

Principle Managerial Competence in Improving Teacher Performance

Iqlima, Iqlima; Harun, Cut Zahri; Yusrizal, Yusrizal

Veröffentlichungsversion / Published Version

Zeitschriftenartikel / journal article

Empfohlene Zitierung / Suggested Citation:

Iqlima, I., Harun, C. Z., & Yusrizal, Y. (2023). Principle Managerial Competence in Improving Teacher Performance. *Path of Science*, 9(2-3), 2047-2052. <https://doi.org/10.22178/pos.90-2>

Nutzungsbedingungen:

Dieser Text wird unter einer CC BY Lizenz (Namensnennung) zur Verfügung gestellt. Nähere Auskünfte zu den CC-Lizenzen finden Sie hier:

<https://creativecommons.org/licenses/by/4.0/deed.de>

Terms of use:

This document is made available under a CC BY Licence (Attribution). For more information see:

<https://creativecommons.org/licenses/by/4.0>

Principle Managerial Competence in Improving Teacher Performance

Iqlima¹, Cut Zahri Harun¹, Yusrizal¹

¹ *Syah Kuala University*

Jln. Teuku Nyak Arief, Darussalam, Banda Aceh, Aceh, 23111, Indonesia

DOI: [10.22178/pos.90-2](https://doi.org/10.22178/pos.90-2)

LCC Subject Category: L7-991

Received 26.02.2023


Accepted 28.03.2023

Published online 31.03.2023

Corresponding Author:

Iqlima

Iqlima.ima02@gmail.com

© 2023 The Authors. This article is licensed under a Creative Commons Attribution 4.0 License 

Abstract. Improving teachers' performance is inseparable from the role of a school principal as a leader. This study aimed to determine how the managerial competence of school principals improves teacher performance at SMP Negeri 1 Seulimeum and SMP Negeri 3 Seulimeum. This study used a qualitative approach with a descriptive research type. Data collection techniques using observation, interviews, and documentation. Based on the research findings, it was found that: 1) Programs planned and carried out to improve teacher performance include: training/improvement of soft teacher skills, educational seminars, teacher workshops, MGMP, KKG, rewarding teachers who excel and also increase teacher incentives and provide opportunities for teachers to use IT tools in learning. 2) Obstacles to school principals in improving teacher performance are lack of motivation in increasing the professionalism of some teachers, time constraints, constraints in the financing, and lack of support from experts who can provide training or workshops in language easily understood by teachers. 3) The supporting factors for school principals in improving teacher performance are due to the fulfilment of existing school infrastructure, which supports the success of KBM (Teaching and Learning Activities).

Keywords: Management; Principal Program; Teacher Performance.

INTRODUCTION

Education in Indonesia still needs to improve [1]. The causative factors range from the problem of the small education budget, the education system, and the socio-cultural community to obstacles in implementing positions. However, this shows that hard work is still needed in developing education to catch up with other countries. At the macro level, the backwardness in the education field reflects the national education policy. Although at the practical level, aspects of weakness also occur in policy implementation. Therefore, even though policies ideally lead to efforts to improve the quality of education, performance in the field often occurs with distortions that can reduce the effectiveness of achieving the goals of the policy itself. In addition, the community's views reflect existing cultural values that could be more conducive to improving the quality of education.

In conditions of underdevelopment and the direction of education that does not consider the nation's noble potential, the role of school princi-

pals and teaching staff becomes vital and decisive [2]. For this reason, the school principal's creativity for the self-development of teaching staff will become the basis for growing students' awareness of the need for education, trying to continue to improve the quality of self-education and directing attention to see the noble potential of the nation in filling life later after completing education.

The school principal is one of the education components that are influential in improving teacher performance [3, 4]. The school principal is responsible for organising educational activities, school administration, developing other academic staff, and utilising and maintaining facilities and infrastructure.

Competence is a combination of mastery of knowledge, skills, values, and attitudes reflected in thinking and acting on a task/job [5]. Competence also refers to a person's ability to carry out the duties and responsibilities mandated to him with good results.

Competence is all basic knowledge, skills, values and attitudes that the principal must own, reflected in the habits of thinking and acting that are dynamic and developing. It can be achieved and implemented at any time [6]. The specifications of the abilities mentioned above are intended so that the principal can carry out his duties correctly and with quality. Thus, the competence of school principals is knowledge, skills and fundamental values that are reflected by a school principal in the habit of thinking and acting consistently, which allows him to be competent in making decisions regarding the provision, utilisation and improvement of the potential of existing resources to improve the quality of education at his school.

The school principal should carry out his duties and functions properly so that the implementation of education can be by educational goals effectively and efficiently [7]. The principal is a teacher available staff tasked with leading a school where the learning process is held or where there is an interaction between the teacher who gives the lesson and the students who receive the study. To become a school principal, you must meet specific procedures and requirements, such as educational background, experience, age, rank and integrity, according to Permendiknas No 28 of 2010 concerning Assignment of Teachers as School/Madrasah Principals.

Managerial school principals are competencies that must be possessed to carry out their leadership duties professionally [8]. According to the Regulation of the Minister of Education No 13 of 2007, a school principal should have the minimum abilities/competencies: personality, managerial, entrepreneurial, supervisory and social competencies. Various variables influence the excellence and quality of schools, the managerial variable of the principal has a critical position, and the leadership quality of the principal will affect school effectiveness. With proper management, the school will be able to create a conducive school environment, namely a learning environment that motivates school members to develop potential, creativity, and innovation. Because managerial competence is essential, the task of school leaders will work well if each leader understands the tasks that must be carried out well.

At this time, with increasingly rapid developments at the school level, it is clear that princi-

pals managing schools are required to expand further, renew and deepen the knowledge and competence of principals in leading schools to achieve educational goals properly. Therefore, competence determines a person's attitude and performance and whether a person does his job. The principal's managerial competence organises and improves school resources to produce an effective and efficient learning area. Competence is one aspect that determines the success of a profession or job.

METHODS

The research approach uses a qualitative approach with a descriptive research type. A qualitative approach, namely the approach used by researchers based on data stated by informants orally or in writing, as well as actual behaviour, is researched and studied as a whole based on facts in the field to determine the implementation of character education management in Public Junior High School 1 Sulimeum and Public Junior High School 3 Seulimeum (further – the Schools).

The data collected is not in numbers, but from interview scripts, field notes, and documents, so this qualitative research aims to describe the empirical reality behind the phenomenon in depth, detail and thoroughly.

The subjects in this study were school principals, Indonesian language teachers, Natural Sciences (IPA) teachers and Heads of Administration (TU). The determination of the research subject was based on several considerations, including principals, teachers, and TU are the main person in charge of activities in schools, both in the form of curriculum and other activities related to learning, as well as other activities related to the managerial competence of the head schools in the Schools.

The instruments in this study were used to collect data regarding principal managerial competence to improve school performance in the Schools through interview guides, observation guidelines, and documentation studies.

Data analysis was carried out by organising the data obtained into categories, describing data into units, analysing important data, compiling or presenting data according to the research problem in the form of a report and making conclusions so that it is easy to understand. Activities in qualitative data analysis are carried out interac-

tively and continuously until complete so that the data is saturated.

RESULTS AND DISCUSSION

Program developed by school principals at the Schools. The principal, as a leader, has an important influence on improving teacher performance. In education management at the Schools, it is not only created by the principal but cooperation between the principal and his subordinates, especially teachers. This is to [9] opinion: "The school principal is the driving force, determines the direction of school policy, and determines school goals so that they can be realised".

Teachers must be directed and involved in pumping school performance to ensure that educational institutions can be competitive and adaptive. Teachers must be empowered and empowered. Schools must manifest an authentic organisational culture. The school principals' strategy is to improve teacher performance by strengthening soft skills. The definition of soft skills is the knowledge that is still in the human mind and is very personal and difficult to formulate and share naturally, so its transformation requires personal interaction. These soft skills are rooted in a person's actions and experiences, including his ideals, values, and emotions. Because of this, the school applies school rules that regulate all teacher activities, making teacher work reports.

The purpose of making this work report is to find out the abilities and expertise of teachers in the fields of communication, skills, and academics. It also provides motivation and appreciation for the teacher's performance that has been carried out for one year in learning. Everything done is felt to be effective, with a record of continuous improvement. In addition, the principals of the Schools in leading educational institutions implemented strategic steps in implementing the teacher professional competency development program, namely, coordinating with all coordinators for each grade level to increase cooperation in implementing the agreed schedule.

This is done to equalise the material and create harmony between teachers, manage learning data and teacher performance and formulate them, and conduct evaluations for continuous improvement. The Schools in planning and programming, namely making strategic decisions based on what to do in what sequence in re-

sponding to or anticipating problems or opportunities.

This was expressed by [10]: "Selecting and relating facts and actions and using estimates for the future by describing and formulating the activities needed to achieve the desired results". Therefore, with a mature plan with precise estimates, programs can run properly, and the goals set will be easier to achieve.

The soft skills strengthening programs that schools have planned and carried out include organising leadership learning activities for managers. This program is a program to train leaders in teachers. The principal considers that every teacher is a leader for his students, so at the end of each month, a meeting of all teachers is held, but the one who leads the discussion is rocked by the principal who teaches it is the teachers. The aim of having such a program is for teachers to be more confident in forums, improve teacher communicativeness, and train teachers to use excellent and easy-to-understand language.

Second, it organises family gathering activities. This activity is carried out by the school for all teachers every year. This program is carried out by taking a trip to tourist attractions, holding competitions for fellow teachers in the form of tahfiz competitions, and then playing games together as fun activities. This program aims to make the teachers more unified and create a sense of kinship for all staff working at the Schools to develop a good working group.

Third, organising teacher capacity building training, such as KKG and MGMP. This program is a training where teachers can express themselves through discussion forums with other teachers and/or competent speakers. This program aims to upgrade their knowledge and improve teacher abilities, including increasing understanding and delivery of material and teachers with high teaching skills and creativity in their duties as educators.

The principal can instruct all teachers to join the teacher working group (KKG) community. In this activity, teachers can develop their professional competence through various activities, such as scientific discussions, writing scientific papers, classroom action research, and child psychology. All of these activities can develop and improve the professional competence of teachers.

Fourth, all teachers must attend teacher seminars by the school or other institutions. In semi-

nar activities, teachers can study with other school teachers and share experiences in learning, so teachers have new ideas that can be applied in teaching and learning activities.

Fifth is to involve teachers in city, provincial and national competitions. This activity has a positive impact on teachers. In addition to gaining new experiences and teacher friends from large-scale schools, teachers can also learn from other teachers from various schools to develop their educator abilities.

The teacher programs mentioned above require careful planning and strategy so that the goals set by the school can be achieved. In planning, they are determining the policy strategies, projects, programs, methods, budget systems and standards needed to achieve goals. Therefore, in managing the plan, it is necessary to hold a program plan that will be implemented and the goals formulated so that all the goals to be achieved can be adequately realised.

Planning and establishing the program is very influential. It supports teachers in improving their performance and the quality of education because what has been planned has gone through several optimal stages and processes. The program has been determined and established by the school principal and his representatives, with the design and implementation carried out regularly by the school to develop teacher professionalism and improve their performance per the expectations of the School.

The school principal supervises each class teacher and subject teacher to find out the progress and competence of the teacher in learning. This teacher must also have professional competence in his role. Supervising is to determine how far the teacher can manage classes, using teaching strategies, methods and media used to deliver material to students. Systems can provide references, guidelines or directions in achieving the programs set by the principal with teachers and employees. Principals must cooperate reasonably with educators, educational staff, employees, and other parties involved in implementing activities.

The principal's strategy in developing teacher professional competence to improve the quality of education is to apply school regulations that regulate all teacher activities to make teacher work reports. The purpose of making this work report is to find out the abilities and expertise of

teachers in the fields of communication, skills, and academics. Provide motivation and appreciation for teacher performance for one year in learning. Everything done is felt to be effective, with a record of continuous improvement.

Principals in leading educational institutions must have strategic steps in implementing teacher soft skills competency development programs. Strategic actions implemented at the Schools, namely, coordinating with the Head of Affairs (School Management Team/foundation) and coordinating with all coordinators for each class level to increase cooperation in implementing the agreed program. To equalise material and create harmony between teachers, manage learning data and teacher performance and formulate them, and conduct evaluations for continuous improvement. In improving teacher performance through strengthening soft skills at the Schools, the school created training programs to enhance various teacher abilities.

The training programs implemented by the principals of the Schools include family gatherings, teacher upgrading, seminars, workshops, KKG, and training that support the improvement of soft teacher skills. To improve teacher performance by enhancing soft skills, the school designs and implements various programs for teachers, such as teacher upgrading programs, training such as seminars, workshops, KKG, family gatherings, religious activities (such as dhuha with children) tahfizul quran).

These programs aim to increase teacher soft skills, affecting the quality of teacher performance. With good teacher quality, teachers can work optimally, and teacher performance increases. This will also be able to print a quality generation. As a school principal, good managerial skills are needed to provide full service to all school members, starting from teachers, students, staff, parents and those who work closely with the school. Teacher performance is something that needs to be considered by the leadership of the institution. If the teacher's performance runs optimally, then the institution can develop for the better.

With the implementation of this program, it can produce quality teachers, and teachers can work well and produce quality graduates by the vision and mission of the Schools. The principal believes that teachers with good soft skills and professionalism significantly influence the quality of school education. Principals of the Schools in im-

proving teacher performance also support teacher activities, namely reading learning literature, teacher training on learning processes and media, and exchanging information through KKG or with friends in a team that can develop teacher professional competence.

Teachers at Schools often carry out these activities to support the development of soft skills as teachers. This is to the opinion expressed by [1], namely: "A person who can be said to have good soft skills is a person who always wishes to display behaviour that approaches ideal standards, improves and maintains the image of the profession, has the desire always to pursue professional development opportunities that can increase and improve the quality of knowledge and skills".

As a teacher with good soft skills, the teacher can apply productive performance, which is very supportive of the management efficiency of the principals of the Schools in education management. An influential teacher work culture is a behaviour that is closely related and influences student development and the quality of school education in achieving the desired goals.

Besides carrying out the soft skills strengthening program, the school principals regularly monitor and evaluate the learning process through teacher supervision activities. Teacher supervision is carried out to determine the development of teachers' soft skills. The benchmark for the success of good quality education is the development of student learning outcomes and the level of public trust that continues to increase in schools. Soft teacher skills are critical for every teacher to achieve learning success and good quality education.

Obstacles to school principals in improving teacher performance at the Schools. The principal can improve teacher performance with good managerial skills, but several obstacles must be resolved in carrying out their duties. Teacher performance at the Schools has been going well but needs improvement. Several blocks in improving teacher performance at the Schools include a lack of teacher motivation and demanding teacher training schedules.

Some teachers do not want to be sent for training due to a lack of support from their families to participate in the activity, constraints in managing rank, job descriptions are given overlap, many of the teachers are elderly, IT mastery factors, and so on.

Placing teachers according to their expertise absolutely must be done because teachers who are given assignments (jobs) that are not by their expertise (skills) will result in the decadence of work methods and results of work and will cause a feeling of dissatisfaction in themselves, a feeling of disappointment will hinder the development of work morale teacher.

This will also impact the quality of the resulting learning to be not optimal. The principal, as a manager, must be able to create a happy working atmosphere. Work is not felt as something forced but as something fun. That way, teachers and education staff will happily and consistently carry out their duties and functions in their respective fields. For this reason, the managerial abilities of school principals are critical and are a must for them to carry out their duties and functions correctly.

Factors supporting school principals in improving teacher performance at the Schools. Based on the research results, the supporting factors for school principals in improving the quality of teacher performance are the fulfilment of existing school infrastructure. With the existing infrastructure that has been fulfilled, it is hoped that teachers can carry out teaching and learning activities well, especially in increasing teacher pedagogical competence.

Then the high enthusiasm or enthusiasm of the teachers can enrich themselves with new knowledge, gain experience and extraordinary benefits after attending the training that the principal has given. So, the principal often organises training held for teachers. In that case, the competency of each teacher will increase, and the quality of teacher performance will be better and at a higher rate.

Then, the supporting factors in improving the performance of our teachers are that the principal always pays attention to and provides learning tools and media. Such as books by the independent curriculum, then the availability of laptops to make it easier for teachers to make learning tools and the learning process more exciting and displayed with a projector.

CONCLUSIONS

Based on the results of the research and data analysis that the authors conducted regarding the managerial competence of school principals

in improving teacher performance at the Schools, it can be concluded that:

- 1) Programs planned and carried out to improve teacher performance include training/improvement of soft teacher skills, educational seminars, teacher workshops, MGMP, KKG, rewarding teachers who excel and increasing teacher incentives and providing opportunities for teachers to use IT tools in learning.
- 2) Obstacles to school principals in improving teacher performance are lack of motivation in

increasing the professionalism of some teachers, time constraints, constraints in the financing, and lack of support from experts who can provide training or workshops in language easily understood by teachers.

- 3) The supporting factors for school principals in improving teacher performance are due to the fulfilment of existing school infrastructure, which supports the success of KBM (Teaching and Learning Activities).

REFERENCES

1. Nurhuda, H. (2022). *Masalah-Masalah Pendidikan Nasional: Faktor-Faktor Dan Solusi Yang Ditawarkan* [National Education Problems: Factors and Solutions]. *Jurnal Pemikiran Dan Pendidikan Dasar*, 127–137 (in Indonesian).
2. Satriani, S. (2019). *Peran Kepala Sekolah dalam Pengembangan Kurikulum Muatan Lokal di SMA Negeri 6 Bulukumba* [The Principal's Role in Local Content Curriculum Development at SMA Negeri 6 Bulukumba]. Retrieved from http://repositori.uin-alauddin.ac.id/14603/1/SATRIANI_20300115033.pdf (in Indonesian).
3. Mappaenre, A. (2014). *Kepemimpinan Visioner Kepala Sekolah, Kepemimpinan Diri Guru dan Sekolah Efektif* [Principal Visionary Leadership, Teacher Self-Leadership and Effective Schools]. *Jurnal Ilmu Administrasi Negara*, 12(4), 217–228 (in Indonesian).
4. Nasrullah, M., Rumingan, M., Nasaruddin, N., & Niswaty, R. (2017). *Pengaruh Pengambilan Keputusan Kepala Sekolah terhadap Kinerja Guru di SMK Negeri 1 Makassar* [The Effect of Principal Decision Making on Teacher Performance at SMK Negeri 1 Makassar]. *Jurnal Ad'ministrare*, 4(2), 103–110 (in Indonesian).
5. Yahdiyani, N. R., Muna, A. R., Nurjanah, S., & Wahyuni, S. (2020). *Peran Kepemimpinan Kepala Sekolah dalam Meningkatkan Kualitas Peserta didik di SDN Martapuro 2 Kabupaten Pasuruan* [The Principal's Leadership Role in Improving the Quality of Learners at SDN Martapuro 2 Pasuruan Regency]. *Journal of Education, Psychology and Counseling*, 2(1), 327–336 (in Indonesian).
6. Usman, H. (2014). *Peranan Dan Fungsi Kepala Sekolah/Madrasah* [The Role and Function of the School/Madrasah Principal]. *Jurnal Ptk Dikmen*, 3(1) (in Indonesian).
7. Hartinah, S., Arbaini, W., & Arsil, A., (2020). *Kepala Sekolah Sebagai Motivator : Upaya Meningkatkan Kinerja Guru di Mts N 01 Kepahiang* [The Principal as A Motivator: Efforts to Improve Teacher Performance at Mts N 01 Kepahiang]. *Islamic Management: Jurnal Manajemen Pendidikan Islam*, 3(2) (in Indonesian).
8. Darnalita, S. (2014). *Upaya Kepala Sekolah untuk Meningkatkan Implementasi Manajemen Berbasis Sekolah di SMP Pembangunan Laboratorium UNP* [Principal's Efforts to Improve the Implementation of School-Based Management at UNP Laboratory Development Junior High School]. *Jurnal Administrasi Pendidikan*, 2(1), 696–831 (in Indonesian).
9. Tawa, A. B. (2019). *Kebijakan Pendidikan Nasional Dan Implementasinya Pada Sekola Dasar* [National education policy and its implementation in primary schools]. *SAPA - Jurnal Kateketik Dan Pastoral*, 4(2), 107–117. doi: 10.53544/sapa.v4i2.82 (in Indonesian).
10. Ilham, I. (2021). *Kebijakan Kepala Sekolah untuk Meningkatkan Mutu Pendidikan Sekolah Dasar* [Principal policies to enhance the quality of primary school education]. *Jurnal Penelitian Dan PKM Bidang Ilmu Pendidikan*, 2(3), 154–161. doi: 10.54371/ainj.v2i3.70 (in Indonesian).