



Principal Managerial Competence in Improving Organizational Performance

Murniati¹ Fauzan Ahmad Siregar^{2*}

¹ Institut Agama Islam Negeri Lhokseumawe, Indonesia

* fauzanahmadsiregar01@gmail.com

ABSTRACT

The principal's managerial competence is very important in formal education, because the principal's ability to form a work team in the organization has a very large influence on the quality and quantity of schools, as is the case with the principal of SMP Negeri 1 Simpang Keuramat in improving school organizational performance. As for the formulation of the problem in this study, namely: How the managerial competence of the principal can improve organizational performance at SMP Negeri 1 Simpang Keramat.? Based on the formulation of the problem, the objectives of this study are to determine the managerial competence of the principal that can improve organizational performance at SMP Negeri 1 Simpang Keramat. The research method uses qualitative research with a field research approach (Field Research). In this study, the research subjects were the principal and several members of the school organization. From the results of the study, it was found that the managerial competence of the principal in improving organizational performance through the determination of the vision, mission, and goals, then the existence of an organizational structure or pattern of cooperation by the abilities of organizational members as well as the division of labor and coordination from subordinates to superiors with smooth operation. good communication between fellow members and superiors as well as always making decisions and sustainability is carried out based on valid evidence and the agreement of existing organizational members with other school members, namely educators and education staff.

 OPEN ACCESS

ARTICLE HISTORY

Received: 30-06-2022

Accepted: 16-08-2022

KEYWORDS


*Managerial Competence;
Organizational
Performance;
Principal Managerial;
School Effectiveness;*

© 2022 Murniati & Fauzan
Ahmad Siregar

This is an open-access article
under the [CC-BY-SA License](https://creativecommons.org/licenses/by-sa/4.0/).



CONTACT:  Murniati & Fauzan Ahmad Siregar |  fauzanahmadsiregar01@gmail.com

 : <https://doi.org/10.47766/development.v1i1.530>

ABSTRAK**Kata Kunci:**

*Kepemimpinan
Kepala Sekolah;
Kinerja Organisasi;
Kompetensi
Manajerial;
Sekolah Efektif;*

Kompetensi manajerial kepala sekolah sangatlah penting dalam sebuah pendidikan formal, karena kemampuan kepala sekolah dalam membentuk tim kerja dalam organisasi sangatlah besar pengaruhnya terhadap mutu dan kuantitas sekolah, begitu halnya dengan kepala sekolah SMP Negeri 1 Simpang Keuramat dalam meningkatkan kinerja organisasi sekolah. Adapun yang menjadi rumusan masalah dalam penelitian ini yaitu: Bagaimana kompetensi manajerial kepala sekolah dapat meningkatkan kinerja organisasi di SMP Negeri 1 Simpang Keramat.? Berdasarkan rumusan masalah, maka yang menjadi tujuan dalam penelitian ini yaitu: untuk mengetahui kompetensi manjerial kepala sekolah dapat meningkatkan kinerja organisasi di SMP Negeri 1 Simpang Keramat. Adapun metode penelitian menggunakan jenis penelitian kualitatif dengan pendekatan penelitian field research (Penelitian Lapangan). Dalam penelitian ini yang menjadi subjek penelitian adalah kepala sekolah, dan beberapa anggota dalam organisasi sekolah. Dari hasil penelitian maka ditemukan bahwa kompetensi manajerial kepala sekolah dalam meningkatkan kinerja organisasi melalui penentuan visi, misi dan tujuan, kemudian adanya struktur organisasi atau pola kerja sama yang sesuai dengan kemampuan anggota organisasi serta adanya pembagian kerja dan koordinasi dari pihak bawahan kepada atasan dengan adanya kelancaran komunikasi yang baik antara sesama anggota maupun dengan atasan serta selalu pengambilan keputusan dan sustainabilitas dilakukan atas dasar bukti yang valid dan atas kesepakatan anggota organisasi yang ada dengan warga sekolah yang lainnya yaitu para pendidik dan tenaga kependidikan yang ada.

INTRODUCTION

Organizational performance is a picture of quality indicators in an educational institution (Ritonga & Prasetyo, 2019). This motivation is essential for employees to have in carrying out their duties because employee motivation will affect every result that will be given. After all, inspiration can arise from within and from employees (Jimmy L. Gaol, 2014).

The managerial competence of the principal in increasing the work motivation of each member of the organization is needed for the smooth implementation of the process of improving the quality of education and achieving educational goals (Marwazi, 2020). By having reason, educators and education staff will be more careful, diligent, thorough, patient, and responsible in carrying out and completing their duties. The positive impact is that with the work motivation of academic staff, education personnel will carry out all tasks following their expertise and abilities as expected in realizing educational goals (Owens, 2017).

Because of its complex and unique nature, a school organization requires a high level of coordination. School success is when they understand well the existence of the school as a complex and exceptional organization and can act as a principal who is responsible for leading the school (Wahjosumidjo, 2018).

The principal's managerial competence plays an essential role in improving organizational performance because the supervision of the principal will affect educators and education staff in an institution (Ostime, 2019). The success of the principal shows that the principal is described as the center of the leadership of a school who has the authority to determine the direction of the school (Daulay & Ritonga, 2021). It can be concluded that the success of the school is the success of the principal. Some of the principals are described as people who have high expectations for educators and education staff because the principal is an individual who has adequate knowledge about the duties of educators and is central to leadership in schools (Bell & Harrison, 2018; Fajri & Sukatin, 2021; Ilham & Rahmat, 2021).

Based on the explanation above, it can be concluded that the principal can provide good examples to educators and education staff and the teacher's understanding of the implementation of his duties. Based on this research, it becomes necessary and exciting to study.

The principal has a significant role and function in implementing school quality and in the management of improving the quality of learning because a principal controls the activities and direction of the school. The principal at SMP Negeri 1 Simpang Keuramat is one of the principals who carry out the duties assigned to him, following the five competency standards that a principal must possess, including the personality competency standards of an authoritative school principal, then managerial competence. Which regulates schools following management in the world of education, then has entrepreneurial, supervisory, and social competencies that are always manifested in leading an educational institution.

However, this condition is clear that the SMP Negeri 1 Simpang Keuramat school seems to have the ability to apply managerial competence but has various problems in its application. It can be seen from each appointed teacher who has not been able to carry out tasks following the function of the position he has, especially the presence of teachers who are late come and teachers who have not been able to complete the learning tools independently.

RESEARCH METHODS

The type of research carried out in this research is in the form of field research in other languages. This research was conducted at SMP Negeri 1 Simpang Keuramat. This research is focused on explaining the facts in the field with a qualitative approach. A qualitative approach is an approach to producing descriptive data or words, either written or spoken, directly from the informant in question with research following the problem. Based on the issues in this study, the sources of informants are the principal and the teacher council.

Data collection techniques were carried out through three stages: observation, interviews, and documentation. Observation is a technique for collecting data by making observations of ongoing activities. This technique is used to obtain a direct picture related to research at SMP Negeri 1 Simpang

Keuramat. In this case, the author directly observes the research object through passive participation observation, meaning that the researcher comes to the research location but is not involved in the activity (Djaali & Muljono, 2008; Huberman & Miles, 2002). The interview is a meeting of two people or groups to exchange information and ideas through face-to-face questions and answers to construct meaning in a particular topic to collect data that researchers want to know. These techniques are carried out by holding direct questions and answers to obtain data about the author's research.

The author conducted interviews with informants with interview guidelines determined with semi-structured techniques (Sugiyono, 2016). Documentation is a technique used to collect data by collecting and analyzing written pictures, or electronic documents following the research in question. In analyzing the data, the researcher used descriptive analysis by filtering the data obtained in the form of an easy-to-understand explanation. From this explanation, it is concluded that using inductive logic techniques is completing something general to something specific.

RESULT AND DISCUSSION

Managerial competence is one of the competencies that school principals must possess in managing an educational institution that has competitive value in the world of education with other academic institutions so that the tasks that should be carried out can be carried out optimally (Kyriakides et al., 2020). Managerial competence is one form of competence that the principal must possess to pursue his leadership responsibility (Mulyasa, 2012; Prasetyo & Salabi, 2021; Zepeda, 2013).

The managerial competence possessed by the principal of SMP Negeri 1 Simpang Keramat can be seen to have been fulfilled, so in this case, first, know what the duties of the principal's managerial competence are. 13 of 2007 concerning School Principal Standards are described as follows:

- (1) Develop school/madrasah plans for various levels of planning. This aspect is carried out by the principal of SMP Negeri 1 Simpang Keuramat with the formation of the vision, mission, and educational goals. Then it has been fulfilled by looking at the form of the vision, mission, and objectives of the SMP N 1 Simpang school Sacredness.
- (2) Develop school/madrasah organization according to need. The principal of SMP Negeri 1 Simpang Keuramat developed an organizational structure following the rules recommended in the education process and redeveloped it by adjusting each function of the existing position by implementing several aspects.
- (3) In the context of utilizing school resources. In this aspect, the principal always strives to include all teachers and education personnel in every function in the organizational structure so that there is a cooperation between fellow school members in improving organizational performance.
- (4) Managing change and development of schools/madrasahs towards effective learning organizations; Managing school facilities and infrastructure in the context of optimal utilization.
- (5) Carry out supervision of the implementation of school activities following applicable supervisory standards .

Based on the results of the research above, for maximum organizational performance it is necessary to fulfill the 7 principles contained in it, namely: First, determining the Vision, Mission and goals, then the principal of SMP Negeri 1 Simpang Keuramat conducts an evaluation in this case to see whether

there is a need for changes or not, then the principal seeks to hold a meeting with the teacher council regarding the vision, mission and goals to be achieved, so in this case the principal continues to use the existing vision, mission and goals, considering the human resources and potential of the school owned now,

Second, the structure or pattern of cooperation, the head of SMP Negeri 1 Simpang Keuramat asked the curriculum to provide data on teachers and education personnel, then compiled an organizational structure that was deemed necessary to change; Third; division of labor, the head of SMP Negeri 1 Simpang Keuramat did the division work with teachers through meetings that are not formed on the basis of their own will;

Fourth, this coordination is carried out at the same time during the division of labor in meetings held by the principal; Fifth; smooth communication, the principal of SMP Negeri 1 Simpang Keuramat always strives to foster smooth communication with teachers and this is done by dividing work teams and presenting work results in a meeting forum, so that each team member will convey complaints that must be done by other teams, and vice versa accept what should be made into changes;

Sixth, decision making, and seventh sustainability, both aspects, the principal of SMP Negeri 1 Simpang Keuramat does it together by looking at the results of reports provided by each position in the organization's functions, both orally and in writing. The findings of this study can be seen in the following figure:

Figure 1 Novelty Principal Managerial Competence in Improving Organizational Performance at SMP Negeri 1 Simpang Keuramat

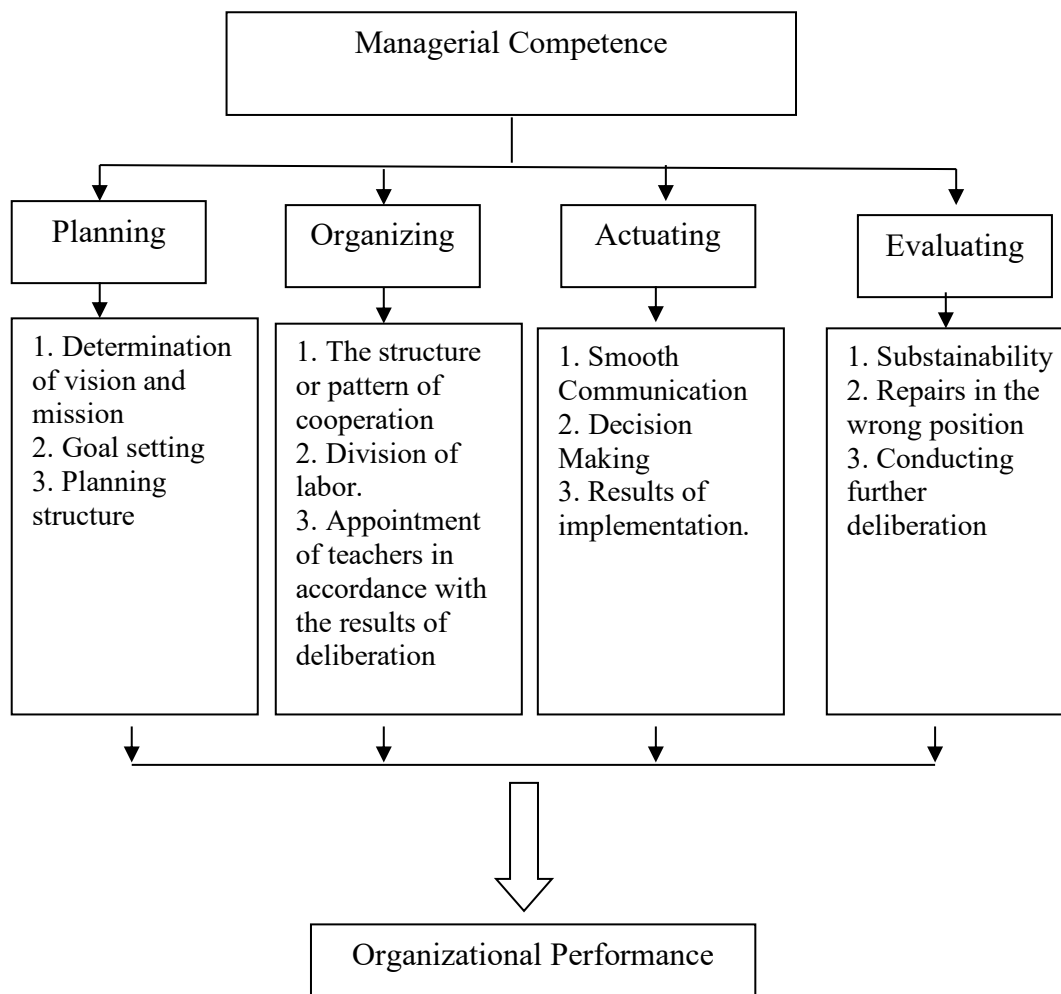


Figure 1 explains that the principal's managerial competence comprises four stages: planning, organizing, implementing, and evaluating. For planning, the things to do are determine the vision and mission, goals, and planning arrangements. At the organizing stage, there is a structure or pattern of cooperation, division of labor, and appointment of teachers following the

results of deliberation. The implementation stage involves smooth communication, decision-making, and the implementation results. And for the evaluation stage, there is sustainability, inappropriate position improvements, and further deliberation.

CONCLUSION

Based on the results of the study, the research on Principal Managerial Competence in Improving Organizational Performance at SMP Negeri 1 Simpang Keuramat can be concluded that the principal's managerial competence in improving organizational performance uses organizational performance principles so that the organizational structure and function of positions in the organizational structure can be carried out optimally. But for now, the development has not been fully felt because it has only been carried out for one year. An evaluation has been carried out on changes to the new structure, and it is thought that it is not following its functions; all of this is done through meetings with every school member with opinions and decisions.

REFERENCE

- Bell, J., & Harrison, B. T. (Eds.). (2018). *Vision and Values in Managing Education*. Routledge. <https://doi.org/10.4324/9781351041508>
- Daulay, K., & Ritonga, M. A. (2021). Improving the Professionalism of Madrasah Teachers Post Covid-19. *ITQAN: Jurnal Ilmu-Ilmu Kependidikan*, 13(1), 1-14. <https://doi.org/10.47766/itqan.v13i1.96>
- Djaali, & Muljono, P. (2008). *Pengukuran Dalam Bidang Pendidikan* (1st ed.). Grasindo.
- Fajri, M. R., & Sukatin, S. (2021). Budaya Organisasi dalam Menciptakan Daya Saing Menuju Sustainability Perguruan Tinggi. *Idarah (Jurnal Pendidikan Dan Kependidikan)*, 5(1), 1-16. <https://doi.org/10.47766/idarah.v5i1.1442>

- Huberman, M., & Miles, M. B. (2002). *The Qualitative Researcher's Companion*. Sage.
- Ilham, M., & Rahmat, A. (2021). Manajemen Strategi Kepala Sekolah dalam Membangun Budaya Organisasi di SMP IT Luqmanul Hakim Aceh Besar. *ITQAN: Jurnal Ilmu-Ilmu Kependidikan*, 12(1), 151-162. <https://doi.org/10.47766/itqan.v12i1.57>
- Jimmy L. Gaol. (2014). *A to Z Human Capital, Manajemen Sumber Daya Manusia; Konsep, Teori, dan Pengembangan dalam Konteks Organisasi Publik dan Bisnis* (1st ed.). Grasindo.
- Kyriakides, L., Creemers, B. P. M., Panayiotou, A., & Charalambous, E. (2020). *Quality and Equity in Education*. Routledge. <https://doi.org/10.4324/9780203732250>
- Marwazi, M. (2020). Pesantren Managerial Competence. *4th Asian Education Symposium (AES 2019)*, 283-287.
- Mulyasa, E. (2012). *Manajemen dan Kepemimpinan Kepala Sekolah*. Bumi aksara.
- Ostime, N. (2019). *Handbook of Practice Management*. RIBA Publishing. <https://doi.org/10.4324/9780429347689>
- Owens, T. L. (2017). Higher Education in the Sustainable Development Goals Framework. *European Journal of Education*, 52(4), 414-420. <https://doi.org/10.1111/ejed.12237>
- Prasetyo, M. A. M., & Salabi, A. S. (2021). Model Evaluasi dan Instrumen Program Pendidikan Pelatihan di Lembaga Pendidikan Islam. *Idarah (Jurnal Pendidikan Dan Kependidikan)*, 5(1), 101-117. <https://doi.org/10.47766/idadrah.v5i1.1608>
- Ritonga, M. A., & Prasetyo, M. A. M. (2019). Peningkatan Kinerja Guru Pesantren Melalui Sistem Reward dan Punishment. *Idarah (Jurnal Pendidikan Dan Kependidikan)*, 3(1), 37-51. <https://doi.org/10.47766/idadrah.v3i1.611>
- Sugiyono. (2016). *Metode Penelitian Kuantitatif Kualitatif*. Alfabeta.
- Zepeda, S. J. (2013). *Instructional Leadership for School Improvement*. Routledge.