

PERFORMANCE IMPROVEMENT MANAGEMENT OF SCHOOL PRINCIPLES IN ACHIEVING QUALITY INDICATORS OF GRADUATES THROUGH OPTIMIZING THE ROLE AND FUNCTIONS OF SCHOOL SUPERVISORS

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ABSTRACT

Development within the scope of educational activities is a form of long-term investment, considering this as the basic pattern of research development revealing the state of the management process for improving the performance of school principals in achieving the quality of graduates through the role and function of school supervisors as the main target of research through studies related to the entrepreneurial competence of principals in schools—junior high school environment. The potential for thinking at the first school level is a period of very high development, and this requires a system-building mechanism that leads to the development of entrepreneurial values following the competence of the Principal, which is directed to the development of the school environment, both teachers, students, and all education staff. This study establishes the process of qualitative research patterns, processed through interview observation and documentation related to the research focus. The application of the system, in theory, expresses philosophically with the Implementation of Humanism, Constructivism, and Behaviorism. The fundamental idea is built explicitly by applying the Value System, Self Theory, Bloom's Taxonomy which was developed, and the actualization of self-implementation in the embodiment of values. The study results show that understanding related to entrepreneurial competence is still being accumulated in economic activities. Through the discussion, it is revealed that the complex value of entrepreneurship is illustrated in theory based on the thoughts of researchers from the established theoretical basis. The scope of understanding in planning quality indicators for graduates builds the principles of lifelong learning by optimizing intelligence skills and life skills for the next generation. Organizing requires a more specific form of research and development by systematically implementing educational activities to develop the value of understanding social ecology and the knowledge economy, where knowledge will build the economy of each group and the environment both in institutions and society. Careful Supervision determines development and research as the value of a fundamental and broad understanding of the implementation in seeing every potential. The study's conclusion on entrepreneurial competence is to build a reliable generation supported by both teachers' ranks of education.

Keyword: *Principal, Performance, Entrepreneurship, Competence*

1. INTRODUCTION

The world of education is developing according to the dynamic form of knowledge, technology, society, economy, and culture that continues to go hand in hand with global developments. Efforts to harmonize within the scope of education management itself go hand in hand with these global developments. The researcher stated this considering that there is no longer a boundary between the western and eastern hemispheres, all information becomes a strategic basis in building self, group, environmental readiness, both regionally, provincially, nationally, and internationally. The values of his understanding are built on the principle of developing quality human resources. Support for the

certainty of the value of the human resource development process is determined by the scope of the quality education process.

Understanding the value of education is built in a school environment with the Principal as the policyholder and the highest authority in the environment assisted by the apparatus for implementing specific supporting techniques both within the scope of the curriculum, students, infrastructure, public relations, and education in which the administrative workforce also supports it. As the area of work administration in the school environment. The value of education itself has a high essential value with the establishment of a foundation in the 1945 Constitution which states that educating the nation's life is part of the ideals of the Indonesian government.

"School Principal Performance Management in Achieving Graduate Quality Indicators Through Optimizing the Roles and Functions of School Supervisors" became the basis for determining the research title. Specifically, the research was developed to look at the capacity value of the Implementation of the Qualitative Study "Principal Entrepreneurial Competence." This is emphasized about the demands for the development of the value of current and future educational outcomes that determine the form of mental, moral, character, and personality development of the Indonesian nation in the future to be able to advance and compete in the local, regional, national and even international scope. Competency Value is the primary form of determining the unit value of the work implementation process in a working mechanism,

Researchers see the value in implementing research-based fundamental values where the technical determination of the competence of the Principal in carrying out his work activities is supported by the competence of a. Personality; b. managerial; c. Entrepreneurship; d. Supervision; and e. Social. Each competency is interrelated with one another in the form of setting the central performance system that is fundamental in its implementation, to support the realization of graduate quality achievements supported by the value of optimizing the role of the School Supervisory function, which has a basic scope of school supervisor competence supported by the following competencies: a: Personality; b. Managerial Supervision; c. Academic Supervision; d. Education Evaluation; e. Research and development; f. Social. In addition, teacher education personnel have the following competencies: a. Pedagogic, b. Personality; c. Social; d. professional.

The linkage of developmental values is brought up in the Quality Improvement of Principals set by the Ministry of Education and Culture (2017). In the future, Principals are required to build a "Strategic and Competitive" environment (Kemendikbud, 2017: 13). In terms of values, based on the basic understanding of the scope above, the demands and achievements of the Principal internally require a systematic, structured and coordinated process based on a measurable mechanism where the strategic scope builds direct, medium, and long-term achievement values in each implementation, both the scope of management into the school environment and outside the school environment as a whole. Competitiveness in the researcher's understanding shows the scope of achievements that can develop an education and learning system following the basic scope of essential development needs building within individuals, groups, and the school and community environment. The expectation of achievement itself, as determined in the research title, optimally determines the indicators of the accomplishment of quality graduates. Its stipulation states that "Principals must focus on school development and the quality of education that creates 21st-century graduates" (Kemendikbud, 2017: 4). The expectation of achievement itself, as determined in the research title, optimally determines the indicators of the accomplishment of quality graduates. Its stipulation states that "Principals must focus on school development and the quality of education that creates 21st-century graduates" (Kemendikbud, 2017: 4). The expectation of achievement itself, as determined in the research title, optimally determines the indicators of the accomplishment of quality graduates. Its stipulation states that "Principals must focus on school development and the quality of education that creates 21st-century graduates" (Kemendikbud, 2017: 4).

The general purpose of this research was purposely built to find an overview related to the Management of Principal Performance Improvement in Achievement of Graduate Quality Indicators Through Optimizing the Role and Functions of School Supervisors through the implementation of the Principal's work implementation system based on the focus on the performance of the Principal Entrepreneurial Competition in the Junior High School environment. While the specific objectives in this study are as follows:

1. It knows the Scope of Planning for Achievement of Graduate Quality Indicators from the carrying capacity of Entrepreneurial Competence in Principal Performance and the Role of School Supervisors.
2. It knows the Scope of Organizing in building the Achievement of Graduate Quality Indicators from the carrying capacity of Entrepreneurial Competence in the Performance of School Principals and the Role of School Supervisors.
3. It was knowing the Scope of Implementation of developing the Achievement of Graduate Quality Indicators from the carrying capacity of Entrepreneurship Competence in the Performance of School Principals and the Role of School Supervisors.

4. It knows the Scope of Supervision and evaluation in building the Achievement of Graduate Quality Indicators from the carrying capacity of Entrepreneurial Competence in the Performance of School Principals and the Role of School Supervisors.
5. Knowing the Scope of Quality Achievement Indicators Graduates Without Entrepreneurial Competence

2. RESEARCH METHODS

Research information as for the data needed in research include:

1. Data and information about the profiles of 3 SMP in Sukabumi Regency.
2. Data and information on the situation and developments related to the Management process of Principal Performance Improvement in the Achievement of Graduate Quality Indicators through Optimizing the Role and Functions of School Supervisors. Data and information regarding the Principal, Teachers, and Supervisors of the SMP.
3. Data and information that can support a sharp analysis of internal strengths and weaknesses of the Principal Performance Improvement Management system in the Achievement of Graduate Quality Indicators through Optimizing the Role and Functions of School Supervisors.

Data collection techniques used in the research include (1) documentation study; (2) interviews; (3) observation; and (4) prediction or trend studies. Documentation study of initial data showing potentials and problems in primary and secondary education management and the implementation of compulsory prior education policies in the sample areas. Interviews with respondents or research informants. Observations on the working atmosphere, the performance of the management organizations and primary and secondary education institutions, and the implementation of compulsory education policies for primary education.

The most appropriate instrument used in qualitative research is humans because human behavior is most accurately recorded with mortal instruments (Subino 1988). Meanwhile, the School Principal Performance Improvement Management profile in Achievement of Graduate Quality Indicators through Optimizing the Role and Functions of School Supervisors. They are reflected in the activities of its managers. In this study, the researcher is the main instrument in collecting research data and information. To direct and expedite the data collection process, through observation, documentation studies, and interviews, a series of data collection guidelines were compiled, not included in this paper.

In addition to those specially prepared by the researchers themselves, the researchers also used the formats and data collection guidelines used by the research team, which was carried out under the coordination of the Postgraduate Program of the Islamic Nusantara University.

In the case sample of this research in 3 junior high schools in Sukabumi Regency., in the context of Management of School Principal Performance Improvement in Achieving Quality Indicators of Graduates Through Optimizing the Roles and Functions of School Supervisors. Providing information about the internal profile of education, external profile of education, and profile of the education management information system in the case area, the following informants, were selected to the Principal, Teachers, and Staff in 3 SMP in Sukabumi Regency. As other complements deemed relevant to provide information or comments on the issues that are being explored for information,

Determination of research case samples based on a specific purpose (purposive sampling) and cases in this study were selected using a snowball technique (snowball sampling) (Bogdan and Biklen 1982; Moleong 1990). As a sample, purposive cases have the following characteristics: (1) not determined or drawn beforehand, except to mention the characteristics, positions, or functions in the context of the problem being studied; (2) sequential determination of cases; (3) continuous case adjustment; and (4) case selection ends if there has been a repetition. With this technique, it is hoped that researchers can obtain adequate variations and expand the information obtained beforehand so that it can be contradicted or filled with information gaps.

Human subjects in this study tend to be informants who are used to help researchers so that as quickly and as accurately as possible, they can immerse themselves in the local context, especially for researchers who have not experienced ethnographic training (Lincoln and Guba 1985; Moleong 1990). In addition, the use of informants for researchers is intended so that in a relatively short time, much information is accessible or as internal sampling because informants are asked to talk, exchange ideas, or compare an incident found from other subjects (Bogdan and Bicklen 1982; Moleong 1990).

The process of this activity is intended to research the management of the implementation of leadership by the Principal and the Implementation of learning carried out by the Principal and Supervisor in the Management of Principal Performance Improvement in the Achievement of Graduate Quality Indicators through Optimizing the

Role and Functions of School Supervisors in the SMP. Steps to utilize the potential of junior high school resources and human resources in the management process for improving the performance of school principals in achieving graduate quality indicators through optimizing the roles and functions of school supervisors.

Determination of respondents in the study was selected purposively and determined in a branched, tiered, and gradual manner, so that if they encounter officials with high work intensity, researchers can contact other departments or officials in charge of the work concerned. This technique turned out to be effective for researchers and used by officials to delegate authority in serving information to outsiders. In Table 4.1, the types of data/information needed, officials/positions in charge, and the possibility of respondents who can provide information according to research needs.

It is difficult to separate data analysis from data interpretation. Moleong (1990:198) states that "data analysis started in the field, since then there has been data refinement, category preparation by region, and there have been efforts in the framework of formulating hypotheses, namely the theory itself." so, in this case, data analysis is integrated with data interpretation. Bogdan and Bicklen (1982:145–149) put forward several suggestions in analyzing qualitative research data, including (1) forcing yourself to make decisions that narrow the study; (2) forcing yourself to make decisions concerning the type of study you want to accomplish; (3) develop analytical questions; (4) plan data collection sessions in light of what you found in previous observation; (5) write many "observer's comments" about the ideas you generated;

Agreeing with Bogdan and Biklen, Nasution (1988:126) suggests that "qualitative data analysis is the process of compiling data (categorizing it into themes or categories) so that it can be interpreted or interpreted." Thus, in the process of analyzing qualitative data, the creative power of the researcher is needed to process the data so that it is meaningful. Because the data collected varies depending on the focus of the research, each researcher needs to find a method that is considered suitable for the nature of his research.

The data and information that have been processed and presented descriptively are further analyzed with triangulation analysis techniques. Practical, theoretical studies, qualitative analysis, and expert judgment are widely used in the discussion phase and the preparation of intervention models for accelerating achievements in improving the quality of learning to enhance the quality of the learning process in 3 Junior High Schools Sukabumi Regency.

3. RESULTS AND DISCUSSION

Fundamental understanding is needed in developing the scope of qualitative research studies related to the Management of Principal Performance Improvement in Achievement of Graduate Quality Indicators Through Optimizing the Roles and Functions of School Supervisors, following the scope of implementation of the techniques in which they are processed through the Mechanism of observation, documentation, and interviews. The relationship of values built involves the focus of related research: 1. Are they planning for Quality Indicator Achievement Graduates from the carrying capacity of Entrepreneurial Competence in Principal Performance and the intended supervisory role?; 2. Organizing in building the Achievement of Graduate Quality Indicators from the carrying capacity of Entrepreneurial Competence in the Performance of School Principals and supervisors in their functions and roles?; 3. Implementation of building the Achievement of Graduate Quality Indicators from the carrying capacity of Entrepreneurship Competence in the Performance of School Principals and supervisors in terms of their functions and roles?; 4. Supervision and evaluation in building the Achievement of Graduate Quality Indicators from the carrying capacity of Entrepreneurial Competence in the Performance of School Principals and the role of supervisors in terms of their functions and roles ?; and 5. Indicators of Quality Achievement of Graduates Without Entrepreneurial Competence?. carried out in three environments of junior high school educational institutions in the Sukabumi district, including SMP Negeri 1 Cidahu, SMP Negeri 2 Cidahu and SMP Negeri, 2 Cicurug as the scope of the object process in the research, carried out on this principle, the description of the results of the study is described below.

3.1 SMP Negeri 1 Cidahu

The scope of the observation results is determined in an understanding manner that is built with the area related to Information on Principal Competencies related to Principal Entrepreneurship, by affirmation of observations to determine the principle of information related to research on the competency value of principals in the school environment being studied. The interviews in advance systematically show the full scope of each respondent, which includes the Principal, Deputy Principal, and Teachers. The following results are obtained.

Planning of Achievement of Quality Indicators Graduates from the carrying capacity of Entrepreneurial Competence in the Principal's performance and the planned supervisory role. Information on Principal Competence related to

Principal Entrepreneurship stated that the Principal's competence related to entrepreneurship is a form that has been developed in educational activities since ten years ago. For this reason, the extent of implementation developed by the school in actualizing the school's coconut entrepreneurial competence. "So far, within the scope of value development of teaching and learning activities, in its implementation, the basic principles of managerial and supervisory values in educational activities are determined following the competencies implemented." (WKS 01 01 01 a1).

An understanding of the scope of the planning carried out in advance that the description of the basic understanding of the first scope of interview communication in terms of planning in terms of understanding the form of implementation implicitly in each learning work activity in the form of subjects, especially in ICT learning work activities. Thus, the entrepreneurial values themselves have not been built fundamentally in the education structure that is carried out in an understanding and understanding manner that students and teachers need. What is meant by this, and what is the scope of the planning. "Within the planning mechanism's scope, all teachers in the field of study will develop a basic framework for implementing educational activities in a syllabus related to the established curriculum." (WKS 01 01 01 b1). Regarding the understanding of entrepreneurship, the results of the interview stated that he stated that "Principal's entrepreneurship as a basic competency skill that is determined by understanding the value itself, how?. The explanation shows that entrepreneurship itself is a form of activity in principle that builds individuals". (WKS 01 01 01 c1).

They are organizing in building the Achievement of Graduate Quality Indicators from the carrying capacity of Entrepreneurial Competence in the performance of school principals and the role of supervisors in functions and roles. To explore the scope of the basic understanding, the researchers put forward the substance of understanding based on the Organizational Structure of School Management that was carried out, and the results of the interviews stated that "The schematic of the process of implementing the structure of school activities systematically is determined within the scope of the organization of education personnel which has been regulated in the regulations of the Ministry of Education and Culture. All control principles for implementing the operational scope of management are built based on the scope of the organization's implementation strategy that has been determined and determined". (WKS 01 01 02 a1). The basic scope of the substance focus on the study carried out by the researcher describes the value of the Entrepreneurial Competency Development Structure, it is stated that "The development structure applied by the principal as the highest policy leader in the school environment is built by giving authority carefully and precisely in anticipating the value of the realization of these competencies." (WKS 01 01 02 b1). The development of the value of entrepreneurial competence itself is still proactive support in building a learning and education system that is implemented. The development attitude is still empowering understanding and thinking, especially in the ranks of education staff". (WKS 01 01 02 b1). The emphasis on the substance of the research focus was put forward in building an understanding of the Organizing Steps to improve performance incompetence and Entrepreneurship and obtained research results from interviews which stated that "The transformation of the form of competency development itself is built in the education system which is carried out in building the value of the learning implementation process and the formulation of a learning system that is implemented. According to the accepted understanding that the scope of entrepreneurship is comprehensive and fundamental, it includes all academic components and requires synergistic management. This value, which is still an obstacle in determining the organizational steps, is determined on the one hand within the scope of the work implementation process. On the other hand, the determination of competence limits the work performance itself." (WKS 01 01 02 c1). Implementing this form of implementation will result in HR Barriers and Constraints being Faced. The research results show that "Employment dominated by technical implementers who have Experienced in fundamentally makes the embedded norms become the basis for implementing value development. The number of personnel who do not understand the principle of applying technology itself is currently a different obstacle. As a school environment that is experienced in the conventional field of education does not mean that it can adjust the value of developing understanding principles digitally,

Implementation of building the Achievement of Graduate Quality Indicators from the carrying capacity of Entrepreneurship Competence in the performance of school principals and the role of supervisors in functions and roles. The substation built in the interview discussed the Work Strategy Formulation's understanding of improving Performance in Entrepreneurial Competence. obtained an illustration that suggests that "Taking the value of the implementation process of building the achievement of graduate quality indicators in basic principles is optimized in completing the vision, mission that has been set and achieved following the goals and objectives of the school institutions that have been determined." (WKS 01 01 03 a1). For research development, the implementation within the scope of Performance Strategy Planning is applied. Performance Improvement in Entrepreneurial Competence based on the quality indicators of graduates put forward and obtaining an explanation stating that implementation of graduate quality indicators related to the bloom taxonomic principle accommodates the scope of the achievement of

the principle of assessment of the learning process in terms of academic achievement. (WKS 01 01 03 b1). Scope of Implementation Implemented to Improve Performance in Entrepreneurial Competence in terms of graduate quality indicators. So far, the scope of implementation is still in the development of education by optimizing the process of developing forms of ICT learning.

Supervision and evaluation in building the Achievement of Graduate Quality Indicators from the carrying capacity of Entrepreneurial Competence in the performance of school principals and the role of supervisors in terms of their functions and roles. Based on the Design of Supervision and evaluation carried out, the study results show that "School supervisors as the basis for the evaluation design by determining values in the scope of their systematic orientation prioritize the value of implementing managerial and academic Supervision. This value was raised in the interview in connection with the consequences of the implementation process in terms of the functions and tasks assigned. The scope of development of implementation values in principle regulates the implementation mechanism that achieves principals and teachers". (WKS 01 01 04 a1). For Determination of Achievement Indicators for the Implementation of Principal Entrepreneurial Competence results obtained stating that "The determination of graduate quality achievement indicators with the implementation of developing school principals' entrepreneurial competency values has not been fully implemented, especially related to student graduation competencies. By building the value of shared understanding, it is hoped that the value of optimizing entrepreneurial competence can be fully implemented in addition to building the value of the performance of school principals in it, it also builds teacher performance and the process of determining the scope of indicators of achievement of work implementation results with quality indicators of graduates in terms of the value of entrepreneurial competence for students "(WKS 01 01 04 b2). The evaluation related to the supervision results of the Implementation of the Principal's Entrepreneurial Competence stated that "Evaluation related to the form of entrepreneurship in the Principal's competence was built systematically. The school supervisor ensures that the system is built based on its research and development. Research and development is part of the competence of school supervisors." (WKS 01 01 04 c2). Steps for Optimizing and Balancing performance improvement efforts to improve performance in terms of entrepreneurial competence that are applied, it is stated that "The supervisory system in the scope of technical competence also determines the competence of the Principal, but in implementing the value of the process of implementing educational program activities in optimizing the value of the entrepreneurship implementation process, it needs to be integrated of all systems. The right steps are built with research and development as a system built to prepare the form of implementing the value development activities of entrepreneurship activities with careful and precise monitoring and evaluation in the future". (WKS 01 01 04 c2).

Quality Achievement Indicators of Graduates with the Implementation of Entrepreneurial Competencies. While based on Technical Indicators to Build Quality Graduates horizontally between Teachers and Students. It was asked that "Technical indicators are part of a systematic process in building the quality of graduates horizontally built by harmonizing the learning system between teachers and students. This technical Mechanism must be built with a structured application process system in building the Mechanism of the teaching and learning process and the systematic process of implementing and implementing the scope of related technical activities". Developed through a description of the results of interviews which stated that "Crossing line control of principals and teachers is essential as an indicator of the performance process of both principals and teachers themselves. Technical Indicators to Build Graduates' Quality Crossingline School supervisors, school principals, and teachers. It was stated that the crossing line between school supervisors and school principals was a form of implementation in determining the technical Design of their respective competencies. School supervisors with research and development have principle values in implementing future assessments and building systems in optimizing the Mechanism for organizing activities with indicators of developing high-level thinking skills developed by the government in 2018.

3.2 SMP Negeri 2 Cidahu.

Information on Principal Competence related to Principal Entrepreneurship, the information obtained is fundamental. Planning of Achievement of Quality Indicators Graduates from the carrying capacity of Entrepreneurial Competence in the Principal's performance and the planned supervisory role. The determination of the Principal's competence is part of the scope of readiness of the individual Principal in managing and building school managerial as a scope of work. Regulations issued by the government determine this. Meanwhile, from the understanding created through the dimensions of entrepreneurial competence specifically on the competence to manage, which is related to 1. Definition of School Production and Service Units; 2. Plan of Activities and Development of Production and Service Units; 3. Marketing.

The scope of the planning carried out the scope of planning includes the scope of the process of production and service activities. Scope of school is a process of business activities carried out by schools on an academic and

business basis by empowering school residents and the environment in the form of professionally managed production/service business units where schools are a place for entrepreneurship in schools, so they must be worked academically and in business and institutionalized. in a business venture. Understanding of Entrepreneurship From the development of these values, understanding the values in it involves increasing innovation and creativity in building skills, knowledge, and direct experience that are beneficial for the development of the school itself. Personally, a basic understanding based on information received, mastery of skills, including sales skills, communication techniques, production skills, analyzing business opportunities, designing products, planning businesses, calculating or taking risks, etc. In addition, it builds honesty, tenacity, independence, respect for time, respect for people, conscientiousness, responsibility, and various other entrepreneurial traits. Rules related to the Principal's Entrepreneurial Competence, As stipulated in the relevant regulations, it still refers to developing the principles of independence, accountability, transparency, partnership, participation, effectiveness, and efficiency. Calculate or take risks, and so on. In addition, it builds honesty, tenacity, independence, respect for time, respect for people, conscientiousness, responsibility, and various other entrepreneurial traits. Rules related to the Principal's Entrepreneurial Competence, As stipulated in the relevant regulations, it still refers to developing the principles of independence, accountability, transparency, partnership, participation, effectiveness, and efficiency. Calculate or take risks, and so on. In addition, it builds honesty, tenacity, independence, respect for time, respect for people, conscientiousness, responsibility, and various other entrepreneurial traits—rules related to the Principal's Entrepreneurship Competence. As stipulated in the relevant regulations, it still refers to developing the principles of independence, accountability, transparency, partnership, participation, effectiveness, and efficiency.

School Management Organizational Structure. The school's organizational structure has been determined in formulating the management system for the implementation and management of educational institutions in general. This form is a process that must be defined as the scope of the actual value order process for the school management structure. Entrepreneurial Competency Development Structure. Organizing in building the Achievement of Graduate Quality Indicators from the carrying capacity of Entrepreneurial Competence in the performance of school principals and the role of supervisors in functions and roles. Entrepreneurship competence is a form of scope part of the essential competencies of the provisions for school principals. In developing the system itself, the Principal is constrained by determining the value of the competency process for teachers and students whose value is not specified, resulting in a structural policy that cannot be determined—organizing steps to improve performance incompetence and Entrepreneurship. In terms of the development of a step system, the process of improving performance is built with the scope of its capacity in terms of developing the value of the extracurricular learning process for teachers in the local environment, the process of coaching and learning both directly and indirectly from the Principal as Supervision and school supervisors as supervisors and development of the education system in research and development.

Implementation of building the Achievement of Graduate Quality Indicators from the carrying capacity of Entrepreneurship Competence in the performance of school principals and the role of supervisors in functions and roles. Formulation of Work Strategy implemented in Improving Performance in Entrepreneurial Competence. The achievement value of implementing the quality indicator value of graduates is determined by the weight of academic achievement from the application of the learning process in a curriculum based on the importance of implementing learning activities in the field of study. Performance Strategy Planning Implemented Performance Improvement in Entrepreneurial Competency in terms of graduate quality indicators. Various efforts have been made to determine the indicators of graduate quality achievement. Therefore, graduate scores are developed as part of the basic competency standards set within national education standards. Management strategies applied to improve entrepreneurial competence performance support the implementation of graduate quality indicators. As described in the planning process, governance has an essential role in implementing activities to achieve graduates' quality according to established indicators. The implementation that is implemented to improve performance based on entrepreneurial competence in terms of graduate quality indicators Entrepreneurial competence is the principal capital in human resource development, for introduction in the secondary school education environment, it is indispensable as the implementation value of both the performance of school principals, teachers and school supervisors, but the high scope complexity and definite program readiness cannot be realized,

Supervision and evaluation in building the Achievement of Graduate Quality Indicators from the carrying capacity of Entrepreneurial Competence in the performance of school principals and the role of supervisors in terms of their functions and roles. Monitoring and evaluation plan implemented. Based on the supervisor as Supervision, this section is the scope of the Principal's performance responsibility. The Design of academic supervision and evaluation values is emphasized in the learning results and educational activities carried out by the teacher, with results both formative and summative. Determination of Achievement Indicators for the realization of the results of the application of the Principal's Entrepreneurial Competence, Observed within the scope of the process of

implementing academic activities in the process of determining subjects with the developed curriculum all leading to entrepreneurial values following curriculum indicators that are harmonized in each implementation. The curriculum provisions have included deals in the form of implementing entrepreneurial competency development. However, the main focus in its development principally emphasizes the cognitive, affective, and psychomotor development process—evaluation related to the Supervision of implementing the Principal's Entrepreneurial Competence. The self-evaluation has accommodated the value of the process of implementing the scope of school evaluation, both principals, teachers, and all process components in it. Steps for Optimization and Balancing of performance improvement efforts in realizing Entrepreneurial Competence in schools? Optimization steps in building a balance of performance improvements in learning the value of Entrepreneurship Competence in schools are constructed systematically. As a concurrent position where in addition to being managerial and academic, the value of the process of supervision activities must be understood based on entrepreneurial competence where considerations and values are systematically formed to create creative and effective development programs in showing patterns of improving the quality of graduates' achievements as an indicator of the goals of the educational process and learning carried out. The school supervisors themselves with the school scope build together as a form of optimization steps with various values of implementing the form of work activities both curricular and extracurricular. This development is implemented through coordination and equalization of basic understanding in every step of optimizing work carried out.

Quality Achievement Indicators of Graduates with the Implementation of Entrepreneurial Competencies. Technical Indicators to Build Graduates Quality horizontally between Teachers and Students. Technical indicators or implementation mechanisms in building the quality of graduates horizontally between teachers and students are built with a process of understanding and applying the principles which are explained within the scope of the process of building an agreement to build direction as follows: (1) students find out; (2) based on various learning resources; (3) the use of a scientific approach; (4) competency-based learning; (5) integrated management; (6) learning with multi-dimensional answers; (7) learning applicative skills; (8) balance between physical skills (hard skills) and mental skills (soft skills); (9) civilizing learning and empowering students as lifelong learners; (10) learning that applies exemplary values, builds willingness, and develops creativity; (11) learning that takes place at home, at school, and in the community; (12) learning that applies the principle that anyone is a teacher, anyone is a student, and anywhere is a class; (13) the use of information and communication technology to improve the efficiency of learning effectiveness; and (14) recognition of the individual differences and cultural backgrounds of students. This follows the specified Graduate Competency Standards/SKL—technical Indicators to Build Graduates Quality Crossline Control of Principals and Teachers.

The basis for implementing the system is built on the principle that Supervision itself is to help teachers develop the ability to achieve the planned learning objectives for their students. Understanding of Entrepreneurship, Entrepreneurship is an effort to build an economy where the essential experience is a social science with basic principles of economic knowledge in it. With this financial understanding, the value of entrepreneurship can be formed where the form of business is developed based on the community's growing needs—rules related to the Entrepreneurial Competence of School Principals. So far, fundamental rules have been set based on the scope of the 2007 decree. They are organizing in building the Achievement of Graduate Quality Indicators from the carrying capacity of Entrepreneurial Competence in the performance of school principals and the role of supervisors in functions and roles. Organizing steps to improve performance incompetence and Entrepreneurship. In connection with the lack of inclusion of the development of the scope of entrepreneurship, the organizing effort is entirely of graduate quality achievement. Performance Strategy Planning Implemented Improving Entrepreneurial Competency Performance to improve graduate quality indicators Consideration of work strategy with a form that is still very far away, personnel readiness and application of existing programs and facilities may not be developed optimally. In addition to the lack of human resources and facilities, one factor that significantly encourages realizing this form of competence is the budget. Each implementation of activities through lengthy processes and mechanisms that must be taken takes time, and this is the implementation of strategic planning activities for the application of work based on entrepreneurial competence is not applied. Strategy Management that is Applied to Improve Performance in Entrepreneurial Competence Supporting the Implementation of graduate quality indicators, The value of management returns to the value of each competence in terms of the main tasks of the work activities that are mandated. Furthermore, this value often violates the importance of implementation in which the ethics developed upholds the rules and policies set.

Supervision and evaluation in building the Achievement of Graduate Quality Indicators from the carrying capacity of Entrepreneurial Competence in the performance of school principals and the role of supervisors in terms of their functions and roles. Design of Supervision and evaluation carried out, Design of management and assessment

carried out. The monitoring mechanism observes the basic scope of the process provisions referring to the Eight National Education Standards covering Graduation Competencies, Content Standards, Process Standards, Management, Education Personnel, Budgets, and Financing. From the Design, the competency assessment will show the direction and scope of the specific capacity of school activities. Determination of Achievement Indicators for the Implementation of the Principal's Entrepreneurial Competence. Determination of Achievement Indicators for realizing the results of implementing the Principal's Entrepreneurial Competence, as expressed in the scope of entrepreneurship, will be reflected in the implementation of management and budgeting techniques in establishing the area of development of school activities. Evaluation related to Supervision of the Principal's Entrepreneurial Competence performance results. Evaluation related to the results of the control of the application of the Principal's Entrepreneurial Competence, in supporting the assessment of the supervision system with a standard format, is determined to be a technical indicator of the development system regulation, which will be carried out systematically through predetermined rules and policies. To develop the quality of graduates themselves, they are normatively determined according to established procedures. As stated, the scope of entrepreneurship will be reflected in implementing management and budgeting techniques to establish the area of development of school activities—evaluation related to the Supervision of the Principal's Entrepreneurial Competence performance. Evaluation related to the results of the control of the application of the Principal's Entrepreneurial Competence, in supporting the assessment of the supervision system with a standard format, is determined to be a technical indicator of the development system regulation, which will be carried out systematically through predetermined rules and policies. To develop the quality of graduates themselves, they are normatively determined according to established procedures. As stated, the scope of entrepreneurship will be reflected in implementing management and budgeting techniques to establish the area of development of school activities—evaluation related to the Supervision of the Principal's Entrepreneurial Competence performance. Evaluation related to the results of the control of the application of the Principal's Entrepreneurial Competence, in supporting the assessment of the supervision system with a standard format, is determined to be a technical indicator of the development system regulation, which will be carried out systematically through predetermined rules and policies. To develop the quality of graduates themselves, they are normatively determined according to established procedures.

Steps for Optimization and Balancing of performance improvement efforts to Improve Performance in Entrepreneurial Competence. The Principal and his staff within the scope of the supervision process carried out. A technical mechanism carries out the process following the area of development itself which is always the basis of activities carried out based on the results of deliberation by the ranks of policymakers in the school environment, performance improvement is certainly still adhered to the effects of achieving the best quality graduates expected, and this is the essential value of performance implementation.

4. CONCLUSIONS

Management of School Principal Performance Improvement in Achieving Quality Indicators of Graduates Through Optimizing the Roles and Functions of School Supervisors, qualitative studies related to the entrepreneurial competence of school principals in improving their performance can direct the values of the quality achievement indicators of graduates optimally supported by the same supervisory role - equally proactive in building the embodiment of entrepreneurship in the form of socio-ecological and economic knowledge to create graduates who have global competence values. Entrepreneurship is made based on individual skills who can develop their potential for existing resources in a form that leads to the socio-ecological scope following the basis of the development of the Indonesian nation related to sustainable development. The knowledge economy applies the principles of transformation and knowledge collaboration in positively developing innovation and creativity. The implementation is monitored systematically through the pattern of implementing school supervision related to the development of entrepreneurship in the school environment towards realizing quality education. While the specific conclusions in this study are:

1. Fundamental planning requires the role of the Principal in a steady manner with a pedagogical, professional, personality, social, entrepreneurial, managerial, and academic basis. It was building these competencies to be implemented and formulated within the scope of developing the potential of existing resources and continuing to develop sustainable development values that lead to the development of a lifelong learning culture.
2. Organizing is carried out by evaluating the individual potential of the staff in developing attitudes, talents, interests, and skills that are more than the form of function and role as an organization and providing support for their ability to create a new repertoire of values through innovation and high creativity based on scientific disciplines, experience, and talents. To build a progressive work organization.

3. Implementation in a basic scope through the application of the entrepreneurial competence of the Principal, every action will measurably build new values on understanding, thinking, and skills that are careful, accurate, accurate, and fast with the scope of results of realization based on a high awareness of broad creativity and a form of work that in building a school environment, the value of building a culture of independence in entrepreneurship is evident.
4. Supervision builds a broader range of process objectives than before to provide essential flexibility and understanding in building a school environment so that it can realize the Management process for improving Principal Performance in the Achievement of Graduate Quality Indicators through Optimizing the Roles and Functions of School Supervisors following the objectives of achieving sustainable development and embodiment of forms. Quality education.
5. Quality Achievement Indicators of Graduates Without entrepreneurship, Entrepreneurship is a tangible form of understanding knowledge based on the value of experience, personality, environment, and self-will in building scientific research on a high intellectual basis supported by academic principles that are in harmony with potential talents, individual interests, and values. The personal, group, and environmental potential.

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