



Implications of Principal's Managerial Competence on Teacher Performance at Kuttab An-Nubuwwah, Sukabumi City

Rubi Babullah ¹, Kun Nurachadijat ²

¹ Institut Madani Nusantara, Indonesia

² Institut Madani Nusantara, Indonesia

Corresponding Author: Rubi Babullah, E-mail; rubibabullah99@gmail.com

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ABSTRACT The purpose of this study was to find out the implications of the managerial competency of school principals in improving the performance of elementary school teachers. This study uses a qualitative approach. The collection of data obtained from various sources, backgrounds and various methods in this research is through mini-research and literature studies. The results of this study indicate that the competence of the principal in improving the performance of elementary school teachers, namely in planning the principal makes an annual school work plan (RKTS) which concerns 8 educational standards, provides SKP criteria (employee performance targets) at the beginning of the year as a guide for teacher assessment by the school principal, in practice organizes and involves teachers in scientific forums such as education and training (upgrading/in-service training, workshops and seminars), in the direction of the Principal supervises the education of teachers (class visit techniques, private talks, and group discussions) , as well as the efforts made by the Principal as a manager in improving performance is to build good communication with all teachers in building a productive work culture. The managerial competence of the principal at Kuttab An-Nubuwwah 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 functions of the Principal with an education management approach carried out by the Principal has carried out the stages of management which include planning, implementation and evaluation but in terms of management functions have not been optimized, in carry out an education management approach to the process of the Principal's managerial function. Keywords: Competency, Managerial, Principal			

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INTRODUCTION

In today's era of globalization, there are many obstacles faced in educational institutions and expectations for the future, professional leaders are needed to realize the vision of education that has been detailed in a directed and clear mission and program. (Muhammadong dkk., 2023). According to Tilaar, there is a need for appropriate leaders

called professional leaders, leaders who not only master the ability and skills to lead but also can realize moral values in the education system, and leaders who have and master the values of science and technology in accordance with the times. (Pathurohman dkk., 2023). In organizing and running the leadership mechanism, it is not only based on ability, but is more based on spiritual values, where the leader is used as a model / role model for his subordinates. (Yusup dkk., 2022). Education in this era of industrial revolution has an important role in developing human resources. (Zukhairina dkk., 2022) The existence of quality human resources (HR) that are able to compete in various aspects of life and greatly determine the success of national goals and the progress of the State of Indonesia, the availability of quality human resources (HR) in the world of education can help realize student learning achievement and improve the quality of education. (Iskandar, 2013).

Principals have an important role to help teachers and learners. In his leadership skills, the Principal must also be able to understand, overcome and correct deficiencies that occur in the school environment as an organization that he leads. (Hasnawati & Waled, 2023). The main role of the Principal is as a leader, managerial and controlling the course of education, so that education can function as a transformation organization that changes students towards a better direction. This requires a process that takes place must be correct and maintained in accordance with the provisions of the educational objectives themselves, so as to ensure the implementation of education in a comfortable and controlled school (Susanti, 2020).

Principals need good managerial skills in order to ensure quality in accordance with the objectives of education (Lumban Gaol, Morales, dkk., 2023). In addition to functioning as a top manager, the principal also functions as a school supervisor. This means that a top manager is the determining factor in the success or failure of a school organization and is the key to the success of an organization. (Amirudin dkk., 2022). A successful manager must have managerial skills and be able to manage his organization, create a healthy and comfortable organizational culture, be able to anticipate changes, correct weaknesses and be able to bring his organization to the target period set, so that teachers will have job satisfaction which is shown through their performance. (Yennizar dkk., 2022). In addition, the Principal must manage and guide in managing the school through administrative, management and leadership activities which are highly dependent on the Principal's policies and strategies. (Afifah dkk., 2023). This will not go well if a Principal does not have certain strategies or ways that can generate motivation, both for teachers and students. (Lisnawati, 2017).

The teacher is the leader of learning, because it is the teacher who determines the quality of education and will have implications for the quality of education output. (Gusvita & Alon, 2021). Teacher performance is a performance displayed in carrying out their duties as educators (Arsul dkk., 2021). Teacher performance is always a hot topic for discussion, because it is considered not optimal. Teachers seem to carry out their duties only as a routine so that their innovation and creativity are closed. (Rahmah & Martin, 2022). If there are teachers who develop their creativity, they tend to be considered a waste of time. This is reinforced by Sagala's opinion that the results of teacher upgrading

in various fields of study have not shown different work power compared to the performance of teachers who did not participate in the upgrading. There is no control over the results of the upgrading even though the upgrading has cost a considerable amount of money (Pang dkk., 2022). Performance can be interpreted as the act of performing an activity or activity. Mangkunegara explained that performance (work performance) is the quality and quantity of work achieved by an employee in carrying out his duties in accordance with the responsibilities given to him (Mutalib & Dylan, 2021). Suharputra added that performance is a work ability or work performance shown by an employee to obtain optimal work results. So it can be concluded that performance is an effort made by someone to achieve certain goals in accordance with predetermined standards. (Sari, 2018).

THEORETICAL FOUNDATION

Managerial Competence

According to Hasan, managerial competence is the principal's ability to organize and develop school resources to create an effective, efficient learning environment. (Argadinata & Putri, 2013). Mulyono dalam (Iskandar, 2013) explains that the managerial function of the principal is the spirit that is the center of the source of organizational motion to achieve goals in increasing opportunities to hold effective meetings with teachers in a conducive situation. E.Mulyasa in (Trimono, 2014) argues that managerial competence is an ability to organize resources to achieve predetermined goals productively and how to create a good atmosphere for humans who participate in achieving agreed goals together. (Pesch dkk., 2019). From the above opinions, we can conclude that the conceptual definition of managerial competence is a combination of technical, social, and leadership skills. It emphasizes the importance of skills in building relationships, inspiring others, and achieving goals together (Fuadi & Mirsal, 2023). So that we can get an operational definition of the conceptual definition that the researcher makes the independent variable, namely managerial competence is a combination of technical skills possessed by the principal of An-Nubuwwah Kuttab, which emphasizes the importance of skills in building relationships, dividing tasks, inspiring An-Nubuwwah Kuttab teachers, and achieving common goals that apply in Kuttab An-nubuwwah. With indicators of the managerial competence of the principal of Kuttab An-Nubuwwah, namely; (1) planning prepared by the principal of Kuttab An-Nubuwwah (2) organizing or distributing tasks to teachers of Kuttab An-Nubuwwah teachers by the Principal of Kuttab An-Nubuwwah. (Pamungkas & Halimah, 2023) (3) (4) The supervision that the principal of the An-Nubuwwah Kuttab school does so that the system that is formed really remains unchanged.

In this case, the achievement of indicators emphasizes the principal of An-Nubuwwah Kuttab to be able to plan well and formulate goals and strategies, organize resources and tasks to An-Nubuwwah Kuttab teachers efficiently, be able to direct and control members according to their needs and capacities, be able to provide supervision for every policy that has been implemented.

Teacher Performance

Supardi suggests the definition of performance as the results of work that has been achieved by someone in an organization to achieve goals based on standardization or size and time adjusted to the type of work in accordance with the norms and ethics that have been applied. (Roshayanti dkk., 2023). According to Mulyasa, teacher performance is a condition that shows the ability of a teacher to carry out his duties at school and describes an action that the teacher displays during learning activities (Muspawi, 2021). Meanwhile, according to the Ministry of Education in (Iskandar, 2013) Teacher performance is defined as work performance or work execution or performance results. Teacher performance is the result of a process carried out by humans. Teacher performance is a form of behavior of a person or organization with an achievement orientation. From the above opinion, we can conclude that the conceptual definition of teacher performance is a form of work with what has been done which is shown through appearance, actions and work achievements based on knowledge, skills, values and attitudes possessed by individuals. (Ulum dkk., 2023). So that we can get an operational definition of the conceptual definition that the researcher makes the dependent variable, namely teacher performance is a form of work that has been planned with what the teacher has done at Kuttab An-Nubuwwah which is shown through appearance. (Rahmah dkk., 2022), The actions and work performance of Kuttab An-Nubuwwah teachers based on the knowledge, skills, values and attitudes possessed by teachers at Kuttab An-Nubuwwah. Supardi in (Muspawi, 2021) explains that teacher performance indicators include: knowledge, skills, placement systems and experience variation units, practical abilities, qualifications, work results and development.

RESEARCH METHODOLOGY

The research on the principal's managerial competence in improving teacher performance at Kuttab An-Nubuwwah used a qualitative approach with 4 respondents on April 10, 2023 at Kuttab An-nubuwwah, namely the principal, teachers, parents and students, according to Sugiyono in the study (Sugiyono, 2017) that qualitative research methods are research methods used to research on natural object conditions where the researcher is the key instrument, in qualitative research has the characteristics of textual analysis or in the view of Creswell as cited in the article. (Tanjung dkk., 2021) that qualitative research is interpretative research, in which the researcher is involved in a continuous and continuous experience with the participants, while the method in this study is descriptive analysis, in terms of data collection obtained from various sources, settings, and various ways in this study is through mini research and literature study is the first step in the data collection method. Literature study is a data collection method directed at finding data and information through documents, both written documents, photographs, images, and electronic documents that can support the writing process, according to Sugiyono as quoted by Sugiyono (Fauzi & dkk., 2022) documents are records of events that have passed, documents can be in the form of written images, images, or monumental works of a person, it, in line with the opinion of (Creswell, 2007) that qualitative

documents can be either public documents (e.g. newspapers, papers, office reports) or private documents (e.g. diaries, letters, e-mails).

RESULTS AND DISCUSSION

Principal's Managerial Competence

Every one of you is a leader, and every leader will be held accountable for what he leads. This hadith explains that it is clear that everyone is a leader (Lumban Gaol, Hansrainer, dkk., 2023). Regardless of ethnicity, group or race. Even in the verse of the Qur'an it is explained that humans are sent down to this earth to have the task of one of them being khalifah (leader), therefore humans cannot be separated from their duties and roles as leaders who at least lead themselves. And all of that will be held accountable (Yeltriana dkk., 2023). And when you become a leader, you must also be responsible for what you lead, and also as a leader, you must be able to set a good example or example for those you lead. (B. Beribe, 2023). Every leader must pay attention and know what is happening in the field and not forget to motivate employees and members to have a high work ethic. (Asman dkk., 2023). 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 at Kuttab An-Nubuwwah, while the Principal's plan as a manager in an effort to improve teacher performance is based on the vision and mission of the School as a needs analysis, the process of recruiting new teachers according to competency needs is not based on entrustment or kinship, make an annual school work plan (RKTS) which concerns 8 educational standards, provide SKP (employee performance objectives) criteria at the beginning of the year as a guide for teacher assessment by the principal, teacher behavior assessment, and the principal makes a supervision plan, administrative inspection plan and makes a teacher schedule to include teachers in attending training, technical guidance, seminars and so on. In this case, the principal of Kuttab An-Nubuwwah has carried out management planning, administration, curriculum preparation, evaluation, supervision and others very clearly. It was proven during the research that there were documents showing the agendas of activities in Kuttab An-Nubuwwah for one school year.

The success of education in schools is largely determined by the success of the principal in managing the educational staff available at school. The principal is responsible for the organization of educational activities, school administration, coaching other education personnel, and utilization and maintenance of facilities and infrastructure. This becomes more important in line with the increasingly complex demands of the principal's duties, which require increasingly effective and efficient performance support. The principal as the highest leader who is very influential and determines the progress of the school must have administrative skills, have a high commitment and be flexible in carrying out his duties. In his role as a leader, the principal must be able to pay attention to the needs and feelings of the people who work by always providing motivation to his subordinates so that teacher performance is always maintained. In Government Regulation No. 38 of 1992 article 3 paragraph 3 concerning Education Personnel, it is explained that

the manager of the education unit consists of school principals, directors, chairmen, rectors and leaders of out-of-school education units. The principal as one of the managers of the education unit is also referred to as an administrator, and is also referred to as an education manager. The high and low performance of an organization is determined by the manager. The principal as a manager is the key holder of the back and forth of the school. This is in line with the opinion of Richardson & Barbe 1986 which states, "principals is perhaps the most significant single factor in establishing an effective school".(Lisnawati, 2017).

As an educator, the principal has the role of planning, implementing, assessing learning outcomes, guiding and training, researching and serving the community. As a manager, the principal does planning, organizing, directing, and supervising. As an administrator, he must be able to manage school administration in supporting the achievement of school goals. As a supervisor, the principal must be able to plan academic supervision programs in order to improve teacher professionalism, carry out academic supervision of teachers using appropriate supervision approaches and techniques, and follow up on the results of academic supervision of teachers in order to improve teacher professionalism. As a leader, principals must be able to lead schools in order to optimally utilize school resources. As an innovator, the principal must be able to find new ideas for school renewal, work hard, be able to market the school so that there are many students and entrepreneurial instincts. And finally as a motivator, the principal must be able to generate enthusiasm, organize the physical work environment, organize a conducive work atmosphere (school climate), and have the ability to apply the principles of reward and punishment. (Sari, 2018).

Organizing is a very important stage as a follow-up to the planning that Kuttab An-Nubuwwah has made in an effort to improve teacher performance. The principal's organizing ability makes it easier for the principal to supervise and implement school activity planning. Organizing is one of the indicators of managerial competence that needs attention from the principal. (Rusmaini, 2014). This function needs to be carried out to create a school organizational structure, job descriptions for each field, clearer authority and responsibility, and determination of the necessary human and material resources. After observing and researching, it was found that the division of teacher duties was not appropriate because there were still teachers who had double jobs concurrently with other duties. Managerial activities carried out by the Principal at Kuttab An-Nubuwwah were found to be less than optimal, this was evidenced by the lack of interaction with the teachers, the lack of monitoring carried out by the principal against the teachers and not assessing the teachers who carried out activities or tasks for their daily life at school. The principal also rarely holds meetings with school personnel to discuss the progress of the school, especially discussing the improvement of teacher performance both with regard to the program, implementation and achievement results regarding the implementation of supervision. This incident can have an effect on the loyalty of teachers in carrying out their duties, namely the lack of seriousness in preparing lesson plans (RPP) and there are still teachers who are not ready to prepare lesson plans in the middle of the semester.

The process of making decisions and policies goes through stages, all of which are carried out through deliberations/meetings of the committee or teachers' council. The form of communication that is carried out is dialogical and multi-directional, in the sense that it refers to the potential possessed by the school committee or teachers and staff. The supervision process takes place through evaluation of teaching tasks, preparation for teaching inspection and overall evaluation related to the quality of education. To get teachers who are motivated to carry out their duties, principals have the following roles:

Trusting staff or teachers

It is essential for a principal to trust staff or teachers to realize their creative talents. Without trust and mutual respect, schools will experience a combination of poor performance and low morale. This condition will cause the school to be trapped in a crisis situation and unable to boost students' learning outcomes. (Zhahira, 2022).

Provide tasks and authorities

In an effort to solve every problem, a principal as a leader does not need to solve the problem directly, but can leave the task to subordinates or teachers. Thus, if the problem is successfully solved, the teacher will gain inner satisfaction and this is very important to stimulate motivation and self-confidence. (Masykur, 2019).

Applying discipline

The principal must set certain standards, adhere to them and enforce them indiscriminately on every teacher. If there are subordinates who hinder the set standards, for example, teachers are ineffective and do not show improvement, this will be detrimental to the school. The principal should reduce the responsibility of teachers who hinder or slow down the effort to achieve success. (Iskandar, 2013).

Care for teaching staff

As a leader in the school, the principal always pays attention to all teaching staff who demonstrate good performance and attitudes and have a strong commitment to the achievement of common goals. (Hidayat dkk., t.t.).

Building the Vision

The principal must have a clear vision of the school. Good planning, finding definite and clear goals on a priority scale will be able to realize the goals, it also creates a continuity of school work programs that are directed. For teachers, principals who set a clear vision will generate enthusiasm for their work to achieve the targets that have been set. (Nurachadijat, 2006).

Directing and controlling in a school environment has considerable resources ranging from human resources consisting of teachers, employees, and students, financial resources, to physical starting from 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 assigned. 2) The principal has not been able to utilize all human resources optimally. The use of human resources is focused on honorary staff. 3) Many senior and aged teachers who are approaching retirement find it difficult to keep up with system changes related to administrative issues and the learning process that has changed using computer technology media, there are difficulties in

overcoming this problem of human resources (HR) or teachers because principals are reluctant to organize senior teachers regarding their responsibilities as a teacher and build better communication with teachers so that it has an impact on the productivity of teachers, especially senior ones, who are not optimal in contributing to the implementation of education. (Zhahira, 2022). In relation to the field, the role of the principal at Kuttab An-Nubuwwah is appropriate and there are no problems as mentioned, the principal at Kuttab An-Nubuwwah is able to direct and control resources properly and systematically planned and organized.

The principal's role in performing supervision and control tasks. This supervision includes management supervision and also supervision in the field of teaching, management supervision means supervising in the field of developing administrative and institutional skills and competencies, while teaching supervision is to supervise and control the tasks and abilities of educators as a teacher, principals who have professional competencies and skills as teachers will be able to provide good supervision to their subordinates. The problem that occurs in schools is that principals have not carried out supervision to their subordinates on a regular basis, supervision is only carried out during teacher performance appraisals. (M Saway, 2019). Seeing what happens in Kuttab An-nubuwwah, the management supervision function is good and there are no problems found in contrast to teaching supervision, which has problems with the division of teacher duties given the limited number of teachers while administrative tasks that must be fulfilled make overlapping between teaching tasks and administrative tasks.

Implications of Principal's Managerial Competence on Teacher Performance

Many variables that affect teacher performance include the managerial competence of the Principal. The principal's managerial competence is very important, because it can support the smooth implementation of duties as an educator which ultimately affects the performance of the teachers themselves. Therefore, leaders must always strive to improve teacher performance and must have the ability to understand various aspects related to management, especially understanding the needs manifested through teacher behavior in carrying out their duties. Teacher behavior arises because of vertical and horizontal interactions between leaders and subordinates and between subordinates and subordinates. Thus, the high and low managerial achievements possessed by the Principal are likely to affect teacher performance.

Teacher performance is the success of teachers in carrying out quality teaching and learning activities including aspects; loyalty and high commitment to teaching assignments, mastering and developing methods, mastering learning materials, and using learning resources, being responsible for monitoring teaching and learning results, discipline in teaching and other tasks, creativity in carrying out teaching, interacting with students to generate motivation, honest and objective in guiding students. School principals are seen as officers who must carry out supervision of teachers under their good leadership. Supervision is carried out routinely according to a predetermined schedule. In addition to the principal, supervision is carried out by senior and competent teachers through delegation of tasks by the principal to assist in the process of supervision

activities. This supervision activity is carried out to provide direction to teachers related to teaching and learning activities. (Zhahira, 2022).

In improving teacher performance, 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. Principals as managers in improving teacher performance have carried out various activities to encourage improved teacher performance by including teachers in scientific forums such as education and training (upgrading/in-service training, workshops, and seminars), providing teacher support facilities in the learning process, including teachers in the teacher certification program, and providing opportunities to continue formal education for teachers (Zhahira, 2022). Thus Human Resources as a component of education that is considered to be the key to the success of education must be fostered and developed on an ongoing basis so that it becomes a quality human resource capable of carrying out its functions professionally. Because quality and professional human resources are an absolute necessity in efforts to improve the quality of education. But how to manage human resources so that humans can play a major and optimal role in realizing quality education, is not a simple matter. This simplicity can be seen looking at the meaning of management itself. (Nurjanah dkk., 2021).

The principal's managerial skills that are important to master are the ability to plan, organize, direct and supervise. Based on individual analysis, it is stated that Principal Managerial has a real contribution in improving teacher performance. This result means that the principal's managerial skills can improve teacher performance. In the implementation of classroom learning, the teacher plays an active role by involving students to work together in preparing learning media when the learning process takes place in the classroom, this is the teacher's effort to provide more and deeper understanding to students. Then a teacher can also measure the ability of his students to know or measure the learning outcomes obtained during a certain time which is usually in one semester. In the learning process, a teacher must evaluate and follow up with regard to remedi or enrichment of students during the learning process.

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As it has been explained that the situation in Kuttan an-Nubuwwah is actually very good, it's just that there are problems about the distribution of teacher work assignments, there are still some teachers who have double duties and are positioned not in accordance with the teacher's qualifications, this is indirectly able to affect teacher performance. Placing teachers according to their expertise absolutely must be done because teachers who are assigned tasks that are not in accordance with their expertise will result in

decadence in the way they work and the results of their work and will cause a sense of dissatisfaction in themselves, a sense of disappointment will hinder the development of teacher morale. The principal as a manager must be able to create a happy working atmosphere, work is not felt as something that is forced, but as something fun. That way the teachers and education personnel will happily and consistently carry out their duties and functions in accordance with their respective fields, for this reason the managerial ability of the principal is very important and is a must for the principal to have in carrying out his duties and functions properly. (Rusmaini, 2014).

Lesson planning, teacher performance is considered good but not optimal. The most prominent is that the teacher has not made a lesson plan that will conduct learning. Whether or not the performance of teachers in Kuttab An-Nubuwwah is good, with regard to the managerial competencies carried out by the principal, especially with regard to planning, organizing, directing and supervising the principal. Learning Implementation, teacher performance is considered to have gone well. This is supported by the findings which state that technology-based learning media has been used as an indication that learning is active and innovative. Based on individual analysis, it is stated that the Principal has a real contribution in improving teacher performance. This result means that the managerial effectiveness of the Principal can improve teacher performance at Kuttab An-Nubuwwah, meaning that the more effective the Principal's managerial effectiveness, the more teacher performance increases.

CONCLUSION

Based on the research findings, it is found that as an independent variable, the managerial competence of the Head of Kuttab An-Nubuwwah has a significant positive correlation with the performance of Kuttab An-Nubuwwah teachers, as the dependent variable. So to improve teacher performance, absolutely the Principal's Competence must be strengthened as well. While some subsequent conclusions that there are still many obstacles or problems related to the implementation of the principal's managerial. In general, the problems include: the managerial of the principal who is still relatively low. As an innovative step towards the implementation of principal management, especially in Kuttab An-Nubuwwah, the school, in this case the principal, always carries out supervision to improve teacher performance. The managerial competence of the principal at Kuttab An-Nubuwwah in improving teacher performance has been carried out in accordance with the stages of management properly. The Principal's managerial function as an effort to improve teacher performance, the implementation of the Principal's managerial function with an educational management approach carried out by the Principal has carried out the stages of management which include planning, implementation, and evaluation but the management function has not been optimized, in carrying out an educational management approach to the Principal's managerial function process, the Principal as a manager has carried out every stage of management in the implementation of education in order to improve performance.

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