

IMPROVING THE MANAGERIAL PERFORMANCE OF SCHOOL PRINCIPALS THROUGH A DIRECTIVE AND COLLABORATIVE APPROACH

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Article History:

Received: 2024-02-02, Accepted: 2024-06-19, Published: 2024-06-28

Abstract

The problems found are positive, namely that the researcher wants to know more comprehensively about efforts to improve the managerial performance of school principals through a directive and collaborative approach at SMK Negeri 1 Bandar Lampung, SMK Negeri 4 Bandar Lampung and SMK Negeri 2 Kalianda in the odd semester of the 2021/2022 academic year so that The researcher aims to analyze the Managerial Performance of School Principals Using a Directive and Collaborative Approach at SMK Negeri 1 Bandar Lampung, SMK Negeri 4 Bandar Lampung and SMK Negeri 2 Kalianda in the Odd Semester of the 2021/2022 Academic Year. The data above was found through qualitative field research methods. Investigation of deductive as well as inductive reasoning processes, and dynamic analysis of ties between observable events, are emphasized in qualitative research. The results of the research show that there is a significant influence between motivation on teacher performance at SMK Negeri 1 Bandar Lampung, SMK Negeri 4 Bandar Lampung and SMK Negeri 2 Kalianda, so that hypothesis 2 is accepted, Managerial Supervision Guidelines for Implementing Duties of School/Madrasah Supervisors (Directorate of Educational Personnel, 2009 : 20) states that managerial supervision is supervision relating to aspects of school management that are directly related to increasing school efficiency and effectiveness which includes planning, coordination, implementation, assessment, development of educational human resource (HR) competencies and other resources. In carrying out managerial functions, school/madrasah supervisors act as: 1) collaborators and negotiators in the process of planning, coordinating and developing school management 2) assessors in identifying weaknesses and analyzing school potential 3) information centers for school quality development 4) evaluators of the meaning of supervision results . Managerial supervision focuses on observing aspects of school management and administration which function as supporting the implementation of learning.

Keywords: Performance, Principals and the directive-collaborative Approach.

INTRODUCTION

The school as an educational community needs a leader figure who can utilize all the potential that exists within the school for the school's vision and mission. The principal is often considered to represent the face of his school. Here it appears that the role of the school principal is not only an accumulator who collects various potential administrators, teachers, employees and students, but also a managerial conceptualizer who is responsible for their respective contributions to the effectiveness and efficiency of educational sustainability. The educational insight and management competencies of a school principal must be able to

master the foundations of education, master educational policies, and be able to master concepts.¹

educational leadership and management. If a school principal is unable to master these managerial competencies then a school principal does not comply with the School Principal Competency Standards. School principals who are unable to meet the criteria for school principal performance standards will require efforts to develop performance. Developing the performance of school principals is through training and workshops on improving the performance of school principals organized by the Education Office. Coaching and development is an institution's effort to maintain performance and improve skills, knowledge and work abilities now or in the future, so that school principals are able to carry out managerial performance in accordance with established school principal performance standards (SMK), namely mastering the educational foundations, mastering educational policies, as well as mastering the concepts of educational leadership and management (Saroni, 2016: 21). School Supervisor is a strategic position in the implementation of the national education system which has the main task of assessing and developing the implementation of education in certain schools for which it is responsible. As stated by Kimball in Sahertian (2008: 25) that the task of a supervisor is to help, provide support and invite (sharing). Considering that the school principal is one of the most dominant variables in accelerating change towards progress in the school, his role and function must be truly optimal. Thus, school quality will be achieved optimally, if it is supported by the managerial performance of the school principal which can be seen from the school principal's ability to optimally utilize all the resources available at the school to improve school quality through planning, organizing, leadership and controlling activities. (Komariah, 2014: 119) also states that "Creating a school climate to create healthy schools as true learning organizations is the core value of quality school management," Efforts to implement managerial supervision can be carried out by school supervisors to improve the managerial performance of school principals.²

RESEARCH METHODS

This research was conducted at SMK Negeri 1 Bandar Lampung, SMK Negeri 4 Bandar Lampung, and SMK Negeri 2 Kalianda. which is in Lampung Province. The duration of the research is 5 (five) months, namely from January to May 2023.

Data collection techniques in this research are observation and documentation. Observations use observation sheets to determine improvements in the managerial performance of school principals. (Complete details can be seen in the attachments section). Documentation is used to search for data regarding things or variables in the form of notes, transcripts, books, newspapers, magazines, and so on (Arikunto, 2006).³

Data analysis in this research was carried out descriptively, namely classifying data into two groups, namely qualitative and quantitative data. Qualitative data is expressed in the form of words or symbols while quantitative data is data in the form of numbers (Arikunto, 2006:38). Qualitative data is obtained by data reduction, namely a simplification process carried out through data selection, focusing and abstracting raw data into meaningful information. Data

¹Ansyary, *Pengaruh Kepemimpinan, Budaya Organisasi, dan Motivasi Kerja terhadap Kinerja Guru pada Yayasan*. (Universitas Muhammadiyah Sumatera Utara Th. 2021)

²Bahri, M. S. *Pengaruh kepemimpinan, Lingkungan Kerja, Budaya Organisasi dan Motivasi terhadap Keuasan Kerja yang Berimplikasi terhadap Kinerja Dosen*. (Surabaya: Jakad Publishing, Th. 2018). H. 10

³Anshori, M. dan S. I. *Metode Penelitian Kuantitatif*. (Surabaya: Airlangga University Press, Th. 2018). H. 16

presentation is the process of taking the essence of an organized presentation of data in the form of formulaic sentences that are short and concise but contain broad meaning.⁴

RESULTS AND DISCUSSION

To clarify the assessment of improving the managerial performance of school principals as explained as follows:

Based on pre-cycle data, the performance predicate is sufficient at SMK Negeri 1 Bandar Lampung, SMK Negeri 4 Bandar Lampung and SMK Negeri 2 Kalianda. Learning organizations see that the principal's managerial performance aspect consists of four things: 1) Engagement (ability to relate); 2) System Thinking (systemic thinking ability); 3) Leading Learning (Ability to be a leading learner); 4) Self Awareness (Ability to be aware of the condition of oneself or the institution one leads).⁵

Based on the findings, managerial performance increased from cycle I to cycle II as follows;

In cycle I; (1).Engagement aspect at SMK Negeri 1 Bandar Lampung scored 68, SMK N 4 Bandar Lampung scored 64 and SMK N 2 Kalianda scored 64, (2). System thinking aspect at SMK Negeri 1 Bandar Lampung scored 65, SMK N 4 Bandar Lampung scored 67, 5 and SMK N 2 Kalianda scored 62.5, (3). The Leading learning aspect at SMK Negeri 1 Bandar Lampung scored 62.5, SMK N 4 Bandar Lampung scored 57.5 and SMK N 2 Kalianda scored 70.00, (4). The Self Awareness aspect at SMK Negeri 1 Bandar Lampung scored 71.11 , SMK N 4 Bandar Lampung scored 68.89 and SMK N 2 Kalianda scored 68.89.⁶

In Cycle II; Engagement aspect at SMK Negeri 1 Bandar Lampung scored 84, SMK N 4 Bandar Lampung scored 76 and SMK N 2 Kalianda scored 64, System thinking aspect at SMK Negeri 1 Bandar Lampung scored 77.5, SMK N 4 Bandar Lampung scored 70.00 and SMK N 2 Kalianda scored 60.00. Leading learning aspect at SMK Negeri 1 Bandar Lampung scored 75.00, SMK N 4 Bandar Lampung scored 72.5 and SMK N 2 Kalianda scored 75.00, Self Awareness aspect at SMK Negeri 1 Bandar Lampung score 77.78, SMK N 4 Bandar Lampung scored 71.11 and SMK N 2 Kalianda scored 78.78.⁷

There was an increase in each aspect as follows; The engagement aspect at SMK Negeri 1 Bandar Lampung increased by 16, SMK N 4 Bandar Lampung increased by 12 and SMK N 2 Kalianda did not increase. The system thinking aspect at SMK Negeri 1 Bandar Lampung increased by 12.5, SMK N 4 Bandar Lampung increased by 2, 50 and SMK N 2 Kalianda there was a decrease of 2.25. Leading learning aspect at SMK Negeri 1 Bandar Lampung increased 7.50, SMK N 4 Bandar Lampung increased 15.0 and SMK N 2 Kalianda increased 5.00, Aspect of Self Awareness at SMK Negeri 1 Bandar Lampung increased by 6.67, SMK N 4 Bandar Lampung increased by 2.22 and SMK N 2 Kalianda increased by 10.⁸

Definition of Managerial Supervision: Guide to Implementing the Duties of School/Madrasah Supervisors (Directorate of Educational Personnel, 2009: 20) states that

⁴Ihsan, R. *Pengaruh Budaya Organisasi dan Motivasi dalam meningkatkan Kinerja Guru Melalui Variabel Intervening Kepuasan Kerja SMP Negeri 2 Gamping Kabupaten Sleman*. Universitas Islam Indonesia.2018

⁵Darnitasari, D. *Pengaruh Motivasi Kerja terhadap Kinerja Guru di SMK Negeri Se-Kota Makassar*. Universitas Negeri Makassar. Th. 2020

⁶Dikri Gifari, & Pancasasti, R. (2019). PENGARUH PELATIHAN, KOMPETENSI, DAN PENGEMBANGAN KARIR TERHADAP KINERJA KARYAWAN PT. KRAKATAU STEEL TBK Dikri. *Jurnal Manajemen Dan Bisnis (JUMANIS)*, 04(02), 9–25

⁷Harahap, L. K. (2018). Analisis SEM (Structural Equation Modelling) Dengan SMARTPLS (Partial Least Square). *Fakultas Sains Dan Teknologi Uin Walisongo Semarang*, (1), 1

⁸Hermawan, I. *Metodologi Penelitian Pendidikan Kuantitatif, Kualitatif, & Mixed Methode*. Kuningan: Hidayatul Quran Kuningan. 2019

managerial supervision is supervision relating to aspects of school management which are directly related to increasing school efficiency and effectiveness which includes planning, coordination, implementation, assessment, development of educational human resource (HR) competencies and other resources. In carrying out managerial functions, school/madrasah supervisors act as: 1) collaborators and negotiators in the process of planning, coordinating and developing school management 2) assessors in identifying weaknesses and analyzing school potential 3) information centers for school quality development 4) evaluators of the meaning of supervision results. Managerial supervision focuses on observing aspects of school management and administration which function as supporting the implementation of learning.⁹

Principles and Methods of Managerial Supervision Principles of Managerial Supervision 1) Stay away from authoritarianism 2) Create harmonious human relations 3) Supervision must be carried out continuously, not a part-time task that is only done occasionally if the opportunity arises 4) Supervision must be democratic. Supervisors must not dominate the implementation of supervision. The emphasis of democratic supervision is active and cooperative 5) The supervision program must be integral.¹⁰ In every educational organization there are various behavioral systems with the same goal, namely educational goals. 6) Supervision must be comprehensive. The supervision program must cover all aspects, because in essence one aspect is definitely related to other aspects 7) Supervision must be constructive, not to look for the principal's mistakes 8) Supervision must be objective, in preparing, implementing and evaluating, the success of the supervision program must be objective. Objectivity in program preparation means that the supervision program must be prepared based on real problems and needs faced by the school.¹¹

Managerial Supervision Techniques 1) School visits Supervisors visit schools to make observations of school principals regarding planning, implementation, managerial problems and problem solving by preparing school supervision instruments. The supervisor's visit to the school for which he is responsible aims to correct existing deficiencies in school administration. These deficiencies are problems faced by school principals.¹² However, the supervision process is a process of solving problems, finding appropriate solutions, and using them in daily task practice. The problem solving process in supervision takes place in a communication pattern between the supervisor and the school principal or others. There are various communication patterns which are basically divided into three main patterns, namely communication that is oriented towards the principal's activities, communication that is more oriented towards the supervisor's activities and a combination of the two. 2) Individual meetings. Supervisors visit schools, hold interviews with school principals regarding planning, implementation, managerial problems and problem solving by preparing school supervision instruments. 3) Group Discussions Through MKKS Supervisors hold discussions with MKKS members regarding planning, implementation, managerial problems and problem solving by preparing school supervision instruments. 4) Managerial demonstrations

⁹Surabaya: Jakad Publishing. Cahyana, E. *Pengaruh Budaya Organisasi Dan Motivasi Kerja Terhadap Kinerja Guru Di Smk Muhammadiyah 5 Purwantoro Kabupaten Wonogiri*. 2018

¹⁰Yesi. *Pengaruh Pelatihan Guru terhadap Peningkatan Kinerja Guru di SMA Datok Sulaiman Putri Palopo*. Institut Agama Islam Negeri Palopo. 2021

¹¹Ihsan, R. *Pengaruh Budaya Organisasi dan Motivasi dalam meningkatkan Kinerja Guru Melalui Variabel Intervening Kepuasan Kerja SMP Negeri 2 Gamping Kabupaten Sleman*. Universitas Islam Indonesia, 2018

¹²Wartini. *Pengaruh Kepemimpinan Kepala Sekolah dan Motivasi Kerja terhadap Kinerja Guru*. (Klaten: Lakeisha, Th. 2022). H. 19

in implementing managerial supervision, Supervisors can provide examples of how school principals should implement and resolve/or overcome managerial problems.¹³

Supervision Approach The supervisor in carrying out this research chose to use a collaborative approach. In a collaborative approach (Siregar, 2009:43) the principal is positioned as someone who has good experience and skills. The role of supervisors is more about guidance, and responsibilities are divided relatively equally between supervisors as supervisors and school principals. Problem solving is more open and two-way, and there is equality in practical understanding. Collaborative decision making between supervisors and school principals leads to a framework of problems faced by school principals.¹⁴

CONCLUSION

Conclusion

This research aims to examine the influence of training, motivation and organizational culture on teacher performance at SMK Negeri 1 Bandar Lampung, SMK Negeri 4 Bandar Lampung and SMK Negeri 2 Kalianda. Based on the analysis and discussion of the research results, the researcher concluded:

The results of testing the first hypothesis show that training has an effect on teacher performance of 0.070 with a t statistic of 0.420 indicating a value < 1.96 and a P value of 0.675 indicating a value > 0.05 . Thus, it can be concluded that there is no significant influence between training on teacher performance at SMK Negeri 1 Bandar Lampung, SMK Negeri 4 Bandar Lampung and SMK Negeri 2 Kalianda, so hypothesis 1 is rejected.

The results of the second hypothesis test show that motivation has an effect on teacher performance of 0.295 with a tStatistic value of 2.209 which indicates a value of >1.96 and a P Value of 0.029 which indicates a value of <0.05 . Thus, it can be concluded that there is a significant influence between motivation on teacher performance at SMK Negeri 1 Bandar Lampung, SMK Negeri 4 Bandar Lampung and SMK Negeri 2 Kalianda, so that hypothesis 2 is accepted.

The results of the third hypothesis test show that organizational culture has an influence on teacher performance of 0.603 with a statistical value of 3.008 indicating a value of >1.96 and a P value of 0.003 indicating a value of <0.05 . Thus, it can be concluded that there is a significant influence between organizational culture on teacher performance at SMK Negeri 1 Bandar Lampung, SMK Negeri 4 Bandar Lampung and SMK Negeri 2 Kalianda, so that hypothesis 3 is accepted

Suggestions

Training for teachers at SMK Negeri 1 Bandar Lampung, SMK Negeri 4 Bandar Lampung and SMK Negeri 2 Kalianda has been good, but it would be better if the training also referred to indicators of improving teacher performance. Therefore, the positive impact of training can improve teacher performance, especially in the teaching and learning process, thereby creating effective and innovative learning following real world developments.

SMK Negeri 1 Bandar Lampung, SMK Negeri 4 Bandar Lampung and SMK Negeri 2 Kalianda must maintain and improve supporting factors in increasing motivation starting

¹³Siregar, B. A. *Kepemimpinan dan Budaya Organisasi*. (Pasaman Barat: CV. Azka Pustaka, Th. 2022). H. 19

¹⁴Surianto. *Sinergitas Motivasi, Kompetensi dan Budaya Organisasi*. (Surabaya: Global Aksara Pre, Th. 2021). H. 15

from factors of responsibility, rewards, wages, policies, work relations, supervision, and so on, in order to improve teacher performance so that it can improve school quality.

All stakeholders at SMK Negeri 1 Bandar Lampung, SMK Negeri 4 Bandar Lampung and SMK Negeri 2 Kalianda must maintain and improve organizational culture and good service, so that a harmonious work environment and optimal customer satisfaction can be achieved. Individualism and seniority embedded among teachers and school members must be minimized because they can hinder performance.

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