor conducts supervision, so that the teacher is ready and understands what to do. Supervision and training must be carried out by the principal on an ongoing basis so that what is an obstacle for teachers can be solved and resolved together, and not repeated. Building and improving the quality of education can be done by adjusting the education programme to the times.

### *3.2. Approach of the Head of School in improving the work ethos of the educational force*

Every human being is different from one to another either experience, education, environmental conditions, personality and so on. Therefore, the situation in defining and determining an appropriate approach to the problem especially in the context of decision-making becomes important in view of the situation and conditions in which that leadership takes place. The key to the approach of the head of school in the educational unit is to understand the specific needs and desires of each school staff.

According to Wahyudi (2009), in leadership theory, there are three commonly used leadership approaches: (1) leadership approach based on traits (traits model), (2) leadership approach based on behavioural theory (behavioural model), (3) approach based on the situation (contingency)". The traits-based approach studies the traits and abilities that characterise successful and unsuccessful leadership. While the situation approach discusses the suitability of the leader's behaviour with the characteristics of his subordinates. Can we conclude that the situation is very necessary in an organization to consider the maturity of members of the organization so that the approach of nature and behavior is the foundation of the traditional approach of its leadership (Al-Omari, 2020).

The head of the school must avoid creating a pattern of relationship with teachers who rely only on power, instead it is necessary to advance functional

cooperation by avoiding one man show, instead should emphasize on the cooperation of equality, avoid creating the creation of a scary working atmosphere. On the contrary, it must create conditions that make all teachers confident, avoid themselves from the rhetorical discourse, on the other hand it must prove to have the ability to demonstrate professional work, avoid the nature of danger and hatred, instead must develop the enthusiasm of the work of the teachers, avoid yourself from wanting to blame the teacher, but must be able to correct (correct) the mistakes of the teacher and do not cause the teacher's work to become boring (Talebizadeh et al., 2021).

The head of the school must also be able to create a pleasant working atmosphere, so that the teacher is interested and able to do his job. Besides being required to continue to motivate a head of school must pay attention to matters related to the performance of teachers.

Individual approaches are conducted by the head of the school to improve the performance of teachers in two ways, individually and in groups. The individual approach is carried out by solving the barriers of the teacher personally and giving the teacher the opportunity to proceed to a master's education that is properly SI, so the head is trying to encourage the teacher to continue education. The head of the school also carried out a group approach by creating a teacher meeting program through the KKG, so that it can solve the complicated problems that occur in the learning in the school. From the activities of the head of school can also do professional training of the teacher, so the performance can be continuously improved. With the Head of the School can use the time to exchange thoughts with the teacher in an effort to improve the quality of education in a better direction, because the CCG is attended by teachers from several other schools.

In the School's vision one of the items I outlined about how the pattern of approach I was obliged to do, that is to make a teacher meeting, so that what happened to the teacher's obstacles I could know, when this thing we have not been able to break in the meeting, then I would invite an external tutor to help my teacher build up and the enthusiasm to improve his performance.

The approach carried out by the head of the school generally according to the observations of the researchers in a very limited time so far succeeded, because it is seen from the discipline of the teacher has improved, the motivation of the teachers has increased, the school quality is better, the administration of the classroom and the teacher administration is well implemented, so the Head of the School can be said to have successfully done the approach to improve the performance of teachers in the respective Schools.

### 3. Hindering the Head of School in improving the work ethos of the educational force at SMPN 02 Bandar Mataram Lampung Tengah.

Every job involving a lot of people must have obstacles and obstacles. The obstacles experienced by the head of the school in improving the performance of teachers are generally not so complicated because according to head of SMPN 02 Bandar Mataram "I can overcome the difficulties that occur in the school, because the obstacles that occur I solve together with the teacher". Researchers see in the field when the head has a problem then immediately take action on the problems

and obstacles in education, usually senior teachers help if the school has difficulty in teaching.

The head of the school regularly oversees the teacher in the hope that the teacher will be able to improve the learning process. In the process, the head of the school directly monitors when the teacher is teaching. The teacher designs the learning activities in the form of a learning plan, then the head observes the learning process carried out by the teacher while the supervision activities are taking place (Talebizadeh et al., 2021).

In order to improve the performance of teachers the other thing that the head of the school does is to get the teacher to use the media in learning more so that the learning process of teaching is more interesting. But it happens that the teacher more use the method of lectures and rarely use the effective learning media to teach, in many things that can be done by the teacher so that learning becomes interesting one is the learning media with nature. But what happens in the field of the head school rarely see the teacher who uses nature as a learning medium while at School SMPN 02 Bandar Mataram is very supportive because of many trees and small gardens in the school.

The obstacle faced by the head of the printing school to supervise is that many teachers are only satisfied with their education now without wanting to proceed to a higher level, so that the quality and skills of teachers do not develop. Only a small fraction are interested and willing to be encouraged to pursue education. The head of the school did a lot of things to get the teacher motivated to improve quality (Rofiq, 2019). The head of the school also involves his teachers for arrangements and training so that there is development and new sciences for teachers in his school.

In addition to the other obstacles for the head of the school are those relating to the policies of the superiors, the head said that the government regulations are not up to the maximum, government policies that are difficult to apply in the field. The failure of the regulations of the government depends on many factors, one of which when the head gives permission to continue education to the teacher, then usually the teacher has difficulty in managing the permission of maternity. As an educator, teachers need to continue to add knowledge, so that the knowledge given to their students is the latest science and keeps following the progress of an ever more sophisticated era with technology and information.

#### **4. Conclusion**

Based on the data analysis, it can be concluded that the head of SMPN 02 Bandar Mataram has effectively enhanced teacher performance through a well-structured work programme. The formulation of the school's work plan, including the RKS (Rencana Kerja Sekolah), was done collaboratively with teachers, ensuring alignment with the school's vision, mission, and objectives. The head of the school also developed learning activity programs, conducted regular supervision, and facilitated discussions and meetings, all contributing to improved teacher performance. To further enhance this performance, the head of the school employed both individual and group approaches. The individual approach involved teacher training, higher education opportunities, and supervision, which occurred at least twice per semester. The group approach included involving

teachers in integrated working groups and holding meetings focused on performance improvement. However, challenges persist, such as some teachers being less prepared scientifically and administratively, and the varying personalities of teachers, which necessitate ongoing training. The head of the school's ability to implement a comprehensive work programme significantly impacts the school's progress, as it involves all teachers in the planning process through collaborative meetings at the start of the academic year. This collective effort ensures that the school's goals are clearly defined and achievable, ultimately driving continuous improvement in teacher performance.

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