

Planning Management of School Principals in Improving the Performance of Leading Public Senior High School Teachers in Jambi Province

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Abstract: *The research objective was to determine the planning management of the principal in improving the performance of teaching staff. This study used a descriptive qualitative approach with a case study at the Senior High School (SHS) in Jambi Province. Data collection techniques include interviews, observation, and documentation. The research was conducted at SHS 1 Merangin, SHS 1 Muara Bungo, and SHS 1 Jambi. The research subjects included the principal, teachers, vice principals, and school staff. The results showed that the principal's planning to improve the performance of educators was in the form of policy formulation carried out by deliberation, discussion and meetings with representatives, educators, staff, and stakeholders starting from the program planning stage, implementation plan, and evaluation. The principal determines policies in the form of workshops, training and seminars to improve the performance of teaching staff. Based on the research findings, it was concluded that the planning management carried out directly by the principal improved the performance of the educators at Superior SHA in Jambi province. Recommendations are submitted to the provincial and district education offices to develop training activities for educators.*

Keywords: *Planning Management, Principals and Educator Performance*

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I. INTRODUCTION

In order to achieve the vision, mission and goals of education, it is necessary to make various efforts in the management of an educational institution in a school involving the principal, teaching staff, administrators, students as well as assistance and support from the local community and also the need for facilities that can support the smooth process of development in a school community. Ramayulis stated that the principal is a person who knows a lot about the assignments and determines the rhythm for the school [1].

Educators really need a leader figure who can provide direction and guidance so that they can carry out their duties professionally and show high performance. The principal must know how to create a comfortable working atmosphere for the school community. To encourage the performance of educators in schools, principals need managerial abilities, including: conceptual skills. Humanity skills, technical skills [2].

The management approach must be implemented appropriately. The principal in an appropriate and fast way must make school program planning appropriately and in certain circumstances must make decisions wisely. Educators as drivers of school programs are continuously monitored by the principal. Every human resource involved in educational activities basically must have the ability to carry out tasks related to various activities, such as planning, organizing, directing, coordinating, and assessing (evaluation), as well as communication processes, all of which are directed at efforts to achieve common goals [3].

Wahjosumidjo revealed that the principal as a planner includes planning aspects. In the sense that the principal thinks and formulates a program the goals and actions that must be taken [4]. The principal regulates the achievement of educational personnel performance by utilizing all school resources effectively and efficiently. The principal establishes a planning process that includes setting school goals and objectives, developing strategies to achieve mutually agreed goals, developing plans for integrating and coordinating school activities. The principal can utilize organizational resources to help control the movement of the teaching force. The function of the principal in monitoring the performance of educators includes the activities of the principal to compare the achievement of work results with what should be and to correct or assess teacher performance. Teacher performance appraisals are carried out directly by the principal and the assessment team as part of the management technique.

The results of the grand tour conducted by researchers in three schools in the province of Jambi, that is Senior High School 1 Merangin, Senior High School 1 Muara Bungo and Senior High School 1 Jambi, showed that the principal had tried to improve teacher performance by directing teachers to always trying to improve performance in learning, taking part in training, one example is taking part in the STD (Subject Teacher Deliberation) and workshops for example Increasing competitive teachers carried out by the government or the education office both in the City and Provincial districts then also the school principal gives rewards to teachers who excel.

The main formulation problem of this research is why the management of the principal can improve the performance of the teaching staff. Furthermore, the research questions are detailed: to become: how is the planning of the principal in improving the performance of the teaching staff at the Superior Senior High Schools in Jambi Province?

II. LITERATURE REVIEW

According to George R. Terry, management includes activities to achieve goals, carried out by individuals who contribute their best efforts through predetermined actions [5]. In terminology, management can mean all actions to move a group of people or direct all facilities in a collaborative effort to achieve goals [6].

Henri Fayol and Stephen P. Robbin suggest that all managers perform five functions: planning, organizing, leading, coordinating, and controlling. The functions are summarized as follows:

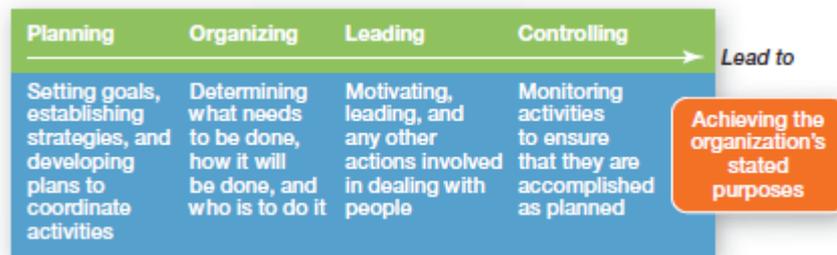


Fig. 1 The Four Functions of Management [7]

School as an organization, exists to achieve certain goals. Then one has to define the goals and the means for their attainment. When the principal is involved in planning, he or she sets goals, establishes strategies for achieving those goals, and develops plans for integrating and coordinating activities.

The planning function, among others, determines the objectives or framework for action required to achieve certain goals. This is conducted by examining the strengths and weaknesses of the organization, determining opportunities and threats, determining strategies, policies, tactics and programs.

The performance of teaching staff is part of the management of the principal. Whatever management is applied by the principal in regulating the teaching staff will have an impact on the performance of the teaching staff. As stated in the following strategy cube:

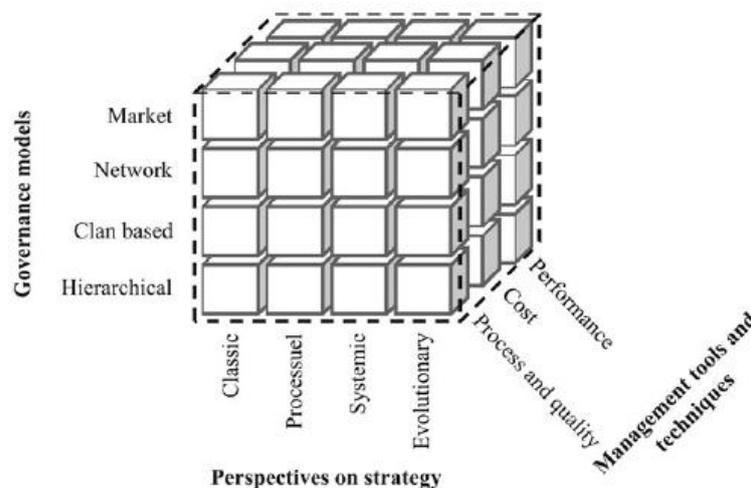


Fig. 2. The Strategy Cube adapted from Froholdt by Paul Joyce and Anne Drumaux [9]

Froholdt's Strategy cube conceptual framework focuses on organizational strategy and how an organization, in the central government, formulates and implements strategy, which departs from a long-term vision-based strategy defined at the political level and for the country as a whole.

Performance is "the disclosure of work results [10]. Performance is a work result that can be achieved by a person or group of people in an organization, in accordance with their respective authorities and responsibilities, in an effort to achieve the concerned goals of the organization legally, does not violate the law and is in accordance with morals or ethics. Individual performance is the basis of organizational performance, and to maximize the performance of each individual, it deals with individual behavior [11].

Performance shows how far the individual can achieve goals that are consistent with the goals of the organization. Performance is also a comparison between work results with certain standards or measures, such as targets, or criteria that have been determined and agreed upon. Performance is the result of a person's work that meets predetermined work standards and requirements. The results of the work that has been done by someone will also benefit themselves and others. As surah At-Taubah, verse 105 [12].

There are four guidelines for setting performance goals:

- a. "Set specific goals. Employees who accept specific goals usually do better than those who don't.
- b. Set measurable goals. Enter the goals quantitatively and include target dates or deadlines.
- c. Set goals high, but still logically achievable. Goals should be challenging, but not so difficult that they seem impossible or unrealistic.
- d. Encourage participation. Evidence suggests that objectively setting goals does not consistently result in higher performance than set goals, also doesn't assigned goals consistently result in higher performance than those set in a participatory manner [13].

Performance is strongly influenced by individual characteristics consisting of knowledge, skills, abilities, motivation, beliefs, values and attitudes. Individual characteristics are strongly influenced by organizational characteristics and job characteristics, as shown in the following figure: [14]

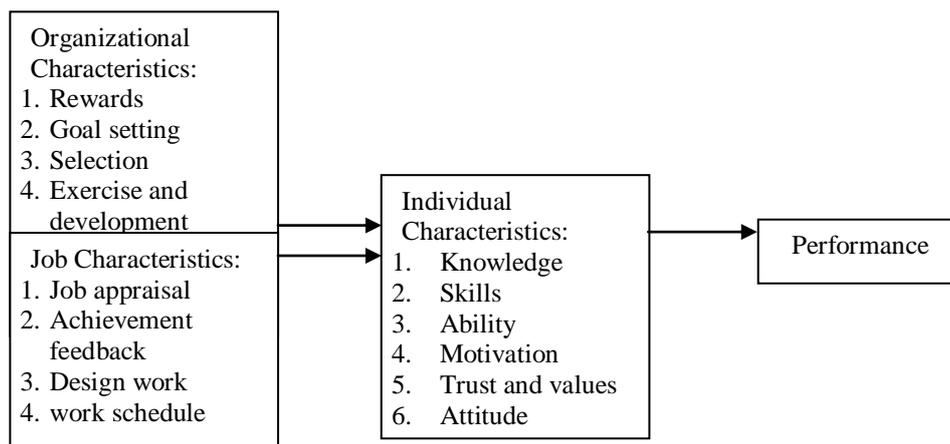


Fig. 3 Factors Affecting Organizational Performance

Based on the theory that has been put forward, what is meant by the performance of the teaching staff are 1). Able to develop the potential that is in oneself. 2). Always find new things for school progress, 3) develop bright ideas. 4) able to increase self potential. The author suggests the performance indicators of educators, that is 1) changes that really stand out in yourself, 2) smart mindsets. 3). always friendly with other people, 3). Homely. 4) not concerned with personal interests 5) encouragement.

Some of the relevant studies in this research include Syukri's research which emphasizes the leadership style of the principal in improving teacher performance [15]. Sasrito's research states that the implementation of school principal management has not been well planned, planning is only a formality, without involving teachers and not adapted to real conditions in madrasah [16]. Marwati produced a study that the principal must know the duties and functions of the principal in improving teacher performance and play a role in improving teacher professional work culture. The principal is responsible for improving teacher performance and providing guidance to teachers [17].

III. METHODOLOGY

The dissertation research uses descriptive qualitative research methods. The social situation in this study is the Senior High School (SHS) in Jambi Province which consists of SHS 1 Merangin, SHS 1 Muara Bungo, SHS 1 Kota Jambi. The research subject or respondent is parties that serve as participant in a research. The principal of the three schools studied, that is SHS 1 Merangin, SHS 1 Muara Bungo, SHS 1 Jambi. In addition to the principal, it also involves teachers in direct interviews with researchers.

In determining the subject, this study uses purposive sampling technique, which is one of the non-random sampling techniques where the researcher determines the retrieval of informants and key informants by determining specific characteristics that are in accordance with the research objectives.

Data collection techniques are a way of collecting data needed to answer the formulation of research problems [18]. Data collection was carried out by using observations of research subjects, interviews with several informants, and checking document data using documentation techniques.

The data analysis technique used is descriptive qualitative analysis, which is to analyze and describe descriptively about the management of school principals in improving teacher performance. The research process begins with the researcher collecting data. Then the researchers performed data reduction and data display. As a final step, the researcher draws conclusions. As an interactive model in the following data analysis:

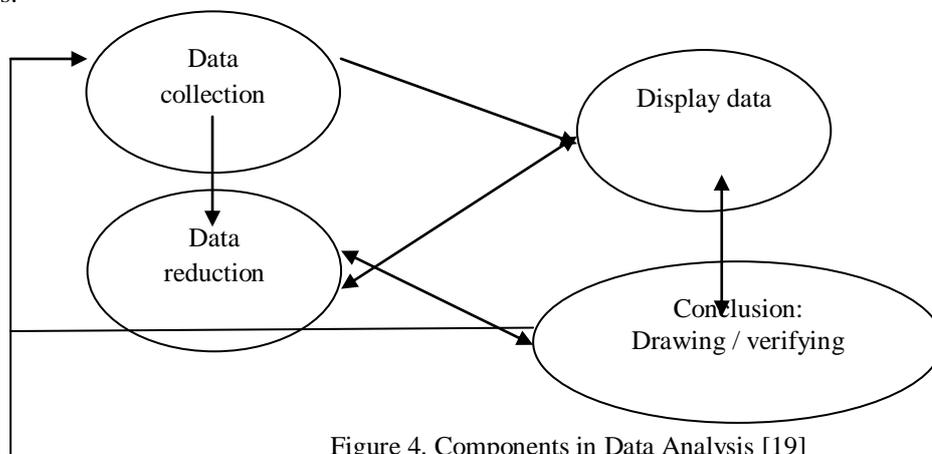


Figure 4. Components in Data Analysis [19]

IV. RESULTS AND DISCUSSION

Planning for the principal of Superior SHS in Jambi, is outlined in the formulation of a policy to improve the performance of educators with good management by considering and evaluating all activities carried out.

I. Human Resource Involvement

Regarding how and who is involved in policy formulation, the principal in improving teacher functions involves the vice principal of the curriculum section by carrying out several stages, that is: one policy planning process is carried out by identifying the needs for sources of policy thoughts such as the presence of new ideas derived from the results of various forums such as the results of training, seminars and meetings between teachers as well as the determination of policy objectives for improving the quality of student learning services. Second, implementing policies such as taking concrete steps to equip teachers with the knowledge, skills and attitudes required. Third, policy evaluation is carried out to assess and measure the effectiveness of innovation from student learning outcomes and to find out the problems faced by teachers during teaching

To formulate policies, the principal usually always involves curriculum and student affair on existing concrete problems and policies arise as a result of new ideas that come from the results of various forums such as the results of upgrading, workshop seminars, and meetings between teachers. teacher. Principal School policy ideas arise from assessments and observations during the academic journey.

From the exposure to interviews, documents, and observations, it was found that the head of Superior SHS in Jambi formulated policies by involving all elements of management, both the vice principal and the team and the teacher council through a meeting forum. From meeting activities with the teacher council, it will certainly result in the formulation of principal policies related to improving teacher performance in schools.

II. Forms of Planning for Performance Improvement of Leading Public SMA Teachers in Jambi Province

The form of policy formulation for the principal public high schools in Jambi Province is depicted in the following diagram:

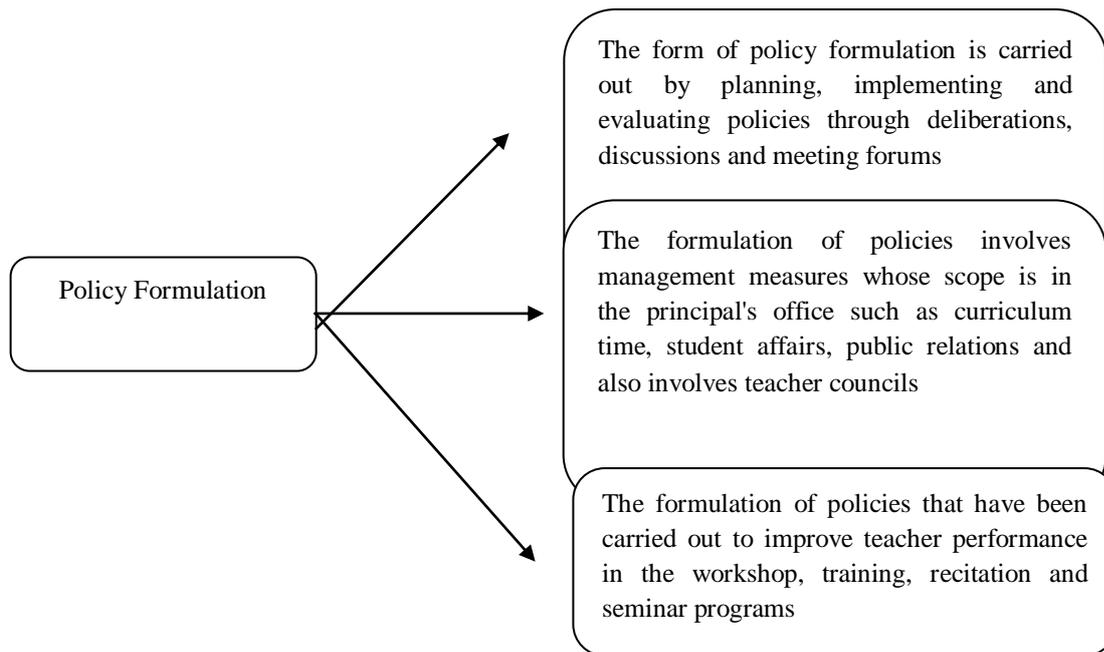


Fig. 5. policy formulation for the principal public high schools in Jambi Province

The principal's discussion with the teacher resulted in a form of policy in the form of short, medium and long term programs. One of the teaching and learning activities that has been carried out is by training for teachers by bringing in resource persons from unimed such as training to make K13 learning tools, training to overcome child psychology, training in brain simulations and teachers being included in educational workshops and seminars.

Policies for teachers are regulated through PKS Curriculum in the form of: bringing in resource persons, making a kind of workshop and training once a month by bringing in resource persons by providing material to improve teacher performance on learning models. Then, to improve and improve the personality of our teachers through monthly recitation and to evaluate the situation in the field about teacher obstacles during teaching, it is done by conducting monthly meetings. All teachers are free to provide input and find solutions to problems faced by teachers

The school principal carries out several program plans to support forms of improving teacher performance, that is:

First, forming a curriculum development team. At the basic level, the development of the educational curriculum in a more concrete direction, according to the needs of students, keeping up with the times, involving all parties, utilizing technology, and so on are components that must be included in the curriculum. Based on the concept of wanting to move forward. The level of teacher involvement in it is an agenda in itself to improve it.

Second, the principal optimizes the STD. Another agenda that includes strategic steps taken by the principal of SMA Negeri Unggulan in Jambi Province is to improve the function of the STD (Subject Teacher Discussion) group activities centered at the school where one of the priorities is to discuss the material and learning strategies. The informant's assessment is the principal's policy that is effective (100 percent) in improving the function of the STD in the school they lead. It is the duty and responsibility of the school principal when the school he leads is determined by the Education Office to host the STD to maximize its function. This was explained by the principal when met by the author that: "This school has always been the center of activities for teachers in all districts and is also trusted as a manager by the Education Office. However, it is my job as the host to serve the teachers who come because I see a big positive impact on the level of competition among the teachers.

Third, the principal instructs the use of learning media. In the learning process, so far the classical methods used by teachers such as the lecture method, the question and answer method, and so on have shown quite encouraging results. However, there was dissatisfaction with teachers who wanted to do more by changing teaching methods or at least making teaching in the classroom easier. The principal issued an affirmation that in every lesson every teacher is obliged to use learning media to help students and themselves understand the material.

Fourth, the principal instructs the provision of tutoring. Basically, policies always involve the interests of teachers. For those whose interests are accommodated through the provision of additional lesson

hours, the policy is effective, but if the opposite happens, the policy is mediocre.

Fifth, the principal involves external institutions in educational development. The policy steps taken by the school principal are to collaborate with the community around the school, non-governmental organizations (NGOs), and related institutions such as the National Education Office. The informants' assessment shows that all respondents considered the principal's policies to be effective in involving external agencies / institution in the development of education in schools. All informants acknowledged that this step was very appropriate given the government's efforts to distribute the responsibility for education to people who so far have only enjoyed education.

Sixth, the principal programs in-house training. One of the concrete manifestations that are felt by teachers as a result of working with external school institutions is the implementation of training for the academic community, that is employees and teachers of Superior SHS Jambi. If so far the focus of teaching is only on the affective aspect, then through various training, teachers and employees also experience a balance between affective and cognitive (mental). The training is held on average for a full day and in collaboration with several institutions such as ESQ Training, an educational empowerment institution to foster critical awareness of the community.

Seventh, the principal programmed a comparative study. Superior SHS Jambi, as one of the schools of choice, is currently improving its competence and professionalism. Therefore, one of the government policies developed by this school is a competency-based curriculum program. One of the principals' policies to deepen the implementation of the program is to conduct comparative studies to other schools throughout Indonesia that also implement competency-based curriculum programs. This program was greeted enthusiastically by the teachers because the school principal guaranteed them to be able to take part in the comparative study program in turns. The responses of the informants indicated that the respondents enthusiastically welcomed the program. They think that a comparative study is needed in other schools that have made progress after applying the concept. A comparative study has to be carried out, not only for domestic purposes, if necessary, also abroad. Teachers also need to gain knowledge or exchange ideas with teachers from more advanced schools to be motivated.

Eighth, the principal facilitates teachers to continue their studies. The principal's most attractive policy is to provide study permits or study assignments for teachers who intend to continue their education for both undergraduate and postgraduate (master). The policy was considered by all respondents to be very effective. Analyzing the informants' answers regarding the principal's policy of granting study permits to teachers, it was found that in general the respondents had long wanted to continue their studies at various levels, especially masters. However, this intention has so far been hampered by a regulation issued by the BKD which imposes a number of conditions that must be met by teachers if they want to go to college. However, the principal this time saw another strategy if this could be done. The school principal explained this as follows: "One government regulation that has been considered quite heavy by teachers is that they are not allowed to continue their education within a radius of \pm 28 km from their place of service and if that happens, a study assignment letter from the upper school is necessary permit from the competent authority and that means they are released from school ". "On the one hand, I understand that there are other ways to accommodate all of these interests.

III. Planning Steps to Improve Performance of Leading Public Senior High School Teachers in Jambi Province

A number of steps taken by the principal in initiating concrete goals that are owned by the school. The concrete details include: (1) the initial meeting of the teachers' school year, (2) the division of tasks by the vice principal of the school, (3) making a schedule of activities.

First, the initial year's meeting of the teachers' school. Meetings are the most effective means of formulating organizational goals with their members. Likewise with the teachers in determining the material targets for the current year, it was also discussed in the teachers' meeting at the beginning of the school year. In Superior SHS, the habits of the principal that are most liked by the teachers are their openness in accepting input from anyone, especially teachers. In certain circumstances, even principals ask for opinions from teachers when a problem occurs. Therefore, all informants in this study stated that the attitude of the principal was considered very effective in accepting suggestions from teachers.

Second, the making of a decree by the principal. The follow-up to the results of the above-mentioned new school year meeting is the granting of formal authority to teachers and employees to carry out their respective duties. Strengthening this authority, the principal issued a decision letter to each individual as a form of formal accountability.

Third, the division of tasks by the vice principal. In order to empower school personnel as well as to explain the concepts of management of education management, the principal has representatives who are tasked with helping him describe educational programs. The deputy principal intends to carry out his duties and

functions properly as an assistant to the principal. On the other hand, the principal succeeded in empowering all his representatives to smooth the educational process taking place at the school.

Fourth, the field coordinator meeting. To control and monitor all activities of teachers in the school, the principal schedules a meeting every month to coordinate and evaluate the progress of the planned programs. The policy is also part of the school-based management concept.

Table. 1
Matrix Table for Planning for Activities to Improve the Performance of the Superior Senior High School Teachers in Jambi Province

	SHS 1 Merangin	SHS 1 Bungo	SHS 1 Jambi
Program Planning			
Identify human resource needs	Needs analysis	Needs analysis	Needs analysis
Position and job analysis	Head and deputy	Head and deputy	Head and deputy
Initial consideration of policy formulation	Discussion of vice curriculum	The results of a comparative study	Team work decisions
Planning teaching design	Learning program plan	Learning program plan	Learning program plan
The term of the teacher performance improvement program	1-5 years	1-5 years	1-5 years
Teacher performance improvement program	Continue S2 studies and training	Continue to study S2, S3 and training	Continue S2 studies and training
Briefing program	Vice	Principal	Principal

V. CONCLUSION

The planning that carried out by the principal to improve the performance of the teaching staff at the Superior Senior High Schools Jambi province was outlined in the formulation of policies. Some of the policies made by school principals are by planning, implementing and evaluating policies through deliberation, discussions and meeting forums, policy formulation involving management measures which scope in the school principal's office such as curriculum time, student affairs, public relations and also involving teacher councils, formulation policies that have been carried out to improve the performance of educators: workshops, training and seminars.

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