

MANAGERIAL CAPABILITIES ON TEACHER PERFORMANCE AT JUNIOR HIGH SCHOOL 1, BANGKALA BARAT

Hasni, Muhammad Ali Bakri, Sumiati, Ratna M

Makassar Muhammadiyah University

Email: hasnialusu17@gmail.com, alibakri@unismuh.ac.id,

hjsumiati.unismuh@gmail.com,

muhamadratna2@gmail.com

Abstract: This study aims to analyze and identify the Managerial Capabilities of Principals on Teacher Performance at SMP Negeri 1 Bangkala Barat. This research is descriptive qualitative in nature, namely research that is intended to reveal an empirical fact in a scientific objective based on scientific logic, and procedures and supported by strong methodology and theory by the scientific disciplines occupied. The research shows that the Managerial Ability of Principals in Improving Teacher Performance at West Bangkala 1 Public Middle School can be seen from the application of an appropriate curriculum from the central government or the Ministry of Education and Culture in terms of improving the quality of educators, students, and managerial principals. The principal's relationship with teachers and stakeholders. Teacher performance can be seen in terms of the teacher's duties starting from MGKM activation, lesson preparation, learning process, and evaluation. As well good cooperation between school principals and teachers has a good impact.

Keywords: Principal Managerial Capability, Teacher Performance,

INTRODUCTION

Education has a very strategic role because education determines the quality of Human Resources (HR). Education is very dependent on the skills and policies of the principal as a leader. According to E.Mulyasa (2011:24), The principal is one of the main elements of education that is most responsible for improving the quality of education. The principal has an important relationship and influence, namely between the leader and his subordinates who have the same goals in dealing with actual change. Leaders and subordinates influence each other as they interact in a democratic way to determine what changes they want to make. Thus the leadership of the school principal will be very influential and even very decisive for the progress of the school (Dzulfadhli 2010:1).

Based on the results of research at SMPN 1 Bangkala Barat that in carrying out the duties of the principal as a manager, one of them in terms of planning, the principal has difficulties in gathering opinions from teachers to make decisions in a plan because of the lack of initiative from the teacher to give his opinion. Differences in perspectives, willingness, and skills of teachers make it difficult for school principals to unify the vision and mission towards achieving school goals so it also affects the administration which is the responsibility of the principal for implementing school programs.

RESEARCH METHOD

A. Type of Research

The type of research used is descriptive qualitative research. Descriptive qualitative research is research that seeks to provide an overview of the phenomena and conditions that occur at the research location based on the natural conditions (natural setting) of the research object because based on these natural conditions, the various phenomena that appear are then explored and deepened to refer to the perpetrators. , time, place, and events that exist contextually through the collection of data obtained. This research is field research that relies on observation and accuracy of objective conditions that occur in the field or research location (M Sayuti Ali 2002:59).

B. Data Collection Techniques

The data collection methods used in this study are:

1. Observation

The data collection technique is through observation, which is an observation that is made directly and directly records the object of the main research observing the managerial ability of the principal on teacher performance.

2. Interview

The interview is data collected by asking questions directly by the interviewer to the informant, and the informant's answers are recorded or recorded with a tape recorder.

3. Documentation

Documentation is used to obtain data directly from the research site. The information is in the form of photographs, sound recordings, and other relevant data.

C. Data Analysis Techniques

The data analysis technique is a way to process data after the research results are obtained so that conclusions can be drawn based on factual data. Data analysis in qualitative research is carried out when data collection takes place, and after completing data collection within a certain period. The continuation of data collection begins with examining all available data from various sources, namely respondents from the results of data collection techniques both interviews, observation, and documentation (Sugiyono 2017: 246). There are three ways of data analysis techniques in descriptive qualitative research, namely:

1. Coding

In qualitative research, coding has an important role because it determines the quality of research data abstraction. Coding is words that are symbolically attached to most of the languages contained in visual data. These data can be in the form of interview transcripts, observation notes, journals, documents, literature, and others. There are several approaches to coding that are used to get these codes. Researchers used in vivo coding as a coding approach in this study. Miles, Huberman, and Saldana (2015) explained that in vivo coding uses words sourced from sources that have been transcribed as code.

2. Data Presentation (Data Display)

The presentation of data that has been obtained from the field related to all research problems is sorted between what is needed and what is not, then grouped, then given problem boundaries. So the presentation of the data is expected to provide clarity on substantive data and supporting data (Sugiyono 2017: 249).

3. Conclusion Drawing (Verification/Conclusion Drawing)

Drawing conclusions is that any initial conclusions put forward are still temporary and will change (tentative) if strong evidence is found to support the next stage of data collection (Sugiyono 2017: 252). Conclusions are also verified during the activity which is a review of existing field notes.

RESULTS AND DISCUSSION

A. Principal Managerial Capabilities

Managerial ability is a capability that must be possessed by leaders, according to Lunenburg and Irby (2006: 185) suggest that managerial ability is based on the type of skills needed to demonstrate performance. These skills are usually in the form of planning, organizing, leading, and monitoring, which is included in the very important category, especially if the leader demonstrates adequate functions and rules such as conceptual skills, human relations, and technical abilities. Meanwhile, Hersey Blanchard (2012) suggests that management is the ability to work with others to achieve organizational goals. Managerial management is needed to see

how far the cooperation process is carried out by everyone to achieve a vision, mission, and goals to be achieved in an institution.

A manager at school must be able to complete various kinds of existing tasks, so in this case, a school principal must be able to do several things related to managerial, namely (1) planning, (2) organizing, (3) directing covers motivation (motivating), leading (leader), staffing (staffing), coordination (coordinating) and (4) controlling (controlling).

B. Teacher Performance

Performance comes from the English term, namely performance. Performance is a noun. One of the entries is "thing is done" (something that has been done). So the meaning of performance or performance is the result of work that can be achieved by a person or group of people. According to Harun Rashid & Mansur (2008: 216). Performance is the result achieved by a person in carrying out his work according to certain standards that apply to the job in question, even though in the same situation the performance of each person is different. This difference is influenced by various factors and abilities possessed by that person, while Goodhue & Thompson's research (Harun Rasyid & Mansur 2008: 216), states that "individual performance achievement is related to a series of individual tasks". Higher performance implies increased efficiency, increased effectiveness, or higher quality in completing a series of tasks assigned to individuals.

Performance is achieved through a series of tasks that have been done by someone. Hamzah B. Uno (2008: 15) says that "teachers are adults who are consciously responsible for educating, teaching and guiding students". People who are called educators are people who can design learning programs and can organize and manage classes so that students can learn and ultimately reach a level of maturity as the ultimate goal of the educational process. whereas according to Dwi Siswoyo, et al (2011: 128), "teachers are educators who are in the school environment". The teacher is a figure who has a role in influencing students in the school environment.

The teacher is a figure who has a very important position in the development of all the potential of students, while according to Dwi Siswoyo, et al (2011: 132), "the teacher becomes the decisive person in planning and preparing the educational and learning process in class, determines class arrangements and controls student". The teacher as the key to the success of learning objectives must be able to make learning run well. Moh Uzer Usman (2006: 15) says that "professional teachers are people who have special abilities and expertise in the field of teacher training so that they can carry out their duties and functions as teachers with maximum abilities". Maximum ability in carrying out their duties and functions as a teacher can be used as the basis for someone to become a professional teacher, it is expected to create intelligent and good quality human beings. The teacher is one of the factors that determine student success. The teacher plays an important role in improving the learning and teaching

process, therefore a teacher is required to have basic competencies in the teaching and learning process. According to Udin Syaefudin Saud (2010: 50) that "teacher performance competencies (generic teaching competencies) in actual performance in the teaching and learning process, have at least four abilities, namely the ability:

1. Planning the teaching and learning process,
2. Carry out and lead or manage the learning process,
3. Assess the progress of the learning process, and
4. Mastering learning materials.

Mulyasa (2013: 103) argues that "teacher performance in learning is related to the teacher's ability to plan, implement and assess learning, both related to the process and the results". The teacher carries out performance in learning not only on student learning outcomes but on the learning process that is carried out as well. The process of assessing the learning process can also be done outside the classroom. Teachers as educators do not only have teaching skills, but teachers must also have competence, in accordance with Law Number 14 of 2005 concerning Teachers and Lecturers article 10 paragraph 1 states "the competence of educators as learning agents in primary and secondary education and children's education early age include:

1. Pedagogic competence,
2. Personality competence,
3. Professional competence and
4. Social competence.

RESEARCH RESULT

The managerial ability of school principals toward teachers is very much needed in the world of education. The success or failure of education in a school is largely determined by how a school principal manages everything. As the top leader in the school environment, a leader must have the ability to become a manager for his subordinates and other stakeholders. A school principal must have managerial skills, including planning skills, organizational skills, evaluating skills, and principal leadership.

As for teacher performance, the principal must be able to provide direction to his subordinates, namely teachers in the field of developing lesson preparation, carrying out the learning process, and learning preparation abilities. So to see how the performance of teachers is, in a school, there are certainly supportive teachers and staff.

A school principal is a leader in a school institution so he has many tasks that must be completed. In the managerial process, the school principal always involves teachers and also stakeholders in the school. The principal of West Bangkala 1 Public Middle School in the Jenenpoto area has managerial skills and the process of carrying out tasks involving teachers and stakeholders for the advancement of education in schools. The principal in carrying out his duties always prioritizes shared interests to advance student knowledge. So that all the tasks can be carried out properly and also in a structured manner. In general, the duties of the principal in terms of managerial abilities, namely:

1. Planning

In connection with planning, the principal of Bagkala Barat 1 Public Middle School in the Jenepono area has formulated the school's vision and mission well planned the preparation of the RAPBS and planned a work program.

2. Organizing

In organizing the school principal performs the implementation of tasks, teacher empowerment, and class management.

3. Evaluation

Principals can formulate indicators to measure the success of school programs, principals use the results of performance evaluations as the basis for preparing programs, and principals use the results of performance evaluations to carry out continuous improvements to achieve performance. This performance evaluation is carried out by the school principal to find out how far the managerial achievement of the school principal is according to his subordinates and also to find out where the performance of teachers and stakeholders in the school environment has reached.

4. Leadership

Principal leadership can supervise or implement management functions, the principal can make decisions and solve problems appropriately.

To improve teacher performance at West Bangkala 1 Public Middle School, the principal will do some things so that everything goes well. Among them are activating

MGKM, preparing for learning, carrying out the learning process, and evaluating.

1. MGKM activation

MGMP activation is carried out in schools with the aim that all teachers in schools can develop themselves according to the knowledge they have mastered. For example, an Indonesian language teacher will be given a platform by the school principal on how he develops his knowledge about the proper and correct Indonesian language learning process, and the school principal will also conduct seminars or involve the teacher in guidance and techniques or also expertise training in the field of learning whether it is carried out by the ministry of education, regional or even general seminars that have a bearing on what is the task of the teacher's teaching process at school. The MGMP is indeed very important and must exist in every line of the educational environment. As we know, educators are also required to have competence, namely:

- a. Mastery of material, concepts, structures, and scientific mindsets that can support mastered learning.
- b. Mastery of competency standards and basic competencies in each subject or area mastered.
- c. Develop learning materials that are mastered creatively.
- d. Carry out professional development in a sustainable manner by carrying out reflective actions.

- e. Use technology in communicating and self-development.

2. Learning Preparation

In preparation for learning, there are aspects of lesson planning that must be carried out by a teacher which includes several things, including making annual and semester programs, making analysis of the depth level of the material, conducting context analysis in determining KKM, making minimum completeness criteria (KKM), making remedial programs and enrichment, preparing teaching materials, and analyzing SK/KD in determining the time allocation must be appropriate and appropriate. In terms of learning preparation, each teacher is required to make a teaching program plan for the implementation of good teaching and learning activities.

3. Learning process

In the learning process the teacher conveys the scope of material and explanations of activity descriptions according to the syllabus, the teacher involves students in finding information and learning from various sources, the teacher does apperception, the teacher explains the basic competencies and goals to be achieved, the teacher shows concern for the cleanliness of the classroom when the KBM takes place. The teacher uses a variety of learning approaches, learning media, and other learning resources, the teacher facilitates interaction between students and students between teachers, the environment, and other learning resources, the teacher involves students actively in various learning activities,

the teacher facilitates students doing experiments in laboratories, studios or field.

The teacher familiarizes students with various reading and writing through specific meaningful assignments, the teacher facilitates students through giving assignments, and discussions to bring up new ideas both orally and in writing, the teacher allows students to think, analyze, solve problems and act without fear, the teacher facilitates healthy competent students to improve learning achievement, the teacher provides positive feedback and reinforcement in the form of oral, written, cues or prizes on student success, the teacher makes summaries/conclusions, the teacher evaluates and reflects on the learning activities that have been carried out, the teacher provides feedback on the process of learning outcomes, the teacher gives structured assignments (PT) and unstructured independent activities (KMITT), and the teacher presents plans for the next meeting. To improve teacher performance, the school principal manifested in the form of rewards for outstanding teachers, and the school principal always encourages teachers to take part in academic work competitions, and participate in KKG/MGMP activities which are beneficial for increasing teacher knowledge.

4. Evaluation

Every school, whether at the elementary school, junior high school, or high school and tertiary level, even after the preparation of the lesson and also the learning process, of course, an evaluation stage will be carried out of every material that has been taught by the teacher of the subject concerned.

It's the same with West Bangkala Junior High School 1 which is in the Jenepono area. This school implements an evaluation process that is carried out in three forms of exams, which starts with daily exams or daily tests in the form of students who will be given exams after each lesson is completed at one stage of discussing the material. The second exam will be conducted during the mid-semester which will be carried out six months after the student learning process and also the final stage exam or semester exam.

Impacts Affecting Principal Managerial Capabilities on Teacher Performance

The managerial ability of the school principal on teacher performance in West Bangkala 1 Middle School (SMP) has a very positive impact on every teacher and student in the school environment. The positive impact that is so visible with the managerial abilities of this school principal, namely from the ability of each teacher to carry out the tasks of the learning and teaching process, the teacher has more motivation in the learning process and the creation of good collaboration. By him, it can be explained that the impact that influences the managerial principal on teacher performance, namely:

1. Good Cooperation

Good cooperation between school principals and teachers and also existing stakeholders has a good impact on schools and also everyone in the environment. As it is known

that the principal is a leader who must interact a lot and provide direction to teachers, so good cooperation is needed.

2. The Principal as a Role Model

The principal is a role model or an example figure in the school, indeed he must be a role model for everyone at school. All of the disadvantages will be noticed by subordinates, stakeholders, and also students. So being a school principal is not an easy thing. A school principal must have good relations with all parties in the school. If relationships are not established with everyone at school, of course, everyone will feel uncomfortable in the process, for example giving assignments. All teachers and stakeholders will feel pressured and uncomfortable. So at school, it takes a principal to have a role model, namely the principal so that everything goes according to purpose.

3. Teachers who Have Potential

Teachers are people who are involved in education whose job is not only to transfer knowledge from teachers to students but more than that. The teacher also acts as a substitute for parents at school whose job is to direct students to achieve educational goals and make them whole human beings through examples they can emulate, enthusiasm or encouragement to become better, and guidance or direction so that they are always on the right path in developing potential in him. So at school, it takes a teacher who has extraordinary knowledge and potential to become a teacher. Schools that have teachers with extraordinary potential will also have extraordinary students and graduates. Because a

teacher has extraordinary potential, he will not carelessly teach his students.

CONCLUSION

1. The managerial ability of the school principal is good and professional, because the principal prioritizes education at West Bangkala 1 Public Middle School, especially in the application of an appropriate curriculum from the central government or the Ministry of Education and Culture in terms of improving the quality of educators, students, and managerial principals. The principal's relationship with teachers and other stakeholders while at school is very close and good. And the principal invites teachers and school staff to always be enthusiastic at work and the principal invites them to have lunch together so that teachers are more enthusiastic and motivated to work together.
2. Teacher performance with the principal's managerial ability, can be seen in terms of the teacher's duties starting from MGKM activation, lesson preparation, learning process, and evaluation.
3. The impact that affected the managerial ability of the school principal on the performance of junior high school 1 Bangkala Barat teachers, had a good impact on the changes of existing teachers where, when viewed from the principal's relationship with the material, there was good cooperation between the

principal and the teacher will have a good impact on the school and also everyone in the school environment. Where when it is seen that the school principal as the highest office holder and also a role model for all in the school of course must have a good relationship with the teacher, where the teacher is a figure who is no less important for realizing a superior school and students who have potential.

BIBLIOGRAPHY

- Dzulfadhli. 2010. Hubungan Kepemimpinan Kepala Sekolah dengan Motivasi Kerja Guru di SMA Hasanuddin Lagoa Jakarta Utara. Jakarta: Skripsi UIN Syarif Hidayatullah.
- Mulyasa, E. 2011. *Menjadi Kepala Sekolah Profesional*. Bandung: PT. Remaja Rosdakarya.
- Lunenburg, Irby. 2006. *The Principalship Vision to Action*. USA: Cengage Learnig.
- Uno, Hamzah B. 2008. *Teori Motivasi dan Pengukurannya*. Jakarta: Bumi Aksara.
- Saefullah. 2019. *Manajemen Pendidikan Islam*. Bandung : Cv. Pustaka Setia.
- Siagian, Sondang. 2012. *Teori Motivasi dan Aplikasinya*. Jakarta: Rineka Cipta.
- Sugiyono. 2017. *Metode Penelitian Kuantitatif Kualitatif, dan R&D*. Cet. XXV; Bandung: Alfabeta.