

The Competency Of The School Head In Improving Teacher Performance At SMP Islam Plus Al Fatih Medan

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ABSTRACT

This study aims to identify planning, implementing, assessing, and improving the performance of primary school teachers. This study used qualitative methodology. In this study, data collection from various sources, backgrounds, and methods was carried out through literature studies. The findings of this study showed that school principals were able to improve the performance of primary school teachers. To that end, the headmaster must create an annual school work plan (CTR) that addresses eight educational standards, provides SKP (employee performance target) criteria at the beginning of the year as a guideline for teacher assessment by the principal, and implements DP3, on Teacher behavior assessment, in academic settings such as education during evaluation. The Principal oversees teacher education (class visit techniques, one-on-one conversations, and group discussions), as well as the efforts made by Establishing effective communication with all teachers will improve performance in creating a successful workplace culture.

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INTRODUCTION

Education in the era of the industrial revolution as it is today has an important role in developing human resources, the existence of quality human resources (HR) and being able to compete in various aspects of life and determines the success of national goals and the progress of the Indonesian state, the availability of human resources (HR) quality in the world of education can help realize student achievement and improve the quality of education.

According to (Irwansyah, 2021) that many aspects can determine the quality of schools including the facilities owned by the school, sources of funds, human resources, parental/community support, student input factors, and school management, in the implementation of education in schools, according to (Arifudin, 2021) that a conducive climate in the school environment can be influenced and determined by several things, including the role of the school principal. There is an inseparable relationship between the managerial ability of school principals, teacher performance and the quality of education. The managerial ability of the school principal will greatly affect teacher performance and the teacher's performance itself will affect student achievement.

Education is deliberate work done deliberately to achieve predetermined goals. Improving quality human resources is the goal of education. Learning in schools is one of the efforts to improve human resource standards.

Teachers are part of human resources that must always be fostered and developed in order to improve the quality of educational resources. Training Pre-study programs and departmental internal programs are used to carry out the teaching profession. Not all teachers who receive training at educational institutions are competent and trained. A potential resource for carrying out their responsibilities according to their capacity, the teacher's power must continue to be expanded and improved. In addition, the results of rapid changes motivate teachers to continue teaching.

Creating ideal conditions for the realization of teacher professional abilities in accordance with regional autonomy regulations is not an easy thing. This is because the realization of teacher skills depends on the mutual cooperation of various components of the education system. Therefore, the linkages between various parts of education greatly determine the teacher's ability to carry out effective learning in accordance with the learning paradigm recommended by UNESCO "learning to know", learning to work (learning to do), learning to live together (learning to know). , learn to work (learning to do), learn to live together (learning to know). (doing life together) and learn to be yourself (learn to be)".

The existence of an effective school principal is a very important factor because even if a school has adequate educational facilities and infrastructure, sufficient funds and standard human resource potential, everything will be in vain if the school principal is unable to manage it professionally. According to (Juhji, 2020) that the principal has a very important position so that the principal is required to have the ability and readiness to influence, encourage, invite, guide, move, direct and then do something that can help achieve a predetermined goal, according to Nur Aedi in (Nadeak, 2020) that the Principal as a manager has a role in determining the process of managing school management. The success or failure of school goals can be influenced by the ability of the school principal to carry out management functions, which consist of planning, organizing, implementing, and supervising.

In accordance with the Decree of the Minister of National Education regarding managerial competence, one of which is that the Principal must be able to carry out school management, and his performance must be seen in carrying out this managerial area of work. Stoner also argues in (Tanjung, 2020) states that:

There are eight kinds of functions of a manager in an organization, namely the Principal works with and through other people, is responsible and accountable, is able to deal with various limited conditions, thinks analytically and conceptually, as an intermediary, as a representative, as a diplomat, and functions as a decision maker, According to (Arifudin, 2018) that educational institutions are organizations that must be managed using a management approach in order to be able to achieve the goals of the organization.

The principal as the head of the school has a function as a manager in managing the school and carrying out the educational process. With his leadership as a school manager, the principal has the conditions that apply as a school principal.

The ability of the principal as a managerial person who manages the school as an educational organization plays a role in making plans as a school goal as an organization that aims to achieve the goals set by all school members. In terms of organizational development, school principals also understand the theory and all national education policies in developing school organizations, the principles of efficiency and effectiveness of development must be prioritized. Based on this according to (Arifudin, 2021) that the Principal is responsible as a manager in managing the School to achieve the School's goals. This includes managing human resources (HR), namely teachers as learning implementers who have a role in achieving educational and school goals, in addition to the managerial abilities of school principals, the teacher's role also greatly influences an effective learning process that can improve student achievement. Therefore the existence of teachers who have good competence in educational institutions will be able to improve student learning achievement and can improve the quality of education. According to (Mulyadi, 2021) that teachers are one of the determining factors for the success of any educational effort. For this reason, every time there is a change in the curriculum and an increase in human resources resulting from educational efforts it always boils down to the teacher factor. It is undeniable that many people think that the success of an education is largely determined by the quality of the teacher itself. While it is

known that the success or failure of education is actually influenced by many factors, one of which is teacher performance.

Based on the four principal managerial competencies, several problems were found including the following:

a. Planning is one of the important skills, considering that good planning is half the success of a job. The principle of good planning will always refer to: questions: "What is done (what), who is doing (who), when is it done (when). Where is done (where), and how is something done (how)", These planning details can be the key to the success of a job. Problems in the field of planning owned by the schools studied include:

1. The planning activities made by the principal every year are the same and the plans made have not been based on the results of analysis or evaluation of activities in previous years.
2. In making school plans, school principals do not hold meetings in advance with PTK (educators and education staff) so that the plans made are not in accordance with the needs of teachers and schools.
3. School planning is made only to meet administrative requirements.

b. Organization in the school environment has considerable resources, starting from human resources consisting of teachers, employees, and students, financial resources, to the physical, starting from the buildings and facilities and infrastructure owned. Problems that occur in schools include:

1. The principal has not adjusted the ability of each teacher to the functions and responsibilities given.
2. Principals have not been able to utilize all human resources optimally. The use of human resources is focused on honorary workers.
3. Many senior and elderly teachers who are approaching retirement find it difficult to keep up with system changes related to administrative problems and learning processes that have changed using computer technology media, there are difficulties dealing with human resource (HR) or teacher problems because school principals are reluctant to regulate senior teachers regarding their responsibilities as a teacher and build better communication with teachers so that the impact on the productivity of teachers, especially senior ones, is not optimal in contributing to the implementation of education.

c. Able to carry out work according to a predetermined plan. The principal establishes operational procedures for educational institutions, provides examples of how to work, builds motivation and cooperation, and always coordinates with various elements of education. The problem that arises in this section is that the planning that has been prepared in its implementation is not carried out seriously and professionally.

The principal's job is to carry out supervisory and controlling duties. Supervision (supervision) includes management supervision and also supervision in the field of teaching, management supervision means carrying out supervision in the field of developing administrative and institutional abilities and competencies, while teaching supervision is carrying out supervision and control of the duties and abilities of educators. . As a teacher, a school principal who has the competence and professional skills as a teacher will be able to provide good supervision to his subordinates. The problem that occurs in schools is that the principal has not carried out routine supervision of his subordinates, supervision is only carried out during teacher performance assessments.

d. The function of the principal cannot be carried out as a whole, this is because the duties and responsibilities of the principal are numerous and broad, the principal is not only responsible for the technical and academic smooth running of the school, many problems are faced by the principal. headmaster. school principals are required to be resolved and implemented immediately, such as lack of study rooms, damaged school buildings, building equipment that is very lacking and does not meet the requirements, no teaching tools, textbooks that change almost every year, media supporting technology for learning, how to accommodate students new additions each year, a shortage of teachers and difficulty recruiting.

METHOD

This article was created using a qualitative research methodology, especially library research. Scientific journals, books, and previous research related to the subject under discussion are some of the main types of references used in writing this article. Once collected, the data is evaluated and then presented descriptively. There are three stages to this data analysis technique: relevant data research, data presentation, and drawing conclusions. This academic research method uses a literature review to advance theoretical ideas.

RESULTS AND DISCUSSION

Based on the results of the study, the managerial competence of school principals in improving the performance of elementary school teachers is carried out through the planning, implementation, evaluation and solution stages in improving teacher performance.

a. Principal Managerial Competency Planning in Improving Teacher Performance

The competence of the Principal as a manager in an effort to improve teacher performance is the basis of reference in carrying out the entire series of activities, planning is carried out in order to improve teacher performance, while the plan of the Principal as a manager in an effort to improve teacher performance is carried out based on the School's vision and mission as a needs analysis, the process of recruiting new teachers according to competency needs is not based on entrustment or kinship, making an annual school work plan (RKTS) that concerns 8 educational standards, providing SKP criteria (employee performance targets) at the beginning of the year as a guide for teacher assessment by the principal and DP3 who regarding the assessment of teacher behavior, as well as the school principal making supervision plans, administrative inspection plans and making teacher schedules to include teachers in training, seminars, KKG as well as giving permission to continue education or to streamline teachers who are not yet linear.

b. Implementation of Principal Managerial Competence

In Improving Elementary School Teacher Performance In improving the performance of the Principal as a manager, implementation (actuating) is a very important stage as a follow-up to the planning that has been made by Elementary Schools in an effort to improve teacher performance. The principal as a manager in improving teacher performance has carried out various activities to encourage teacher performance improvement by involving teachers in scientific forums such as education and training (upgrading/in-service training, workshops and seminars), providing teacher support facilities in the learning process, involving teachers in the teacher certification program, as well as providing opportunities for continuing formal education for teachers.

c. Evaluation of Principal Managerial Competence

In Improving Teacher Performance Evaluation from the Principal as a manager in an effort to improve teacher performance aims to determine the level of implementation of activities and achievement of goals set in the School, implementation of evaluations from the Principal as a manager in an effort to improve teacher performance is carried out during the learning process and the completion of the school year in order to see the achievement of the program, the targets and aspects that are evaluated are teacher attendance, teacher performance, student achievement and development, class notes in this case are student test results, syllabus and teacher lesson plans, media and methods used teachers, as well as if there are teachers who have problems personally the principal discusses privately what problems the teacher is facing, then a solution is found.

d. Principal Managerial Competency Solutions

Headmaster In Improving Teacher Performance, Efforts made in the managerial role of the Principal in dealing with the inhibiting factors that occur in improving teacher performance are Maximizing the availability of existing school infrastructure and inviting teachers to try to be creative in providing learning media in supporting improving teacher performance in the learning process, related with the teacher certification program, the Principal provided a solution regarding that there were several subject teachers who lacked teaching hours, looked for educational institutions that were not far from their schools, collaborated with the private sector to overcome the lack of allocation of funds in supporting teacher performance improvements with various activities, and building good communication with the school committee in an effort to increase community participation in supporting the implementation of education.

CONCLUSION

Coordination between supervisors and madrasah heads is a must for madrasah elements to create quality madrasahs (Tanaka, 2018). Alignment between the supervisor and the head of the madrasah will help all elements of the madrasah achieve the vision and goals, as well as carry out the mission set by the madrasah. The managerial competence of principals in elementary schools in improving teacher performance has been carried out in accordance with the stages of management properly. The managerial function of the Principal as one of the efforts to improve teacher performance, the implementation of the managerial function of the Principal with an education management approach carried out by the Principal has carried out the stages of management which management which includes planning, implementation, and evaluation but in terms of management functions it has not been optimized, in carrying out an education management approach to the process of the Principal's managerial function, the Principal as a manager has carried out every stage of management in the implementation of education in order to improve teacher performance.

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